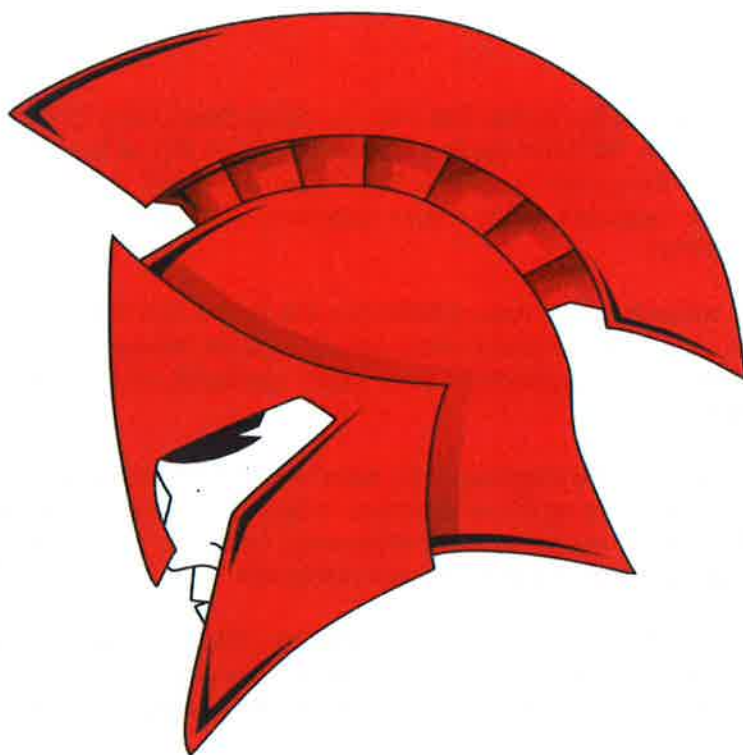


East Nicolaus High School



Course Catalog 2019-2020



EAST NICOLAUS HIGH SCHOOL



1124 NICOLAUS AVE NICOLAUS, CA 95963
PHONE: (530) 656-2255 • FAX: (530) 656-1065

MARK BEEBE, SUPERINTENDENT/PRINCIPAL
JOSHUA ROWE, ASSISTANT PRINCIPAL
JACOB GEIVETT, LEARNING DIRECTOR

Greetings Spartan Nation,

We are pleased to present the East Nicolaus Joint Union High School Course Catalog Handbook for 2019-2020 academic school year. The **Spartan Handbook** is designed to help you make the best possible selection of courses as you go through your four years at East Nicolaus High School. It contains information regarding: graduation requirements, college entrance requirements, class choices with descriptions, and distinct learning pathways.

We are proud to offer multiple CTE/ Learning Pathways at East Nicolaus High School. ENHS Learning Pathways include: Academics, Agriculture, Industrial Arts, and Visual and Performing Arts. Each pathway affords our students a specific opportunity for post-secondary opportunities including: apprenticeships, college and/or employment.

We are confident that our Spartans educational journey at East Nicolaus High School will be meaningful and productive. Students and parents can rely on our teachers, academic advisors, administration, and staff are invested available to ensure each Spartan student is progressing toward their goals, ambitions, and life beyond East Nicolaus. Please do not hesitate to call upon us at any time.

For information on each class see the appropriate listing under Course Offerings. Advanced Placement (AP) classes give our college bound students an accelerated advantage as they participate and successfully pass a College Board exam. AP students also receive enhanced grade points for having passed the class with a passing grade and taking the AP exam.

Lastly, students and parents should also be aware of the minimum graduation requirements at East Nicolaus High School.

In order to graduate a student must:

1. Successfully complete a total of 240 credits of course work.
2. Successfully Complete the ENHS Senior Project.
3. Successful completion of all graduation requirements as set forth by the ENHS Board of Trustees.

If we can be of further help concerning registration or academic advising throughout the school year, please feel free to give the front office a call at [\(530\) 656-2255](tel:5306562255).

Sincerely,

Mark H. Beebe
Superintendent / Principal

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EAST NICOLAUS HIGH SCHOOL

GRADUATION REQUIREMENTS

1. 20 credits of science
 - 10 credits of Physical Science (Ag Earth Science, Chemistry, AG Soil Chemistry Physics)
 - 10 credits of Life Science (Biology, Sustainable Biology, Physiology)
2. 40 credits of English
 - 10 credits of English 9
 - 10 credits of English 10
 - 10 credits of AP English Language & Composition or English 11
 - 10 credits of AP English Literature & Composition or English 12
3. 30 credits of Social Science
 - 10 credits of World History
 - 10 credits of AP US History or US History
 - 10 credits of American Government/Economics or
 - American Government (Honors)/Economics or
 - Agriculture Government (Honors)/ Economics
4. 20 credits of Physical Education
5. 30 credits of Mathematics
 - Must pass Algebra 1 or Int. Math I
6. 10 credits in the Following Areas
 - 5 credits of CSR/Health
 - 5 credits of Intro to Pathways or Computer Literature (For Classes Before 2021)
 - 5 credits of Get Focused Stay Focused (Beginning Class of 2021)
7. 10 credits of Fine Arts or Foreign Language
8. 80 credits of electives
 - 10 credits must be from a Career Technical Education course
9. Successfully complete at least 240 credits.
10. Successful completion of a Senior Project.

ENHS Pathway Completer Criteria

Academic Pathway:

- Must take at least two AP or Honor class during their Junior and/or Senior years
- Maintain a 3.3 or higher GPA for 6 semesters
- Meet A-G requirements and complete FAFSA application
- Participate in at least 1 school college visit
- Be at least a life member in CSF (4 semesters or more)
- Must submit 5 scholarship applications

Agriculture Pathway:

- Must take at least one Agricultural class each year
- Participate in FFA activities
- Participate in a Supervised Agricultural Experience Project (SAE)

Industrial Arts Technology:

- Must take at least one Industrial Arts for 3 years.
- Must complete the capstone course within the discipline they choose
- Must complete a major project during their senior year

Visual and Performing Arts

- Must take at least four - two semester long VAPA classes with a 2.5 or higher GPA
- Must participate in a community performance/exhibition each year
- Must complete a cumulative portfolio which will be judge senior year

Hospitality, Tourism, and Recreation

Recreation Administration

- Must take a semester of California State Requirement Health (CSR Health)
- Must take 3 years of Physical Education/Weight Training Class
- Must complete the Recreation Administration Course or Previous Sport Medicine Course
- Must complete a cumulative portfolio which will be judge senior year

Food Tech

- Must take a semester of California State Requirement Health (CSR Health)
- Must obtain a Food Handlers Card
- Must complete 2 years of Food Tech Course
- Must complete a cumulative portfolio which will be judge senior year

East Nicolaus High School Course List

Agriculture

AG Earth Science
Sustainable AG Biology
AG Soil Chemistry
ROP AG Mechanics Woods and Welding I
ROP AG Mechanics Woods and Welding II
ROP AG Mechanics Woods and Welding III
ROP AG Welding Technology
ROP Floral Design (Ornamental Horticulture)
Agricultural Leadership
AG Government (Honors)/Economics

English

English 9
English 10
English 11
AP English Language & Composition (11th)
English 12
AP English Literature & Composition (12th)

Fine Arts (Visual & Performing)

Drawing and Painting I, II, III, IV
Drama (Theater Arts)
Photography
Floral Design

Foreign Language

German I
German II
German III (Honors) & German IV (Honors)
Spanish I
Spanish II
Spanish III & Spanish IV (Honors)

Industrial Technology

ROP AG Mechanics Woods and Welding I
ROP AG Mechanics Woods and Welding II
ROP AG Mechanics Woods and Welding III
ROP AG Welding Technology

Career Technical Education Courses

All Industrial Tech Courses, AG Courses
College Career Readiness
Recreation Administration
ROP Yearbook (Product Development)
Food Tech (Culinary Arts)

Mathematics

Math Support
Personal Finance
Integrated Math I
Integrated Math II
Integrated Math III
Trig/Pre-Calculus (Honors)
AP Calculus & AP Statistic

Physical Education

Physical Education 9-12 (*Required 9th Grade*)
CSR Health (*Required 9th Grade*)
Weights
Advanced Weights (*Athletic Director Approval*)
Recreation Administration

Science

Agricultural Earth Science (*AG Science Class*)
Biology
Sustainable AG Biology (*AG Science Class*)
Chemistry
Ag Soil Chemistry (*AG Science Class*)
Physics
Physiology

