

# **Canyon del Oro High School**



## **2016-2017 Course Catalog**



## **AMPHITHEATER PUBLIC SCHOOLS**

701 West Wetmore Road  
Tucson, AZ 85705  
696-5000

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### **POLICY NOTIFICATION STATEMENT**

It is the policy of Amphitheater Public Schools not to discriminate on the basis of race, color, religion, gender, age, national origin, disability, marital status, political affiliation, or veteran status in its education program, activities or employment policies as required by federal and state laws. The district abides by federal and state laws regarding people with disabilities. If you have a special need, reasonable accommodations will be made in accordance with the Americans with Disabilities Act of 1990. Inquiries regarding compliance with any of the above may be directed to the district's Equal Opportunity Specialist, 701 West Wetmore Road, Tucson, AZ 85705, (520) 696-6164; or to the Director of the Office of Civil Rights, U.S. Department of Education, Federal Building, 1244 Speer Blvd, Suite 310, Denver, CO 80204-3582.

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# Graduation Requirements

Students must earn the total number of credits below and pass the American Civics Test. Below are specific requirements; the balance of credits are to be selected from elective courses for a minimum of 22 credits.

**Students are encouraged to take 6 classes each year to be best prepared for college and career options.**

Courses	Credit Requirement
English	4.0 credits
Mathematics Sequence begins: <ul style="list-style-type: none"> <li>Algebra I 1.0 credit</li> <li>Geometry 1.0 credit</li> </ul>	4.0 credits
Science	3.0 credits
Social Studies Required: <ul style="list-style-type: none"> <li>World History 1.0 credit</li> <li>US/AZ History 1.0 credit</li> <li>American Gov .5 credit</li> <li>Economics .5 credit</li> </ul>	3.0 credits
*Physical Education	1.5 credits
** Career and Technical Education 1.0 credit or Fine Arts 1.0 credit	1.0 credit
Elective Courses	5.5 credits
<b>TOTAL CREDITS</b>	<b>22.0 credits</b>
Civics Test	Class of 2017 and beyond

\* Two (2) semesters of Marching Band or JROTC constitutes 0.5 credit physical education. At least one (1) semester of PE must be taken, with the remaining done through Marching Band or JROTC.

\*\* To fulfill this requirement, 1.0 credit must be earned in either CTE or Fine Arts.

## AzMERIT

AzMERIT is a test which provides engaging questions and measures critical thinking skills for college and career readiness. AzMERIT is aligned to Arizona's state learning standards which detail the concepts covered in select courses. The test is designed to measure student mastery of course-specific skills and readiness for college or career. Arizona controls the decision making for all aspects of the tests including test content, scoring, and reporting. Arizona educators are involved in the development of AzMERIT.

AzMERIT replaces AIMS for reading, writing, and math. This means students will no longer take AIMS for these subject areas. Students will take AzMERIT End-of-Course (EOC) tests in English Language Arts (ELA) and Math that will test their proficiency in these subjects. The ELA tests include a writing portion and a reading portion. AzMERIT End-of-Course tests are ELA 9, ELA 10, ELA 11, and Algebra I, Geometry, and Algebra II. Students take AzMERIT while in the appropriate course.

AzMERIT goes beyond multiple choice questions. This means that the test results provide a better indicator of what students have learned during the school year. A passing score on AzMERIT is not required for graduation.

## Civics Test

In 2015, the Arizona legislature passed the American Civics Act (House Bill 2064). This bill will require students, beginning with the graduating class of 2017, to pass a civics test based on the United States Immigration and Naturalization civics questions. Students will be required to score 60% or higher in order to graduate from high school.

## AIMS Science

AIMS Science is a Standards Based Assessment that measures student proficiency of the Arizona Academic Content Standard in Science. A passing score on AIMS Science is not required for graduation.

# Academics

## Education & Career Action Plan (ECAP)

“Effective for the graduation class of 2013, schools shall complete for every student in grades 9-12 an Arizona Education and Career Action Plan.” (R7-2-302.05) “An ECAP reflects a student’s current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student’s individual academic and career goals. Ideally, the initial plan will be developed in middle school and updated on a yearly basis throughout high school and the postsecondary years.” (Arizona Department of Education)

The Amphitheater School District supports the use of AZCIS ( [www.azcis.intocareers.org](http://www.azcis.intocareers.org) ) to help students build their ECAP’s. The student account may be created at any time with access to it at any time via the internet. Please refer to the counseling web page for more information.

## Credit Transfer

There are many wonderful enrichment opportunities available to you as a student outside of the district: summer programs, other school programs, etc. Often, the credits from these programs **will not** transfer to your high school. If you are considering taking a class for high school credit outside of the district and you hope to use that credit towards your high school graduation, it is imperative that you check with your counselor prior to signing up for the class.

Amphitheater School District will accept:

- credit granted from previously attended regionally accredited high schools
- summer school credit from regionally accredited institutions upon counselor approval
- credit from a district approved alternative or accredited online program upon counselor approval

Transcripts for transfer coursework must be received by the campus registrar by **May 1<sup>st</sup> of Senior year**. The student **may not** be allowed to participate in commencement if transcript is not received by May 1st.

## Course Credit / Middle School Grades

Students who take Algebra, Geometry, Algebra II and/or Spanish I and/or Spanish II in the 7<sup>th</sup> or 8<sup>th</sup> grade for high school credit will have the grade posted on the high school transcript. The grade will impact the high school grade point average (GPA) and rank in class. In order for any course from the above list to be used for transferable high school credit it **MUST** have been taught by a secondary certificated and highly qualified teacher. When the above criteria is not met for transferable credit, students may earn credit for these courses by taking and passing, with a score of 80% or higher, a comprehensive course final exam (see an administrator for more details).

## Alternative Education Opportunities

### Summer School

Summer school classes may be taken to recover credit for a failed class or to make room in a schedule for additional classes. The student’s counselor **must** be consulted prior to summer school enrollment in order to ensure proper placement.

### Amphi Academy Online

Amphi Academy is Amphitheater District’s online program. Admittance to this program is by counselor referral only. Please see your counselor for information.

### Mesa Distance Learning Program

Mesa Distance Learning is an online program allowing students to earn credit toward graduation requirements. Classes may be taken during or outside of the school day. Admittance to this program is by counselor referral only.

# Academics

## Dual Enrollment Classes

Students may take approved classes through Dual Enrollment allowing credit to be earned on the high school transcript. Students must consult with their counselor **before** choosing a Dual Enrollment class that will complete a required class for high school graduation. **Writing 100 at Pima Community College does not meet the English 12 requirement.**

Seniors who enroll in a Pima Community College class during the semester they plan to graduate and need the class to complete graduation requirements **MUST** complete an "Early Grade Report Form" available in the Counseling Department. It is the student's responsibility to deliver the completed form in an unopened envelope to the high school Registrar by May 1st.

At the end of each course, the student must request an official transcript be sent to the high school Registrar. The request for the transcript should be made at the PCC campus Admissions Office. A diploma will not be issued until an official transcript is received and the grade is posted on the high school transcript.

## Four-Year University Admission

### In State

Students planning to attend a university are encouraged to consult the college admissions counselor concerning admission requirements, merit-based scholarships, honors college admission and financial aid.

The college preparatory requirements for Arizona universities include the following courses and credits for high school graduates and are subject to change:

### Arizona Board of Regents Competency Requirements

English	4.0 credits
Mathematics (Algebra I, Geometry, Algebra II and advanced math for which Algebra II is a prerequisite)	4.0 credits
Laboratory Science (Arizona Board of Regents approved courses)	3.0 credits
Social Studies (including American History)	2.0 credits
Modern Language (two credits of the same language)	2.0 credits
Fine Arts or CTE	1.0 credit

For a complete list of requirements by university, click on the Arizona Board of Regents:

<http://www.azregents.edu/public/default.aspx>

## Private and Out of State

Students interested in attending private and out-of-state colleges should consult college websites for information regarding application deadlines and admission requirements. This process begins early in the high school career and is supported by the Education Career Action Plan (ECAP) activities on AzCIS.

[www.azcis.intocareers.org](http://www.azcis.intocareers.org)

# Scholar Programs

Scholar programs have rigorous academic demands such as extensive reading, analytical writing, long-term projects, and/or challenging lab experiences as well as high expectations. The courses are designed for the self-motivated student who is an independent learner and requires little teacher direction or repetition to master difficult material.

Scholars' Programs are designed to prepare students to successfully compete for selective college entrance and college honors programs, as well as potentially earn college credit. It is not the intent of Scholars' Program teachers to award students with A's or B's. Students are expected to meet the rigorous demands of the courses and earn their grades. **Student schedules will not be changed simply because their grades are lower than desired (see Level Changes).** Additionally, students should understand that following the drop/add period, enrollment in a Scholars' Program course is a *year-long commitment*.

## Grading

Weighted vs. Unweighted grade values:

The **unweighted** grade scale is:

**A = 4   B = 3   C = 2   D = 1   F = 0**

The **weighted** grade scale is:

**A = 5   B = 4   C = 3   D = 2   F = 0**

Each student's cumulative weighted grade point average (GPA) will be used to determine the student's official class ranking.

Some courses are designed to be more challenging. As a result, these courses receive weighted grades. Weighted courses are noted in the course description section of this catalog.

## Scholars' Program

Students who meet the Scholars' Program requirements will receive special recognition during Senior Honors Night as well as designation on their diploma.

### Requirements:

- Overall weighted GPA of 3.5 or higher
- Successful completion of 12 or more Scholars' Program classes during high school career
- Scholars' Program includes all classes designated as receiving a **weighted** grade as well as any math class accelerated at least one grade level. The typical grade level in math begins with Algebra I in the freshman year.

Please see your counselor or REACH teacher for additional information regarding this program.

## Academic Letter

An Academic Letter is available to Juniors and Seniors who meet GPA requirements while taking Scholars' classes. Applications are available at the beginning of each semester.

### Requirements:

- Overall weighted GPA of 3.5 or higher
- Weighted GPA of 3.5 or higher for the semester in which the letter is awarded
- Two or more "Scholars' Classes" taken in the semester for which the letter is awarded
- Scholars' classes are: Any class with the word "Advanced" in the course name, any class with a weighted grade, any dual-enrollment class taken on school campus, and any math class accelerated at least one grade level. The typical grade level begins with Algebra I in the freshman year.

# Scholar Programs

## Seal of Excellence

In recognition of outstanding achievement, each department has established criteria for Seals of Excellence, which are awarded in the senior year and affixed to a student diploma. Criteria is different for each department. Specific details are available on the Counseling website. Students should be aware that criteria for a Seal of Excellence applies to courses and grades earned from grade 9 through grade 12. It is recommended that students check the application process in the freshman year so that all requirements may be met by the end of their senior year.

## Arizona Academic Scholars

An initiative of the Arizona Business and Education Coalition (ABEC), Arizona Academic Scholars is a community-based incentive program for Arizona high school students to motivate them to complete an academically-enriched high school course of study. The course of study gives students the foundation they need to succeed in a technical school, community college, university, the military, or industry.

Students must earn a “C” or better in the required courses AND meet all other district graduation requirements to successfully complete the Arizona Academic Scholars program.

### Arizona Academic Scholar Required Courses and Credits

English	4.0 credits
Mathematics (Algebra I, Geometry, Algebra II and advanced math for which Algebra II is a prerequisite)	4.0 credits
Laboratory Science	3.0 credits
Social Studies	3.0 credits
Modern Language (two credits of the same language)	2.0 credits
Fine Arts or CTE	2.0 credits

## Advanced Placement (AP)

Advanced Placement courses follow a nationally recognized curriculum. This curriculum is designed to be college level. The amount of material covered within a year typically forces much of the classroom instruction to be lecture style.

In May, a comprehensive test is offered in each subject where students, if they score well, may earn college credit. College credit is determined by each college or university and varies in the type and amount of credit. Students should check colleges and universities of their choice for information as to whether credit is given and if so, on the amount of credit available. Recent research indicates that students with high PSAT, ACT and SAT scores will do well on the Advanced Placement exams. The research indicates that these higher scores are **better** predictors of AP exam success than a student's GPA.

Students sign-up and pay for AP exams at the bookstore in the spring. Fee waivers are available for students who qualify. Please see a counselor or administrator for assistance.

Before enrolling in any rigorous coursework, students should complete the AP Self-Assessment on the following page and discuss the results with their parent/guardian, teacher and counselor. While the assessment is geared specifically toward AP, the guidelines are applicable to all Scholars' curriculum.

## International Baccalaureate Diploma Programme (IB)

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme, has gained recognition and respect from the world's leading universities.



# Scholar Programs

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. College credit may be granted based upon scores received on these assessments. Credit is determined by each college or university and varies in the type and amount of credit. Students should check with the colleges or universities of their choice as to whether they will receive credit.

Students who receive the International Baccalaureate diploma do the following during their junior and seniors years of high school:

- Successfully complete and test in one course from each of the six areas of the IB hexagon (Literature, Second Language, Individuals and Societies, Sciences, Math, Electives; most of these courses are two year courses)
- Complete a Theory of Knowledge course
- Complete an Extended Essay (a 4000 word research paper)
- Engage in Creativity, Activity, and Service (CAS; a minimum of 150 hours)

# Scholar Programs

## AP Self-Assessment

Advanced Placement classes offer tremendous rewards including the opportunity to earn college credit while in high school. Take a few minutes to honestly complete the following survey. Your honest answers will help determine if AP classes are right for you.

Read each question. If your answer to the question is YES, place a check in the box next to the question. If your honest answer is NO, leave the box blank.

- ☐ Are learning and excelling in school top priorities for you?
- ☐ Have you taken a class that requires at least thirty minutes of homework per night?
- ☐ Do you generally understand a new topic the first time?
- ☐ When you don't understand a new topic the first time, have you asked your teacher for assistance?
- ☐ Have you asked your teacher for additional explanation or tutoring during your own time such as before school or during a conference period?
- ☐ Do you have one or two friends with whom you meet to study and discuss class topics?
- ☐ Do you meet with your friends to study and discuss class topics outside of class such as in the evenings, weekends or conference periods?
- ☐ Do you enjoy the subject you are planning on studying?
- ☐ Do you enjoy the subject enough that you are willing to sacrifice other immediate academic, athletic, or job opportunities to learn more about the subject?
- ☐ Have you done well in a class that offers little or no extra credit?
- ☐ Have you taken a class that stresses your ability to think about the subject and make your own conclusions rather than simply memorizing and repeating what the teacher says about the subject?
- ☐ Have you done well in a class that emphasizes your ability to think about the subject?
- ☐ Are you a good reader?
- ☐ Have you asked questions about class subjects because you are genuinely interested in the answers?
- ☐ When you haven't done as well as you would have liked on a test or assignment, have you immediately met with the teacher to find out how you can do better next time?

- ☐ Have you willingly re-done tests or assignments to demonstrate that you've learned from your mistakes?

Each of the survey questions reflects a particular reality of AP classes.

1. If you answered YES to most or all of the questions, you will likely experience success in the course you are considering. You may want to consider taking several AP courses.
2. If you answered YES to some of the questions, you may still experience success in the course or courses you are considering. Just be aware that the course may be a bigger challenge than what you have previously experienced. The survey contains clues to how you can still successfully meet the challenge. Be prepared to commit extra nightly study time, practice good study skills, see your teacher outside of class time for assistance, ask questions, and participate in a study group.
3. If you answered YES to only a few, or none of the questions, you may want to consider if AP is right for you at this time. These courses are challenging and rigorous. If you decide to still take on the challenge, use the clues to success contained in the survey to help you meet the challenge. Be prepared to commit extra nightly study time, practice good study skills, see your teacher outside of class time for assistance, ask questions, and participate in a study group.

If you are planning on attending college, the challenge of an AP course will help prepare you for the challenges of college while also providing an opportunity to earn college credit.

Additional information on Advanced Placement:

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

# Scheduling Information

## Course Load

Students must carry six (6) classes in their schedule each semester during their freshmen, sophomore, and junior years. Seven (7) is the maximum number of classes a student is allowed to carry.

Seniors who have earned eighteen (18) credits and are on track for graduation must take a minimum of four (4) classes.

Senior students with less than a full schedule may not have an open period within their class schedule and will not be allowed to remain on campus during unscheduled class time.

## Pre-Registration

Pre-registration for the next school year is held in the spring and students have a variety of choices in selecting their courses. Enrollment numbers are used to create the master schedule. Selecting courses during pre-registration should be done with reference to the student's **Education and Career Action Plan (ECAP)**. Students are encouraged to seek teacher recommendations for proper level placement, as well as read the course descriptions and prerequisites described in this catalog to make informed decisions about the classes they are requesting. Parents and students need to understand, however, that there are some limitations:

- Some classes may not be offered as a result of insufficient enrollment.
- Some classes may be cancelled due to programmatic needs.
- Class schedules are typically determined by seniority of grade, e.g. seniors scheduled first, then juniors etc. As a result, freshmen may not receive their first elective choice.
- Some classes offer limited enrollment due to the facility, e.g. use of the weight room.
- At times schedule conflicts are unavoidable when classes are offered only once or twice in the school day.
- Due to the limitations listed above, use of alternate course requests may be used for scheduling.

## Registration

In late July/early August, students complete the registration process commonly known as "Walk-through Registration." At this time students will receive a schedule of classes, a student ID, textbooks, and pay applicable fees.

## Late Registration

Students who enroll after the first ten (10) school days of the semester may not receive semester credit for classes without transfer grades from another school.

## Fees for Some Electives

Many elective classes require a **FEE** that is approved by the Governing Board. Fee waivers may be available to eligible students with administrative approval.

## Schedule Changes

Parents and students should be aware there are limited opportunities for making changes to a student's schedule, and, at times, this eliminates the opportunity for changes.

Please note: Administration reserves the right to change student schedules at any time (e.g., leveling class size, etc.) without parent permission.

Consideration for schedule changes:

*Acceptable requests include:*

- administrator or teacher recommendation
- student received credit for the class
- student failed a class required for graduation
- student did not complete prerequisite class(es)

*Unacceptable requests include:*

- student prefers a different lunch
- student prefers a different teacher
- student prefers a class with a friend
- student prefers classes in a different order

# Scheduling Information

## Dropping & Adding Classes

Students who wish to change their schedule must do so during times determined by the Counseling Department. The times are as follows:

- Schedules may be changed upon availability during the first ten days of the school year. However, priority will be given to students with incomplete schedules and new student registration on the first and second days of the school year.
- Second semester course changes are encouraged to be made prior to Winter Break.
- The first five days of second semester, class changes may be made based upon failing grades received from first semester.
- Students who drop a class after the first ten days of the semester will receive a grade of "F" for the semester. The "F" will not be reflected on the student's progress report but will post on the student's transcript.

Academic schedule changes, including level changes, require parent permission and teacher input. When registering for year-long classes, students are **strongly** reminded of the year-long commitment they are making to those classes.

A student must continue to attend their scheduled classes until their new schedule has been processed by the counselor and bookstore.

## Level Changes

It is imperative that students and parents choose classes carefully. If students are experiencing difficulty with placement in the rigorous curriculum of a particular class, students and parents will work with the teacher toward improvement.

Following the first ten days of the school year, only teacher-initiated level changes may be allowed, provided the Problem-Solving Process has been followed.

## Problem-Solving Process

It is expected that students and parents will work with the teacher when encountering difficulties. Requesting a schedule change should not be the first option. Schedule changes after the *first ten days of the semester* will only be considered by administration if it has been **documented** that:

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

If it is agreed upon that there has been consistent effort by and communication between the student, parents, teacher, and counselor, and yet no improvement in the situation is evident, then an administrator may deem that a schedule change is warranted.

**NOTE: Student schedules will not be changed simply because the student's grade is lower than desired.**

# Additional Programs and Services

## Career and Technical Education (CTE)/JTED Program

The CTE/JTED Program provides students with expanded course opportunities for career readiness following high school graduation. CTE/JTED courses are offered during the school day on each campus as well as afternoon and evening hours at other locations throughout Pima County. Upon successful program completion, students may receive high school credit, certification in their field, and/or college credit depending on program specifications. A CTE/JTED program listing may be found in the Career and Technical Education section of this catalog.

Please see the CTE/JTED counselor in the Counseling Office for additional information.

## Special Education/Student Support

Federal and state laws mandate that school districts provide programs for students with identified handicaps. Students may be eligible for special education or 504 services.

A comprehensive evaluation by the school psychologist and support staff team members determines eligibility for placement in special education or 504 programs. The appropriate plan is developed by a team consisting of educational professionals, the student and the parents.

If you feel your child qualifies for support services, please contact the Special Education Department Facilitator or the School Psychologist.

## REACH Program for Gifted Students

**Eligibility:** Students who score in the 97th percentile or above on any state approved test of cognitive abilities qualify for services.

