# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISION AND EXPECTED SCHOOLWIDE LEARNING RESULTS</td>
<td>2</td>
</tr>
<tr>
<td>SCHEDULING PROCEDURES, REGULATIONS, &amp; GUIDELINES</td>
<td>3</td>
</tr>
<tr>
<td>GRADUATION REQUIREMENTS/COLLEGE PREP REQUIREMENTS</td>
<td>4</td>
</tr>
<tr>
<td>A-G UC and CSU APPROVED COLLEGE REQUIREMENTS</td>
<td>5</td>
</tr>
<tr>
<td>RECOMMENDED HIGH SCHOOL EDUCATIONAL PLANS</td>
<td>6</td>
</tr>
<tr>
<td>SAMPLE FOUR YEAR PLANS</td>
<td>7</td>
</tr>
<tr>
<td>STRATEGIES FOR SUCCESS IN HIGH SCHOOL &amp; BEYOND</td>
<td>8</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>9</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>10</td>
</tr>
<tr>
<td>SCIENCE (Life and Physical)</td>
<td>12</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>15</td>
</tr>
<tr>
<td>WORLD LANGUAGES</td>
<td>16</td>
</tr>
<tr>
<td>FINE ARTS (Visual and Performing Arts)</td>
<td>17</td>
</tr>
<tr>
<td>APPLIED ARTS</td>
<td>19</td>
</tr>
<tr>
<td>REGIONAL OCCUPATION PROGRAM</td>
<td>20</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>21</td>
</tr>
<tr>
<td>GENERAL EDUCATION</td>
<td>21</td>
</tr>
<tr>
<td>SPECIAL NEEDS</td>
<td>22</td>
</tr>
<tr>
<td>COLLEGE ENTRANCE TESTING</td>
<td>23</td>
</tr>
</tbody>
</table>
Santa Cruz High School is a learning community that fosters intellectual curiosity and growth, creativity, respect, integrity and responsibility. As a school community we embrace diversity and take action to ensure successful futures for ALL students.

**Expected Schoolwide Learning Results**

Students will be . . .

**Solution seekers who:**
- define problems;
- propose, try out and analyze options;
- collect and analyze data and information; and
- draw conclusions.

**Communicators who:**
- listen to understand;
- comprehend what they read;
- speak with clarity of meaning;
- convey ideas in written and visual form; and
- use technology to process information.

**Highly motivated students who:**
- use feedback to self-evaluate and improve their work;
- manage time and resources to meet deadlines;
- learn to use skills to master subject area content; and
- set post high school goals and take action to reach them.

**Self aware, respectful, responsible individuals who:**
- collaborate with others to produce quality work;
- demonstrate understanding of diverse points of view and experience;
- connect learning to themselves, the community and the environment; and
- participate responsibly in the community beyond the school.
SCHEDULING INSTRUCTIONS
PROCEDURES, REGULATIONS & GUIDELINES

PROCEDURES

1. **During 9th grade** you will create a list of courses for all future high school years. Include requirements, electives and A−G courses. You will have opportunities each year to make changes.

2. **List the course numbers of the classes on your worksheet that you plan to take next year.** Realistic and acceptable alternatives must also be listed. Discuss your choices with your parents and obtain their approval.

3. **Turn in and discuss your course selections with your counselor.** These courses will become your schedule unless you and your counselor make changes.

4. **It may be necessary for the school to change your selections** because of:
   a. Ineligibility (past grades, test scores, teacher recommendations, year in school)
   b. Over-subscribed courses
   c. Conflict in schedule (two or more classes taught at same time)
   d. Cancelled classes due to lack of enrollment

   Ordinarily, you will be contacted and these changes will be discussed with you. However, if you are not available or time does not permit, a change will be made based upon the alternatives you have listed and what appears to be appropriate for your best interests.

5. **Choose classes carefully.** The master schedule is designed around student choices. Courses and the numbers of each offered are determined by what students request and every effort is made during the summer to provide students with a schedule based on their requests, meeting teacher contracts, and balancing classes. Therefore, students are committed to their schedule requests unless there are extenuating circumstances.

REGULATIONS

1. **All students must take a minimum of six classes (three classes each term).** The normal school day is period 1 through 4. Students may take up to eight classes in a year.

2. **All classes receive 10 credits** or 5 units per term with a passing grade.

3. **All course selections run for two terms.** The exceptions are: Psychology/Sociology, and American Govt./Economics which are a combination of one term courses taught back-to-back.

4. **Grade/Course Prerequisites:** Success in many courses is dependent on previous course and grade prerequisites. Some prerequisites can be met by a department signature and/or recommendation. Please refer to the prerequisites listed within the course descriptions in this guide.