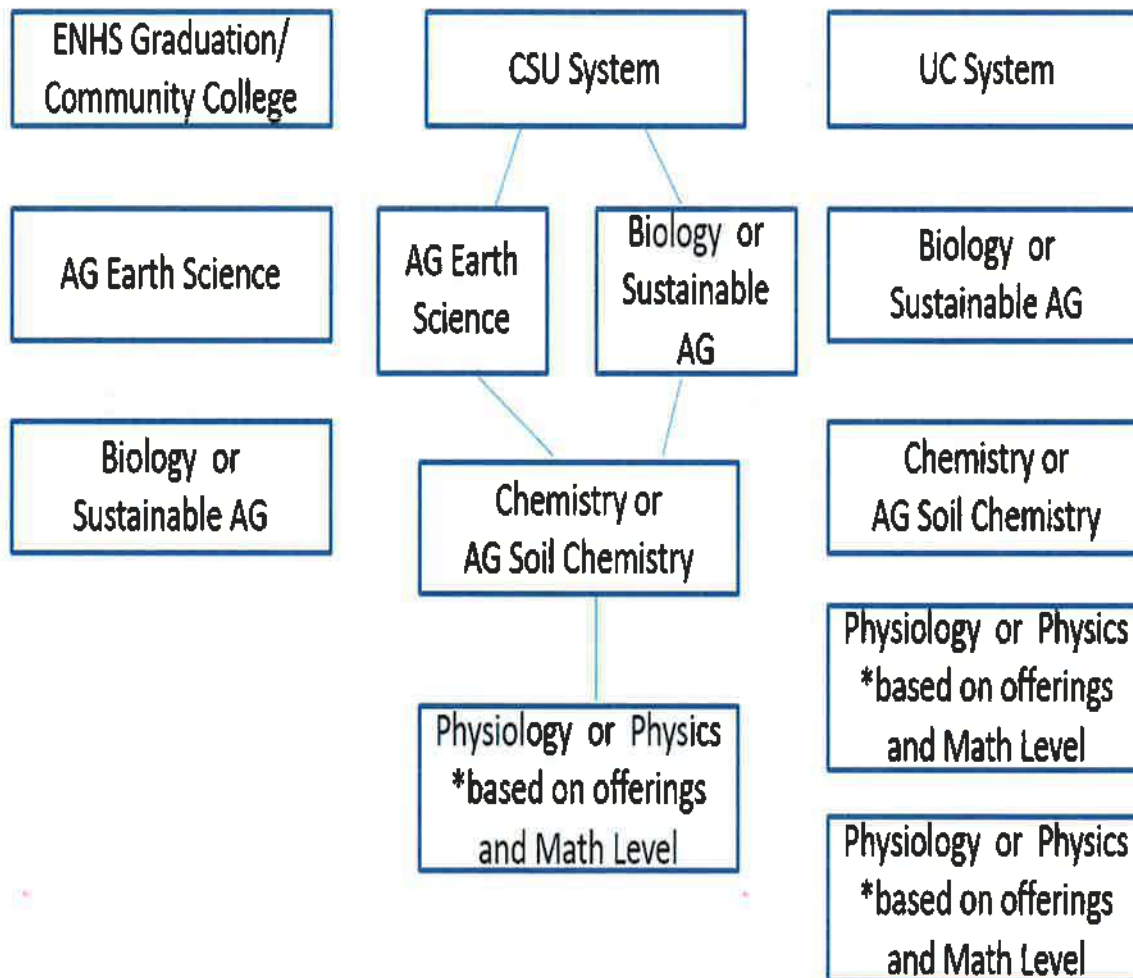
Social Science

World History
U. S. History
AP U.S. History
American Government
American Government (Honors)
Economics
AG Government (Honors)
AG Economics

Non-Departmental Classes

Get Focused Stay Focused (Required 9th Grade)
ROP Yearbook (Product Development)
Food Tech (Culinary Arts)
Student Leadership
Digital Productions
College and Career Readiness
Service Learning Project (see Course Description)
Learning Center Support (see Course Description)
Student Office Aide (see Course Description)
Teacher's Assistant/ Peer Tutor (see Course Description)

ENHS Recommended Science Pathways

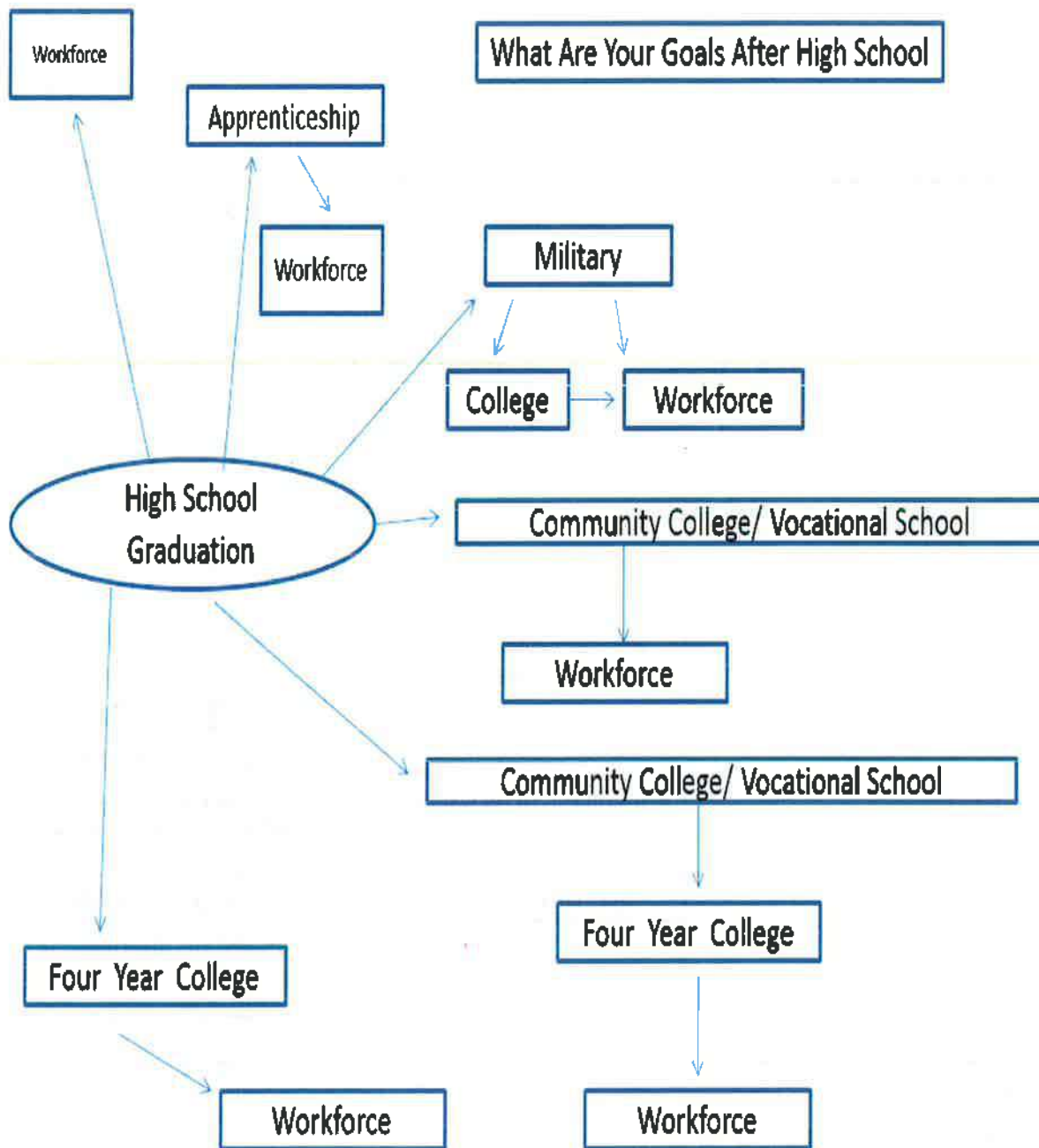


Helpful Hints:

UC: 2 Year Minimum (3-4 Years Recommended)

CSU: 2 Year Minimum (3-4 Years Recommended)

-AG Earth Science Counts CSU Lab Science



East Nicolaus High School

Four Year Educational Plan

Planning your high school years can make a big difference in how you get through high school, what you accomplish, and what your future options are. Both academic preparation and vocational training are appropriate during high school.

The East Nicolaus High School Course Catalog is intended to be a resource guide for charting your four-year pathway for graduation and post-secondary (after high school) preparation.

Below are some helpful questions that should be discussed and answered between you and your parent/guardian when planning your class choices.

Question #1: What is your primary educational goal at the conclusion of your senior year?

- A) Meet minimum college admissions requirements
- B) To enter the community, state, or university college system prepared to take college-credit courses
- C) To be competitive for admissions to an elite university
- D) To gain and enhance career-technical skills and experiences while meeting minimum high school graduation requirements.

Question #2: What area of study do you want to emphasize in, if any?

- E) What are your natural abilities, interests, or passion for a particular field?

Question #3: Is there a career you are interested in pursuing?

Coordinate your plan with goal(s) beyond high school. Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> University of California* | <input type="checkbox"/> Community College Vocational School |
| <input type="checkbox"/> California State University* | <input type="checkbox"/> Private Career/Technical Program |
| <input type="checkbox"/> Other 4-year College/University* | <input type="checkbox"/> Apprenticeship |
| <input type="checkbox"/> Military Academy* | <input type="checkbox"/> Military Service |
| <input type="checkbox"/> Community College Transfer** | <input type="checkbox"/> Workforce |

Students must meet A-G requirements

East Nicolaus High School

Four-Year Academic Review Educational Plan

Freshman
 Sophomore
 Juniors
 Seniors

Student Name		Student ID	
School	East Nicolaus High School	Date of Birth	
Date of Meeting with Learning Director		Transcript Attached	Yes No

To earn an East Nicolaus High School diploma and be eligible to participate in the graduation ceremony, students must meet all of the requirements stated in the current student handbook including: a) 240 credits; b) complete a senior project; c) complete the California Math requirement.

COURSE REQUIREMENTS NEEDED

Credits need for Graduation	240	Credits Completed		Credits Deficient	
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Total credits required in each subject area are given in parenthesis. Each semester course earns 5 credits if passing grade is earned.