## REACH Services

- Intern 101 and 102 (Grades 11-12)
- Student/Parent/Staff support

## Qualifying for the REACH Program

- Students who have qualified for the REACH program in previous grade levels do not need to re-qualify.
- Students who have previously participated in gifted programs outside of Amphitheater may qualify based upon previous assessments. Please contact the REACH teacher.
- Testing: Please contact the REACH office to pick-up a testing permission form or print the form online at [www.amphi.com/departments/reach/permission.html](http://www.amphi.com/departments/reach/permission.html)

## English Language Development— ELD

The English Language Development Program is a developmental program which assists students in the acquisition of the English language.

The program's goals are to support the limited English proficient students as they become independent learners and to promote the awareness and acceptance of diversity. Students focus on verbal, reading and writing skills in ELD classes as well as through accommodations made by classroom teachers for ELD students enrolled in regular classes.

The ELD program is designed to meet students' academic, cognitive, and affective needs as they move toward full participation in mainstream classrooms with eventual exiting of the ELD program. Placement is determined by evaluation on the Arizona English Language Learner Assessment (AZELLA). Students are monitored for progress and advancement throughout the year.

# Additional Programs and Services

## Chronic Health

The Chronic Health program is for students with a chronic health condition—as certified by a physician—who are unable to attend classes regularly (per attendance policy) due to an illness or accident. Forms to be filled out by the physician must be obtained through the Health Office.

## Homebound

Students with a serious health condition preventing them from attending school on a regular basis may continue their education through Homebound services. A doctor's statement is required verifying a student will not be able to attend school for at least 60 consecutive days.

A Homebound instructor will see the student in his/her home to provide instruction. Not all courses offered can be offered within Homebound schooling. For additional information contact the Health Office.

## The Gold Program

The Gold Program at CDO offers two ways students can earn credit towards graduation. Alternative sections are available allowing upper-class students to make up credits towards graduation requirements. A range of courses and approaches is provided in a supportive educational environment. Admittance to these sections is by counselor referral only. Distance Learning sections are available for any student desiring a computer-based educational experience depending on need and space in the classes. Most required high-school academic courses are offered, as well as a variety of electives.

All students must discuss this choice with their counselors. Admitted students will have this class placed on their schedule as one of their class periods.

## Math/English Intervention Lab

The Intervention Lab is designed to support CDO students in their mathematics and/or English curriculum. This support is two-fold: 1) Students who are at risk of failing a math or English class in which they are currently enrolled may be invited to move into the Intervention Lab. They would then have the opportunity to remediate missed instruction and assignments. By the end of the semester, students who show mastery of the curriculum will receive credit for the remediated class. 2) Students who have previously failed a math or English class may enroll in the Intervention Lab to remediate the missed credit. It is not necessary for the student to work the entire semester on the course; the student works at his/her own pace and is finished once mastery is shown.

Students are recommended for the Intervention Lab by their counselor and/or Intervention Lab teachers

## Amphitheater District Activities— Eligibility Requirements

The Amphitheater Governing Board has changed the eligibility requirements for students that participate in Arizona Interscholastic Activities (A.I.A.). The new requirements include:

1. Seniors must be enrolled in a minimum of four classes.
2. Freshmen, Sophomores, and Juniors must be enrolled in a minimum of five (5) classes. **(NOTE: District requirement is six (6) classes)**
3. Students must not receive a failing grade at specified grade checks.
4. Students must have a "C" average at specified grade checks.

These A.I.A. and District requirements should be used to guide parents and students in selecting courses.

Additionally, the Governing Board requires students to maintain good attendance and deportment. Students with excessive absences or disciplinary infractions, as defined by both the school and/or district, may be ineligible.

For further assistance, visit the Athletic Director's Office.

# NCAA Freshman – Eligibility Standards

Students interested in competing in athletics at the college level should be knowledgeable about the National Collegiate Athletic Association (NCAA) eligibility standards and cleared for eligibility in the spring of the junior year. For further assistance, please visit the Athletic Office.

## Core Courses

The following table shows the core courses students must take to be eligible to compete at a **Division I** or a **Division II** college:

### DIVISION I 16 Core-Course Rule

#### 16 Core Courses:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics of natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

### DIVISION II 16 Core-Course Rule—2013 and after

#### 16 Core Courses:

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

Please verify that core courses taken are listed on the NCAA Eligibility Center's website at <https://web1.ncaa.org/hsportal/exec/homeAction>

**Note:** Non-traditional instructional programs (i.e. online classes) may not qualify for NCAA eligibility.

## Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- To be eligible to compete at the **Division I** level, a student must fulfill certain GPA and test score requirements. As a student's GPA raises, the SAT/ACT score needed to qualify lowers.
- To be eligible to compete at the **Division II** level, a student must have at least a GPA of 2.0.

## Test Scores

- **Division I** test score requirements differ depending on the student's core course GPA.
- The minimum SAT score requirement to qualify for a **Division II** college is an SAT combined score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA eligibility includes only the critical reading and math sections. The ACT score is a sum of the four sections on the ACT: English, mathematics, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Please use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center. **Test scores that appear on transcripts will not be used.**

## NCAA Website

For more information regarding athletic eligibility, please go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

# College and Career Readiness

## Make High School Count

Freshman year is the time to start thinking about your future. Use the following list as a guideline to what you should be accomplishing during grades 9-12.

### College

- Work hard to achieve good grades
- Participate in extracurricular activities
- Take advantage of leadership opportunities
- Make a list of the schools that interest you
- Gather information from each school
- Take the SAT/ACT if applying to a four year university
- Apply early for admission and housing
- Apply early for financial assistance
- Make your decision

### Armed Forces

- Visit with friends and relatives who have served in various branches of the military
- Meet with the recruiters in the counseling office
- Evaluate any physical limitations that may prevent you from serving
- Take the ASVAB test

### Employment

- Explore your interests and abilities
- Create a resume
- Visit with adults who are working in careers that may be of interest to you
- Become familiar with major employers in the area

## Myths and Realities about Careers

Making a career decision is a difficult process. The following are myths and realities about career decision making.

### Myths:

- I need to have one career my entire life.
- I need to decide on my career now.
- There is a perfect career.
- If I get a degree, I will get a job.
- Career planning is only for the young.

### Realities:

- The average adult changes careers 7 times in his or her life.
- Choosing a *career* path, not a specific job title, is better and allows for more flexibility.
- All jobs will require some degree of compromise.
- Degrees do not ensure success; however they improve your chances.
- Career planning is a lifelong process.

## Employment in the 21<sup>st</sup> Century

The following contains information regarding the employment outlook in the United States.

### Hardest Jobs to Fill in the United States:

- Skilled Trades Workers
- Restaurant and Hotel Staff
- Sales Representatives
- Teachers
- Drivers
- Accounting and Finance
- Laborers
- IT Technicians
- Engineers
- Nurses

Source: MANPOWER TALENT SHORTAGE SURVEY 2014

### There will be upward of 47,000,000 new jobs from 2008-2018:

- 1 in 3 will require a Bachelors Degree or higher.
- 1 in 3 will require an Associates Degree or Post-Secondary Certificate.

Source: CENTER ON EDUCATION AND THE WORKFORCE  
FORECAST OF EDUCATIONAL DEMAND TO 2018.



# International Baccalaureate Diploma Programme Courses

International Baccalaureate (IB) courses are currently available at Canyon del Oro High School. IB courses prepare students to take IB exams that are administered around the world in late spring of each school year. Students can also earn the International Baccalaureate Diploma for successful completion of the entire IB curriculum and qualifying scores on the IB exams. Students may be granted advanced placement status and/or college credit on the basis of IB Diploma completion and how well they perform on exams. Information regarding the IB Diploma Programme is available from the International Baccalaureate Coordinator's office at Canyon del Oro (Cris Cisco, M.Ed.: 520-696-5592 or [ccisco@amphi.com](mailto:ccisco@amphi.com)). Students are required to take an IB course to be eligible to take an IB exam.

IB Diploma Programme courses are taken in grades 11-12. There is some flexibility for IB Diploma Programme students within the 11th and 12th grade course of study presented on the next page. Students participating in the IB Diploma Programme at Canyon del Oro must be seeking the IB Diploma.

The International Baccalaureate (IB) Program is a college-preparatory program with a comprehensive and rigorous liberal arts curriculum, leading to examinations in the junior and senior years. It is designed for the university bound, academically talented student willing to work hard in a very structured program.

## WHY CONSIDER THE IB PROGRAM?

- Focuses on preparing students for success in college.
- Prepares for competence in all major academic areas.
- Often results in advanced standing or course credit at the college level.
- Promotes learning beyond current honors and AP offerings.
- Offers smaller classes with more one-on-one with IB staff.
- Promotes international understanding through a shared academic experience.

## CURRICULUM

Students will take one IB exam from each of the following six subject areas during the junior and senior years:

- Language A (native language - English)
- Language B (second language – Spanish, French or German)
- Individuals and Societies (History)
- Mathematics (Math Studies SL, Math SL or Math HL)
- Science (Chemistry)
- Elective (Visual Arts, Film, Music, Computer Science, Dance or Anthropology)

## IB DIPLOMA REQUIREMENTS

During the junior and senior years students will take six IB exams, three at a higher level and three at a standard level. One exam will be taken from each of the six subject areas listed above. In addition, the diploma candidate must meet the following three requirements:

1. Complete an interdisciplinary course called **Theory of Knowledge**,
2. Prepare an **extended essay** reflecting independent research, and
3. Complete a **CAS** portfolio (extracurricular activities that can be categorized as creativity, activity, and/or service).

Please contact our IB Coordinator, Mrs. Cris Cisco, M.Ed. at (520) 696-5592 or [ccisco@amphi.com](mailto:ccisco@amphi.com) with questions you may have about our program.

#	Freshman Year	Sophomore Year	Junior Year	Senior Year
1	English 9 <b>OR</b> Pre-AP English 9	English 10 <b>OR</b> Pre-AP English 10	IB Literature A HL 11	IB Literature A HL 12
2	Spanish <b>OR</b> German <b>OR</b> French	Spanish  German  French	IB Spanish SL 11  IB German SL 11  IB French SL 11	IB Spanish SL 12  IB German SL 12  IB French SL 12
3	World History <b>OR</b> World History	Government & Economics <b>OR</b> AP Government/Economics	IB History of the Americas HL 11	IB History of the Americas HL 12
4	Biology <b>OR</b> Pre-AP Biology	Physics <b>OR</b> Engineering Physics <b>OR</b> AP Physics I <b>OR</b> AP Chemistry	IB Chemistry SL <b>OR</b> IB Chemistry HL 11	Non-IB Science/Elective  Chemistry HL 12
5	Alg. 1 <b>OR</b> Geometry <b>OR</b> Geometry <b>OR</b> Adv. Alg. 2 <b>OR</b> Intro. Calc.	Geometry  Algebra II  Adv. Alg.2  Intro Calc  AP Calc AB	IB Math Studies SL 11  IB Math Studies SL 11  IB Math SL  IB Math HL 11/AP Calc AB  IB Math HL 11/AP Calc BC	IB Math Studies SL 12  IB Math Studies SL 12  AP Calc AB OR AP Statistics  IB Math HL 12  IB Math HL 12
6	PE/Fine Art/CTE/Other Elective	PE/Fine Art/CTE/Other Elective	IB Art HL 11 <b>OR</b> IB Art SL 11 <b>OR</b> IB Anthropology HL11 <b>OR</b> IB Anthropology SL 11 <b>OR</b> IB Music SL 11 <b>OR</b> IB Computer Science HL 11 <b>OR</b> IB Computer Science SL 11 <b>OR</b> IB Film HL 11 <b>OR</b> IB Film SL 11 <b>OR</b> IB Dance HL 11 <b>OR</b> IB Dance SL	IB Art HL 12  IB Anthropology HL12  IB Computer Science HL 12  IB Film HL 12  IB Dance HL 12  (IB SL Electives are 1 year courses and students can take a non-IB course in its place senior year)
7	Optional Elective	Optional Elective	IB TOK 11	IB TOK 12

Additionally, IB students have the *option* of enrolling in the Honors Internship course. This course will be imbedded into the IB curriculum and allow students to earn a weighted credit for participating in an out of school internship in a field of study/research of their choice. In addition to gaining practical career experience, it enables IB students to research careers that interest them and make connections in the community.

<b>Language A:</b>	
<b>IBP108/208 Grades 11&amp;12</b>	<b>IB Literature HL 11&amp;12</b>
<b>Prerequisites:</b> <i>IB student</i>	
<p>This course is centered upon the examination of classical works from world literature and drama. Students will engage in a variety of speaking and writing formats to build new knowledge while effectively communicating about the universal aspects of literature and the human experience internationally. Skills focus upon close reading techniques, language effects, written literary analysis, and oral commentary. Instruction and assignments prepare students for five compulsory IB exams: two individual oral presentations, a written assignment, and two external assessments. These exams are spread out over the course of the two years. <b>Weighted grade</b></p>	
<b>Language B:</b>	
<b>IBP110/210 Grades 11&amp;12</b>	<b>IB French SL 11&amp;12</b>
<b>Prerequisites:</b> <i>French I and 2, teacher recommendation</i>	
<p>This course is designed to help students refine and practice their proficiency in the French language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading and writing activities in order to encourage all areas of language proficiency. Over the two year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. This course prepares students to successfully complete the IB examinations during year 2. <b>Weighted grade</b></p>	
<b>IBP109/209 Grades 11&amp;12</b>	<b>IB Spanish SL 11&amp;12</b>
<b>Prerequisites:</b> <i>Spanish I and II, teacher recommendation</i>	
<p>The course involves intense language acquisition through listening, reading, speaking, writing, and culture. Students are encouraged to communicate in Spanish using vocabulary and grammar from previous levels of study. Students will perform individual and group work to build upon and improve communication skills in the Spanish language. <b>Weighted grade</b></p>	
<b>IBP111/211 Grades 11&amp;12</b>	<b>IB German SL 11&amp;12</b>
<b>Prerequisites:</b> <i>German I and II, teacher recommendation</i>	
<p>This course is designed to help students refine and practice their proficiency in the German language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading, and writing in order to encourage all areas of language proficiency. Over the two year program, topics of study will include leisure and recreation, customs and traditions, communication and media, current global challenges, and social relationships. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. This course prepares students to successfully complete the IB examinations during year two of participation in the IB program. <b>Weighted grade</b></p>	

## Individuals and Societies:

**IBP107/207**  
**Grades 11&12**

**IB History of the Americas HL 11&12**

**Prerequisites:** *IB student*

History of the Americas is a two-year course preparing students for the Higher Level Baccalaureate Exam. Students will obtain a solid foundation in content as well as skills in researching, note-taking, analyzing primary and secondary sources, making inferences, generalizing, drawing conclusions, and presenting knowledge. This course focuses on select periods of American, Canadian, and Latin American history for an in-depth study. Rather than providing a survey, the course allows the student to investigate certain sections of history through classroom, instruction, independent reading, and research. Students will learn skills that apply to the study of history in any context, but with a particular focus towards those needed for a research project and for Twentieth Century World History. **Weighted grade**

## Experimental Sciences:

**IBP103**  
**Grades 11 or 12**

**IB Chemistry SL**

**Prerequisites:** *Physics and Algebra II*

IB Chemistry meets the objectives of a college level introductory chemistry course. Students attain a depth of understanding of fundamentals and a competence in dealing with chemical problems that will enable them to undertake further work in chemistry or related fields. Students will be actively engaged in learning and experiencing the following; methods and applications of physical measurement, physical and chemical properties, atomic structure, molecular shapes and structure, electrochemistry, acids and bases, oxidation and reduction, equilibrium and organic chemistry. Students will also complete 2 special topics to further study applications of chemistry. The curriculum of this course will prepare students for the IB Standard Level assessments and students in the course will be required to complete the Group 4 Project. **IB Chemistry SL may be taken after AP Chemistry for those students who completed AP Chemistry their sophomore year. Weighted grade**

**IBP116/216**  
**Grades 11&12**

**IB Chemistry HL**

**Prerequisites:** *Co-requisite: Adv. Alg II/Trig, Math SL or Math HL*

The IB Diploma Program chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject and, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. The curriculum of this course will prepare students for the IB Higher Level assessments and students in the course will be required to complete the Group 4 Project. **Weighted grade**

## Mathematics:

**IBP174**  
**Grades 11&12**

**IB Mathematical Studies SL**

**Prerequisites:** *Grade of "C" or better in Geometry or Algebra 2*

This course has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop

more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data.

**Weighted grade**

**IBP101**  
**Grades 11 or 12**

**IB Mathematics SL**

**Prerequisites:** *Grade of "C" or better in Advanced Algebra 2*

This course is an in depth examination of functions and will introduce the students to topics such as vectors, probability and statistics, and differential and integral calculus and their applications. It is important that the student has complete understanding and be completely proficient in all Algebra 2 concepts, as curriculum from the Advanced Algebra 2/Trig class is testable material for the external assessment for IB and will not be covered in this course. In addition, students taking the IB Mathematics SL exam will be required to complete an exploration for the internal assessment portion of the IB test. A TI-84 graphing calculator is required for this course. **Weighted grade**

**IBP102/202**  
**Grades 11&12**

**IB Mathematics HL 11&12**

**Prerequisites:** *Intro Calc or better*

IB Higher Level Mathematics is a rigorous, two-year course of study. The first year encompasses calculus topic, including Functions, Graphs Limits & Continuity, Differential Calculus, Differential Applications, Integral Calculus, Integral Applications, and Sequences & Series. These topics assume thorough background knowledge in algebra, axiomatic geometry, trigonometry and analytic geometry. The second year of IB HL Mathematics includes topics such as Vectors, Matrices & Transformations, Complex Numbers, Probability & Statistics, Functions & Equations, Circular Functions & Trigonometry and Vector Geometry. IB HL Mathematics requires college-level performance and work habits. A five-hour external IB examination is given at the end of the senior year that accounts for eighty per-cent of the grade. An internal assessment consisting of three assignments accounts for twenty percent of the grade. **Weighted grade**

## **Art and Electives:**

**IBP313**  
**Grades 11&12**

**IB Music SL 11&12**

**Prerequisites:** *Students must be in a performance group outside of class*

The IB Music Class is designed to provide opportunities for students to compare and contrast a variety of music in the classroom while giving all students a music vocabulary to use in describing the characteristics of music from different cultures. Mechanics of music will be covered as the students study theory, composition and analysis. All of this combined prepares the student for the IB Listening Paper. IB music students are expected to: be a member in band, choir or orchestra, complete the musical links investigation, complete the listening paper exam given in May of senior year, and put together a group performance recording. **Weighted grade**

**IBP117**  
**Grades 11 or 12**

**IB Social and Cultural Anthropology SL**

**Prerequisites:** *None*

Social and cultural anthropology is the comparative study of culture and human societies. It explores the general principles of social and cultural life, and the characteristics of specific societies and cultures. It operates with local and global perspectives, and is increasingly concerned with urban as well as rural society, regional inequalities and all aspects of modern nation states. Anthropology contributes to an understanding of such contemporary issues as war and conflict, the environment, poverty, problems of injustice, inequality and human rights. This focus allows students an opportunity to become acquainted with these perspectives and ways of thinking, and to connect the academic to the personal. Social and cultural anthropology contributes a distinctive approach to internationalism. The course is designed to introduce the principles, practices and materials of the discipline. Students will read at least three ethnographies and other readings in

anthropology and will design and carry out a field observation and a student written critique for their required Internal Assessment Project. **Weighted grade**

**IBP105/205  
Grades 11&12**

**IB Social and Cultural Anthropology HL 11&12**

**Prerequisites:** *None*

This class is a continuation of the IB Social and Cultural Anthropology course. Students will continue to build on the knowledge learned in the SL class. Theory will be introduced, a fourth ethnography will be read, and a 2,000 word Internal Assessment will be completed. **Weighted grade**

**IBP118  
Grades 11 or 12**

**IB Computer Science SL**

**Prerequisites:** *Computer Apps I or instructor approval*

Computer Science SL satisfies the Group 4: Science requirement. This course is highly recommended for students interested in careers in science, technology, engineering, and medicine. Computer scientists develop apps for Xbox, iPhone, Android, WiiU, Windows, OSX, Linux, and PlayStation operating systems. While IBCS SL course does not assume that students have any previous experience in coding/programming, it is recommended that the student have general computing experience in basic Microsoft Office applications. The IBCS Internal Assessment project will have students design and develop a practical software application for a teacher, parent, friend, or business. Candidates will learn programming skills as a critical element of developing higher-level skills applicable to virtually all fields of study such as art, music, science, engineering, education, and entertainment. **Weighted grade**