5. **Dropping courses:** Because the master schedule is designed on course requests and because course requests are based on the educational needs and interests of students, students are not generally allowed to drop classes. The exception to this is a student who is placed in a class who did not meet the prerequisite.
## SCHS Graduation Requirements and 4-year College Prep Requirements

### SANTA CRUZ HIGH SCHOOL

#### Graduation Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORLD HISTORY</td>
<td>10</td>
</tr>
<tr>
<td>U.S. HISTORY</td>
<td>10</td>
</tr>
<tr>
<td>AMERICAN GOV. / ECONOMICS</td>
<td>10</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>40</td>
</tr>
<tr>
<td>MATH (required minimum through Integrated Math 2)</td>
<td>20</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>20</td>
</tr>
<tr>
<td>LIFE SCIENCE (Biology)</td>
<td>10</td>
</tr>
<tr>
<td>PHYSICAL SCIENCE (Chemistry or Physics)</td>
<td>10</td>
</tr>
<tr>
<td>FINE ART</td>
<td>10</td>
</tr>
<tr>
<td>HEALTH</td>
<td>5</td>
</tr>
<tr>
<td>APPLIED ART</td>
<td>5</td>
</tr>
<tr>
<td>FINE/APPLIED ART/WORLD LANG</td>
<td>10</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>70</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>230</strong></td>
</tr>
</tbody>
</table>

#### CSU and UC Minimum Subject Requirements: A-G

(grade of ‘C-’ or better required)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
<th>“Years” / # of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> HISTORY/SOCIAL STUDIES</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td><strong>B</strong> ENGLISH</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td><strong>C</strong> MATH</td>
<td>30</td>
<td>3+</td>
</tr>
<tr>
<td>- 3 yrs. of math req./4 yrs. recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Integrated Math 1,2 &amp; 3 or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Math Academy 1 &amp; 2 or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Algebra 1, Geometry &amp; Algebra 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong> LAB SCIENCE (Biology and Chemistry or Physics)</td>
<td>20</td>
<td>2+</td>
</tr>
<tr>
<td>- 2 yrs.req/both Physics and Chemistry are recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E</strong> FOREIGN LANGUAGE</td>
<td>20</td>
<td>2+</td>
</tr>
<tr>
<td>- 2 yrs required/ 3 yrs recommended--must be in the same language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F</strong> VISUAL &amp; PERFORMING ARTS</td>
<td>10</td>
<td>1+</td>
</tr>
<tr>
<td><strong>G</strong> COLLEGE PREP ELECTIVES</td>
<td>20</td>
<td>1+</td>
</tr>
</tbody>
</table>
NOTE: Only the underlined ñu-eõcategory courses will receive an extra honor point when the GPA is recalculated by the university: A=5, B=4, C=3.

“a” – HISTORY
American Government
U. S. History
AP U. S. History
World History
World History, Intensive

“b” - ENGLISH
American Literature
American Literature (H)
English 1
English 1, Intensive
English 2
English 2, Intensive
English Composition
AP English Literature & Composition
AP English Language & Composition
Transitional English
World Literature

“c” - MATHEMATICS
(Courses with (♦) may only be used for the “c” requirement)
Integrated Math 1A
Integrated Math 1B
Integrated Math 2 (2017-18)
Integrated Math 3 (2017-18)
Geometry
Algebra 2
Algebra 2/Trig Analysis (Math Acad 2-fall)
Analytic Geom./Pre Calc-(H) (Math Acad 2-spring)
Calculus, AB (AP)
Calculus AB Project
Calculus BC Project (AP)
Integrated Algebra 1/Geometry (Math Acad.1)
Intro to Calculus
Statistics (AP)
Trigonometry/Analytic Geometry
AP Computer Science (2017-18)

“d” – LABORATORY SCIENCE Updated by U.C>
Biology
Adv Biology, (H)
Chemistry
Chemistry, (H)
AP Chemistry (2016-17)
AP Environmental Science
Physics
AP Physics 1 (2017-18)
AP Physics 2 (2017-18)
Physiology
Physiology (H)

“e” – FOREIGN LANGUAGE
French 1, 2, 3 and 4
AP French
Spanish 1, 2, 3, and 4
AP Spanish
Spanish for Spanish Speakers

“f” VISUAL 7 PERFORMING ARTS (Fine Arts)
1 year (a 2-term course at SCHS) of Visual and Performing Arts are required by both CSU and UC for admissions eligibility. The following SCHS Fine and Performing Art courses have been approved:
Art
Photography
AP Studio Art
Advanced Painting
Ceramics 1, 2, 3
Santa Cruz Singers
Graphic Design (ROP)
Special Studies Art
Guitar (Acoustic)
Theater Arts
Jazz Ensemble
Advanced Theater
Jewelry Design
Varsity Band
Painting
Digital Photography
Web Design
Video Production & Animation

“g” – (ACADEMIC) ELECTIVE COURSES The following College Preparatory electives meet the UC and CSU guidelines as (academic) electives.
All courses listed under “a-f” categories above, with the exception of math, language and VP courses with (†), plus the following courses are approved (academic) electives:
English:
Creative Writing
Social Science:
Psychology
Sociology
Economics
AVID 4 Senior Seminar
PROGRAM RATIONALE
State-mandated minimum competencies and graduation requirements establish the basics for the students’ high school academic planning. However, they fail to provide guidance to students as they select courses to prepare for personal goals beyond high school, job entry and/or admission to a four-year college. Santa Cruz High School believes students should achieve a standard and expectation far above the minimum required. Ideally all Santa Cruz High School students will graduate with the option to attend a four-year university.