ENHS Graduation Requirements

<input type="checkbox"/> Physical Science (10 credits) <small>(AG Earth, AG Soil Chemistry, Chemistry, Physics)</small> <input type="checkbox"/> Life Science (10 credits) <small>(Biology, AG Biology, Physiology)</small> <input type="checkbox"/> English (40 Credits) <input type="checkbox"/> English 9 (10 Credits) <input type="checkbox"/> English 10 (10 Credits) ___ English 11 (10 Credits) or ___ AP Lang. & Comp. ___ English 12 (10 Credits) or ___ AP Lit. & Comp. <input type="checkbox"/> Math (30 credits) <small>1st _____</small> <small>2nd _____</small> <small>3rd _____</small>	<input type="checkbox"/> World History (10 credits) <input type="checkbox"/> US History/ AP US History (10 credits) <input type="checkbox"/> Government/ Government (H) (5 credits) <input type="checkbox"/> AG Government (H) <input type="checkbox"/> Economics (5 credits) <input type="checkbox"/> AG Economics (5 credits) <input type="checkbox"/> Physical Education (20 credits)	<input type="checkbox"/> CSR/Health (5 credits) Classes Before 2021 (5 credits) <input type="checkbox"/> Intro to Pathways <input type="checkbox"/> Computer Literacy Beginning Class 2021 (5 credits) <input type="checkbox"/> Get Focused Stay Focused <input type="checkbox"/> Foreign Language or VAPA (10 credits) <input type="checkbox"/> Elective (80 credits total 10 in CTE) <input type="checkbox"/> CTE (10 credits) <input type="checkbox"/> Senior Project
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Credit Deficient

Students that have not passed the required courses for each grade level are to be considered “credit deficient”. Is this student credit deficient? YES NO

If **Yes**, the following classes below need to be repeated in either at ENHS or via the online learning platform that the school is using to make up credits:

Classes	Learning Platform	Credits

COLLEGE PREPARTORY REQUIREMENTS

Area	Subject	ENHS Classes
A	History/Social Science – <i>Two years</i> , including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics. (2 Years Required)	1 st Year: _____ 2 nd Year: _____
B	English (“b”) – <i>Four years</i> of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking. (4 years Required)	<input type="checkbox"/> 9 th Grade <input type="checkbox"/> 10 th Grade <input type="checkbox"/> 11 th Grade/ AP Lang. <input type="checkbox"/> 12 th Grade/ AP Lit.
C	Mathematics (“c”) – <i>Three years</i> of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. (3 Years Required/ 4 Years Recommended)	1 st Year: _____ 2 nd Year: _____ 3 rd Year: _____ 4 th Year: _____
D	Laboratory Science (“d”) – <i>Two years</i> of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. (2 Years Required/ 3 - 4 Years Recommended)	1 st Year: _____ 2 nd Year: _____ 3 rd Year: _____ 4 th Year: _____
E	Language other than English (“e”) – <i>Two years</i> of the same language other than English or equivalent to the second level of high school instruction. (2 Years Required/ 3 - 4 Years Recommended)	1 st Year: _____ 2 nd Year: _____ 3 rd Year: _____ 4 th Year: _____
F	Visual and Performing Arts (“f”) – <i>One year</i> chosen from dance, music, theater or the visual arts. (1 Year Required)	1 st Year: _____
G	College-Preparatory Elective (“g”) – <i>One year</i> chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area. (1 Year Required)	1 st Year: _____

COLLEGE COURSEWORK

College	Term	Course	Units	Grades for Transcript	
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No

Comments	
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_____ Student Signature

_____ Learning Director/ Academic Advisor

COURSEOFFERINGS DESCRIPTIONS

ADVANCED PLACEMENT

Advanced Placement (AP) courses offer the opportunity to do college-level work at East Nicolaus High School. The curriculum for these courses is standard throughout the country and is very rigorous. AP classes are taught with the explicit goal of the students successfully completing the AP Exam. The courses are available to qualified, academically talented students in the eleventh and twelfth grades. Many colleges will give college credit based on the student's score on the examination. Check with the individual college to find out which examinations and scores they will accept. The AP exams are administered annually in May. An AP grade report is sent in July to the student, high school, and college(s), if requested. Admittance to an AP class may include (but is not limited to) the following steps: a completed application, teacher recommendation, sample(s) of student's work, completed summer assignments. **(Students must sign an AP Contract).**

AP Calculus (AB)

This course requires retention of skills from all courses (Algebra I through Trig/Pre-calculus). Calculus is the study of the rate of change via limits, derivatives, and integrals. Passing the AP Calculus (AB) College Board Exam will be accepted by most colleges as completion of a college level Calculus I course. (There can be 4 or 5 calculus levels depending on the college or university.) Grades are calculated on a 5.0 scale. For student success, a TI-83 plus or 84 graphing calculator must be accessible at school and at home. Students must take the AP exam to get the weighted GPA. Prerequisites: "B" or higher in Trig/Pre-calculus and teacher approval.

AP English Language & Composition (11th Grade)

The AP English Language & Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer's purposes, audience expectation, and subjects as well as the way conventions and the resources of language contribute to effective writing. The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum, but the overarching objective in most first-year college writing courses, like this one, is to enable students to write effectively and confidently in their subsequent college courses across the curriculum, and in their professional and personal lives. Emphasis is placed on self-evaluation, peer assessment, and oral participation. This class is offered during the junior year and will use a variety of texts.

AP English Literature & Composition (12th Grade)

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course will include an intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. All these aspects of reading are important for an AP course in English Literature and Composition and each corresponds to an approach to writing about literary works. The class will prepare students for college/university level English courses. Students taking this class during their 12th grade year will focus on British and World Literature. The course will prove to be intellectually challenging and the amount of in and outside class work will be consistent with a college class workload. Students will write timed essays weekly and will receive feedback, which will translate into their longer essays. **Seniors will be required to complete a Senior Project.**

AP U.S. History

The AP U.S. History course is designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship.

AP Statistics

This course requires students to have complete the Integrated Math Series with a C- or higher in all semesters. 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: 1. Exploring Data: Describing patterns and departures from patterns, 2. Sampling and Experimentation: Planning and conducting a study, 3. Anticipating Patterns: Exploring random phenomena using probability and simulation, and 4. Statistical Inference: Estimating population parameters and testing hypotheses.

AGRICULTURE

All agriculture courses at East Nicolaus High School require three components: classroom instruction, participation in FFA activities, and participation (completion) in a Supervised Agriculture Experience (project).

Agriculture Earth Science

This course includes introduction to science and technology, introduction to energy, energy of the future, earth's food resources, oceans, climate and weather, physics, electricity, chemistry, astronomy, communication, and fluids and pressures. (FFA is an integral part of the class. Students will be required to keep record books, opening and closing, creed, and participate in FFA activities.)

Sustainable (AG) Biology

This course will focus on Biology with a sustainable agricultural approach. Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. Throughout the course, students are graded on participation in extracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. This class is UC and CSU certified

Agricultural Soil Chemistry

This course is developed to approach chemistry with an agricultural methodology. This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course. Throughout the course, students are graded on participation in extracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Prerequisite: Biology or Sustainable (AG) Biology

Floral Design (Ornamental Horticulture)

This class will deal with the propagation and growth of ornamental plants and the operation of a horticulture business. Emphasis will be on the role of higher plants in the living world, structure of higher plants, naming and classifying plants, propagation of plants, photosynthesis, respiration and translocation, soil and water, climatic influence on crop production, and biological competitors (weeds). Students will be able to identify color structure and create floral arrangements based on different elements taught. Class time will be spent in a standard classroom setting, within the greenhouse, and outside labs. FFA participation and completion of record books are an integral part of this class. (This class also satisfies Fine Art Requirement for A-G)

Agriculture Leadership (Repeatable for Credit)

This agriculture course is designed to specifically train students as team leaders for the job site. Students will learn how to manage capital, labor, and resources to accomplish specific tasks. Computers and other technologies will be used to augment their leadership challenges. Emphasis will be placed on accomplishing assigned tasks by using advanced communication skills, interaction with the community and working with different people. FFA is an integral part of the class. Students will be required to keep record books and participate in FFA activities. Prerequisite: Chapter officer, teacher recommendation, or approval.

ROP AG Mechanics Woods and Welding I

Basic Agricultural Mechanics is an introductory course that explores a wide variety of mechanical processes. Students will learn and use scientific and mathematical applications through relevant mechanical topics. In addition, students will complete numerous lab-based and project-based activities that will give students the opportunity to develop an understanding of the scientific process and increase hand-eye coordination and motor skills. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

ROP AG Mechanics Woods and Welding II

Agricultural Mechanics Woods and Welding II course continue to explore a wide variety of mechanical processes. Students will use scientific and mathematical applications through relevant mechanical topics. Students will complete numerous lab-based and project-based activities. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

ROP AG Mechanics Woods and Welding III

Agricultural Mechanics Woods and Welding III course is the capstone course to this pathway. This course continues to explore a wide variety of mechanical processes. Students will use their advanced knowledge from the first course and second course to complete numerous lab-based and project-based activities. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

ROP AG Welding Technology

This course reinforces the fundamentals of Technical Metals and emphasizes background knowledge needed to carry out complicated fabrication processes. The course is offered to juniors and seniors who have successfully completed two semesters of Technical Metals. The instructional units cover major welding and fabrication processes oxyacetylene welding and cutting, shielded metal arc welding (stick electrode), gas metal arc welding (Mig), spot welding, and soldering. The student will design, draft, price, and fabricate a major metals project. (11th and 12th graders only. 10th Graders by approval by both teacher and Administration)

Honors Agriculture Government

This fourth year course is designed for Agriculture Science Students that want to complete the Agriculture Science Pathway. Agriculture Government fits both into the Social Sciences Department and the Agriculture Department by offering an additional course that meets the requirements of the state Social Science Standards, as well as the Agricultural Career Pathway, which will prepare students for higher education in the agricultural industry. This course will analyze and evaluate the key facets of the American Government through an agricultural lens by looking into the structure and function of our government and their influence on agricultural issues and industries.

Agriculture Economics

This course is designed for advanced study of agriculture business opportunities and economics for students with an interest in US agriculture by incorporating the US and international agriculture industry into the principles and developing changes of economics, their role in political, cultural, and social spheres, business management, industry employability, and marketability of agricultural products in local, national, and international markets. This course will help students understand and apply basic economic principles as they relate to our nation's largest industry-agriculture and individual consumers, production agriculture, and agribusiness management. As the building blocks of individual societies require different programs, it is vital to evaluate the defining features of different political systems and their continuous cultural and social roles. This course will help students understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agribusiness management. Students will also examine how different societies obtain, produce, and distribute their resources and services and analyze the impact of environmental and geographical change on societies. Life skills such as resumes, job applications, interview skills, accounting, and college and scholarship applications will be included.

ENGLISH

English 9

English 9 is designed to provide students with high-level academic experiences in writing, collaborative learning, listening, and speaking. The class is literature driven, following the State Framework with exposure to classical literature as a foundation to enhance skills in writing, spelling, grammar, and following directions. Emphasis is placed on group interaction and acceptable social strategies. There is comprehensive study of vocabulary, much of which is designed to enhance precise word choice in writing. Emphasis is placed on self-evaluation, peer assessment, and oral participation.