**IBP104/204  
Grades 11&12**

**IB Computer Science HL 11&12**

**Prerequisites:** *Computer Apps I or instructor approval*

This rigorous college-level course includes extensions of the topics from IB Computer Science SL as well as a more formal and a more in-depth study of algorithms, data structures, and data abstraction. Topics such as linked lists, stacks, queues, and binary trees are included. This course is equivalent to a college-level, second semester computer science class. Unlike SL students, IB Computer Science HL students will analyze a Paper 3 covering a case study such as cybersecurity, privacy, networking, computer forensics, or other current computer science topic. **Weighted grade**

**IBP112  
Grade 11**

**IB Intro to Visual Arts HL 11**

**Prerequisites:** *IB Student*

All students will develop basic drawing skills and explore various media and methods to develop 2D and 3D art pieces. The class will discuss and evaluate art from a variety of eras and countries. Students create studio art and an investigation workbook that chronicles their thinking and exploration of themes, mediums and methods. TOK will be integrated into various aspects of the studio work and investigation workbook. Students will be introduced to the standards and assessment expectations to be met in the following year. **Weighted grade**

**IBP212  
Grades 12**

**IB Advanced Visual Arts HL 12**

**Prerequisites:** *IB Intro to Visual Arts*

Students continue to develop and individualize their art skills during the second year. Each student identifies a personal focus for their studio art. Students will continue to develop their investigation workbooks through further individualized study of art from various cultures and periods that are relevant to their development as artists. Students will determine their target assessment level (HL or SL). Students will present their studio pieces in a spring art show. They will video tape a 15 minute explanation of their art pieces and create a personal statement to include with submission to IB of their IWB pages and Studio works. **Weighted grade**

<b>IBP120</b> <b>Grades 11 or 12</b>	<b>IB Visual Arts SL</b>
<b>Prerequisites:</b> <i>IB student, recommended: Intro to 2D Art/Intermediate Art</i>	
The arts allow us to connect our imagination with the history of human experience – the study of art helps us to learn and appreciate cultural complexities. IB Art will encourage students to explore personal artistic intention. Students will study art from a diverse range of cultures and time periods, providing them with exposure to various values, philosophies, art historical styles or movements and expressive intents. The course will encourage creativity and will balance academic rigor and exploration with related studio work, gallery talks and museum visits. <b>Weighted grade</b>	
<b>IBP115</b> <b>Grade 11</b>	<b>IB Intro to Filmmaking HL 11</b>
<b>Prerequisites:</b> <i>IB student</i>	
At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film. All students will develop basic filmmaking skills using digital cameras and editing software to create short 5 – 7 minute films and one minute movie trailers. Students will view and discuss films, write film treatments and analyze films in writing. TOK will be integrated into various aspects of classroom discussions and personal reflections on process, product, and audience. <b>Weighted grade</b>	
<b>IBP215</b> <b>Grade 12</b>	<b>IB Advanced Filmmaking HL 12</b>
<b>Prerequisites:</b> <i>IB Intro to Visual Arts</i>	
Students continue to develop and individualize their film skills during the second year. Students will work individually and in teams to create a final film and trailer to submit for internal assessment. Students will individually write a 15 page film treatment for a documentary film that focuses on one thematic element of film process as seen through four different films (one foreign). Each student will prepare for a 15 minute oral assessment on a pre-determined segment of film. TOK will be integrated into various aspects of classroom discussions and personal reflections on process, product, and audience. <b>Weighted grade</b>	
<b>IBP119</b> <b>Grades 11 or 12</b>	<b>IB Advanced Filmmaking SL</b>
<b>Prerequisites:</b> <i>None</i>	
Students will work individually and in teams to create a final film and trailer to submit for internal assessment. Students will individually write a 10 page film treatment for a documentary film that focuses on one thematic element of film process as seen through two films (one foreign). Each student will prepare for a 10 minute oral assessment on a pre-determined segment of film. TOK will be integrated into various aspects of classroom discussions and personal reflections on process, product, and audience. <b>Weighted grade</b>	
<b>IBP142</b> <b>Grades 11 or 12</b>	<b>IB Dance SL</b>
<b>Prerequisites:</b> <i>None</i>	
The practice of dance helps to explore and value the diversity of the arts across history, the world and its cultures. The IB Dance course will help students to understand dance as a set of disciplines with their own background and assumptions, and to understand that these practices incorporate physical, intellectual and emotional knowledge. This course aims to appreciate mastery in various dance styles in traditions familiar and unfamiliar. Students will focus in three major areas: choreography, performance and research, and will aim to express ideas with self-assurance and proficiency. They will come to see that dance can communicate various world cultures from their school environment, the surrounding community and the globe. <b>Weighted grade</b>	



IBP140/141 Grades 11&12	IB Dance HL
<b>Prerequisites:</b> <i>none</i>	
<p>IB Dance HL is a course designed to prepare the grade 11 dancer for the IB Dance exams their senior year. Students interested in fulfilling the subject six requirement of the IB program or interested in earning an IB certificate in Dance may opt to take IB Dance. IB Dance HL will provide the opportunity to emphasize a healthy lifestyle and to experience the joy of creating and exploring movement. Our focus is to develop the physical, emotional, social, and intellectual aspects in one's life. Our aim and objectives are to encounter the art of dance through movement, knowledge, and a level of performance as well as to increase self-confidence of a student. The course will offer intercultural awareness that will encourage students to consider multiple perspectives, develop knowledge and skills as they learn about their own and others' social, national, and international cultures. Skills are showcased in a final composition and analysis dance, a filmed performance piece, and an accompanying dance investigation essay. <b>Weighted grade</b></p>	
<b>Theory of Knowledge:</b>	
IBP100/200 Grades 11&12	IB Theory of Knowledge 11&12
<b>Prerequisites:</b> <i>IB student</i>	
<p>The Theory of Knowledge (TOK) class is a "flagship element" of the IB Diploma Program in which students are encouraged to think critically "about knowledge itself" by attempting to answer such questions as: "What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?" TOK students will further apply this inquiry to metaphysical, ontological, and epistemological problems in various areas of culture, especially in the academic disciplines of the Diploma, by exploring not only what they know, but how they know. The TOK class is presented in a seminar model in which students are expected to prepare thoroughly and participate actively and often. In addition to completing readings and formative assessments over the length of the course, TOK students will compose a paper on a prescribed title, and prepare and deliver a presentation on a knowledge issue. <b>Weighted grade</b></p>	




# Career & Technical Courses

The CTE Department offers students the opportunity to explore, develop and apply the skills and knowledge learned in three different school-based learning and work-based learning areas. Course work and school-to-work opportunities, including internships, job shadowing and on-the-job training will be provided in Architectural Drafting & Design, Automotive Technology, Bioscience, Yearbook/Graphic Design, Construction Technology, Culinary Arts, Digital Photography, Early Childhood Education, Engineering, Software Development, Sports Medicine/Healthcare Foundations and Technical Theater.



\*Credit from Pima Community College (PCC) noted where available.



<b>ARCHITECTURAL DRAFTING &amp; DESIGN (2 Year Program)</b>		Grades 9-12
<ul style="list-style-type: none"> <li>Learn techniques of Sketching, Drafting, Computer Aided Drafting (CAD) programs, Layout, Design, Blueprint Interpretation, and all phases of drawing house plans.</li> <li>Instruction in Construction and Structural Design, Architectural and Engineering Drawings, Problem Solving, and 3D Architectural Rendering.</li> <li>Build 3D house models from wood and foam board along with designing and constructing various projects and other real life projects</li> <li>Students have the chance to demonstrate their skills at state and national SkillsUSA competitions</li> </ul>		
<b>CAREER FOCUS:</b> Students will be prepared for immediate employment in entry-level positions in the drafting industry and to continue to study at a technical school, 2-year, or 4-year college or university. Students may acquire industry certifications during the program. Career examples include Architect, Engineer, Interior Designer, Plans Examiner, General Contractor, Construction Manager, and Building/Safety Inspector.		
		
<i>Courses must be taken in a sequence</i>		
Architectural Drafting I (Year 1)	CTS144/JTS144 Grades 9-12 All Year	
Architectural Drafting II (Year 2)	CTS145/JTS145 Grades 10-12 All Year	
Architectural Drafting III (Optional Year 3)(6 credits from PCC available)	CTS146/JTS146 Grades 11-12 All Year	
Architectural Drafting IV (Optional Year 4)	CTS148/JTS148 Grades 12 All Year	
Architectural Drafting Internship (Optional)	CTS147 Grades 10-12 All Year	
<b>AUTOMOTIVE TECHNOLOGY (3 Year Program)</b>		Grades 9-12
<ul style="list-style-type: none"> <li>Learn techniques and skills in tire mounting, tire balancing, tire rotation, and oil changes.</li> <li>Instruction in 4-stroke engine fundamentals.</li> <li>Demonstrate understanding of electrical functions in automotive applications.</li> <li>Instruction and work based learning in suspension and brakes.</li> <li>Analysis of engine performance and drive train.</li> <li>Students have the chance to demonstrate their skills at state and national SkillsUSA competitions.</li> </ul>		
<b>CAREER FOCUS :</b> Students will be prepared for immediate employment in entry-level positions such as lube tech and basic technician and to continue to study at a technical school, 2-year, or 4-year college or university. Students may acquire industry certifications during the program. Career examples include Auto Service Technician, Mechanic, General Maintenance Technician, and Parts Salesperson.		
		

<i>Courses must be taken in a sequence</i>	
Automotive Technology I (Year 1)	CTS161/JTS161 Grades 9-12 All Year
Automotive Technology II (Year 2)	CTS162/JTS162 Grades 10-12 All Year
Automotive Technology III (Year 3) (9 credits from PCC available)	CTS163/JTS163 Grade 11-12 All Year
Automotive Technology (Option Year 4)	CTS160/JTS160 Grade 12 All Year
Automotive Technology Internship (Optional)	CTS164 Grade 10-12 All Year
<b>BIOSCIENCE</b> (2 Year Program)	Grades 9-12
<ul style="list-style-type: none"> <li>Learn how biotechnology is used in the medical, agricultural, and food industries while working with scientific instruments that are commonly found in a research laboratory.</li> <li>Research genetic characteristics or expressions.</li> <li>Isolate, analyze, and synthesize proteins, enzymes, DNA, and other molecules.</li> <li>Research the effects of substances, such as drugs, hormones, and food on tissues and biological processes.</li> <li>Explore biotechnology careers, history and applications of recombinant DNA technology.</li> <li>Program will culminate with students conducting independent research projects that will be presented at regional science competitions.</li> </ul> <p><b>CAREER FOCUS:</b> Students will be prepared for college-level bioscience classes and employment as a Lab Technician in the biotechnology industry. Career examples include Biochemist, Biomedical Engineer, Nuclear Medicine Physicians, Microbiologist, Crime Lab Technician, Bioinformatics Scientist, Zoologist, or Pharmaceutical Salesperson.</p> 	
<i>Courses must be taken in a sequence</i>	
Pre-AP Biology (Year 1, weighted grade)	SCI016 Grades 9 All Year
AP Biology (Year 2, weighted grade)	SCI018/JTS134 Grades 11-12 All year
Biotechnology I (Year 2)	CTS137/JTS137 Grades 10-12 All year
Biotechnology II (Optional Year 3, weighted grade)	CTS139/JTS139 Grades 11-12 All Year
Biotechnology III (Optional Year 4, weighted grade)	CTS136/JTS136 Grades 12 All Year
<p><b>*Students enrolled in Biotechnology I and II can be dual enrolled with MCB 101 and 102, respectively at the University of Arizona with three transferable elective credits</b></p>	

<b>YEARBOOK/GRAPHIC DESIGN (3 Year Program)</b>		<b>Grades 10-12</b>
<ul style="list-style-type: none"> <li>Produce and design a high quality yearbook using professional graphic design, layout and photo editing software. (Adobe Photoshop, InDesign and eDesign)</li> <li>Take pictures at school events, interview students and teachers, and write story and captions for photos.</li> <li>Manage the yearbook staff through leadership positions. (Editor-in-Chief, Editor, Story Editor, Photo Editor)</li> <li>Promote the yearbook by creating advertising campaigns. (posters, events, announcements)</li> </ul> <p><b>CAREER FOCUS:</b> Students will be prepared for immediate employment in entry-level jobs in the photography and graphic design industry and to study photography, graphic design, or journalism at a 2-year or 4-year college. Career examples include Photojournalist, Graphic Designer and Magazine Editor.</p>		
<i>Courses must be taken in a sequence.</i>		
Digital Media		CTS155/JTS155 Grades 9-12 All Year
Yearbook & Design I (Year 2)		CTS153/JTS153 Grades 10-12 All Year
Yearbook & Design II (Year 3)		CTS154/JTS154 Grades 11-12 All Year
Yearbook & Design III (Year 4)		CTS159/JTS159 Grades 12 All Year
Graphic Communications Internship (Optional)		CTS158 Grades 11-12 All Year
<b>CONSTRUCTION TECHNOLOGY (2 Year Program)</b>		<b>Grades 9-12</b>
<ul style="list-style-type: none"> <li>Learn how to safely use Hand Tools, Power Tools, Staining/Lacquering, Estimating, Carpentry, Electrical, Masonry, Plumbing, Sheet Metal and Welding</li> <li>Gain experience in Reading Plans and developing skills through Hands-on Learning and Application</li> <li>Complete small and large construction projects including playhouses, picnic tables, converting a mobile container to a home, building a camping trailer</li> <li>Students have the chance to demonstrate their skills in regional, state and national SkillsUSA competitions</li> </ul> <p><b>CAREER FOCUS:</b> Students will be prepared for immediate employment in entry-level positions in the drafting industry and to continue to study at a technical school, 2-year, or 4-year college or university. Students may acquire industry certifications during the program. Career examples include in Electrician, Mason, Carpenter, Plumber, Engineer, Construction Manager and Welder.</p>		
<i>Courses must be taken in a sequence</i>		
Construction Technology I (Year 1)		CTS165/JTS165 Grades 9-12 All Year
Construction Technology II (Year 2)		CTS166/JTS166 Grades 10-12 All Year
Construction Technology III (Year 3) (16 credits from PCC available)		CTS167/JTS167 Grades 11-12 All Year
Construction Technology IV (Year 4)		CTS169/JTS169 Grades 12 All Year
Construction Technology Internship (Optional)		CTS168 Grades 10-12 All Year



<b>CULINARY ARTS (2 Year Program)</b>		Grades 9-12
<ul style="list-style-type: none"> <li>Prepares students to serve under the supervision of food service professionals as kitchen support staff and commercial food preparation workers. This includes instruction in kitchen equipment, organization and operations, sanitation, quality control, safety, various cooking methods, and nutrition.</li> <li>Students will learn about workplace safety, teamwork, cooking stations within the commercial kitchen, and meal service. Students will also learn about nutrition.</li> <li>During cooking labs, students will practice preparing meals from scratch, garnishes, and a variety of plate service and banquet meals.</li> <li>Students will have the opportunity to be involved in catering opportunities throughout the year.</li> <li>Culinary Arts III and IV students can compete in competitions to earn college scholarships</li> </ul> <p><b>CAREER FOCUS:</b> Students will be prepared for entry-level employment in the field of culinary arts as a Cook or Food Preparer and to study at a technical school, 2-year and 4- year college or university. Career examples include Executive Chef, Pastry Chef, Cook, Event Planner, and Food Service Manager.</p>		
		
<i>Courses must be taken in a sequence</i>		
Culinary Arts I (Year 1)	CTS112/JTS112 Grades 9-12 All Year	
Culinary Arts II (Year 2)	CTS113/JTS113 Grades 10-12 All Year	
Culinary Arts III (Year 3)(5 credits from PCC available)	CTS114/JTS114 Grade 11-12 all year	
Culinary Arts IV (Year 4)	CTS115/JTS115 Grades 12 All Year	
Culinary Arts Internship (Optional)	CTS116 Grades 10-12 All Year	
<b>DIGITAL PHOTOGRAPHY (3 Year Program)</b>		Grades 9-12
<ul style="list-style-type: none"> <li>Create innovative photographs using artistic and technical skills.</li> <li>Use professional cameras, computers, Adobe Photoshop and Lightroom (image editing software), studio lighting, and large format printers.</li> <li>Experience working for clients to design, produce, and publish photos.</li> <li>Third year students run and show in the Noble Street Gallery, as well as produce gift shop items.</li> </ul> <p><b>CAREER FOCUS:</b> Students will be prepared for immediate employment in entry-level jobs such as Photography Studio Assistant and Portrait Photographer and to continue to study photography at a 2-year or 4-year college or university. Students may have an opportunity to earn Adobe certification during the program. Career examples include Portrait and Fashion Photographer, Food Photographer, Fine Art Photographer, Art Director, Gallery Owner, and Commercial/Advertising Photographer</p>		
		
<i>Courses must be taken in a sequence</i>		
Digital Media (Year 1)	CTS155/JTS155 Grades 9-12 All Year	
Photography (Year 2)	CTS156/JTS156 Grades 10-12 All Year	
Advanced Photography (Year 3)	CTS157/JTS157 Grades 11-12 All Year	
Graphic Communications Internship (Optional)	CTS158 Grades 11-12 All Year	

EARLY CHILDHOOD EDUCATION (2 Year Program)	Grades 9-12
<ul style="list-style-type: none"> <li>• Experience the joy of creating fun and amazing activities for children who are full of life and love learning.</li> <li>• Influence the future of children by shaping their intellectual, social, emotional, and physical development while learning right alongside our children.</li> <li>• Create, research and provide developmentally appropriate learning materials and activities within our on-site preschool that make the activities fun and hands on.</li> </ul> <p><b>CAREER FOCUS:</b> Students will be prepared for immediate employment in entry-level jobs such as a Childcare Assistant, Nanny, or Preschool Lead Teacher and to continue to study in a 2-year or 4-year college or university. Career examples include Teacher (preschool thru grade 3), Nurse, Social Worker, and Pediatrician.</p> 	
<i>Courses must be taken in a sequence *Mantoux TB Skin Test Required on all courses</i>	
Early Childhood Education (Year 1)	CTS190/JTS190 Grades 9-12 All Year
Early Childhood Education II (Year 2)	CTS191/JTS191 Grades 10-12 All Year
Early Childhood Education III (Year 3)	CTS192/JTS192 Grades 11-12 All Year
Early Childhood Education IV (Year 4)	CTS193/JTS193 Grade 12 All Year
Early Childhood Education Internship (Optional)	CTS194/JTS194 Grades 10-12 All Year
ENGINEERING (3 Year Program)	Grades 10-12
<ul style="list-style-type: none"> <li>• Learn how engineering plays a role in the subjects we use every day.</li> <li>• Complete a number of hands on projects using the engineering design process, creative problem solving and collaboration with other students.</li> <li>• Learn about various types of engineering including biomedical engineering, robotics, automation, and computer aided drafting.</li> <li>• Prepare for a wide variety of engineering careers such as mechanical, software, architectural, civil/structural, electrical, chemical, and mining.</li> <li>• Learn to design, build, and control complex robots.</li> <li>• Learn to create models in Excel and Solidworks.</li> </ul> <p><b>CAREER FOCUS:</b> Students will be prepared for immediate employment in entry-level jobs as a Technician Assistant, Drafter, CAD Operator and to study engineering or related fields at a 2-year or 4-year college or university. Career examples include Engineering Technicians or Engineer in fields such as Biomedical, Civil, Computer Software, Electrical, Environmental, Mechanical, and Robotics/Automation.</p> 	
<i>Courses must be taken in a sequence</i>	
Engineering Physics (Year 1)	CTS128/JTS128 Grades 10-12 All Year
Engineering 102 (Year 2, weighted grade) Pre-requisite: Successful completion of Engineering Physics and concurrent enrollment in Pre-Calculus or beyond	CTS129/SCI013 Grades 11-12 All Year
Engineering Intern (Optional)	CTS130 Grades 11-12 All Year

**Students enrolled in Engineering 102 can be dual enrolled with the University of Arizona's Engineering 102 for 3 credits fully transferable to the University of Arizona by paying tuition.**

## **SOFTWARE DEVELOPMENT (2 Year Program)**

**Grades 9-12**

- Create exciting games and applications while learning powerful programming languages such as JavaScript, XHTML, CSS, C#, Java, and C++.
- Gain skills to get in-demand high paying jobs offered by Microsoft, Apple, and Google.
- Learn to make exciting 2D and 3D apps like Minecraft in current software such as Unity, Eclipse, Scratch, Flash, Dreamweaver, Alice, and GameMaker.
- Learn internet fundamentals, network systems, computer maintenance, digital security, graphics and web page design.
- Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

### **CAREER FOCUS :**

Students will be prepared for immediate employment in entry-level positions in the software development industry and to continue to study software development at a technical school, two-year, or four-year college or university. Students may acquire industry certifications during the program. Career examples include Computer Programmer, Software Developer, Computer Hardware Engineer, Computer Network Architect, Database Administrator, and Information Security Analyst.