OVERVIEW
Choosing the most appropriate courses requires careful and informed planning. Students and parents are encouraged to visit the Career Center for assistance in defining interests, career options, and education and training. In an increasingly competitive job market, regardless of a students’ post-high school goals, students are encouraged to maximize their English and math skills in high school.

Entry level careers
In addition to maximizing English and math skills, and meeting A-G requirements, students interested in going to work directly after high school will benefit by including courses in Spanish, and specializing in areas of interest. Regional Occupations Program courses in careers of interest should be taken in the junior and senior year. Students may also want to co-enroll at Cabrillo in a tech-prep course.

Semi Professional careers
Semi Professional careers include careers that typically require two years at a Community college or 6 months to 2 years in a Technical Training school. In addition to maximizing English and math skills, and meeting A-G requirements, students interested in semi-professional careers will benefit by including courses in Spanish, rigorous college prep coursework and courses emphasizing their area of interest. Regional Occupations Program courses in careers of interest should be taken in the junior and senior year. Students may also want to co-enroll at Cabrillo in a tech-prep course.

General College Admissions
Students interested in directly entering a four-year college should take rigorous academic level courses that meet and exceed the A-G requirements. In addition, participation in extra-curricular activities, (band, clubs, sports, theater), and community service is highly recommended. Regional Occupations Program courses in careers of interest should be taken in the junior and senior year.

Most Competitive College Admissions
Students interested in attending a highly competitive a four-year college should take rigorous academic level courses that exceed the A-G requirements. These should include intensive, honors, and AP courses and tests. Students are encouraged to maximize the course offerings in their area of interest. In addition, participation in extra-curricular activities, (band, clubs, sports, theater), and community service is highly recommended.

Each year counselors provide students with information to assist them in reviewing their plans and goals. Adjustments in individual plans may be necessary because of changes in personal goals or student achievement level. A brief description of each plan and sample four-year programs are provided.
Sample Four-Year Plans

Classes in bold indicate grade level required courses.

### College Preparatory (General) – Sample Program*

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ English 1</td>
<td>❑ English 2</td>
<td>❑ American Literature</td>
<td>❑ English</td>
</tr>
<tr>
<td>❑ 9th Grade Core</td>
<td>❑ World Civilizations</td>
<td>❑ US History</td>
<td>❑ Government/Economics</td>
</tr>
<tr>
<td>❑ Integrated Math 1</td>
<td>❑ Integrated Math 2</td>
<td>❑ Integrated Math 3</td>
<td>❑ Trigonometry</td>
</tr>
<tr>
<td>❑ World Language or Biology</td>
<td>❑ Biology or Chemistry</td>
<td>❑ Chemistry or Physics</td>
<td>❑ Chemistry or Physics</td>
</tr>
<tr>
<td>❑ Fine Art</td>
<td>❑ World Language 1 or 2</td>
<td>❑ Elective/PE</td>
<td>❑ Elective/PE</td>
</tr>
<tr>
<td>❑ PE</td>
<td>❑ Elective/PE</td>
<td>❑ Elective</td>
<td>❑ Elective</td>
</tr>
</tbody>
</table>

### College Preparatory (Most Competitive College Admissions) – Sample Program*

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ English 1 Intensive</td>
<td>❑ English 2 Intensive</td>
<td>❑ American Lit. Hnrs</td>
<td>❑ AP English Literature</td>
</tr>
<tr>
<td>❑ 9th Grade Core</td>
<td>❑ World Civ. Int.</td>
<td>❑ AP US History</td>
<td>❑ Government/Econ.</td>
</tr>
<tr>
<td>❑ Math Academy 1</td>
<td>❑ Math Academy 2</td>
<td>❑ AP Calculus AB or BC</td>
<td>❑ AP Statistics</td>
</tr>
<tr>
<td>❑ Biology</td>
<td>❑ PE</td>
<td>❑ Chemistry (Honors) or Physics (Honors)</td>
<td>❑ AP Chemistry or Physics (Honors)</td>
</tr>
<tr>
<td>❑ Fine Art World Language 1</td>
<td>❑ Biology</td>
<td>❑ World Language 3</td>
<td>❑ World Language 4</td>
</tr>
<tr>
<td>❑ PE</td>
<td>❑ World Language 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chem. or Chem. Honors is recommended in the same year as AP Chemistry for best sequence. The same is true for Physics.