English 10

English 10 is aligned to the California Common Core and builds upon skills learned in English 9, reinforcing key concepts and further delving into a more thorough understanding and analysis of literary devices and literary works. Critical thinking is a key component, found in such activities as in-class novel analysis, poetry, plays, short stories, vocabulary development, grammar, and essay structuring and contextualizing.

English 11

English 11 is a one-year required junior class. This course will enable student to continue developing their abilities in the skills of English. The emphasis for this course is on writing, extensive reading from all genres by American authors, and oral communication. This class follows the California State Framework for 11th grade Language Arts. A student taking this class will have opportunities to learn new vocabulary and apply the conventions of grammar in written and oral expression. Skills and concepts are taught in an integrated way to be mutually reinforcing. Emphasis is placed on self-evaluation, peer assessment, and oral participation. This class will use a variety of texts.

English 12

English 12 is a one-year required senior class. This course will enable students to continue developing their abilities in the skills of English. The emphasis for this course is on writing, extensive reading, and oral communication from all genres of British and World Literature. This class requires several essays in addition to other writing (Poetry, expository, narrative), and follows the California State framework for 12th grade Language Arts. A student taking this class will have opportunities to review vocabulary and apply the convention of grammar in written and oral expression. A district approved anthology of British and World Literature, various novels, and essays will serve as the core for this class, thus providing each student with a cultural and historical foundation. Skills and concepts are taught in an integrated way to be mutually reinforcing. **Seniors will be required to complete a Senior Project.**

AP English Language & Composition (11th grade)

The AP English Language & Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer's purposes, audience expectation, and subjects as well as the way conventions and the resources of language contribute to effective writing. The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum, but the overarching objective in most first-year college writing courses, like this one, is to enable students to write effectively and confidently in their subsequent college courses across the curriculum, and in their professional and personal lives. Emphasis is placed on self-evaluation, peer assessment, and oral participation. This class is offered during the junior year and will use a variety of texts. (Students must sign an AP Contract).

AP English Literature & Composition (12th grade)

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course will include an intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. All these aspects of reading are important for an AP course in English Literature and Composition and each corresponds to an approach to writing about literary works. The class will prepare students for college/university level English courses. Students taking this class during their 12th grade year will focus on British and World Literature. The course will prove to be intellectually challenging and the amount of in and outside class work will be consistent with a college class workload. Students will write timed essays weekly and will receive feedback, which will translate into their longer essays. **Seniors will be required to complete a Senior Project. (Students must sign an AP Contract).**

FINE ARTS (Visual & Performing Arts)

Drawing and Painting I

The Drawing and Painting class is a one-year course based on the learning, development, and application of basic design and composition principles. These principles will be introduced, explored, and integrated through a variety of drawing and painting techniques to produce finished art projects. Emphasis is placed on the students' development of observation skills and enhancing his own uniqueness in artistic expression. Technology support is available. Infusion of art history inspires a number of projects. Large group critiquing is introduced. Professional artists' profiles are included. Students prepare a personal portfolio. This class meets the fine arts requirement for East Nicolaus and for the A-G requirements.

Drawing and Painting II, III, IV

Students may enroll only with teacher permission and are expected to be self-directed and highly motivated. All work is created by submitting written project proposals and followed by written self-assessments. A personal portfolio is required. All Standards, Goals, and Objectives of Drawing and Painting I apply. This class meets the fine arts requirement for East Nicolaus and A-G Requirements. Prerequisite: Drawing and Painting I

Drama (Theater Arts)

This academic class is a rigorous project-based course designed to introduce the student to the disciplines of theatre by teaching the vocabulary, technical aspects, and practical performance elements of drama. Special emphasis is placed on using drama as a vehicle for self-discovery through reflection and observation. Lectures are supplemented with reading, writing, acting exercises, film studies, professional workshops, and field trips to experience professional productions. This year long class meets the criteria for the CSU and UC A-G requirement in Fine Arts.

Photography

This project-based course is designed to engage a range of students from the photo newbie to the emerging intermediate in the exciting world of digital photography. The first semester will focus on familiarizing students with the tools related to digital photography including the camera, its functions, its accessories and the leading professional photo software, Adobe Photoshop. Students will keep web-based annotated pictorial journals to record their practical development in the use of basic photo elements such as: light, time, color, contrast, tone, and composition. During the second semester students will build web-based portfolios of their work to exhibit a series of assignments that will run the gamut of photographic studies from portrait, still life and landscape to advertising, journalism, event, and art photography. Using photographic masterpieces as models for their own work, students will gain a historical context for and an appreciation of photography as an art form. This course meets the A-G requirement for Fine Arts credit.

Floral Design (Ornamental Horticulture)

This class will deal with the propagation and growth of ornamental plants and the operation of a horticulture business. Emphasis will be on the role of higher plants in the living world, structure of higher plants, naming and classifying plants, propagation of plants, photosynthesis, respiration and translocation, soil and water, climatic influence on crop production, and biological competitors (weeds). Students will be able to identify color structure and create floral arrangements based on different elements taught. Class time will be spent in a standard classroom setting, within the greenhouse, and outside labs. FFA participation and completion of record books are an integral part of this class. (This class also satisfies Fine Art Requirement for A-G)

FOREIGN LANGUAGE

German I

This course explores the German language and culture through listening, speaking, reading, writing, and cultural awareness. This class will focus on basic vocabulary, emphasizing understanding and use of the language in everyday situations. German students learn beginning grammar concepts such as present tense, formulating questions, genders, negation, imperative, and word order. Music and other regalia further enhance the curriculum for a fun and academic experience. This course meets the Foreign Language/Fine Arts requirements.

German II

This course builds upon the language and culture learned in German I. Students expand their knowledge of grammar and sentence structure, learning more complex linguistic skills and conversational past tense. This course meets the Foreign Language/Fine Arts requirements. Prerequisite: Successful completion of German I.

German III (H)

This course builds upon the language and culture learned in German II. Students expand their knowledge of grammar and sentence structure, learning more complex linguistic skills and narrative past tense while applying previously learned language concepts to literature and the creation of language in writing activities. This course meets the Foreign Language/Fine Arts requirements. Prerequisite: Successful completion of German II.

German IV (H)

This course builds upon the language and culture learned in German III. Students review previously learned grammatical concepts as learned in German III while applying these to understanding literature and the creation of language in writing activities. This course meets the Foreign Language/Fine Arts requirements. Prerequisite: Successful completion of German III.

Spanish I

In this beginning course, students start to develop an understanding of the Spanish Language with a focus on listening and speaking skills, beginning to read and write. Students will explore the cultures of Spanish speaking countries their geography, history, traditions, arts, and cuisines.

Spanish II

Students in level 2 will focus on communicating detailed information about self, daily life, community, family and friends. They will express opinions about familiar topics and build the vocabulary and grammar skills necessary for communication. Students will continue culture studies begun in Spanish I. Prerequisite: Grade C- or better in Spanish or by instructor approval.

Spanish III

Students in level 3 will learn to discuss and develop arguments about topics related to their lives and the world around them. They will build the vocabulary and grammar skills necessary for complex communication. Students will continue the culture studies developed in Spanish 2. Prerequisite: Grade C- or better in Spanish or by instructor approval.

Spanish IV(H)

Students in level 4 will continue to use the knowledge and concepts used in courses 1-3. This course provides a survey of Spanish history and culture and familiarizes students with works of major writers and topics in Hispanic culture. Students further develop their auditory, speaking, reading and writing skills. Prerequisite: Grade C- or better in Spanish or by instructor approval.

INDUSTRIAL ARTS TECHNOLOGY

Industrial Arts is a phase of general education that concerns itself with the materials, processes, and products of manufacture and with the contribution of those engaged in industry. The learning comes through the pupil's experiences with tools and materials and through his study of resultant conditions of life.

ROP AG Mechanics Woods and Welding I

Basic Agricultural Mechanics is an introductory course that explores a wide variety of mechanical processes. Students will learn and use scientific and mathematical applications through relevant mechanical topics. In addition, students will complete numerous lab-based and project-based activities that will give students the opportunity to develop an understanding of the scientific process and increase hand-eye coordination and motor skills. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

ROP AG Mechanics Woods and Welding II

Agricultural Mechanics Woods and Welding II course continue to explore a wide variety of mechanical processes. Students will use scientific and mathematical applications through relevant mechanical topics. Students will complete numerous lab-based and project-based activities. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

ROP AG Mechanics Woods and Welding III

Agricultural Mechanics Woods and Welding III course is the capstone course to this pathway. This course continues to explore a wide variety of mechanical processes. Students will use their advanced knowledge from the first course and second course to complete numerous lab-based and project-based activities. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

ROP AG Welding Technology

This course reinforces the fundamentals of Technical Metals and emphasizes background knowledge needed to carry out complicated fabrication processes. The course is offered to juniors and seniors who have successfully completed two semesters of Technical Metals. The instructional units cover major welding and fabrication processes oxyacetylene welding and cutting, shielded metal arc welding (stick electrode), gas metal arc welding (Mig), spot welding, and soldering. The student will design, draft, price, and fabricate a major metals project. (11th and 12th graders only. 10th Graders by approval by both teacher and Administration)

MATHEMATICS

Math Support

A support course is an opportunity for struggling students to receive extra support as they access grade level mathematics. This class is directly linked to the lessons presented in the core class, and is a forum to preview, review, or re-teach information and lessons. Assessment testing will determine placement in this course. Students will receive elective credits for this course.

General Math

General math is designed to practice and strengthen math concepts that are needed to be successful in Integrated Math 1, as well applying math to real world situations with hands on applications. In the first semester students will use math in hands on applications to invoke interest in applicable real world math situations, such as designing and building, beginning personal finance, as well as using conversions and ratios in mixtures. The second semester will start to focus more on concepts, functions, linear relationships, and skills to prepare for Integrated Math 1.

Personal Finance

This course is designed to give students the tools to deal with their future financial lives, with a math emphasis. Financial literacy is defined as the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond competently to life events that affect every day financial decisions, including events in the general economy.

Integrated Math I

This is the first course in the Carnegie Learning Integrated Series. The students will learn the language of algebra and study the assumptions of the real number system. Students will perform the basic operations with real numbers, monomials, polynomials, and fractions. Students will learn to solve quadratic equations. Students will learn how to graph many types of functions on a real plane and use mathematical equations to solve real life situations.