*Courses must be taken in a sequence*

**Computer Applications and Design I (Year 1)**

**CTS180/JTS180  
Grades 9-12 All Year**

**Advanced Placement Computer Science Principles (weighted) (Year 1)**

**CTS149/JTS120  
Grades 9-12 All Year**

**Computer Applications and Design II / Discrete Math (Year 2)  
(Counts as math credit)**

**JTS179/MTH005  
Grades 10-12 All Year**

**Advanced Placement Computer Science (weighted) (Optional Year 3)**

**CTS182/JTS182  
Grades 10-12 All Year**

**Information Technology Internship (Optional Year 4)**

**CTS185  
Grades 11-12 All Year**

## **SPORTS MEDICINE/HEALTHCARE FOUNDATIONS (2 Year Program)**

**Grades 10-12**

- Demonstrate, access, and evaluate understanding of body systems and human anatomy as well as the medical terminology associated.
- Diagnose and investigate body systems, anatomy, perform first aid/CPR, and taping.
- Work side by side with an Athletic Trainer during after school athletic practices and competitions.
- Use critical and logical thought to learn how to diagnose athletic related injuries.

### **CAREER FOCUS :**

Students will be prepared for possible immediate employment working in a medical office, physical therapy clinic, or hospital in an administrative capacity and to continue to study at a 2-year or 4-year college or university. Career examples include Sports Medicine Physician, Athletic Trainer, Physical Therapist, or Occupational Therapist.

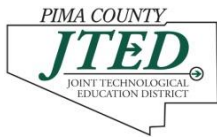


*Courses must be taken in a sequence*

**Sports Medicine I/Healthcare Foundations (Year 1)**

**CTS140/JTS140  
Grades 10-12 All Year**

Sports Medicine II (Year 2)	CTS141/JTS141 Grades 11-12 All Year
Sports Medicine III (Year 3)	CTS143/JTS143 Grades 12 All Year
Sports Medicine Internship (Optional)	CTS142 Grades 11-12 All Year
<b>TECHNICAL THEATER (2 Year Program)</b>	Grades 9-12
<ul style="list-style-type: none"> <li>• Operate the school's digital stage equipment.</li> <li>• Design and build elements of scenery, props, costumes, sound and lighting for the various performances.</li> <li>• Run various shows throughout the year in both the main stage and theater.</li> </ul> <p><b>CAREER FOCUS :</b> Students will be prepared for immediate employment in entry-level jobs and to pursue training and education at a 2-year and 4- year college and university. Career examples include Sound or Lighting Technician, Scenic Artist, Costume Designer, Set Designer, or Sound Engineering Technician.</p>	
<i>Courses must be taken in a sequence</i>	
Technical Theater (Year 1)	CTS170/JTS170 Grades 9-12 All Year
Technical Theater II (Year 2)	CTS171/JTS171 Grades 10-12 All Year
Technical Theater III (Year 3)	CTS173/JTS173 Grades 11-12 All Year
Technical Theater IV (Year 4)	CTS174/JTS174 Grades 12 All Year
Technical Theater Internship (Optional)	CTS172 Grades 10-12 All Year



## OFF CAMPUS JTED COURSES

There are also additional opportunities to take off campus JTED courses. These courses take place at off campus locations & meet after school. Most of these courses meet twice per week; however, some courses meet every day, on the weekend, & some have prerequisite course requirements. Students that want to take these courses will be rewarded elective credit only (credits awarded vary by course). Please speak with our JTED/10<sup>th</sup> grade counselor about signing up.

### Some of these JTED courses include:

<b>*Certified Nursing Assistant</b>	<b>(12<sup>th</sup>) [Prerequisite: Healthcare Foundations (11<sup>th</sup>)]</b>
<b>*Medical Assistant</b>	<b>(12<sup>th</sup>) [Prerequisite: Healthcare Foundations (11<sup>th</sup>)]</b>
<b>*Emergency Medical Technician</b>	<b>(12<sup>th</sup>)</b>
<b>*Fire Science</b>	<b>(12<sup>th</sup>)</b>
<b>*Cosmetology</b>	<b>(11<sup>th</sup>-12<sup>th</sup>)</b>
<b>3D Animation and Game Design</b>	<b>(10<sup>th</sup>-12<sup>th</sup>)</b>
<b>Heavy Equipment/Site Construction</b>	<b>(11<sup>th</sup>-12<sup>th</sup>)</b>
<b>Law &amp; Public Safety</b>	<b>(11<sup>th</sup>-12<sup>th</sup>)</b>
<b>Culinary Arts</b>	<b>(10<sup>th</sup>-12<sup>th</sup>)</b>
<b>Early Childhood Education</b>	<b>(10<sup>th</sup>-12<sup>th</sup>)</b>
<b>Electrical Power Transmission Technologies</b>	<b>(12<sup>th</sup>)</b>
<b>Aviation Technology</b>	<b>(11<sup>th</sup>-12<sup>th</sup>)</b>
<b>Mining Technologies</b>	<b>(11<sup>th</sup>-12<sup>th</sup>)</b>
<b>Physical Therapy Aide</b>	<b>(11<sup>th</sup>-12<sup>th</sup>)</b>
<b>Precision Manufacturing</b>	<b>(11<sup>th</sup>-12<sup>th</sup>)</b>
<b>Veterinary Assistant</b>	<b>(11<sup>th</sup>-12<sup>th</sup>)</b>

**\*License awarded upon course completion and passing certification exams**



## English Language Development Courses

Those students for whom English is not their first language and have been identified by an initial assessment using the Arizona English Language Learner Assessment (AZELLA) will be placed in the English Language Development (ELD) program. We recognize the essential needs of our students to become proficient in English in order to meet the challenging state standards, fully participate in the content class offerings and feel an integral part of our Canyon del Oro High School experience. Note: After taking the AZELLA, the student's parent(s) have the right to decline all services of this department.

<b>ELD001 Grades 9-12 Semester</b>	<b>Beginning Sheltered English Immersion</b>
<b>Prerequisites:</b> <i>Earned credit will count towards English graduation requirement.</i>	
This year-long course is designed to meet the needs of the non-English speaking or very limited English-speaking student. Placement in the course is determined by standardized reading scores and through a written and oral evaluation by the SEI Department.	
<b>ELD004/ELD016 Grades 9-12 Semester</b>	<b>Intermed/Advanced Sheltered English Immersion</b>
<b>Prerequisites:</b> <b>Placement based on a student's ELD performance portfolio</b> (English Credit)	
This year-long course is designed for those SEI students with more advanced English skills who are still classified as having Limited English Proficiency in reading, writing, and/or oral skills. Placement in the course is determined by standardized reading scores and by a written and oral evaluation by the SEI Department.	

## Fine Arts Department Courses

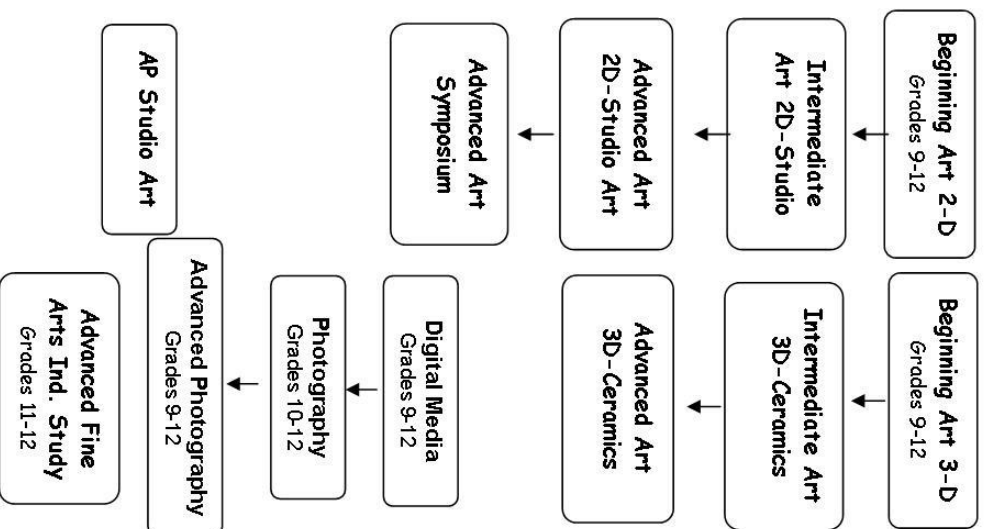
The Fine Arts Department consists of courses of study in art, photography, instrumental and vocal music and theatre. Emphasis is placed on the creative and aesthetic aspects of the arts as well as presentation and performance. Courses of study include: Beginning, intermediate and advanced 2 and 3 dimensional art, art history and AP Studio and AP Art History. Band coursework includes marching band, wind ensemble, Jazz Combo, percussion and beginning and advanced guitar and band auxiliary. Choir coursework includes concert choir, women's ensemble and show choir. Orchestra includes concert and symphony orchestra. Theatre includes introduction, intermediate, advanced, symposium and technical theatre. Music theory and AP music theory is available as well.

NOTE: All courses may be taken for Fine Arts Credit.

COURSE NUMBER	COURSE	GRADE LEVEL	COURSE SEMESTER	CREDIT
ART001	Beginning Art: 2-Dimensional	9 – 12	Semester	.50
ART002	Intermediate Art 2D – Studio Art	10 – 12	Year	1.0
ART003	Advanced Art 2D – Studio Art	10 – 12	Year	1.0
ART004	Beginning Art: 3-Dimensional	9 – 12	Semester	.50
ART006	Intermediate Art 3D – Ceramics	10 – 12	Year	1.0
ART007	Advanced Art 3D – Ceramics	10 – 12	Year	1.0
ART008*	Advanced Art Symposium	10 – 12	Year	1.0
ART009*	AP Studio Art	10 – 12	Year	1.0
CTE075	Technical Theatre I	9 – 12	Year	1.0
JTS039	Digital Media	9 – 12	Year	1.0
JTS040	Photography	10 – 12	Year	1.0
JTS041	Advanced Photography	11 – 12	Year	1.0
MSC016*	Advanced Fine Arts Ind. Study	11 – 12	Year	1.0
MUS002*	Music Theory	9 – 12	Year	1.0
MUS012	AP Music Theory	10 – 12	Year	1.0
MUS022	Marching Band	9 – 12	1 <sup>st</sup> Semester	.50
MUS009	Wind Ensemble	9 – 12	2 <sup>nd</sup> Semester	.50
MUS013	Band Auxiliary	9 – 12	Year	1.0
MUS018*	Percussion	9 – 12		1.0
MUS023*	Jazz Combo	9 – 12	Year	1.0
MUS010	Beginning Guitar	9 – 12	Year	1.0
MUS011*	Advanced Guitar	9 – 12	Year	1.0
MUS015	Beginning Concert Choir	9 – 12	Year	1.0
MUS024**	Women's Ensemble	10 – 12	Year	1.0
MUS006**	Advanced Show Choir	10 – 12	Year	1.0
MUS016	Concert Orchestra	9 – 12	Year	1.0
MUS008**	Symphony Orchestra	10 – 12	Year	1.0
MUS003	Theatre I – Introduction	9 – 12	Year	1.0
MUS004*	Theatre II – Intermediate	10 – 12	Year	1.0
MUS020*/**	Theatre III – Advanced	11 – 12	Year	1.0
MUS019*/**	Theatre IV – Symposium	11 – 12	Year	1.0
PYS003/004/005	Dance (listed in Physical Ed.)	9 – 12	Year	1.0

CANYON DEL ORO HIGH SCHOOL  
FINE ARTS DEPARTMENT  
2016-2017 FLOW CHART

VISUAL ARTS



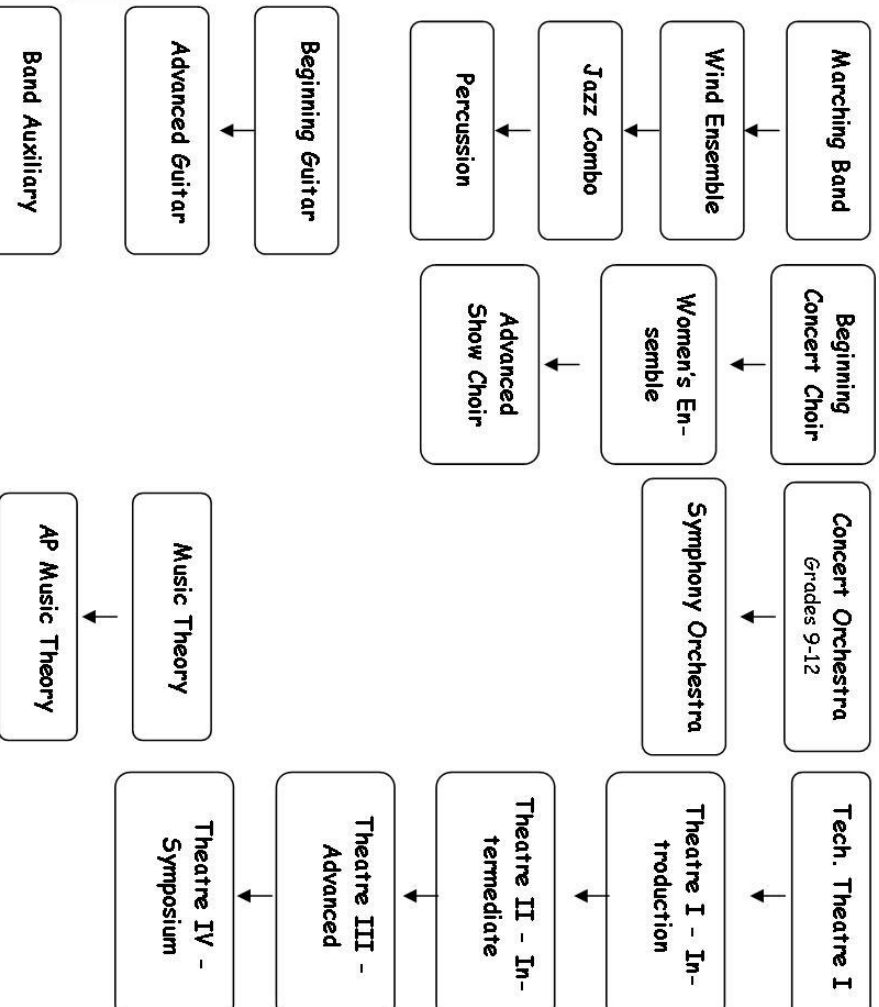
PERFORMING ARTS

BAND

CHOIR

ORCHESTRA

THEATRE



<b>ART001</b> <b>Grades 9-12 All Year</b>	<b>Introduction to Art 2 Dimensional</b>
<b>Prerequisites:</b> <i>None</i>	
This is an introductory course in which students will learn the basic elements and principles of art and design. Students will gain knowledge and experience as artists by creating works of art with a variety of two-dimensional materials, processes, techniques and styles. Content may include value, life and perspective drawing as well as painting.	
<b>ART002</b> <b>Grades 10-12 All Year</b>	<b>Intermediate Art 2 Dimensional</b>
<b>Prerequisites:</b> <i>For Level I: Beg. Art 2D (minimum grade of B recommended or teacher approval)</i>	
A second-year course designed for students interested in continued study of two-dimensional design in greater depth and scope. Students will build upon foundational skills and knowledge gained from previous art classes by producing more ambitious and challenging works and developing personal style. Lessons will include a variety of media.	
<b>ART003</b> <b>Grades 11-12 All Year</b>	<b>Advanced Art 2 Dimensional</b>
<b>Prerequisites:</b> <i>Intermediate Art 2D (minimum grade of B recommended or teacher approval)</i>	
A third and fourth year course focused on improving composition, technique, concept and personal voice through in-depth engagement in two-dimensional studio projects. Students will be expected to create a portfolio and exhibit works publicly.	
<b>ART004</b> <b>Grades 9-12 All Year</b>	<b>Introduction to Art 3 Dimensional</b>
<b>Prerequisites:</b> <i>None</i>	
This is an introductory course in which students will learn the basic elements and principles of structural design and sculptural techniques. Students will gain knowledge and experience as artists by creating works of art with three-dimensional media using additive and subtractive processes.	
<b>ART006</b> <b>Grades 10-12 All Year</b>	<b>Intermediate Art 3 Dimensional</b>
<b>Prerequisites:</b> <i>For Level 1: Beg. Art 3D minimum grade of B recommended or teacher approval</i>	
A second-year course designed for students interested in continued study of three-dimensional design in greater depth and scope. Course work will focus on more detailed hand-building and wheel-throwing techniques. Students will build upon foundational skills and knowledge gained from previous art classes by producing more ambitious and challenging works and developing personal style. Lessons will include a variety of media.	
<b>ART007</b> <b>Grades 11-12 All Year</b>	<b>Advanced Art 3 Dimensional</b>
<b>Prerequisites:</b> <i>For Level 2: Int. Art 3D minimum grade of B recommended or teacher approval</i>	
A third and fourth year course focused on improving composition, technique, concept and personal voice through in-depth engagement in three-dimensional studio projects. Students will be expected to create a portfolio and exhibit works publicly.	

<b>ART008</b> <b>Grades 11-12 All Year</b>	<b>Advanced Art 2 Dimensional Symposium</b>
<b>Prerequisites:</b> <i>Intermediate Art 2D and/or Advanced Art 2D minimum grade of B recommended or teacher approval</i>	
This course is designed to help students develop their creative, artistic, technical, and marketing skills. Students will improve their abilities in 2-dimensional art by emphasizing the elements and principles of art and design, as well as, learning the business aspects of art. Self-promotion, learning how to sell art, curating, and graphic design will be included in the course. Students will complete a portfolio of 20 pieces that showcase their knowledge about creating and marketing art. This class will also expose students to a variety of media throughout the course. Media explored may include colored pencils, pen and ink, watercolor, mixed media, alternative media, collage, printmaking, some Photoshop, and acrylic paint.	
<b>ART009</b> <b>Grade 11-12 Semester</b>	<b>Advanced Placement Studio Art</b>
<b>Prerequisites:</b> <i>High academic achievement recommended and instructor approval.</i>	
This class is open to highly motivated students who would like to pursue a career in the Fine Art's. This class will help students develop technical & critical thinking skills, as well as, encourage students to become creative and independent thinkers. Students will choose to complete a drawing or 2-D design portfolio exhibiting knowledge of the visual arts. The AP portfolio requires students to produce 29 pieces over the course of the year. The 29 pieces will be divided into 3 sections: quality (5 pieces), concentration (12 pieces), and breadth (12 pieces). In May, students will assemble their final portfolio consisting of the 29 original artworks for AP credit. <b>Weighted</b>	
<b>CTS/JTS150</b> <b>Grades 9-12 All Year</b>	<b>Digital Media</b>
<b>Prerequisites:</b> <i>None</i>	
Want to design a Cd Cover, Movie Poster, or Magazine? How about a Stop Frame Animation or Calendar Spread? If your answer is Yes, then this is the class for you! Students will learn basic digital camera operation and digital printing techniques involved in the input/output of digital media. Elements of photo composition will be introduced and incorporated, as well as the technical aspects of digital photography. This course includes units of instruction in all aspects of the industry, career development, applied math, safety, legal issues, customer service, basic computer and design skills. This is a challenging course and each student is expected to be self-motivated, responsible and able to work independently to meet deadlines. CIP 10.0200.10	
<b>CTS/JTS156</b> <b>Grades 10-12 All Year</b>	<b>Photography</b>
<b>Prerequisites:</b> <i>Digital media minimum grade of C</i>	
If you love photography this is the class for you! Students will learn basic digital SLR camera operation and digital printing techniques involved in the input/output of digital media. The elements and principles of photo composition will be re-introduced in addition to the introduction of many experimental processes all incorporated into a professional portfolio. This is a challenging course and each student is expected to be self-motivated, responsible and able to work independently to meet deadlines. CIP 10.0200.23	
<b>CTS/JTS157</b> <b>Grades 11-12 All Year</b>	<b>Advanced Photography</b>
<b>Prerequisites:</b> <i>Photography</i>	
Computer manipulation (Adobe Photoshop and Adobe Lightroom) of black and white as well as color photographs and studio techniques are just the tip of the iceberg. Students will explore advanced camera work, experimental techniques, studio lighting techniques, and the refinement of compositional guidelines and artistic aesthetics. Students will be encouraged to start a quality portfolio (traditional and digital) of their work for future reference. This course prepares the individual to apply advanced knowledge and skills to produce quality photographs through the use of digital photography. Students will display their work in	

monthly themed art gallery shows. This course involves out of school work and students must be self-motivated to meet deadlines for the gallery openings. Career opportunities will be looked into for possible School-to-Work programs. CIP 10.0200.33

**MSC016**  
**Grades 10-12 All Year**

**Advanced Fine Arts - IS**

**Prerequisites:** *High academic achievement recommended and instructor approval*

This course is open to junior and senior Fine Arts students who wish to improve skill level in their chosen Fine Arts field which includes Visual Arts as well as Performing Arts. This course is offered for the self-motivated, independent learner who is able to set and achieve his/her own goals. Course work will consist of independent study as well as limited group instruction.

**BP119**  
**Grades 11-12, 2 semesters**

**IB Advanced Filmmaking SL**

**Prerequisites:** *Instructor recommendation*

Students will work individually and in teams to create a final film and trailer to submit for internal assessment. Students will individually write a 10 page film treatment for a documentary film that focuses on one thematic element of film process as seen through two films (one foreign). Each student will prepare for a 10 minute oral assessment on a pre-determined segment of film. TOK will be integrated into various aspects of classroom discussions and personal reflections on process, product, and audience.

**MUS002**  
**Grades 9-12 Semester**

**Music Theory**

**Prerequisites:** *None*

This is the study of the elements of music including beginning harmony, chord structure, scale structure, dictation, and modern chord notation and structure, as well as a study of the history of music and musical style. Performance, composition, and independent study may also be a part of the curriculum of this class. Students must have the ability to read either treble clef or bass clef and have basic rhythm reading skills.

**MUS012**  
**Grades 10-12 All Year**

**Advanced Placement Music Theory**

**Prerequisites:** *None*

This course covers the following: visual and aural analysis, sight-singing, melodic and harmonic dictation and composition. Students wishing to enroll in AP Theory should possess skills in music reading, scales, transposition, intervals, rhythm and meter, notation, key signatures, triad types, and inversions. **This course carries a weighted grade.**

**MUS022**  
**Grades 9-12 Semester**

**Marching Band**

**Prerequisites:** *None*

Fall Semester only. This course is open to students who play a band instrument and emphasizes individual skills, marching band literature, and various music and marching styles. Students will have an opportunity to attend football games and competitions. Participation in evening/weekend festivals and rehearsal is required.

**MUS009**  
**Grades 9-12 Semester**

**Wind Ensemble**

**Prerequisites:** *None*

Spring Semester only. Open to all interested students, previous band experience strongly recommended. The course addresses fundamentals of ensemble playing and music making through the performance of classic and contemporary concert band literature. Participation in evening/week-end concerts, festivals and some evening rehearsals is required. Supplies: varies by instrument. Contact instructor for details.

<b>MUS013</b> <b>Grades 9-12 Semester</b>	<b>Band Auxiliary</b>
<b>Prerequisites: None</b>	
This course is open to all students who wish to audition. This group uses dance combined with props such as flags, rifles and sabers. Students perform with the marching band in semester 1 and as their own indoor ensemble in semester 2. Schools may offer this as a course or club during semester 2. Supplies: Purchase parts of uniforms.	
<b>MUS018</b> <b>Grades 9-12 All Year</b>	<b>Percussion</b>
<b>Prerequisites: Audition and instructor approval</b>	
This course of the class is open to students who wish to increase their proficiency on all of the instruments in the percussion family. Involvement includes participation in Concert Band, Marching Band and Concert/Indoor Percussion Ensembles. Students will be exposed to quality literature in many genres. Supplies: students will be required to purchase basic sticks and mallets for daily class use.	
<b>MUS023</b> <b>Grades 9-12 All Year</b>	<b>Jazz Combo</b>
<b>Prerequisites: Audition and instructor approval</b>	
This course is open to students who want to perform various styles of Jazz music. Some aspects of improvisation and music theory will be covered. Students must be able to read music. Students will participate in evening/weekend concerts and festivals.	
<b>MUS010</b> <b>Grades 9-12 All Year</b>	<b>Introduction to Guitar</b>
<b>Prerequisites: None</b>	
This course is open to students who wish to increase their proficiency on the guitar. Students will learn strumming and finger-style techniques in various musical genres. Exams are performance based. Supplies: guitar strings and supplies as needed.	
<b>MUS011</b> <b>Grades 10-12 All Year</b>	<b>Advanced Guitar</b>
<b>Prerequisites: Beginning Guitar or instructor approval, at least one year playing experience preferred</b>	
This second-year course will explore advanced chord reading, soloing and accompaniment. Students expand their repertoire and learn techniques for analyzing source material. Emphasis is on skill development and application of knowledge to new material. Exams are performance based. Supplies: students required to supply their own guitar, acoustic or electric.	
<b>MUS015</b> <b>Grades 9-12 Semester</b>	<b>Beginning Concert Choir</b>
<b>Prerequisites: None</b>	
This class offers the basics of singing in an ensemble. Students will learn basic theory and sight reading skills. You will perform 2 and 3 part music of different types and participate in three (3) concerts a year. There are many opportunities for soloist work. No audition is required. Supplies: purchase parts of uniform.	
<b>MUS024</b> <b>Grades 10-12 All Year</b>	<b>Women's Ensemble</b>
<b>Prerequisites: Instructor approval</b>	
This second-year course is for students who have participated in Concert Choir or have extensive choir experience. Students will learn intermediate music theory and sight-reading in three part harmony. Students	

may participate in festivals. Emphasis is on a variety of musical genres and show choreography. Audition and instructor approval required.

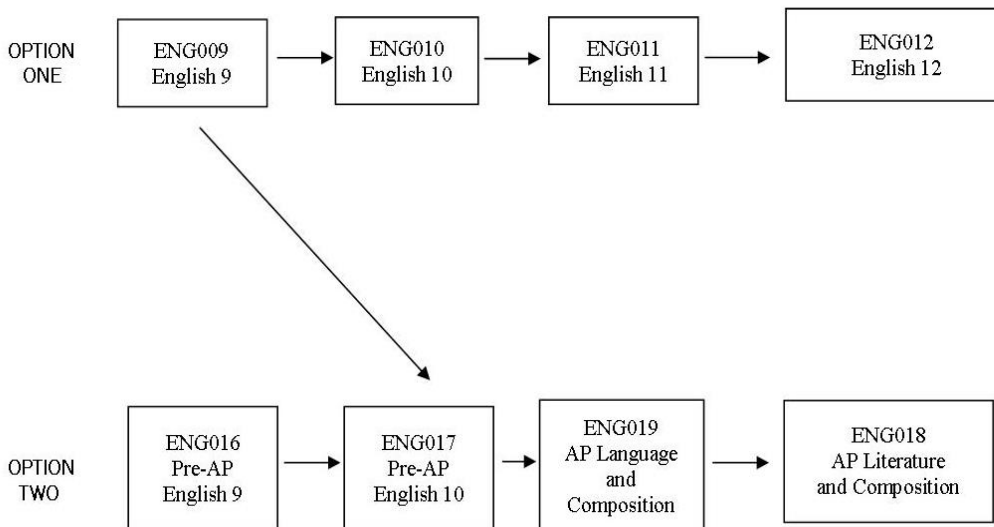
<b>MUS006</b> <b>Grades 10-12 All Year</b>	<b>Show/Advanced Choir</b>
<b>Prerequisites:</b> <i>Audition required, instructor approval</i>	
This course is for students who wish to perform a variety of musical genres. Students will build on prior knowledge and produce more ambitious and challenging music with four or more parts. Music theory, sight-reading and choreography will be emphasized. Students will travel to perform at various locations. Opportunities exist for competitions. Audition and instructor approval required. Supplies: purchase parts of uniform.	
<b>MUS016</b> <b>Grades 9-12 All Year</b>	<b>Concert Orchestra</b>
<b>Prerequisites:</b> <i>Experience on an orchestral stringed instrument</i>	
Students will study and perform literature from stylistic periods. Individual practice outside of school time is required. Performance at evening concerts is required.	
<b>MUS008</b> <b>Grades 10-12 All Year</b>	<b>Symphonic Orchestra</b>
<b>Prerequisites:</b> <i>Experience on an orchestral stringed instrument. Audition and instructor approval</i>	
Students will study and perform advanced level literature from stylistic periods. Individual practice outside of school time is required. Attendance at evening/weekend rehearsals and performances is required. Audition and instructor approval required.	
<b>MUS003</b> <b>Grades 9-12 All Year</b>	<b>Introduction to Theatre</b>
<b>Prerequisites:</b> <i>1<sup>st</sup> semester is prerequisite for 2<sup>nd</sup> semester</i>	
This course provides a foundation for voice, movement, character development and improvisation. Students participate as performers, audience and critics. Skills include pantomime, monologues and scenes.	
<b>MUS004</b> <b>Grades 10-12 All Year</b>	<b>Intermediate Theatre</b>
<b>Prerequisites:</b> <i>Theatre I, audition, interview, portfolio presentation, teacher recommendation, 1<sup>st</sup> semester is prerequisite for 2<sup>nd</sup> semester</i>	
This course enhances the theatrical skills acquired in Introduction. Students will improve their scene-building, improvisation, playwriting and stage-management skills. Audition and instructor approval required.	
<b>MUS020</b> <b>Grades 11-12 Semester</b>	<b>Advanced Theatre</b>
<b>Prerequisites:</b> <i>Theatre I and II, audition, interview, teacher recommendation, 1st semester is prerequisite for 2nd semester</i>	
This course is a performance class with an emphasis on the production of plays. Students will participate in full-length productions and festivals. A strong, extremely independent but collaborative work ethic is expected. After-school and evening rehearsals and performances are required. Audition and instructor approval required.	



<b>MUS019</b> <b>Grades 11-12 Semester</b>	<b>Symposium Theatre</b>
<b>Prerequisites:</b> <i>Theatre I, II, and III, audition, interview, teacher recommendation, 1st semester is prerequisite for 2nd semester</i>	
<p>This course builds upon Theatre III by providing a greater variety of roles and performance opportunities. Student writing and directing are included in the ‘Caught-In-the-Act’ One Act performances. The ComedySportz Improvisation shows are performed throughout the year. Symposium students oversee the business/financial aspect of the Canyon Players (the Theatre Department club) as well as produce the annual Talent Show in May, and present the end-of-year Theatre Banquet. Professional and community networking opportunities are realized through shadowing, field trips to performances, and participation in the Southern Arizona Acting Festival. In-depth work with acting methods, guest speakers, and participation in the musical round out this class. A strong, exceptionally independent but collaborative work ethic is expected. After-school and evening rehearsals and performances are required. Technical Theatre I is recommended. Enrollment is by audition/interview and teacher recommendation.</p>	
<b>CTS/JTS170</b> <b>Grades 9-12 All Year</b>	<b>Technical Theatre I</b>
<b>Prerequisites:</b> <i>Theatre I</i>	
<p>Technical Theatre is a hands-on Career Technical Education course that exposes students to the various careers in theatre arts and the entertainment industry. Students have the opportunity to work in specialized groups, which include scenery, lighting, sound, props, costumes, and rigging for the stage. Students will operate a variety of electronic and scene shop equipment to build the various productions each semester. This is a challenging course. Have a strong work ethic, work independently, and meet deadlines. This course is the prerequisite for Tech. Theatre II.</p>	

## Language Arts (English) Courses

COURSE NUMBER	COURSE	GRADE LEVEL	SEMESTER	CREDIT
ENG009	English 9	9	Year	1.0
ENG016	Pre-AP English 9	9	Year	1.0
ELD001	Beginning ELD	9-12	Year	1.0
ELD004	Intermediate ELD	9-12	Year	1.0
ELD016	Advanced ELD	9-12	Year	1.0
ENG010	English 10	10	Year	1.0
ENG017	Pre-AP English 10	10	Year	1.0
ENG011	English 11	11	Year	1.0
ENG019	AP Language & Composition	11	Year	1.0
ENG018	AP Literature & Composition	12	Year	1.0
ENG012	English 12	12	Year	1.0



<b>ENG009</b> <b>Grade 9 All Year</b>	<b>English 9</b>
<b>Prerequisites:</b> <i>None</i>	
This on-level course concentrates on grammar and usage, spelling, vocabulary development, sentence and paragraph writing, and research skills. Reading instruction includes an intensive study of the elements of fiction and informational texts. Listening and speaking skills are developed through class discussions and oral presentations. Independent reading is a requirement.	
<b>ENG010</b> <b>Grade 10 All Year</b>	<b>English 10</b>
<b>Prerequisites:</b> <i>English 9</i>	
This on-level course concentrates on the writing process from pre-writing to revision, with an emphasis on writing for various purposes. Students read, discuss, and analyze selected poetry, short stories, novels, drama, and non-fiction. Listening and speaking skills are developed through class discussions and oral presentations. Independent reading is a requirement.	
<b>ENG011</b> <b>Grade 11 All Year</b>	<b>English 11</b>
<b>Prerequisites:</b> <i>English 10</i>	
This on-level course concentrates on a survey of American literature, emphasizing the cultural and philosophical developments within the United States. Skill development focuses on critical reading, thinking, and modes of composition that include exposition, argumentation, and rhetorical analysis. Listening and speaking skills are developed through class discussions and oral presentations. Independent reading is a requirement.	
<b>ENG012</b> <b>Grade 12 All Year</b>	<b>English 12</b>
<b>Prerequisites:</b> <i>English 11 or equivalent</i>	
This on-level course concentrates on a survey of world and/or British literature with an emphasis on universal themes. Composition skills focus on literary analysis, formal communication, and presentation of research. Listening and speaking skills are developed through class discussions and polished oral presentations. Independent reading is a requirement.	
<b>ENG016</b> <b>Grade 9 All Year</b>	<b>Pre-AP English 9</b>
<b>Prerequisites:</b> <i>Pre-AP/AP English eligibility</i>	
This course concentrates on a survey of classical literature with an emphasis on improving critical thinking and reading skills. Composition instruction focuses on literary analysis, narrative and research writing, and includes applied grammar and vocabulary development. Listening and speaking skills are developed through class discussions and oral presentations. Independent reading is a requirement. <b>Weighted</b>	
<b>ENG017</b> <b>Grade 10 All Year</b>	<b>Pre-AP English 10</b>
<b>Prerequisites:</b> <i>Pre-AP/AP English eligibility or A/B in Pre-AP 9, teacher recommendation</i>	
This course concentrates on intensive instruction in essay writing, with an emphasis on literary and rhetorical analysis, persuasion, and timed writing. Students read a wide variety of short stories, poems, plays, novels, and essays to develop critical thinking and reading skills. Vocabulary development and test-taking skills are emphasized. Listening and speaking skills are developed through class discussions and oral presentations. Independent reading is a requirement. <b>Weighted</b> <b>Required summer reading to be completed before the fall semester begins: The Adventures of Huckleberry Finn by Mark Twain.</b>	

ENG019 Grade 11 All Year	AP English Language and Composition
<p><b>Prerequisites:</b> <i>Pre-AP/AP English eligibility or A/B in Pre-AP English 9 &amp; 10, teacher recommendation</i></p> <p>This course concentrates on an intensive survey of American literature and non-fiction, and prepares a student to take the College Board's Advanced Placement exam in Language and Composition. Students analyze and interpret texts while identifying and explaining the author's use of rhetorical strategies and techniques. Students write in a variety of genres and contexts including rhetorical analysis, argumentation, persuasion and synthesis of research. Listening and speaking skills are developed through class discussions and polished oral presentations. Independent reading is a requirement. <b>Weighted</b></p> <p><b>Required summer reading (both) to be completed before the fall semester begins:</b> <i>Democracy in America</i>, by Alexis de Tocqueville (translated and abridged by Richard Heffner), and <i>The Right Stuff</i>, by Tom Wolfe.</p>	
ENG018 Grade 12 All Year	AP English Literature and Composition
<p><b>Prerequisites:</b> <i>Pre-AP/AP English eligibility or A/B in prior English coursework, teacher recommendation</i></p> <p>This course concentrates on close reading and intensive study of works of literary merit from various genres and periods, and prepares students to take the College Board's Advanced Placement exam in Literature and Composition. Emphasis is placed on gaining a deep understanding of the ways writers use language, structure, style and themes to provide meaning for their readers. Writing involves literary analysis, narrative, expository and creative assignments. Listening and speaking skills are developed through class discussions and polished oral presentations. Independent reading is a requirement. <b>Weighted</b></p> <p><b>Required summer reading (both) to be completed before the fall semester begins:</b> <i>Don Quixote</i>, "Part One" by Miguel de Cervantes and <i>Inferno</i> by Dante Alighieri</p>	

# Mathematics Courses

The Mathematics curriculum at Canyon del Oro High School is designed to offer sequences of courses that meet the needs of all students regardless of background or interests. (See below suggested course sequences. Special circumstances may allow students to follow a different sequence. Those students should consult a counselor and a math teacher.

COURSE NUMBER	COURSE	GRADE LEVEL	SEMESTER	CREDIT
MTH002	Algebra I	9-12	Year	1.0
MTH010	Intermediate Algebra	10-12	Year	1.0
MTH003	Algebra II	9-12	Year	1.0
MTH004	Advanced Algebra II/Trigonometry	9-12	Year	1.0
MTH012	Geometry	9-12	Year	1.0
MTH013	Advanced Geometry	9-12	Year	1.0
MTH024	Statistics	11-12	Year	1.0
MTH025	Sports Statistics	11-12	Year	1.0
MTH018	AP Statistics	11-12	Year	1.0
MTH014	Pre-Calculus	10-12	Year	1.0
MTH015	Introduction to Calculus	9-12	Year	1.0
MTH016	AP Calculus AB	10-12	Year	1.0
MTH017	AP Calculus BC	11-12	Year	1.0
MTH005	Discrete Math/Computer Programming	10-12	Year	1.0
MSC007*	AP Computer Science	10-12	Year	1.0
MTH027*	Advanced Math Problem Solving	9-12	Year	1.0

\*Do not meet mathematics graduation requirement. Courses are offered for elective credit only and do NOT grant students a math credit

## BASIC MATH SEQUENCE

(meets graduation requirements)

Grade 9: Algebra I  
 Grade 10: Geometry  
 Grade 11: Intermediate Algebra  
 Grade 12: Algebra II

## STANDARD MATH SEQUENCE

(meets basic in-state college requirements)

Grade 9: Algebra I  
 Grade 10: Geometry  
 Grade 11: Algebra II  
 Grade 12: Precalculus, Intro to Calculus, Statistics, Sports Statistics, AP Statistics

## COLLEGE PREPARATORY SEQUENCE

Grade 9: Algebra I  
 Grade 10: Geometry or Advanced Geometry  
 Grade 11: Advanced Algebra II/Trigonometry  
 Grade 12: Precalculus, Introduction to Calculus, Statistics, Sports Statistics, AP Statistics

## ACCELERATED COLLEGE PREPARATORY SEQUENCE

Grade 9: Advanced Geometry  
 Grade 10: Advanced Algebra II/Trigonometry  
 Grade 11: Intro to Calculus  
 Grade 12: Calculus AB, Calculus BC, or AP Stats

<b>MTH009</b> <b>Grades 9-12 All Year</b>	<b>Math Intervention Lab</b>
<b>Prerequisites:</b> <i>Teacher recommendation only</i>	
This is a self-paced computer –based course focusing on credit recovery and/or intervention.	
<b>MTH002</b> <b>Grades 9-12 All Year</b>	<b>Algebra I</b>
<b>Prerequisites:</b> <i>Teacher recommendation</i>	
This standards based course covers the fundamentals of algebra, with a focus on multiple representation of functions and problem solving. Topics include linear, exponential, absolute value, and quadratic functions; sequences, systems; inequalities; and polynomials.	
<b>MTH012</b> <b>Grades 9-12 All Year</b>	<b>Geometry</b>
<b>Prerequisites:</b> <i>Grade of “D” or better in Algebra 1 or Teacher Recommendation</i>	
This standards-based course in Euclidean Geometry covers topics such as proofs, congruence and similarity of polygons, circles, areas or plane figures, surface area and volume of three-dimensional objects, and coordinate geometry. Basic elements of algebra are also reviewed.	
<b>MTH013</b> <b>Grade 9-12 All Year</b>	<b>Advanced Geometry</b>
<b>Prerequisites:</b> <i>Grade of “B” or better in Algebra 1 and teacher recommendations. 9<sup>th</sup> graders must have an “A” in Algebra and a recommendation from an 8<sup>th</sup> grade teacher</i>	
This is an accelerated standards based college-prep course in Euclidean Geometry. Topics include proofs, congruence, similarity, circles, plane and solid geometry, coordinate geometry and some basic trigonometry with greater depth than the Geometry class and at an accelerated rate. Algebra skills are applied and reviewed throughout the year. This course is intended for most college bound students planning on taking upper-level mathematics classes.	
<b>MTH010</b> <b>Grades 11-12 All Year</b>	<b>Intermediate Algebra</b>
<b>Prerequisites:</b> <i>Credit in Algebra I AND Geometry OR Teacher Recommendation</i>	
This course is designed to provide students with a foundation of entry level algebraic applications. It is a bridge between Algebra I and Algebra II for students who need further development in the concepts of critical algebra skills necessary for success in applying mathematical ideas. This course counts as a math requirement for graduation, but does not meet the upper level math requirement for state universities.	
<b>MTH003</b> <b>Grades 9-12 All Year</b>	<b>Algebra II</b>
<b>Prerequisites:</b> <i>Grade of “C” or better in Algebra I AND Geometry OR credit in Intermediate Algebra OR Teacher Recommendation</i>	
This standards based course extends the concepts in Algebra I. Focus is on functions, with topics including polynomials, quadratic, rational, exponential, logarithmic and trigonometric.	
<b>MTH004</b> <b>Grades 9-12 All Year</b>	<b>Advanced Algebra II</b>
<b>Prerequisites:</b> <i>Grade of “B” or better in Algebra I AND a “B” or better in Geometry OR Teacher Recommendation</i>	
This standards based course extends the concepts in Algebra I. This course is taught at an accelerated rate and in more depth than regular Algebra II. Students are expected to be both responsible and independent	