Integrated Math II

This is the second course in the Carnegie Learning Integrated Series. The Integrated Math Series must be taken in order, and students should have previously completed an Algebra 1 class or Common Core 8th grade math class before beginning the series. Students also need to complete Integrated Math 1 with a C- or better in both semesters. The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships and circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout *each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.*

Integrated Math III

This is the third and final course in the Carnegie Learning Integrated Series. The Integrated Math Series must be taken in order, and students should have previously completed an Algebra I class or Common Core 8th grade math class before beginning the series. Students also need to complete Integrated Math I and 2 with a C- or better in both semesters. With this course, students further explore quadratic functions, rational functions, radical functions, exponential functions, logarithmic functions, extend their learning of polynomial functions, their understanding of sequences and series, and their knowledge of trigonometric functions.

Trigonometry/Pre-Calculus (H)

Students memorize and use all six trigonometric functions and their inverses for graphing, evaluating expressions, deriving proofs, solving equations and practical problems. Time permitting; students will study vectors and polar graphing. A more in depth study of Algebra I and II concepts will allow students to solve advanced equations and inequalities, geometric and algebraic theoretical proofs, and systems of multiple functions. This course will develop skills to recognize and analyze types of higher-degree polynomials. Time permitting students will also cover topics including: sequences and series, statistics, probability, and an introduction to calculus. Prerequisite: Algebra II with a “B” grade or higher or teacher recommendation.

AP Calculus (AB)

This course requires retention of skills from all courses (Algebra I through Trig/Pre-calculus). Calculus is the study of the rate of change via limits, derivatives, and integrals. Passing the AP Calculus (AB) College Board Exam will be accepted by most colleges as completion of a college level Calculus I course. (There can be 4 or 5 calculus levels depending on the college or university.) Grades are calculated on a 5.0 scale. For student success, a TI-83 plus or 84 graphing calculator must be accessible at school and at home. Students must take the AP exam to get the weighted GPA. Prerequisites: “B” or higher in Trig/Pre-calculus and teacher approval. **(Students must sign an AP Contract).**

AP Statistics

This course requires students to have complete the Integrated Math Series with a C- or higher in all semesters. 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: 1. Exploring Data: Describing patterns and departures from patterns, 2. Sampling and Experimentation: Planning and conducting a study, 3. Anticipating Patterns: Exploring random phenomena using probability and simulation, and 4. Statistical Inference: Estimating population parameters and testing hypotheses. **(Students must sign an AP Contract).**

PHYSICAL EDUCATION

CSR Health Class

Health Class is a general introduction to such health topics as personality, reproductive health, mental health, substance abuse, disease, nutrition, life skills, and refusal skills. Current issues are examined and explored so that young people have as much factual information as possible before making responsible decisions. (Required Course for all 9th graders).

Physical Education 9-12

In this course the students will engage in a variety of team and individual activities that promote lifelong health and fitness. These activities will encourage skill and social development as well as a general knowledge of rules and etiquette. This course will involve both physical and written assignments. Strength training concepts and physical fitness practices will be developed in this class. Participation in strength training and overall physical fitness will contribute to an awareness of lifelong health related fitness. All 9th grade students will be participating in the California State Physical Fitness Test. (Required Course for all 9th graders).

Weight Training

Students will develop the knowledge and understanding of weight training. Students will learn how to create, implement, and execute a proper weight training routine following proper biomechanical and kinesthetic guidelines. Students will be evaluated on their performance and knowledge of proper technique, rack set, safety, and participation throughout the year.

Advanced Weight Training

Students will continue to develop their knowledge and understanding from what they have learned in the first Weight Training Course. Students will create, implement, and execute a proper weight training routine following proper biomechanical and kinesthetic guidelines. Students will be evaluated on their performance and knowledge of proper technique, rack set, safety, and participation throughout the year. (Required Athletic Director Signature)

Recreation Administration

Recreation Administration is a course designed to teach students leadership, management, and organization skills through the study of youth and adult recreational activities. Students will learn how social, emotional, and physical well-being is maintained through participation in a wide variety of recreation activities and sports. Students will learn instructional techniques as well as the specifics of popular community sports. They will also learn about officiating, scorekeeping, and the logistics of various recreational activities and sports.

SCIENCE

Agriculture Earth Science

This course includes introduction to science and technology, introduction to energy, energy of the future, earth's food resources, oceans, climate and weather, physics, electricity, chemistry, astronomy, communication, and fluids and pressures. (FFA is an integral part of the class. Students will be required to keep record books, opening and closing, creed, and participate in FFA activities.)

Biology

The course of study for Biology includes the following topics: The science of biology, cells and their structure, microscopic life, plants (their importance, structure, and function), animal life, humans (the anatomy and function of all body parts), genetics, and ecology. There will also be in-class discussions centering on the many new and exciting discoveries that are occurring in biology and science.

Sustainable (AG) Biology

This course will focus on Biology with a sustainable agricultural approach. Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. Throughout the course, students are graded on participation in extracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. This class is UC and CSU certified.

Chemistry

General Chemistry is a comprehensive initial exposure to the field of Chemistry. The course serves to help all students develop an understanding of chemistry and its role in society and to provide a foundation for those students who intend to continue the study of chemistry in college. The course of study includes general science, atomic properties, the periodic table, balancing chemical equations, gas laws, and organic chemistry. There will be a strong emphasis on dimensional analysis and data collection. Students will develop the understanding of the complex concepts in this class through lab-based learning. Prerequisites: Passed Biology with a "C" or higher and concurrently enrolled in Algebra II or have passed Algebra II with a "C" or higher.

Agricultural Soil Chemistry

This course is developed to approach chemistry with an agricultural methodology. This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course. Throughout the course, students are graded on participation in extracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Prerequisite: Biology or Sustainable (AG) Biology

Physics

Physics is the study of the physical universe concerned with the relation between energy and matter. Basic to this study is the concept of energy: what it is, what form it takes, how it affects matter and how matter affects it, and how it can be changed from one form to another. Physics considers such aspects of the world as time, space, motion, matter, electricity, light, and radiation and widely applicable principles of science. Students will develop the understanding of the complex concepts in this class through lab based learning. Prerequisites: Juniors and Seniors who have completed or are taking Algebra II concurrently.

Physiology/Anatomy (H)

This course involves the exploration of the principle structure and function of the human body at the cellular level. The course is organized to follow a logical sequence of major organ systems with an emphasis on morphology and function features of the cells and tissues. Dissection and lab work is a key component to recognizing and understanding anatomy & physiology. Related laboratory dissections may include: sheep brains, cow eyes, fetal pigs, cats, frogs, and sharks. Prerequisite: Biology with a "C" or higher

SOCIAL SCIENCE

World History (Sophomore Requirement)

One of the primary goals strived for is to increase the student's appreciation of the history and accomplishments of past people and their civilization. The course should enable students to understand the chronological flow of events, the dynamics of change, and critical links between past and present. Other goals are to have the students comprehend the physical and cultural characteristics of different sections of the world; to appreciate the interactions of peoples with their environment, and to appreciate the nature, rates, and implications of change.

United States History (Junior Requirement)

United States History is a survey of our history from reconstruction to the present. Students become familiar with events that show how we have come to be what we are today in terms of territorial growth, political and economic development, industrial growth and expansion, social progress, and cultural development. Special emphasis is placed on understanding how our past affects and directs our present and future.

AP U.S. History

The AP U.S. History course is designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. (Students must sign an AP Contract).

American Government / Economics (Senior requirement)

Civics (one semester): the study of the main concepts of American Government and the institutions it has formed. The Presidency, elections, Cabinet, Supreme Court, legislature, regulatory agencies, etc. will be studied in detail.

Honors American Government

This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.

Honors Agriculture Government

This fourth year course is designed for Agriculture Science Students that want to complete the Agriculture Science Pathway. Agriculture Government fits both into the Social Sciences Department and the Agriculture Department by offering an additional course that meets the requirements of the state Social Science Standards, as well as the Agricultural Career Pathway, which will prepare students for higher education in the agricultural industry. This course will analyze and evaluate the key facets of the American Government through an agricultural lens by looking into the structure and function of our government and their influence on agricultural issues and industries.

Agriculture Economics

This course is designed for advanced study of agriculture business opportunities and economics for students with an interest in US agriculture by incorporating the US and international agriculture industry into the principles and developing changes of economics, their role in political, cultural, and social spheres, business management, industry employability, and marketability of agricultural products in local, national, and international markets. This course will help students understand and apply basic economic principles as they relate to our nation's largest industry-agriculture and individual consumers, production agriculture, and agribusiness management. As the building blocks of individual societies require different programs, it is vital to evaluate the defining features of different political systems and their continuous cultural and social roles. This course will help students understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agribusiness management. Students will also examine how different societies obtain, produce, and distribute their resources and services and analyze the impact of environmental and geographical change on societies. Life skills such as resumes, job applications, interview skills, accounting, and college and scholarship applications will be included.

SPECIAL CLASSES AND PROGRAMS

Get Focused Stay Focused (Mandatory Freshman Course)

This is a freshman course offering that utilizes Career Choices and the online 10-year plan, an interdisciplinary curriculum that engages students and teachers in an interactive learning process. This class will help students develop the knowledge, skills, and attitudes needed to successfully examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future. This semester length "freshman transition course" facilitates the in-depth exploration of three fundamental questions: 1) Who am I?, 2) What do I want?, and 3) How do I make it happen? These questions drive the academically-integrated curriculum, making it relevant, rigorous, and relationship-rich. The course culminates with students developing an individualized, online, 10-year plan that motivates them to envision a self-sufficient, productive life beyond high school, college or post-secondary training.

ROP Product Development/ Yearbook (Repeatable for credit)

This one-year course is a creative class in planning and producing the school yearbook. The advisor and the current yearbook staff select new staff members. Students interested in being on the staff must submit an application. An interview and a practical are also conducted. A positive attitude, strong work ethic, and daily attendance are imperative. Computer competency and digital camera use are preferred.

(Application Required)

Culinary Arts

Prepare for an entry-level position in the restaurant/food service industry. Learn safety and sanitation, nutrition basics, and food service operations. Instruction includes planning, preparation, cooking and presentation techniques for a wide variety of food.

COURSE TOPICS

- Orientation and industry careers
- Culinary terminology and math
- Costing and pricing
- Menu competitions and analysis
- Types of cuisine
- Appetizers and hors d'oeuvres
- Salads and soups
- Pasta
- Fish and seafood; meats and poultry
- Desserts
- Employment literacy
- Personal skills related to employment
- Interpersonal skills and group dynamics
- Thinking and problem solving skills
- Communication skills

College and Career Readiness

College & Career Exploration: Students will research career options, explore career clusters, complete an inventory of interest areas and transferable skills, develop a college and job vision statement. Project-based learning will include application of critical thinking, writing and speaking skills, and goal setting. Each student will complete a Career portfolio that will consist of a resume, cover letter, references, and scholarship letter. **College & Career Readiness:** Students will develop employability skills in five areas, such as self-improvement, interpersonal skills, communication and career preparation. Using group exercises, student self-assessments, and situational role playing. Students will explore the “soft skills” needed for success in all careers. Students will set short and long term life goals and begin identifying strategies to achieve those goals. **Basic Technology Skills:** Students will be able to efficiently use Microsoft Word, Google Docs, and PowerPoint applications. **Basic Financial Literacy:** Students will develop financial literacy budgeting and money management and the relationship of finances to life and career goals. Students will design a budget which demonstrates the benefits of saving and investing and the cost of credit.

Student Leadership (Repeatable for credit)

The Student Leadership course is designed for student body officers-president, vice-president, secretary, treasurer, rally chairperson, assistant rally chairperson, and representative to the board/publicity. Students will plan and organize assemblies, rallies, and other events, hold student council meetings, conduct elections, assign concessions, conduct student surveys, prepare budgets, monitor student body records, and plan ways and means to improve the school. Students must participate in ALL spirit activities. Prerequisites: Cum. GPA of 2.5 and must be elected to a student body office or have the instructor's permission. (Application Required. See Advisor)

Digital Productions

This course is designed to educate students on the ever-changing digital world, as well as to provide hands-on experiences with industry standard software and equipment. The curriculum covers a wide range of areas including graphic design, animation, audio production, video production, and web design.

Learning Center Support

This support class is an opportunity for struggling students to receive extra support as they access grade level text. Students will receive elective credit for this course and it will be graded based on a letter grade. (Students must be on an IEP/ 504 with administration approval.)

Student Office Aide

Students will work in the school office one period each day. Instruction will be given in regard to attitudes and procedures necessary to perform the duties of the job. This is a work experience type opportunity. The tasks are varied and provide experience for a typical office position. This environment requires student aides practice confidentiality. Breach of confidentiality can result in removal from the student aide course. Grading will be Pass/Fail. Prerequisites: Cum. GPA 2.5, senior, and approval of the class/office with whom you will be working with. (Seniors Only and Application Required)

Teachers Assistant/ Peer Tutor

A limited number of opportunities are available in classrooms for students to work with and assist high school faculty members in specialized teaching areas. Applications for these positions are to be made with your counselor and require the individual teacher's approval. This environment requires student aides practice confidentiality. Breach of confidentiality can result in removal from the student aide course. Prerequisites: Cum. GPA 2.5 (Seniors Only and Application Required)

Service Learning Project

Seniors who are on track for graduation will be eligible to participate in this program. Students can enroll in Service Learning Project class if they will be attending college courses. A letter signed by the parent and the student will be required. Students participating in this program will attend school for five consecutive periods a day. This is a non-credit offering. (Students must meet with the Learning Director and get approval.)

COLLEGE ADMISSION SECTION

Community College

Admission Requirements for Freshman Applicants

Graduations from high school, state proficiency certificate, or a minimum age of 18 years old are the only requirements for Community College admission. There are no subject or grade requirements. There are three primary programs in most community colleges: (1) 2-year college degree (AA/AS), (2) special training in technical fields, and (3) 2 years of general education for transfer to a 4-year university. Some Community Colleges are now offering Bachelor's degrees in selected programs.

Transfer Courses are equivalent to the lower division (freshman and sophomore) offerings of the four (4) year colleges and universities. These courses enable community college students to transfer to a four (4) year college for their junior year without loss of credit, provided they have a 2.75 – 3.2 GPA (varies by college).

Vocational Training courses are given in occupations that require post high school courses but do not require a college degree, such as engineering technician or medical secretary. Many community colleges offer certificates of achievement upon the satisfactory completion of occupational curriculums. Some of these local programs are:

- Aeronautics
- Automotive Technology
- Bookkeeping/ Office Management
- Business-General
- Computer Info Science
- Cosmetology
- Culinary Arts
- Early Childhood Education
- Electronics Technology
- Fashion Design
- Hospitality Management
- Landscape Industry
- Motorcycle Maintenance
- Railroad Operations
- Real Estate
- Small Business Management
- Management Telecommunications
- Television Production Option
- Veterinary Technology
- Web Publishing

Admission Requirements

All high school graduates are eligible for admission to public community colleges in California. Non-high school graduates over 18 years of age, who, in the opinion of the administration, would benefit from the institution, may be admitted.

Required Tests

Community Colleges don't require admission tests but does require placement tests in math and English. Contact the community college for test information.

Application Dates

Generally, applications should be filed during the enrollment dates posted in the spring semester of senior year.

Application Fees

The community colleges do not require application fees, but do have enrollment fees.

Housing

The following 10 California community colleges have on-campus dormitory facilities: College of the Redwoods, College of the Siskiyous, Columbia College, Feather River College, Lassen Community College, Reedley College, Shasta College, Sierra College, Taft College, and West Hills College Coalinga.

Local Community Colleges/ Vocational Schools

- Community Colleges—Yuba College, Butte College, Sacramento City College, American River College, Consumnes River College, Folsom Lake College, Sierra Community College etc. <http://www.cccco.edu/>
- Vocational Schools—Paul Mitchell, DeVry University, FIDM, UTI, etc. Many excellent vocational programs are also offered at community colleges. <http://www.careergps.com/>

<p style="text-align: center;">CALIFORNIA STATE UNIVERSITY (CSU) Admission Requirements for Freshman Applicants</p>

The CSU draws its students from the top third of California's high school graduates with first-time freshmen comprising an average of approximately 40 percent of the overall enrollment each year.

A freshman applicant is a student who has graduated from (or is still in) high school and who has not enrolled in a regular (non-summer) session at any college or university following graduation. First-time freshman applicants must:

- Be high school graduates.
- Complete the 15-unit comprehensive "a-g" course pattern of college preparatory study with grades of C or better. These courses may not be taken pass/fail or credit/no credit.
 - For purposes of admission, the CSU faculty has delegated to the University of California (UC) the responsibilities for the process of certifying high school courses that meet the "a-g" requirement. Consequently, CSU accepts those high school courses on the UC "a-g" course list. Courses on the "a-g" list can be used to meet CSU requirements in the designated subject areas or may be used as electives. Under the "High School Coursework" section in the admission application, first-time freshman applicants must report all approved college preparatory "a-g" courses that have been completed, courses in which they are currently enrolled, and courses that they plan to complete prior to entrance into the CSU. Courses completed in summer school should be included here.
 - Courses completed at a college to fulfill "a-g" requirements should be reported on the High School Coursework page. College courses completed, in progress or planned for college credit should be reported on the Transcript Entry page.
- Earn a qualifiable eligibility index.
 - The eligibility index is a weighted combination of the high school grade point average during the final three years of high school and a score on either the SAT or the ACT. All grades earned in "a-g" courses taken in 10th through 12th grades are used to calculate the grade point average.
- Minimum Eligibility Index
 - Graduates of California high schools or residents of California, as defined for tuition purposes, must have a minimum eligibility index of 2950 using the SAT or 694 using the ACT.

- The CSU eligibility index is calculated by using either the SAT or ACT as follows:
 - SAT (scores in mathematics and critical reading) + (800 x high school grade point average)
 - (10 x ACT composite score without the writing score) + (200 x high school grade point average)
 - CSU campuses will accept the former and redesigned SAT scores through 2020. For applicants entering 2021, only the redesigned scores may be used. Scores from either the SAT or ACT exam may be submitted.
- Test Score Requirement
 - SAT/ACT test scores may not be required to establish the admission eligibility of California residents with high school grade point averages of 3.00 or above (non-residents 3.61 or above).

You must complete with a grade of C or higher the following pattern of college preparatory subjects totaling 15 units.

- 2 years: Social Science, including one year of U.S. History or U.S. History and Government
- 4 years: English
- 3 years: Mathematics (Algebra, Geometry, and Algebra II)
- 2 years: Science with a laboratory (one year biological and one-year physical)
- 2 years: Foreign Language (the same language)
- 1 year: Visual and Performing Arts: Art, Dance, Theatre/Drama, or Music
- 1 year: Elective chosen from the subject areas listed above or approved college preparatory elective courses

CSU Mentor (www.csumentor.edu) is a website that allows you to explore campuses; find matches with campuses that meet your needs for academic major, location, and other criteria; learn about admission requirements and services available to students; take virtual tours of the campuses; learn about financial aid; and communicate directly with campuses when you have specific questions or would like further information.

**University of California
Admission Requirements for Freshman Applicants**

WHO IS A FRESHMAN APPLICANT?

A freshman applicant is a student who has graduated from (or is still in) high school and who has not enrolled in a regular (non-summer) term at any college or university following graduation. Students must graduate from an accredited high school or qualify for admission by examination. Students who attend a college or university summer term immediately after graduating from high school are considered freshman applicants. Students who complete college/university courses while in high school are also still considered freshman applicants, regardless of the number of credits earned. Applicants must meet minimum requirements — detailed in the following pages — no later than the date of high school graduation.