<p>learners. Difficult and challenging problems will be used to aid the development of problem-solving skills and critical thinking. This course is intended for most college bound students planning on taking upper-level mathematics classes.</p>	
<b>MTH018</b> <b>Grades 11-12 All Year</b>	<b>Advanced Placement (AP) Statistics</b>
<b>Prerequisites:</b> <i>Grade of “C” or better in Pre-Calculus or Advanced Algebra II/Trigonometry OR “A” in Algebra II</i>	
<p>This college-level course covers four major content areas: exploring data, designing studies, probability, and statistical inference and is equivalent to a one-semester college course in statistics. Students may elect to take the AP Statistics Test which can give them one semester of college math credit. This class may be taken concurrently with other math classes.</p>	
<b>MTH024</b> <b>Grades 11-12 All Year</b>	<b>Statistics</b>
<b>Prerequisites:</b> <i>Geometry and Algebra II</i>	
<p>This course covers four major content areas: exploring data, collecting data, probability, and statistical inference. This course will serve as an excellent preparation for a college-level introductory statistics course and can be taken concurrently with other math courses. This course will satisfy the fourth year math requirement for admission into most colleges and universities.</p>	
<b>MTH025</b> <b>Grades 11-12 All Year</b>	<b>Sports Statistics</b>
<b>Prerequisites:</b> <i>Geometry and Algebra II</i>	
<p>This course will introduce students to statistical reasoning in the context of sports. Statistical concepts such as exploratory data analysis, hypothesis testing, experimental design and probability will be developed to answer interesting sports related questions. The course will serve as an excellent preparation for a college level introductory statistics course and can be taken concurrently with other math courses. This course will satisfy the fourth year math requirement for admission into most colleges and universities.</p>	
<b>MTH014</b> <b>Grades 11-12 All Year</b>	<b>Pre-Calculus</b>
<b>Prerequisites:</b> <i>Grade of “C” or better in Algebra II OR Teacher Recommendation</i>	
<p>This course covers polynomial, exponential and logarithmic functions. Additionally, there is a large emphasis on extending the students’ knowledge in trigonometry. Other advanced algebraic topics covered are vectors, polar coordinates, and matrix algebra.</p>	
<b>MTH015</b> <b>Grades 10-12 All Year</b>	<b>Intro to Calculus</b>
<b>Prerequisites:</b> <i>Grade of “C” or better in Advanced Algebra II or Precalculus</i>	
<p>This course will examine functions in depth, including polynomial, rational, exponential, logarithmic, and trigonometric. This course will also introduce students to vectors, limits, continuity and basic differential calculus, including applications.</p>	
<b>MTH016</b> <b>Grades 11-12 All Year</b>	<b>Advanced Placement (AP) Calculus AB</b>
<b>Prerequisites:</b> <i>Grade of “A” in Precalculus OR “C” or better in Introduction to Calculus OR Teacher Recommendation</i>	
<p>This college-level course is intended to provide students with a background in elementary calculus, equivalent to the first semester of college calculus. Topics include the differential and integral calculus of</p>	

polynomial, rational, trigonometric, exponential and logarithmic functions, with applications. This course culminates with the AP exam (optional), which may give one semester of college credit if the university or college of choice permits.

**MTH017**  
**Grades 11-12 All Year**

**Advanced Placement (AP) Calculus BC**

**Prerequisites:** *Credit in Calculus AB OR Teacher Recommendation*

This course is a continuation of the concepts of college-level calculus and covers applications of differentiation and integration, methods of integration, differential equations, infinite series and sequences, series expansions, parametric equations, and vectors. This course prepares students to take the B/C Calculus AP exam. First semester is the study of differentiation and integration, methods of integration, and transformations of 2-D to 3-D. Second semester is the study of parametric curves, vectors, series and sequences, and expansions of series. Students are expected to take the AP Calculus B/C exam.



## Modern Languages Courses

Canyon del Oro Modern Languages Department offers four-year programs in American Sign Language, French, German, and Spanish. In preparation for AP language classes, Pre-AP III is offered in French, German, and Spanish. The department offers AP French, AP German, AP Spanish, and Advanced Spanish Conversation, as well. Levels I and II of French, German, or Spanish provide the necessary language requirement for admission to the International Baccalaureate program. All language programs offer students the opportunity to gain a solid foundation in a language other than English. This is a career skill considered invaluable by those who recognize the advantages of second language communication skills in culturally and linguistically diverse economies. Curriculums stress oral proficiency, including skills in reading, writing, listening and speaking. All language classes meet the in-state university modern language requirement. In addition, our graduates consistently do well earning university credit on AP and College Level Proficiency Exams.

COURSE NUMBER	COURSE	GRADE LEVEL	SEMESTER	CREDIT
MLG013	American Sign Language I	9-12	Year	1.0
MLG014	American Sign Language II	10-12	Year	1.0
MLG015	American Sign Language III	11-12	Year	1.0
MLG016	American Sign Language IV	11-12	Year	1.0
MLG001	French I	9-12	Year	1.0
MLG002	French II	10-12	Year	1.0
MLG003	French III	11-12	Year	1.0
MLG019	Pre-AP French III	11-12	Year	1.0
MLG004	French IV	11-12	Year	1.0
MLG024	AP French Language	11-12	Year	1.0
MLG005	German I	9-12	Year	1.0
MLG006	German II	10-12	Year	1.0
MLG007	German III	11-12	Year	1.0
MLG019	Pre-AP German III	11-12	Year	1.0
MLG025	AP German Language	11-12	Year	1.0
MLG046	Russian III	10-12	Year	1.0
MLG047	Russian IV	10-12	Year	1.0
MLG009	Spanish I	9-12	Year	1.0
MLG010	Spanish II	9-12	Year	1.0
MLG011	Spanish III	10-12	Year	1.0
MLG023	Pre-AP Spanish III	10-12	Year	1.0
MLG012	Spanish IV	11-12	Year	1.0
MLG026	AP Spanish Language	11-12	Year	1.0
MLG034	Adv. Spanish Conversation	11-12	Year	1.0

<b>MLG013</b> <b>Grades 9-12 All Year</b>	<b>American Sign Language I</b>
<b>Prerequisites: <i>None</i></b>	
This is an introductory course focusing on basic ASL grammar, vocabulary, sign production, verb study, and culture. Emphasis is on a natural language acquisition approach to language education with development of beginning skills through constant review and expansion.	
<b>MLG014</b> <b>Grades 10-12 All Year</b>	<b>American Sign Language II</b>
<b>Prerequisites: <i>American Sign Language I</i></b>	
This course is a continuation of American Sign Language I. The study of ASL grammar and vocabulary acquisition will continue with emphasis on ASL structure and grammar as well as communication skills through cooperative, project-based learning. Also, students will look more closely into Deaf Culture and its effects on the language.	
<b>MLG015</b> <b>Grades 11-12 All Year</b>	<b>American Sign Language III</b>
<b>Prerequisites: <i>American Sign Language II</i></b>	
This course is designed for students who have successfully completed ASL I and ASL II. An expanded review of grammar and vocabulary covered in American Sign Language II, as well as more advanced grammar points, will be presented. In-depth development of interactive sign skills will be emphasized via a variety of project-based assignments.	
<b>MLG016</b> <b>Grades 11-12 All Year</b>	<b>American Sign Language IV</b>
<b>Prerequisites: <i>American Sign Language III</i></b>	
This course is designed for students who have successfully completed ASL I, II and III. Students will continue to build vocabulary and demonstrate advanced ASL grammatical structure with an emphasis on collaborative assignments. In-depth study of the Cultural norms of the Deaf community will form the basis for this level.	
<b>MLG001</b> <b>Grades 9-12 All Year</b>	<b>French I</b>
<b>Prerequisites: <i>Minimum grade "C" recommended in English</i></b>	
Students are introduced to the French language and culture, as well as to the Francophone world, e.g., Canada, Africa, the Caribbean, North and South Pacific. This course is an introduction to basic French grammar, vocabulary, and pronunciation. Emphasis is on speaking, listening and reading comprehension, and writing, with constant review and expansion. The student will develop their speech through conversations and presentations of real-life scenarios.	
<b>MLG002</b> <b>Grades 9-12 All Year</b>	<b>French II</b>
<b>Prerequisites: <i>Passing grade in French I</i></b>	
This course will continue the study of the elements of French I with increased control of conversational and intermediate grammatical structures. Additional conversations, readings, dialogues, and writing of short compositions are emphasized. Cultural themes may include art, leisure, sports, health and travel.	

<b>MLG003</b> <b>Grades 10-12 All Year</b>	<b>French III</b>
<b>Prerequisites:</b> <i>French II with a grade of C or above</i>	
This course will continue the study of the elements of French II, as well as advanced grammar points. Students will refine and improve proficiency in both written and spoken expression through dialogues and informational presentations. Cultural opportunities, current events, and literary excerpts are included in the curriculum.	
<b>MLG019</b> <b>Grades 10-12 All Year</b>	<b>Pre-AP French III</b>
<b>Prerequisites:</b> <i>Successful completion of French II with recommendation</i>	
This course is designed for students who have excelled in French II and wish to continue their French studies at a more accelerated and challenging pace. Students will participate in advanced grammar speaking, reading and listening comprehension, writing and critical thinking activities in French. Students will also be exposed to authentic French and Francophone literature. Students will expand their knowledge of Francophone countries through various projects. This class will introduce students to the AP Global themes and exam format. The majority of this course will be taught in French. <b>Weighted</b>	
<b>MLG004</b> <b>Grades 11-12 All Year</b>	<b>French IV</b>
<b>Prerequisites:</b> <i>French III with a grade of C or above</i>	
Course work will include advanced grammar and thematic vocabulary. Speaking will emphasize daily conversation and current events. Readings cover various genres of poetry, literature and history. This course will be taught predominantly in French.	
<b>MLG024</b> <b>Grades 11-12 All Year</b>	<b>Advanced Placement (AP) French Language</b>
<b>Prerequisites:</b> <i>Successful completion of Pre-AP French III or French III with recommendation</i>	
This course is designed to help students become proficient in the French language. The four skills of language learning: speaking, listening, writing, and reading, will be practiced for mastery. Literature and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. Students will also broaden their understanding of French and Francophone culture through the study of history, literature, art, music, and current events. This course prepares students to successfully complete the AP French Language and Culture Exam for college credit. This course is taught entirely in French. <b>Weighted</b>	
<b>MLG 005</b> <b>Grades 9-12 All Year</b>	<b>German I</b>
<b>Prerequisites:</b> <i>Minimum grade "C" recommended in English</i>	
Students are introduced to the German language and cultural traditions of German speaking countries. This course is an introduction to basic German grammar, vocabulary, and pronunciation. Emphasis is on speaking, listening and reading comprehension, and writing, with constant review and expansion. The student will develop their speech through conversations and presentations of real-life scenarios.	
<b>MLG006</b> <b>Grades 10-12 All Year</b>	<b>German II</b>
<b>Prerequisites:</b> <i>Passing grade in German I</i>	
The focus of instruction in second-year German continues to be communication in meaningful situations. This course will continue the study of the elements of German I with increased control of conversational and intermediate grammatical structures. Additional conversations, readings, dialogues, and writing of short compositions are emphasized. Cultural themes may include art, leisure, sports, health and travel.	

<b>MLG007</b> <b>Grades 11-12 All Year</b>	<b>German III</b>
<b>Prerequisites:</b> <i>Successful completion of German II</i>	
This course will continue the study of the elements of German II, as well as advanced grammar points. Students will refine and improve proficiency in both written and spoken expression through dialogues and informational presentations. Cultural opportunities, current events, and literary excerpts are included in the curriculum.	
<b>MLG019</b> <b>Grades 11-12 All Year</b>	<b>Pre-AP German III</b>
<b>Prerequisites:</b> <i>Successful completion of German II with recommendation</i>	
This course is designed for students who have excelled in German II and wish to continue their German studies at a more accelerated and challenging pace. Students will participate in advanced grammar speaking, reading and listening comprehension, writing and critical thinking activities in German. Students will also be exposed to authentic literature from German speaking countries. This class will introduce students to the AP Global themes and exam format. The majority of this course will be taught in German. <b>Weighted</b>	
<b>MLG025</b> <b>Grades 12 All Year</b>	<b>Advanced Placement (AP) German Language</b>
<b>Prerequisites:</b> <i>Pre-AP German III with recommendation</i>	
This course is designed to help students become proficient in the German language and successfully complete the AP German Language and Culture Exam for college credit. The four skills of language learning: speaking, listening, writing, and reading, will be practiced for mastery. Literature and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. Students will also broaden their understanding of German culture through the study of history, literature, art, music, and current events. This course is taught entirely in German.	
<b>MLG046</b> <b>Grades 10-12 All Year</b>	<b>Russian III</b>
<b>Prerequisites:</b> <i>Russian I and II OR Teacher Recommendation</i>	
This course is designed to help students refine and practice their proficiency in the Russian language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading, and writing in order to encourage all areas of language proficiency. Topics of study will include leisure and recreation, customs and traditions, communication and media, current global challenges, and social relationships. Communication in real-life situations will be emphasized in each unit of study.	
<b>MLG047</b> <b>Grades 11-12 All Year</b>	<b>Russian IV</b>
<b>Prerequisites:</b> <i>Russian III</i>	
Course work will include advanced grammar, emphasis on conversation, and readings covering various aspects of Russian literature and history, including the Russian Revolution and the Soviet Union. Students will study works by major Russian and Soviet authors such as Babel, Axmatova, and Pushkin. Personalization of vocabulary is emphasized. Topic projects and oral presentations will be based on individual interest.	
<b>MLG009</b> <b>Grades 9-12 All Year</b>	<b>Spanish I</b>
<b>Prerequisites:</b> <i>Minimum grade "C" recommended in English</i>	
Students are introduced to the Spanish language and the diversity of cultures within the Spanish speaking world. This course is an introduction to basic Spanish grammar, vocabulary, and pronunciation. Emphasis	

is on speaking, listening and reading comprehension, and writing, with constant review and expansion. The student will develop their speech through conversations and presentations of real-life scenarios.

<b>MLG010</b> <b>Grades 9-12 All Year</b>	<b>Spanish II</b>
<b>Prerequisites:</b> <i>Passing grade in Spanish I</i>	
This course will continue the study of the elements of Spanish I with increased control of conversational and intermediate grammatical structures. Additional conversations, readings, dialogues, and writing of short compositions are emphasized. Cultural themes may include art, leisure, sports, health and travel. The four skills of listening, speaking, reading and writing are expanded.	
<b>MLG011</b> <b>Grades 10-12 All Year</b>	<b>Spanish III</b>
<b>Prerequisites:</b> <i>Successful completion of Spanish II</i>	
This is a continuation of Spanish II, with more advanced grammar and conversational situations. Classroom activities include oral presentations, projects, and short story reading selections. There is a continued practice of the four language skills of listening, speaking, reading, and writing. Students will expand their knowledge about the culture, travel, educational, and professional opportunities associated with their study. The class is conducted mostly in Spanish.	
<b>MLG012</b> <b>Grades 11-12 All Year</b>	<b>Spanish IV</b>
<b>Prerequisites:</b> <i>Successful completion of Spanish III</i>	
Students will use Spanish for active communication. History and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. This course is conducted predominately in Spanish.	
<b>MLG034</b> <b>Grades 11-12 All Year</b>	<b>Advanced Spanish Conversation</b>
<b>Prerequisites:</b> <i>Minimum of Spanish III or Teacher Recommendation</i>	
A course for students interested in spoken Spanish only. The student will strengthen their fluency of Spanish through conversations, discussions, and presentations. There is an emphasis on vocabulary, pronunciation, and intonation. The class is conducted entirely in Spanish.	
<b>MLG023</b> <b>Grades 10-12 All Year</b>	<b>Pre-AP Spanish III</b>
<b>Prerequisites:</b> <i>Successful completion of Spanish II with Teacher Recommendation</i>	
This course is designed for students who have excelled in Spanish II and wish to continue their Spanish studies at a more accelerated and challenging pace. Students will participate in advanced grammar speaking, reading and listening comprehension, writing and critical thinking activities in Spanish. Students will also be exposed to a variety of Hispanic literature. A more in-depth study will broaden students' knowledge of the culture amongst Spanish speaking countries. The class will introduce students to the AP Global themes and exam format. This course is conducted almost entirely in Spanish. <b>Weighted</b>	
<b>MLG026</b> <b>Grades 11-12 All Year</b>	<b>Advanced Placement (AP) Spanish Language</b>
<b>Prerequisites:</b> <i>: Pre-AP Spanish III, Spanish III with Teacher Recommendation</i>	
This course is designed to help students become proficient in the Spanish language, and also successfully complete the AP Spanish Language and Culture Exam for college credit. The four skills of language learning: speaking, listening, writing, and reading, will be practiced for mastery. Literature and culture will	

provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. Students will also broaden their understanding of cultures that comprise the Spanish-speaking world through the study of history, literature, art, music, and current events. This course is conducted entirely in Spanish.

# Physical Education Courses

To graduate from Canyon del Oro, students must have 1.5 credits of required Physical Education. (It is strongly recommended that 4 years of P.E. is taken.) Any fees and materials are listed with the individual courses. P. E. shirts are required and may be purchased from the bookstore. Each student is responsible to secure the contents of his/her P.E. locker. Canyon del Oro reserves the right to remove any lock in case of emergency with no obligation to replace the lock should it have to be cut off. There will be a locker fee of \$3.00 paid at the bookstore for use of the locker and school lock provided.

**PE Locker FEE: \$3.00**

## PHILOSOPHY

The curriculum of the Physical Education department focuses on sports, fitness, and dance. The department attempts to meet the individual needs of the student by offering a variety of classes. All physical education classes stress daily student participation as a major part of the grade. Technique, theory and rules are also part of the curriculum. Every student, regardless of his/her abilities, can succeed in physical education if the desire to participate is present.

COURSE NUMBER	COURSE	GRADE LEVEL	SEMESTER	CREDIT
PYS015	Team sports/individual dual sports	9-12	Semester*	.50
PYS001	Aerobic Fitness	9-12	Semester *	.50
PYS021	Weight Training	9-12	Semester *	.50
PYS012	Sports Conditioning	9-12	Semester *	.50
	Advanced Sports Conditioning	9-12	Semester *	.50
PYS008	Basketball	9-12	Semester*	.50
PYS020	Volleyball	9-12	Semester*	.50
PYS003	Dance**	9-12	Semester*	.50
MSC003	Physical Education Leaders	10-12	Semester *	.50
PYS004	Intermediate Dance**	10-12	Semester*	.50
PYS005	Advanced Dance**	10-12	Semester*	.50
PYS023	Performance Dance	9-12	Year*	1.0

\* Semester courses may be taken more than once for credit.

\*\* Dance may be taken as a P.E. OR Fine Arts OR elective credit.

### These courses fulfill the PE requirement for graduation and elective credits:

>Team Sports/Ind.&Dual sport	>Sports Conditioning	>Performance Dance
>Dance	>Basketball	>Weight Training
>Volleyball	>Advanced Dance	>Advanced sports conditioning
>Aerobic Fitness		

### These courses DO NOT fulfill the PE graduation requirements. They are electives only:

>PE Leader

<b>PYS001</b> <b>Grades 9-12 Semester</b>	<b>Aerobics Fitness</b>
<b>Prerequisites:</b> <i>None</i>	
This class is designed to introduce the students to techniques of improving or maintaining their fitness for a lifetime. This includes cardiovascular health, muscular endurance and flexibility. These concepts are taught using activities such as circuit training, aerobic dance, kick boxing, yoga, pilates, fitness walking, fitness-jogging, and other aerobic exercises.	
<b>PYS003</b> <b>Grades 9-12 Semester</b>	<b>Dance</b>
<b>Prerequisites:</b> <i>None</i>	
Students will learn basic history, terminology, and technique in ballet, tap, modern and various forms of jazz dance. Students will experience improvisation and performing on stage. Dance may be taken for P.E., Fine Arts, or elective credit. Appropriate clothing for physical activity will be required.	
<b>PYS004</b> <b>Grades 9-12 Semester</b>	<b>Intermediate Dance</b>
<b>Prerequisites:</b> <i>None</i>	
This course is designed for the intermediate level dance student, focusing on technique, history, choreography, and performance of classical dance genres and contemporary dance genres. Class activities will include daily participation, written assignments, and performances. Students will also participate in the semester CDO Concerts. Course may be repeated for credit.	
<b>PYS005</b> <b>Grades 9-12 Semester</b>	<b>Advanced Dance</b>
<b>Prerequisites:</b> <i>Placement by Teacher Recommendation only</i>	
The students will learn advanced skills in dance and choreography in ballet, jazz, and modern dance. Students will teach combinations to the entire class and lead warm-ups when assigned. Students will experience improvisation and performing on stage. Advanced Dance may be taken for P.E., Fine Arts, or elective credit. Appropriate clothing for physical activity will be required.	
<b>PYS023</b> <b>Grades 9-12 All Year</b>	<b>Performance Dance</b>
<b>Prerequisites:</b> <i>Placement by Audition only</i>	
Students will perform complex movement in ballet, jazz, lyrical, modern, and tap. Students will be required to choreograph, improv, and understand the elements of dance production. Performance Dance may be taken for P.E., Fine Arts, or elective credit. Appropriate clothing for physical activity will be required.	
<b>PYS008</b> <b>Grades 9-12 Semester</b>	<b>Basketball</b>
<b>Prerequisites:</b> <i>None</i>	
Students will learn strategies and skills in basketball and related basketball games, as well officiating techniques. Techniques and fundamentals will be stressed through developmental games and incorporated into gameplay.	



<b>PYS012</b> <b>Grades 9-12 Semester</b>	<b>Sports Conditioning</b>
<b>Prerequisites: <i>None</i></b>	
Comprehensive strength training with focus on Olympic lifting and sports specific conditioning class designed to improve a student's athletic abilities including muscular strength, power, agility, endurance, speed and flexibility. This course is recommended for the student-athlete.	
<b>PYS013</b> <b>Grades 10-12 Semester</b>	<b>Advanced Sports Conditioning</b>
<b>Prerequisites: <i>Weight Training or Sports Conditioning OR Instructor Approval</i></b>	
Comprehensive conditioning classes only for advanced level. (Teacher approval required) The classes are designed to improve the student's athletic skills including strength, power, agility, endurance, speed and flexibility training.	
<b>PYS015</b> <b>Grades 9-12 Semester</b>	<b>Team Sports/Individual/Dual Sports</b>
<b>Prerequisites: <i>None</i></b>	
The team sports that will be taught each semester: volleyball, flag football, basketball, softball, etc. Individual/dual sports, such as badminton, tennis, racquetball, handball, golf, pickle ball, fencing, track & field, swimming, and archery may be added per teacher discretion. Skill development and physical conditioning are part of the curriculum. This course fulfills Physical Education and elective credit.	
<b>PYS020</b> <b>Grades 9-12 Semester</b>	<b>Volleyball</b>
<b>Prerequisites: <i>None</i></b>	
Students learn advanced strategies and skills in volleyball and related volleyball games such as wallyball, and 3 on 3 competitions, as well as officiating techniques. This course fulfills Physical Education and elective credit.	
<b>PYS021</b> <b>Grades 9-12 Semester</b>	<b>Weight Training</b>
<b>Prerequisites: <i>None</i></b>	
This course offers individualized weight training programs and conditioning. This course fulfills Physical Education and elective credit.	
<b>MSC003</b> <b>Grades 10-12 Semester</b>	<b>Physical Education Leaders</b>
<b>Prerequisites: <i>None</i></b>	
This course is a leadership approach to P.E. that is offered for students considering a teaching career in Physical Education.	

## Science Courses

Students must successfully complete three years of Science in order to meet graduation requirements. The Science curriculum at Canyon del Oro High School offers lab-based courses in the physical and biological sciences geared towards developing proficiency in the Arizona State Science Standards. ALL freshmen students take Biology or Pre-AP Biology. Programs are offered at different levels in order to meet the needs of students in a variety of post-secondary experiences. All students are strongly encouraged to include both the physical (physics, chemistry) and biological sciences as part of their high school science courses. **All students will be required to take the AIMS biology exam.**

There is some flexibility in setting up a plan of study, but careful attention should be given to prerequisites, as well as requirements for teacher recommendations.

The following are suggested sequences.

	High School Graduation	College Bound	College Bound Science Emphasis
9th Grade	Biology	Biology	Pre-AP Biology
10th Grade	Earth & Space Science	Physics Engineering Physics AP Physics 1	AP Chemistry
11th Grade	Physics Anatomy and Physiology Environmental Science Biotechnology I	Chemistry Biotechnology I	AP Biology
12th Grade	Chemistry Physics Environmental Science Anatomy and Physiology Biotechnology II	Forensics Environmental Science Anatomy and Physiology Biotechnology II	AP Physics C AP Physics 1

<b>Current Science</b>	<b>Course Options for Following Year</b>
None	Biology Pre-AP Biology
Biology	Earth and Space Science Physics Engineering Physics AP Physics 1
Pre-AP Biology	Physics Engineering Physics AP Physics 1 AP Chemistry
Earth & Space Science	Anatomy and Physiology Environmental Science Physics AP Physics 1 Biotechnology I
Anatomy & Physiology/ Environmental Science	Physics AP Physics 1 Chemistry Environmental Science Anatomy & Physiology Biotechnology I Forensics
Physics/AP Physics 1/ Engineering Physics	Chemistry AP Chemistry Anatomy and Physiology Environmental Science Biotechnology I
Chemistry	AP Biology AP Physics 1 or C Forensics Environmental Science Biotechnology I or II
AP Chemistry	AP Biology AP Physics 1 or C Forensics

<b>SCI001</b> <b>Grade 9 All Year</b>	<b>Biology</b>
<b>Prerequisites:</b> <i>None</i>	
This course is the study of living organisms. The topics covered include the diversity of life, ecology, evolution, cellular biology and genetics. Labs reinforce and expand on these topics as well as providing experience with inquiry learning.	
<b>SCI016</b> <b>Grade 9 All Year</b>	<b>Pre-AP Biology (Biosciences I)</b>
<b>Prerequisites:</b> <i>Meet two of the following: 1) Concurrent enrollment in Geometry or higher; 2) grades of "A" in all Middle School Science courses, 3) Teacher recommendation</i>	
This biology course is designed for college-bound students. The concepts covered include organic molecules, cell structure and division, photosynthesis and cellular respiration, Mendelian and molecular genetics, introductory biotechnology, evolution and ecology. Topics will be covered more in-depth and at an accelerated pace compared to Biology SCI001, and students will be responsible for more independent work. Techniques of experimental design and problem solving will be emphasized. In addition to a lab science credit, this course qualifies as the first year of the biotechnology sequence. <b>Weighted. This course qualifies as the first year of the biotechnology sequence.</b>	
<b>SCI018</b> <b>Grades 11-12 All Year</b>	<b>AP Biology</b>
<b>Prerequisites:</b> <i>Grade of "B" or above in Chemistry and Biology. Current science teacher approval is required</i>	
This course is the equivalent of a college-level biology course. The subject matter, pacing, and laboratory studies will be those specified by the College Board. The curriculum is framed around four big ideas connected to evolution, biodiversity, heredity, and the relationships between biological systems. This is a second-year biology course and will move swiftly and in-depth. Considerable study outside of class time will be required for success. One of its major aims is to prepare students for success on the AP exam. <b>Weighted. Fee applies to students taking this as a fourth science course.</b>	
<b>SCI003</b> <b>Grades 10-12 All Year</b>	<b>Chemistry</b>
<b>Prerequisites:</b> <i>Algebra I; Concurrent enrollment in Algebra II preferred, current science teacher approval is required</i>	
This course covers topics such as atomic structure, chemical reactions, stoichiometry, gas laws, bonding, and acid-base chemistry. Considerable time is spent executing analytical labs with accuracy being an essential component of success. <b>Fee applies to students taking this as a fourth science course.</b>	
<b>SCI019</b> <b>Grades 11-12 All Year</b>	<b>AP Chemistry</b>
<b>Prerequisites:</b> <i>Grade of "B" or above in Biology and Geometry; concurrent enrollment in Algebra II or above, current science teacher approval is required</i>	
This course is designed to match the depth and breadth of a first year college chemistry course. The subject matter, pacing, and laboratory studies will be those specified by the College Board. The course covers many topics in chemistry, including atomic theory, stoichiometry, gas laws, valence bond theory, thermodynamics, qualitative analysis schemes and others. One of its major aims is to prepare students	

for success on the AP exam. This course combines Pre-AP Chemistry and AP Chemistry into a one-year, two-credit course.

**SCI030**  
**Grades 10-12**  
**All Year**

### Earth and Space Science

**Prerequisites:** *Biology*

This course is a multidisciplinary approach to studying Earth as a dynamic system. It involves studying the processes and interactions among the atmosphere, hydrosphere, biosphere, geosphere, and outer space. It includes topics such as the forces that shape our planet, rocks and minerals, plate tectonics, climate and Earth resources. **Fee applies to students taking this as a fourth science course.**

**SCI031**  
**Grades 11-12**  
**All Year**

### Environmental Science

**Prerequisites:** *Current science teacher approval is required*

This course is about the relationship between humans and planet Earth. It is an integrated class incorporating topics in Biology, Earth Science, Chemistry, Math, History, Philosophy, Sociology and Law. This course allows students to understand the interrelationships of the natural world, analyze environmental problems, evaluate risks and examine alternative solutions. **Fee applies to students taking this as a fourth science course.**

**SCI006**  
**Grades 12**  
**All Year**

### Forensics

**Prerequisites:** *Biology, Physics, and Chemistry or instructors permission*

This course introduces students to the many modern disciplines of Forensic Science, the science of solving a crime. The course focuses on analyzing physical evidence found at crime scenes using the basic processes and principles of the scientific method. **Fee applies to students taking this as a fourth science course.**

**SCI012**  
**Grades 10-12**  
**All Year**

### Physics

**Prerequisites:** *Grade of "C" or above in Algebra I, current science teacher approval is required*

This course covers the concepts of kinematics, mechanics, energy, electricity and magnetism, wave phenomena and optics. Using hands-on experiments and demonstrations, this course exposes students to concepts of physics that are applicable to the everyday world.

**SCI022**  
**Grades 10-12 All**  
**Year**

### AP Physics 1

**Prerequisites:** *Concurrent enrollment in or completion of Algebra II, current science teacher approval is required*

This course is designed to be the equivalent of the first semester of algebra-based physics at the college level. The subject matter, pacing, and laboratory studies will be those specified by the College Board. Topics covered include mechanics, work and energy, power and mechanical waves. One of its major aims is to prepare students for success on the AP exam. **Weighted. Fee applies to students taking this as a fourth science course**

<b>SCI023</b> <b>Grades 11-12</b> <b>All Year</b>	<b>AP Physics C: Mechanics</b>
<b>Prerequisites:</b> <i>Concurrent enrollment in or completion of Calculus, current science teacher approval is required</i>	
This course is designed to be the equivalent of the first semester of introductory physics with calculus at the college level. The subject matter, pacing, and laboratory studies will be those specified by the College Board. Topics covered include force, motion, vectors, work and energy, momentum and gravity. One of its major aims is to prepare students for success on the AP exam. <b>Weighted. Fee applies to students taking this as a fourth science course.</b>	
<b>SCI017</b> <b>Grades 11-12</b> <b>All Year</b>	<b>Anatomy and Physiology</b>
<b>Prerequisites:</b> <i>Two years of science, including Biology, current science teacher approval is required</i>	
This course presents information about both the body's structure (anatomy) and its functions (physiology). The course focuses on the bones and muscles, and an understanding of how they work together. In addition, students will study the various body systems in depth. Dissection of muscles and organs is a required component with no exceptions allowed. <b>Fee applies to students taking this as a fourth science course.</b>	
<b>JTS128</b> <b>Grades 10-12 All</b> <b>Year</b>	<b>Engineering Physics</b>
<b>Prerequisites:</b> <i>Algebra I, concurrent enrollment in Geometry</i>	
This course provides engineering/technology bound students with practical experiences using a problem solving, hands on approach. Students will learn how engineering plays a role in the subjects they use every day. This course utilizes project-based learning to show students how math and science provide the foundation for modern engineering. Relevant concepts of physics such as motion, forces, energy, matter, heat, sound, and light will be covered.	
<b>JTS129/CTE129</b> <b>Grades 11-12</b> <b>All Year</b>	<b>Engineering 102</b>
<b>Prerequisites:</b> <i>Physics or Engineering Physics, concurrent enrollment in Precalculus</i>	
Engineering 102 introduces students to engineering design principles and practices, and to emerging and current challenges within the field using a hands-on, team approach. The course also provides students with a perspective on the various engineering disciplines, which helps them select an engineering degree program that best fits their skills and interests. Engineering 102 in high school is an opportunity for high school juniors and seniors, enrolled in pre-calculus or above, to receive college credit while still in high school. (This course is dual enrolled with U of A. Students will earn U of A credit for ENG102 with paid tuition)	
<b>JTS137</b> <b>Grades 10-12</b>	<b>Biotechnology I (Biosciences II)</b>
<b>Prerequisites:</b> <i>one year of Biology</i>	
The Biotechnology course is lab intensive course designed to give you the necessary technical skills that could ultimately lead to an exciting career in Biotechnology, one of the fastest growing industries in the United States as well as Tucson. In this course, you will have the opportunity to: identify plant natural products that act as potential antibiotics, learn aseptic techniques, isolate, and identify bacteria using	

different staining techniques, analyze DNA and protein using gel electrophoresis, genetically engineer bacteria that glow in the dark, extract enzymes (catalysts) from plants that are involved in creating biofuels, and determine if foods in the grocery store come from genetically engineered crops. Throughout the course you will develop collaboration and problem solving skills that you will need for future employment. Students can enroll in Biotechnology II upon successful completion of this course. Students enrolled in this class can be dual enrolled with MCB 101 at the University of Arizona with three transferable elective credits.

**This course qualifies as the second year of the biotechnology sequence.**

JTS139 Grades 11-12	Biotechnology II (Biosciences III)
<b>Prerequisites: <i>Biotechnology I</i></b>	
<p>Under the guidance of the Biotech instructor and local experts, students will extend their experiences using techniques learned in Biotech I. In this course, students will design, execute, and interpret molecular and cellular laboratory experiments. Research topics will include but not limited to molecular cloning of prokaryotic and eukaryotic organisms, DNA bar coding of local organisms in the southwest, designing, and creating biosensors that can detect biomolecules, and plant tissue culture. As part of the course, students will develop an independent research project in an area of Biotechnology. Students will learn how to identify, access, and retrieve scientific literature relevant to their chosen project. Based on their literature search and research proposal, they will design and implement a scientific research project under the guidance of the instructor and qualified scientist. Students will conduct the research either at CDO in a newly designed research laboratory or at a research facility off-campus. At the end of the year, students will make a poster presentation of their research at a regional science fair as well as possibly other national competitions. Throughout the year, students will be exposed to local scientific experts as guest speakers, have the opportunity to visit biotechnology research facilities in Southwestern Arizona, and explore future career opportunities. Students enrolled in this class can be dual enrolled with MCB 102 at the University of Arizona with three transferable elective credits. <b>This course qualifies as the third year of the biotechnology sequence.</b></p>	

## Social Studies Courses

All classes satisfy Arizona State requirements in their respective subject areas. Ideally, it should be expected that classes will have lecture, presentations, homework, reading, problem solving, and a variety of educational delivery methods. "Hands-on" activities may be included in the courses. In order to prepare students for life beyond high school this curriculum covers a series of bases. Correlations from the past to the present will help prepare students for the future.

COURSE NUMBER	COURSE	GRADE LEVEL	SEMESTER	CREDIT
SOC005	World History	10 & Pre-IB 9	Year	1.0
SOC010	AP World History	10-11-12 & Pre-IB 9	Year	1.0
SOC001	US/AZ History	11	Year	1.0
SOC008	AP US History	11-12	Year	1.0
SOC011	Economics	12 & Pre-IB 10	Semester	0.5
SOC006	AP Economics (Macro)	12 & Pre-IB 10	Semester	0.5
SOC004	American Government	12 & Pre-IB 10	Semester	0.5
SOC002	AP Government	12 & Pre-IB 10	Semester	0.5
SOC018	Psychology (elective)	10-11-12	Year	1.0
SOC007	AP Psychology (elective)	11-12	Year	1.0
IBP117	IB Anthropology SL(elective)	11-12	Year	1.0

*\*Students are encouraged to take advantage of any or all AP courses we offer.*

SOC005 Grade 10/Pre-IB All Year	World History
<b>Prerequisites: None</b>	
<p>The World History course is designated to build a foundation for understanding the beginnings of human history across different cultures and civilizations in both Western and non-Western societies. Emphasis will be placed on the interaction among world cultures, the linking of the past and present, and the importance of the relationship of geography and history. Students will learn ideas and concepts which bridge the time and space between the ancient and the modern world, including the development of art, philosophy, and religion. They will learn that change, conflict, and cooperation are key concepts to understand as civilizations. Cultural diversity will be emphasized as both profound and important and that culture our natural curiosity.</p>	
SOC010 Grade 10/Pre-IB All Year	AP World History
<b>Prerequisites: Teacher recommendation</b>	
<p>The purpose of this course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The chronological time frame covered is from approximately 8000 BCE to the present. Course content covers ten geographic regions including Asia, Africa, Latin America, and Europe. This course is designed to prepare students to take the Advanced Placement World History Exam for potential college credit. (See college credit requirements and AP Self-Assessment in this catalog.) <b>Weighted</b></p>	



<b>SOC001</b> <b>Grade 11 All Year</b>	<b>US / AZ History</b>
<b>Prerequisites: <i>World History</i></b>	
This course is designed to cover the development of the United States from the pre-Columbian time period to present day. Arizona history will be integrated into both semesters to satisfy the Arizona State Standards.	
<b>SOC008</b> <b>Grade 11-12 All Year</b>	<b>AP US History</b>
<b>Prerequisites: <i>World History/AP World History</i></b>	
This AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. The course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. (See college credit requirements and AP Self-Assessment in this catalog.) <b>Weighted</b>	
<b>SOC018</b> <b>Grade 10-12 All Year</b>	<b>Psychology</b>
<b>Prerequisites: <i>None.</i></b>	
The topics covered in this introductory course include: the History of Psychology, Research Methods (how researchers “do” psychology); Developmental Psychology (from birth to adulthood); The Biological Bases of Behavior (the structure and function of the nervous system and brain); Sensation and Perception (making sense of what we see, hear, taste, touch and smell and how optical illusions work); States of Consciousness (daydreams, sleep, dreams, hypnosis, drugs, and extra-sensory perception); Learning, Memory and Cognition; Personality Theories, Traits and Testing; Abnormal Psychology commonly called Psychological Disorders; Treatment of disorders and finally, Social Psychology.	
<b>SOC002</b> <b>Grade 12/Pre-IB10 Semester</b>	<b>AP US Government and Politics</b>
<b>Prerequisites: <i>US History or strong teacher recommendation</i></b>	
This course will provide students with a learning experience equivalent to that obtained in most college introductory US Government and Politics courses. Students will examine the Constitutional underpinnings of American democracy, the structure and function of the branches of government, the federal system, checks and balances, political ideologies and parties, interest groups and mass media, voting behavior, public policy, civil rights and civil liberties. (See college credit requirements and AP Self-Assessment in this catalog.) <b>Weighted</b>	
<b>SOC003</b> <b>Grade 12/Pre-IB10 Semester</b>	<b>US Government</b>
<b>Prerequisites: <i>US History</i></b>	
In this course, students will examine the structure and function of American government as outlined by the Constitution. The specific powers and formal processes of the legislative, executive and judicial branches will be presented as well as the mechanisms of the federal system. Political parties, voter behavior, and current issues will be discussed in the context of contemporary political climate.	
<b>SOC011</b> <b>Grade 12/Pre-IB10 Semester</b>	<b>Economics</b>
<b>Prerequisites: <i>US History</i></b>	
Economics is a one-semester course that examines how society counters unlimited wants with limited resources and government’s role in the economy. Students will gain an understanding of basic economic principles, including an introduction to economic theory, supply & demand, money systems, banking &	

investing, globalization, and personal finance.