MINIMUM ADMISSION REQUIREMENTS

All applicants will receive a full review of their applications to ensure they meet the following requirements:

- **Subject requirement:** 15 college-preparatory (“a-g”) courses, with 11 of those done by the beginning of 12th grade.
- **GPA requirement:** A grade point average of 3.0 (3.4 for nonresidents) or better, weighted by a maximum of eight semesters of honors points
- **Exam requirement:** ACT with Writing , old SAT or new SAT with Essay completed by December of the final year of secondary/high school In addition, California-resident applicants will be guaranteed admission to the UC system, although not necessarily to a campus, term or major to which they applied, if they:
 - Rank in the top 9 percent of all high school graduates statewide, according to the UC admissions index, or
 - Rank in the top 9 percent of their high school graduating class (the local context), as determined by UC.

“A-G” SUBJECTS

To meet minimum admission requirements, you must complete 15 yearlong high school courses with a letter grade of C or better — at least 11 of them prior to your last year of high school.

(A) HISTORY/ SOCIAL SCIENCE - 2 years required

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

(B) ENGLISH - 4 years required

Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

(C) MATHEMATICS - 3 years required, 4 years recommended

Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in seventh and eighth grades that the high school accepts as equivalent to its own courses.

(D) LABORATORY SCIENCE - 2 years required, 3 years recommended

(One year biological and one-year physical)

Two years of laboratory science providing fundamental knowledge in at least two of these three core disciplines: biology, chemistry, and physics. Advanced laboratory science courses that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two years of an approved three-year integrated science program may be used to fulfill this requirement.

(E) LANGUAGE OTHER THAN ENGLISH - 2 years required, 3 years recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if the high school accepts them as the equivalent to its own courses.

(F) VISUAL AND PERFORMING ARTS (VPA) - 1 year required

One yearlong course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art — or two one-semester courses from the same discipline is also acceptable.

(G) COLLEGE PREPARATORY ELECTIVES - 1 year required








One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language)

ENHS Appendices

A-G Course Requirements
UC- CSU A-G Comparison Chart
UC Personal Insight Questions
SAT Scores Chart
ACT Scores Chart
NCAA Requirements Overview
NCAA Division I Requirements
NCAA Division II Requirements

A – G COURSE REQUIREMENTS

California State University, University of California, other 4 Year Colleges/ Universities

A	History / Social Science 2 Years Required	
B	English 4 Years Required	
C	Mathematics 3 Years Required/ 4 Years Recommended	
D	Laboratory Science 2 Years Required/ 3-4 Years Recommended	
E	Foreign Language 2 Years Required/ 3-4 Years Recommended	
F	Visual and Performing Arts 1 Year Required	
G	College Preparatory Elective 1 Year Required	

CSU School Only:

- Complete the 15 comprehensive “a-g” course pattern of college preparatory study with grades of C or better.
- Test scores are required unless you have a grade point average (GPA) above 3.00 *and* are a resident of California. The CSU uses a calculation called an eligibility index that combines your high school grade point average with the score you earn on either the SAT with Essay or ACT with Writing tests.
- Take the ACT with Writing or SAT with Essay test by December of your senior year
- See CSU admission requirements for more information

UC Schools Only:

- Complete the 15 comprehensive “a-g” course pattern of college preparatory study with 11 courses done by the beginning of the 12th grade year and grades of C or better.
- Earn a GPA of 3.0 or better (3.4 if you’re not a resident)
- Take the ACT with Writing or SAT with Essay test by December of your senior year
- See UC admission requirements for more information

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 year-long/30 semester college preparatory 'a-g' courses are required with letter grades of C or better:	11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
"a" History/Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND	1 year of world history, cultures, or historical geography (including European History) from the "a" subject area.
"b" English	1 year of history/social science from either the "a" or "g" subject area	4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD): The ESL/ELD cannot be completed during the senior year
"c" Mathematics	3 years/6 semesters of mathematics (including or integrating topics covered in algebra I and II, geometry)* (Integrated math sequences may be used to satisfy the "c" Mathematics requirement.)	Students applying to UC must complete a geometry course (or integrated math courses with geometry content).
"d" Laboratory Science	2 years/4 semesters of laboratory science At least 1 year of physical science and 1 year of biological science, one from the "d" subject area and the other from the "d" or "g" area** Integrated/interdisciplinary courses may be used to fulfill either physical or biological science.	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] models); or two years of a three-year NGSS integrated science model; or one year of biology, chemistry or physics and one year of an approved lab science chosen from the applied science, computer science, earth & space sciences, engineering, or interdisciplinary sciences disciplines. Courses must be from the "d" subject area.
"e" Language Other Than English	2 years/4 semesters (or equivalent to the 2 nd level of high school instruction) of a language other than English* (Courses must be in the same language, American Sign Language allowed)	
"f" Visual and Performing Arts	1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts	
"g" College Preparatory Elective	1 year/2 semesters of elective course work chosen from any area on approved "a-g" course list	
REPEATED COURSES	California State University (CSU) CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.	University of California (UC) Required "a-g" courses must be completed with a letter grade of C or better. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g. English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

* High school-level coursework completed in 7th and/or 8th grade can be used to meet the area "c" and/or "e" requirements.

** It is best to prepare for both UC and the CSU by completing two laboratory courses from the "d" subject area.

CSU-UC Comparison of Minimum Freshman Admission Requirements

California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES	
<p>A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II, but will not validate Geometry.</p>	
<p>Integrated style Math 2 will be accepted in lieu of a geometry course.</p>	
Mathematics	<p>The omission of a full year of geometry cannot be validated by any higher-level coursework.</p> <p>A letter grade of C or better in the second semester of an area C course with a discipline of Advanced Mathematics on the "a-g" website validates the entire high school college preparatory requirement.</p>
Language Other than English (LOTE)	<p>A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the course is equivalent to two years of high school instruction.</p>
Chemistry	<p>A grade of C or better in the second semester of Chemistry will validate the first semester.</p> <p>UC does not allow validation of Chemistry.</p>
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES	
<p>Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. CSU also allows the validation of the D/F grades in Chemistry. For UC, refer to the Validation Matrix in Quick Reference Guide to UC Admissions.</p>	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES	
<p>Required "a-g" courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to Quick Reference Guide to UC Admissions. For UC, the omission of a course in Geometry cannot be validated by any examination score.</p>	
HIGH SCHOOL GPA	
<p>Calculate GPA using all "a-g" approved courses completed during the summer after the 9th grade through summer after the 11th grade—excluding deficient grades which have been repeated. CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.</p> <p>Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.</p>	
HONORS POINTS	
<p>Maximum of 8 extra grade points (honors points) from four year-long courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two year-long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.</p>	
TEST SCORES – ACT/SAT	
ACT or SAT	<p>The ACT with Writing or the SAT with Writing/Essay is required for all UC applicants and must be completed no later than December of the senior year. UC uses the highest composite score from the ACT with Writing or highest total score from the SAT with Writing/Essay from the same test date. Some campuses may recommend SAT Subject Tests for specific majors.</p>

PERSONAL INSIGHT QUESTIONS: GUIDE FOR FRESHMAN APPLICANTS

UNIVERSITY
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Getting started

This worksheet is designed to help freshman applicants start the writing process for the personal insight questions in the undergraduate admissions application. Additional hints and suggestions can be found on UC's admissions website at ucal.us/personalquestions.

What are the personal insight questions?

These questions are about getting to know you better — your life experience, interests, ambitions and inspirations. Think of it as your interview with the admissions office. Be open. Be reflective. Find your individual voice and express it.

While this section of the application is just one part we consider when making our admission decision, it helps provide context for the rest of your application.

The basics

- You will have 8 questions to choose from. You must respond to any 4 of the 8 questions.
- Each response is limited to a maximum of 350 words.
- Which questions you choose to answer is entirely up to you: But you should select questions that are most relevant to your experience and that best reflect your individual circumstances.
- All questions are equal: All questions are given equal consideration in the application review process, which means there is no advantage or disadvantage to choosing certain questions over others.

Freshman questions & brainstorm exercise

The following exercises are suggestions to help you get started. Remember, you don't have to answer all eight questions — you only need to answer four. So if some questions aren't the right fit for you, that's OK. The important thing is expressing who you are, what matters to you and what you want to share with UC.

1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.

How do you define "leader"? List three words that you think describe what a leader is:

- 1.
- 2.
- 3.

Do any of these words apply to you? How? Is there a time in your life when you displayed any of these traits?

2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.

Can you think of a time your viewpoint was unique compared to others? What was the issue or problem from your perspective? Now think of the same situation from the perspective of another person who was there with you. How was your approach different from that other person's?

Was there ever a problem where your imagination and intuition guided you to the solution?

Do you have a passion for music, theater, visual art, dance, etc.? What have you gained from it that has affected other parts of your life?

3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?

List three of your talents or skills:

- 1.
- 2.
- 3.

Were these talents or skills the same a few years ago? What changed? What improved?

Which one of the three talents or skills you listed is the most meaningful or important to you and why? Does the talent come naturally or have you worked hard to develop this skill or talent?

PERSONAL INSIGHT QUESTIONS: GUIDE FOR FRESHMAN APPLICANTS

UNIVERSITY
OF
CALIFORNIA

4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.

Feel free to speak about either an opportunity or a barrier. It's OK if you've experienced one and not the other.

EDUCATIONAL OPPORTUNITIES:

List any programs or additional classes that have better prepared you for college:

- 1.
- 2.
- 3.

How did you find out about these programs or classes? How did you take what you learned and apply it to your schoolwork or other aspects of your life?

EDUCATIONAL BARRIERS:

Have you faced any barriers or challenges related to school and/or your schoolwork? How did you overcome or strive to overcome them? List three personal characteristics or skills you had to call on to overcome this challenge:

- 1.
- 2.
- 3.

5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?

Have you had a difficult experience in your life? How did you get through it? What did you learn going through this experience? If you're currently working your way through a challenge, what are you doing now and does that affect different aspects of your life? For example, ask yourself, "How has my life changed at home, at my school, with my friends, or with my family?"

6. Think about an academic subject that inspires you. Describe how you have furthered this interest inside and/or outside of the classroom.

Think about all of the classes you've taken at school. Now fill in the blank: I would go to [class name] even if I didn't have to.