**SOC006**  
**Grade 12/Pre-IB10 Semester**

**AP Economics**

**Prerequisites: *US History***

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. (See college credit requirements and AP Self-Assessment in this catalog.) **Weighted**

**SOC007**  
**Grade 11-12 All Year**

**AP Psychology**

**Prerequisites: *None***

This college level Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of humans. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. Topics include Social Psychology, Research Methods, Sensation & Perception, Motivation & Emotion, States of Consciousness, Learning, Memory and Cognition, Developmental Psychology, Personality Theories, Traits and Testing, Psychological Disorders and Treatment, in addition to the structure and function of the brain ("Biological Bases of Behavior"). One quarter (25%) of the MCAT (Medical College Admission Test) will come directly from the AP Psychology curriculum. Students interested in pursuing any career in the field of medicine should consider taking this class. (See college credit requirements and AP Self-Assessment in this catalog.) **Weighted**

**IBP117**  
**Grades 11-12**

**IB Anthropology SL**

**Prerequisite: *Minimum grade of "B" in English and History, teacher recommendations in both English and History, and Anthropology teacher recommendation***

Social and cultural anthropology is the comparative study of culture and human societies. It explores the general principles of social and cultural life, and the characteristics of specific societies and cultures. It operates with local and global perspectives, and is increasingly concerned with urban as well as rural society, regional inequalities and all aspects of modern nation states. Anthropology contributes to an understanding of such contemporary issues as war and conflict, the environment, poverty, problems of injustice, inequality and human rights. This focus allows students an opportunity to become acquainted with these perspectives and ways of thinking, and to connect the academic to the personal. Social and cultural anthropology contributes a distinctive approach to internationalism. The course is designed to introduce the principles, practices and materials of the discipline. Students will read at least three ethnographies and other readings in anthropology and will design and carry out a field observation and a student written critique for their required Internal Assessment Project. **Weighted**

## Special Education Courses

The CDO Special Education Department offers an education program that follows the general education curriculum. CDO complies with the Individuals with Disabilities Education Act (I.D.E.A.) and the inclusive philosophy of the least restrictive environment by mainstreaming students where appropriate. A multi-disciplinary eligibility conference (M.E.T.) and an Individual Education Plan (I.E.P.) determine student placement. Students may take classes more than once. All courses meet graduation requirements. Additional special education services are available for students with identified needs. These include: speech and language services, physical therapy, occupational therapy, psychological services and hearing and visual impairment services. Placement in these classes is by Special Education Teacher and/or I.E.P. Team recommendation.

<b>ENG001 Grade 9 All Year</b>	<b>RR English 9</b>
<b>Prerequisites:</b> <i>Placement by IEP</i>	
RR English 9 is based on the Common Core State Standards. The goal of this course is to develop the ability to communicate clearly, accurately and effectively in both speech and writing. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. This class also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.	
<b>ENG002 Grade 10 All Year</b>	<b>RR English 10</b>
<b>Prerequisites:</b> <i>Placement by IEP</i>	
RR English 10 is based on common core standards. The goal of this course is to develop the ability to read, interpret and evaluate texts using literature. Students will study literal meaning, relevant context, and themes in literature. They will learn how authors use literary devices to achieve a range of effects and will be able to respond appropriately through writing and speech to the material they have read. Students will be guided to a better understanding of themselves and of the world around them. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used.	
<b>ENG003 Grade 11 All Year</b>	<b>RR English 11</b>
<b>Prerequisites:</b> <i>Placement by IEP</i>	
RR English 11 focuses on U.S. American literature and rhetoric from Pre-Colonial to Modern Times using the common core standards. The theme of “Americana” will guide the reading and writing as students read novels, plays, excerpts of literature, non-fiction accounts, essays, and assorted documents. Assessments are designed based on the common core standards. Journals, oral presentations, resumes and career exploration are required this year. Students will understand that the American Dream is uniquely personal, yet also overarching and common for those who live or strive to live in the United States. Questions like “What is an American?” and “Is the American Dream attainable?” will focus instruction throughout the year.	

<b>ENG004</b> <b>Grade 12 All Year</b>	<b>RR English 12</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
In RR English 12, the theme of Global Awareness will guide the reading and writing for this course. An emphasis on current events from periodicals and selected media will be made, in addition to classic and contemporary world literature. Assessments will be designed based on the Common Core Standards. Students will understand that we are citizens not only of our own local community, but of a Global Community.	
<b>MTH031</b> <b>Grades 9-12 All Year</b>	<b>RR Pre-Algebra</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
This course covers objectives and critical concepts aligned with the Common Core State Standards that are needed to enroll in RR Algebra or Algebra 1. Foundational computational skills and pre-algebra resources reinforce the needed skills of using formulas and equations to prepare for the rigor of the Algebra course.	
<b>MTH020</b> <b>Grades 9-12 All Year</b>	<b>RR Algebra 1</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
This course is aligned with the Common Core State Standards and focuses on expressions and applications; quadratic equations, and systems of equations. Students will work with basic algebraic applications, equations, polynomials, factoring, inequalities and equalities, as well as statistics.	
<b>MTH021</b> <b>Grades 9-12 All Year</b>	<b>RR Geometry</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
In this course, students will apply mathematical skills to real world situations. Topics include finding best buys, covering expenses, independent living, understanding work and paychecks, choosing and buying groceries, as well as budgeting for recreation and planning a trip. Homework and participation in a student run business is a requirement.	
<b>PYS010</b> <b>Grades 9-12 Fall/Spring</b>	<b>Adaptive PE / PE IEP</b>
<b>Prerequisites: <i>Placement by doctor's statement prior to the start of the school year</i></b>	
This course is designed to provide a modified physical education class for students with adaptive physical education setting. Enrollment in this course will coincide with participation in Special Olympics training and competitions.	
<b>SCI025</b> <b>Grades 9-12 All Year</b>	<b>RR Biology</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
Students will be asked essential questions. What does it mean to be alive? Is DNA destiny? Was Darwin right? Students will examine life on our planet from a biological perspective. Students will examine a wide variety of topics connected to the study of life with an emphasis on experimental design and data analysis. Students will understand that life is dependent on the relationships between organisms and their past, present, and future environments and that evolution drives the natural world.	

<b>SCI026</b> <b>Grades 9-12 All Year</b>	<b>RR Integrated Science</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
Students will explore the physical sciences such as Chemistry, Physics, Earth, and Space science. The scope and topics vary each year for four years, so a student will not have the same exact content if the course is taken twice. Students will complete hands on lab activities, learn to collect data, make inferences, and communicate their findings. State science standards as well as English Language Arts standards are addressed by Close Reading throughout the course. Lab reports, research projects, and presentations are requirements of this course.	
<b>SOC026</b> <b>Grade 10 All Year</b>	<b>RR World History</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
Students will explore the roots of Western Civilization through multiple forms of coursework. Reading for central ideas, citing textual evidence and analyzing various accounts of history. Writing to support claims, analysis, reflect and research in an informative text to examine and convey ideas of history. Technology and collaboration will be used to produce projects that examine key historical events. By the end of the course students will have a greater understanding of how history can be used to help explain the complex world that surrounds them.	
<b>SOC022</b> <b>Grades 11-12 All Year</b>	<b>RR US History</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
Students will explore the history of the United States through multiple forms of coursework. Reading for central ideas, citing textual evidence and analyzing various accounts of history. Writing to support claims, analysis, reflect and research in an informative text to examine and convey ideas of history. Technology and collaboration will be use to produce projects that examine key historical events. By the end of the course students will have greater understanding of the United States and how its citizens are unique among the nations of the world.	
<b>SOC022</b> <b>Grades 12 Semester</b>	<b>RR US Government</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
Students will examine the fundamental principles and structure of American national and state governments through multiple forms of coursework. Reading for central ideas, citing textual evidence and analyzing various accounts of government. Writing to support claims, analysis, reflect and research in an informative text to examine and convey ideas of government. Civic responsibilities will be studied and discussed. Political behavior of the American people and government officials will be reviewed in the context of contemporary issues. In this required course, students will develop economic reasoning skills to apply to basic microeconomic and macroeconomic concepts. Students will gain practical knowledge to apply to their personal experiences.	

<b>SP005</b> <b>Grades 9-12 All Year</b>	<b>Life Skills –Daily Living Skills</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
facilities, doing laundry, safely accessing the kitchen to cook simple meals, food safety, washing dishes, keeping a clean home, proper nutrition, gardening and maintaining appropriate social interactions and leisure time activities.	
<b>SP002</b> <b>Grades 9-12 All Year</b>	<b>Life Skills –Careers</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
This class provides the basic building blocks for a successful transition into fulfilling postsecondary opportunities in competitive or supported employment. Students will begin to explore and research their postsecondary interests as well as learn soft skills necessary for employment such as timeliness, effective communication, task completion, team work and working with a supervisor. Students participate in a wide range of classroom, campus jobs, as well as community jobs and exploration under the close supervision of an adult.	
<b>MTH019</b> <b>Grades 9-12 All Year</b>	<b>Life Skills - Math</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
Students who are enrolled in this class will learn the everyday basic math skills to assist them in having the most independent living situation as is appropriate for them. Skills taught are basic money awareness and management from counting coins to maintaining a checking account, time awareness and management, basic real world problem solving, and computation skills. Kitchen math such as basic fractions and elapsed time are also integrated into the class.	
<b>ENG014</b> <b>Grades 9-12 All Year</b>	<b>Life Skills - English</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
Students in this class will learn to recognize and effectively use real world text. Students continue to practice basic decoding and word recognition when appropriate as well as recognition and identification of important survival and community words. The focus will be on reading comprehension through real world reading materials such as menus, bus schedules, finding information in a newspaper, and exploring fiction for leisure. Students will also practice writing for functional purposes.	
<b>SOCO15</b> <b>Grades 9-12 All Year</b>	<b>Life Skills – Social Studies</b>
<b>Prerequisites: <i>Placement by IEP</i></b>	
Students in this class will learn basic social studies content that is integrated into reading, writing and math assignments. Skills taught in this class will focus on functional academics through content that draws from current events. Students will also learn the impact of social studies on their everyday lives including civic duties, rules/laws and community involvement.	

<b>SOC009</b> <b>Grades 9-12 All Year</b>	<b>Life Skills - Science</b>
<b>Prerequisites:</b> <i>Placement by doctor's statement prior to the start of the school year</i>	
<p>Students in this class will learn basic science content that is integrated into reading, writing and math assignments. Skills taught in this class will focus on functional academics through content that draws from current events. Students will also learn the impact of science on their everyday lives including weather, cooking temperature, recycling, etc.</p>	

## Specialized Courses

COURSE NUMBER	COURSE	GRADE LEVEL	SEMESTER	CREDIT
MSC003	*Library Assistant	9-12	Semester	.50
MSC003	*A.V. Assistant	9-12	Semester	.50
MSC028	Student Government	9-12	Year	1.0
MSC003	Student Assistant	9-12	Semester	.50
MSC023	JROTC	9-12	Year	1.0
MSC002	Honors Academic Decathlon	10-12	Year	1.0
MSC017	REACH/Honors Internship 101	11-12	Year	1.0
MSC018	REACH/Honors Internship 102	11-12	Year	1.0
MSC009	Career Internship	12	Year	1.0

MSC002 Grades 9-12 All Year	Honors Academic Decathlon
<b>Prerequisites:</b> <i>Placement by teacher or coach recommendation</i>	
Academic Decathlon is a regularly scheduled class in which student's research and study for events in 10 areas: art, economics, literature, mathematics, music, science, social science, essay, interview and speech. Each year the curriculum is centered around a certain theme such as 'The French Revolution' or 'Latin America.' The team, consisting of 3 students with an "A" GPA, 3 students with a "B" GPA and 3 students with a "C" GPA, competes in local and state competitions in which students can earn medals, cash prizes and scholarships. Interested students should contact Mr. Yetman for more information. <b>Weighted</b>	
MSC023 Grades 9-12 All Year	JROTC
<b>Prerequisites:</b> <i>None</i>	
In JROTC, students are introduced to non-combative military skills and character building philosophies/activities centered on leadership and physical training which are useful in both civilian and military communities. Cadets earn positions of responsibility in the unit and older cadets are involved in planning, organizing, and implementing projects for the group. The goal of JROTC is to motivate young people to be better citizens. Monthly field trips, a five-day training exercise at Ft. Huachuca, on-campus rappelling, rock climbing and obstacle courses are examples of the activities offered with these courses. Varsity athletic teams include Exhibition Drill Teams, Color Guard, Rifle Marksmanship Team, Raiders Team and Drum and Bugle Corps. JROTC is an approved Military Academy nominating agency. Students involved in this course will take it at Flowing Wells High School.	



<b>MSC009</b> <b>Grade: 12 All Year</b>	<b>Career Internship</b>
<b>Recommended: A high degree of initiative and responsible behavior, above-average attendance record, a capacity for independent, self-directed work and strong communication skills.</b>	
<p>Are you self-motivated and interested in exploring a potential career? Think about taking <b>Career Internship</b>...</p> <p>Secure &amp; participate in an internship tailored to your interests - 4 hours/week</p> <ul style="list-style-type: none"> <li>• Gain insight and/or experience in an area of possible career interest</li> <li>• Leave high school with real-world experience</li> <li>• Weekly class focusing on workplace skills <ul style="list-style-type: none"> <li>▪ Interviewing, developing resume/reference list, applying workplace ethics</li> <li>▪ Research careers, based on your interests and skills</li> <li>▪ Earn 1 credit for year-long class</li> </ul> </li> <li>• Earn credit for work experience (paid or volunteer) and class participation</li> <li>• Provide your own transportation to internship site</li> <li>• Curriculum is designed for seniors; juniors enrolled only with instructor permission</li> </ul> <p>Internships with parents are highly discouraged and will be approved on a case-by-case basis.</p>	
<b>MSC017</b> <b>Grades 11-12 All Year</b>	<b>REACH Honors Internship 101</b>
<b>Recommended: A high degree of initiative and responsible behavior, above-average attendance record, a capacity for independent, self-directed work and strong communication skills.</b>	
<p>Are you self-motivated and interested in exploring a potential career? Think about taking <b>Honors Internship</b>...</p> <p>Secure &amp; participate in an internship tailored to your interests - 6 hours/week = 90 hours per semester</p> <ul style="list-style-type: none"> <li>• Gain insight &amp;/or experience in an area of possible career interest</li> <li>• Leave high school with real-world experience</li> <li>• Weekly class focusing on workplace skills <ul style="list-style-type: none"> <li>▪ Interviewing, developing resume/reference list, applying workplace ethics</li> <li>▪ Research careers, based on your interests and skills</li> <li>▪ Earn 1 weighted credit for year-long class</li> </ul> </li> <li>• Earn credit for work experience (paid or volunteer) and class participation</li> <li>• Provide your own transportation to internship site</li> <li>• Curriculum is designed for juniors</li> </ul> <p>Internships with parents are highly discouraged and will be approved on a case-by-case basis. <b>Weighted</b></p>	
<b>MSC018</b> <b>Grade 12 All Year</b>	<b>REACH Honors Internship 102</b>
<b>Recommended: A high degree of initiative and responsible behavior, above-average attendance record, a capacity for independent, self-directed work and strong communication skills.</b>	
<p>Are you self-motivated and interested in exploring a potential career? Think about taking Honors Internship...</p> <p>Secure &amp; participate in an internship tailored to your interests - 6 hours/week = 90 hours per semester</p> <ul style="list-style-type: none"> <li>• Gain insight &amp;/or experience in an area of possible career interest</li> <li>• Leave high school with real-world experience</li> <li>• Weekly class focusing on workplace skills <ul style="list-style-type: none"> <li>• Interviewing, developing resume/reference list, applying workplace ethics</li> <li>• Research careers, based on your interests and skills</li> <li>• Earn 1 weighted credit for year-long class</li> </ul> </li> </ul> <p>Earn credit for work experience (paid or volunteer) and class participation</p>	

- Provide your own transportation to internship site
- Curriculum is designed for juniors

Internships with parents are highly discouraged and will be approved on a case-by-case basis. **Weighted**

<b>MSC028</b> <b>Grades 9-12 All Year</b>	<b>Student Government</b>
<b>Prerequisites:</b> <i>Placement by election</i>	
All class officers and student body officers are required to enroll in this class. Participants will review, and conduct meetings according to fundamental preliminary procedure and will be exposed to various leadership training techniques.	
<b>MSC003</b> <b>Grades 9-12 Semester</b>	<b>Student Assistant</b>
<b>Prerequisites:</b> <i>Placement by teacher permission by 4<sup>th</sup> week of each semester</i>	
Only one credit of Assistant may count towards the 22 credits needed for graduation. Good attendance and promptness are mandatory.	
<b>MSC003</b> <b>Grades 9-12 Semester</b>	<b>A.V. Assistant</b>
<b>Prerequisites:</b> <i>Before registering - Librarian interview and approval; permission by 4<sup>th</sup> week of each semester</i>	
Only one credit of Assistant may count towards the 22 credits needed for graduation. Good attendance and promptness are mandatory. Students deliver audio-visual equipment to classroom, dry-mount/laminate materials, and help maintain audio-visual records and media.	
<b>MSC003</b> <b>Grades 9-12 Semester</b>	<b>Library Assistant</b>
<b>Prerequisites:</b> <i>Before registering - Librarian interview and approval; permission by 4<sup>th</sup> week of each semester</i>	
Only one credit of Assistant may count towards the 22 credits needed for graduation. Good attendance and promptness are mandatory. Students will learn about library materials and how to use the library as they develop responsibility and good work habits. Duties include helping at the circulation desk, processing books and magazines, and keeping shelves in order.	

# Specialized Programs

## **Alternative Education Opportunities**

Canyon del Oro High School provides alternative education options. Students may enroll in an alternative program to enrich the traditional curriculum, accelerate advancement toward graduation, or to make up credit deficiencies. The following alternative education opportunities may be available to Canyon del Oro High School students, please see the course descriptions under the specialized courses list and meet with your counselor to discuss the appropriateness of these options:

- ❖ Summer School (summer credit recovery classes)
- ❖ Mesa Distance Learning (online classes – during or outside of the school day)
- ❖ Math Lab (credit recovery for math)

## **Mesa Distance Learning (MDLP)**

MDLP is a computer-based online learning program. Students submit course work and communicate with teachers online. Canyon del Oro High School students participating in MDLP, depending on individual circumstances, are assigned a class period during their regularly scheduled school day or they work on their MDLP class entirely at home. Average to above average students who are motivated to learn are good candidates for distance learning. Distance learning courses are very demanding and are developed to deliver 18 weeks of instruction.

Date: \_\_\_\_\_  
 Last Name: \_\_\_\_\_ Career Goal: \_\_\_\_\_  
 First Name: \_\_\_\_\_ Educational Goal: \_\_\_\_\_

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1. English 9	1. English 10	1. English 11	1. English 12
2. Algebra	2. Geometry	2. Math -	2. Government / Economics
3. Biology	3. Physics	3. Science -	3. Math -
4. P.E.	4. World History	4. US/AZ History	4.
5.	5. P.E. /	5.	5.
6.	6.	6.	6.
Summer prior to 9 <sup>th</sup> grade	Summer prior to 10 <sup>th</sup> grade	Summer prior to 11 <sup>th</sup> grade	Summer prior to 12 <sup>th</sup> grade

AIMS Math - F / A / M / E      AIMS Reading - F / A / M / E      AIMS Writing - F / A / M / E  
 CDO Graduation Requirements - 22 Credits  
 (\*\*Identifies additional in-state college requirements)

Required Courses 16.5 credits	Sem 1	Sem 2	Electives 5.5 credits	Sem 1	Sem 2
English 9			**Foreign Language I		
English 10			**Foreign Language II		
English 11					
English 12					
Math					
Math					
Math					
Math					
Science					
Science					
Science					
Science					
World History					
US/AZ History					
Government / Economics					
Physical Education					
Physical Education					
CTE or **Fine Arts					

16 Core Classes for College (GPA)

English 9 \_\_\_\_\_  
English 10 \_\_\_\_\_  
English 11 \_\_\_\_\_  
English 12 \_\_\_\_\_  
Math \_\_\_\_\_  
Math \_\_\_\_\_  
Math \_\_\_\_\_  
Math \_\_\_\_\_  
Science \_\_\_\_\_  
Science \_\_\_\_\_  
Science \_\_\_\_\_  
Science \_\_\_\_\_  
Fine Arts \_\_\_\_\_  
Foreign Language \_\_\_\_\_  
Foreign Language \_\_\_\_\_  
Social Studies \_\_\_\_\_  
Social Studies \_\_\_\_\_

Unweighted Grades  
A = 4  
B = 3  
C = 2  
D = 1  
F = 0

\* IB students will follow a slightly different four-year plan. Please refer to the IB section of this book for more information.

**A TRADITION**



**OF EXCELLENCE**