It doesn't have to be a class in which you've earned good grades – the important thing is you enjoyed the subject and it impacted you in some way.

(#6 continued)

Maybe there's a course you *haven't* taken at school that you wish you did take or are looking forward to taking in college. How have you pursued your interest in that subject outside of school?

7. What have you done to make your school or your community a better place?

Did you contribute to a positive change at your school or in your community? What steps have you taken to accomplish this? Remember, even small changes can have a big impact. Why were you inspired to act? What did you learn from your effort?

8. Beyond what has already been shared in your application, what do you believe makes you stand out as a strong candidate for admissions to the University of California?

From your point of view, what do you feel makes you an excellent choice for UC? Don't be afraid to brag a little. Here are a few lists to help you get started.

What do you value in your life? What's important to you? List three of them here:

- 1.
- 2.
- 3.

What are you passionate about?

- 1.
- 2.
- 3.

When you attend UC, what three things are you most looking forward to?

- 1.
- 2.
- 3.

Does anything overlap? Is there anything from the lists that you want to expand on?

Next steps

As you filled out the worksheet, were there any topics that seemed particularly interesting? You might consider answering those questions as part of your application. But the choice is yours! Take your time in selecting which questions to answer and how to answer them. For more information, visit our website at ucadvis.com/personalquestions.

SAT Eligibility Index Table of California High School Graduates or Residents of California

(A GPA of 3.00 and above qualifies for any score in SAT)

GPA	NEW SAT SCORE
2.99	560
2.98	570
2.97	580
2.96	590
2.95	590
2.94	600
2.93	610
2.92	620
2.91	630
2.90	630
2.89	640
2.88	650
2.87	660
2.86	670
2.85	670
2.84	680
2.83	690
2.82	700
2.81	710
2.80	710
2.79	720
2.78	730
2.77	740
2.76	750
2.75	760
2.74	770
2.73	780
2.72	780
2.71	790
2.70	790
2.69	800
2.68	810
2.67	820

GPA	NEW SAT SCORE
2.66	830
2.65	830
2.64	840
2.63	850
2.62	860
2.61	860
2.60	870
2.59	880
2.58	880
2.57	900
2.56	910
2.55	910
2.54	920
2.53	930
2.52	940
2.51	950
2.50	950
2.49	960
2.48	970
2.47	980
2.46	990
2.45	990
2.44	1000
2.43	1010
2.42	1020
2.41	1030
2.40	1030
2.39	1040
2.38	1050
2.37	1060
2.36	1070
2.35	1070
2.34	1080

GPA	NEW SAT SCORE
2.33	1090
2.32	1100
2.31	1110
2.30	1110
2.29	1120
2.28	1130
2.27	1140
2.26	1150
2.25	1150
2.24	1160
2.23	1170
2.22	1180
2.21	1190
2.20	1190
2.19	1200
2.18	1210
2.17	1220
2.16	1230
2.15	1230
2.14	1240
2.13	1250
2.12	1260
2.11	1270
2.10	1270
2.09	1280
2.08	1290
2.07	1300
2.06	1310
2.05	1310
2.04	1320
2.03	1330
2.02	1340
2.01	1350
2.00	1350

GPA below 2.0 does not qualify for admission

* For admissions purposes, the CSU uses only the new SAT scores for mathematics and evidence based on reading and writing.

ACT Eligibility Index Table of California High School Graduates or Residents of California

(A GPA of 3.00 and above qualifies for any score in ACT)

GPA	ACT SCORE
2.99	10
2.98	10
2.97	10
2.96	11
2.95	11
2.94	11
2.93	11
2.92	11
2.91	12
2.90	12
2.89	12
2.88	12
2.87	12
2.86	13
2.85	13
2.84	13
2.83	13
2.82	13
2.81	14
2.80	14
2.79	14
2.78	14
2.77	14
2.76	15
2.75	15
2.74	15
2.73	15
2.72	15
2.71	16
2.70	16
2.69	16
2.68	16
2.67	16

GPA	ACT SCORE
2.66	17
2.65	17
2.64	17
2.63	17
2.62	17
2.61	18
2.60	18
2.59	18
2.58	18
2.57	18
2.56	19
2.55	19
2.54	19
2.53	19
2.52	19
2.51	20
2.50	20
2.49	20
2.48	20
2.47	20
2.46	21
2.45	21
2.44	21
2.43	21
2.42	21
2.41	22
2.40	22
2.39	22
2.38	22
2.37	22
2.36	23
2.35	23
2.34	23

GPA	ACT SCORE
2.33	23
2.32	23
2.31	24
2.30	24
2.29	24
2.28	24
2.27	24
2.26	25
2.25	25
2.24	25
2.23	25
2.22	25
2.21	26
2.20	26
2.19	26
2.18	26
2.17	26
2.16	27
2.15	27
2.14	27
2.13	27
2.12	27
2.11	28
2.10	28
2.09	28
2.08	28
2.07	28
2.06	29
2.05	29
2.04	29
2.03	29
2.02	29
2.01	30
2.00	30

GPA below 2.0 does not qualify for admission

ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

Visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

DIVISION II

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at ncaa.org/student-athletes/future/test-scores.

TEST SCORES

Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code 9999) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will use the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript.



HIGH SCHOOL TIMELINE

GRADE 9

Plan

- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at eligibilitycenter.org/courselist.

GRADE 10

Register

- Register for a Certification Account or Profile Page with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

GRADE 11

Study

- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT, and make sure we get your scores by using code **9999**.
- At the end of the year, ask your counselor to upload your official transcript.

GRADE 12

Graduate

- Take the ACT or SAT again, if necessary, and make sure we get your scores by using code **9999**.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

Core Courses

This simple formula will help you meet Divisions I and II core-course requirements.

$$4 \times 4 = 16$$

- + 4 English courses (one per year)
- + 4 math courses (one per year)
- + 4 science courses (one per year)
- + 4 social science courses (one per year)
- = 16 NCAA CORE COURSES

For more information:

ncaa.org/playcollegesports
eligibilitycenter.org

Search Frequently Asked Questions

ncaa.org/studentfaq

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Click here for
DII Academic
Requirements

DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math, or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

Full Qualifier

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

ACADEMIC REDSHIRT

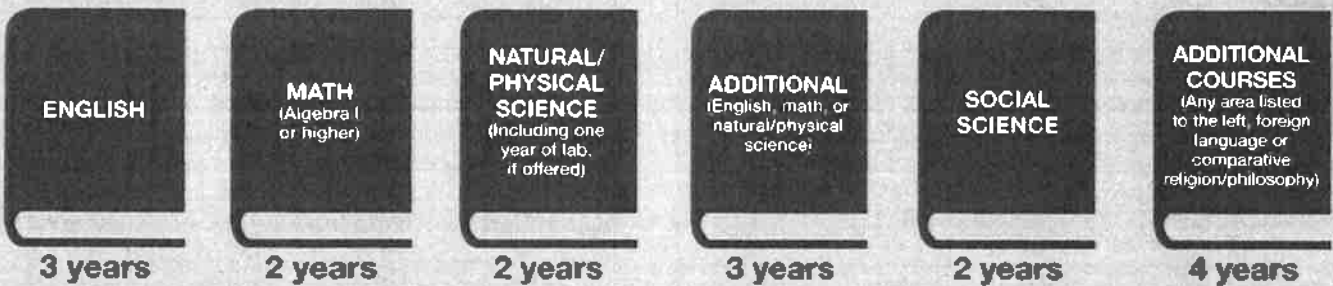
*Final concordance research between the new SAT and ACT is ongoing.

2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:



Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, [click here](#) to visit the College Board's website.

DIVISION II FULL QUALIFIER SLIDING SCALE			
USE FOR DIVISION II BEGINNING AUGUST 2018			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.300 & above	400	400	37
3.275	410	410	38
3.250	430	420	39
3.225	440	430	40
3.200	460	440	41
3.175	470	450	41
3.150	490	460	42
3.125	500	470	42
3.100	520	480	43
3.075	530	490	44
3.050	550	500	44
3.025	560	510	45
3.000	580	520	46
2.975	590	530	46
2.950	600	540	47
2.925	620	550	47
2.900	630	560	48
2.875	650	570	49
2.850	660	580	49
2.825	680	590	50
2.800	690	600	50
2.775	710	610	51
2.750	720	620	52
2.725	730	630	52
2.700	740	640	53
2.675	750	650	53
2.650	750	660	54
2.625	760	670	55
2.600	770	680	56
2.575	780	690	56
2.550	790	700	57
2.525	800	710	58
2.500	810	720	59
2.475	820	730	60
2.450	830	740	61
2.425	840	750	61
2.400	850	760	62
2.375	860	770	63
2.350	860	780	64
2.325	870	790	65
2.300	880	800	66
2.275	890	810	67
2.250	900	820	68
2.225	910	830	69
2.200	920	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE			
USE FOR DIVISION II BEGINNING AUGUST 2018			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.050 & above	400	400	37
3.025	410	410	38
3.000	430	420	39
2.975	440	430	40
2.950	460	440	41
2.925	470	450	41
2.900	490	460	42
2.875	500	470	42
2.850	520	480	43
2.825	530	490	44
2.800	550	500	44
2.775	560	510	45
2.750	580	520	46
2.725	590	530	46
2.700	600	540	47
2.675	620	550	47
2.650	630	560	48
2.625	650	570	49
2.600	660	580	49
2.575	680	590	50
2.550	690	600	50
2.525	710	610	51
2.500	720	620	52
2.475	730	630	52
2.450	740	640	53
2.425	750	650	53
2.400	750	660	54
2.375	760	670	55
2.350	770	680	56
2.325	780	690	56
2.300	790	700	57
2.275	800	710	58
2.250	810	720	59
2.225	820	730	60
2.200	830	740	61
2.175	840	750	61
2.150	850	760	62
2.125	860	770	63
2.100	860	780	64
2.075	870	790	65
2.050	880	800	66
2.025	890	810	67
2.000	900	820 & above	68 & above

*Final concordance research between the new SAT and ACT is ongoing.

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