* These are sample schedules only. Variations must fit within a four period day.

### PENCIL IN YOUR FOUR-YEAR PLAN HERE

#### 9TH Grade

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Semester 2</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 10TH Grade

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Semester 2</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 11TH Grade

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Semester 2</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 12TH Grade

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Semester 2</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategies for Success in High School & Beyond

Organize for daily success

**DŻ** School calendars are mailed in July (Progress reports, Report cards, testing dates, holidays, minimum days)

**DŻ** Student Planners to keep track of assignments and due dates

**DŻ** Three-ring binder/dividers with pockets

**DŻ** Encourage a consistent study time

- On average, students who do 15+ hours a week of homework in high school receive 1.5 more years of education and earn 16% higher wages

Support daily attendance

**DŻ** Arrange transportation to get to class on time

**DŻ** Arrange appointments for after school hours

**DŻ** Arrange vacations to avoid missing school

**DŻ** Monitor attendance with Infinite Campus parent portal — sign up in attendance office

**DŻ** Clear attendance with the 24 hour message line at 429-3960 ext. 206

Use resources

**DŻ** SCHS library

- Books, references, Internet, reading nook, study group tables

- Website includes MLA citation format, class links, and readers advisory

- Use the Student / Library links off the school website

**DŻ** After School Homework Club

**DŻ** Advancement Via Individual Determination (AVID)

Plan for College and Careers — 9th Grade - 12th Grade

**DŻ** Personal Planning Workshops — 4 yr planning (9th grade w/ parent/guardian)

- Plan a high school program designed to meet your goals

**DŻ** Career Research (classroom curriculum)

**DŻ** Career Panels (11th grade)

**DŻ** College visits — college representatives for interested students

**DŻ** Career Center — Our Post High School Resource Center in the Counseling Office

**DŻ** ROP — Regional Occupation Program — on and off site career tech classes

**DŻ** College Assessments (PSAT, SAT, ACT, AP)

- Calendar tests into 4 year plan - Students on Free and Reduced Lunch qualify for fee waivers

Stay Connected

**DŻ** Get a parent portal account for Infinite Campus. This will give you access to your student's attendance record, classroom assignments and grades, progress and term grades, transcript, and schedule. To sign up bring a photo id to the attendance office.

**DŻ** Contact teachers using email. The general format is the first letter of their first name followed by their last name @sccs.net. Thus John Doe would be jdoe@sccs.net

**DŻ** Sign up for the e-newsletter and parent yahoo group. Use the parent link on the SCHS webpage.

Be Involved

**DŻ** Students:

- Sports

- Clubs & extra-curricular activities (Theater, Mock Trial, Model UN, BSU, etc.)

- Leadership/Associated Student Body (ASB)

- Volunteering in the community

**DŻ** Parents:

- Attend SCHS games & programs

- Join Parent Groups or run for Site Council

- Parent/Teachers Assoc. (PTA), Parents of African-American Students (PAAS), English Learners Advisory Committee (ELAC) and/or Cardinal Club (Athletic Boosters), and Band Boosters
ENGLISH
(4 years of English are required for graduation)

English 1(or Int.) → English 2 (or Int.) → American Literature (or Honors) → Senior English class

English Learners will be enrolled in the appropriate English Language Development (ELD) program based on scores on the California English Language Development Test (CELDT). Students with beginning and early intermediate skills should enroll at Harbor's Newcomer program. ELD courses at SCHS begin with Transitional English serving students with Intermediate to Advanced ELD skills.

Seniors may choose an English class from one of the following:
- AP English Literature
- AP English Language and Composition
- English Composition
- World Literature
- Creative Writing (does not meet A-G English Req.)

ENGLISH 1 (CSU/UC)
English 1 will concentrate on refining basic skills in reading, writing, speaking, and listening as aligned to the Common Core State Standards for ninth and tenth grade. Students read, discuss, and write about stories, essay, plays, poems and novels from a multi-cultural perspective. Units in writing will cover narrative and expository composition, with emphasis on mastering the steps of the writing process. Language study will reinforce writing conventions. A minimum of twenty pages of nightly reading will be assigned.

ENGLISH 1 INTENSIVE (CSU/UC)
PREREQUISITE: Reading above grade level and signed agreement to meet Intensive course standards (available from SCHS Counseling Office.) English 1 Intensive is for freshman interested in a more rigorous academic challenge. The course will concentrate on refining basic skills in reading, writing, speaking, and listening as aligned to the Common Core State Standards. Students read, discuss, and write about stories, essay, plays, poems and novels from a multi-cultural perspective. Units in writing will cover narrative and expository composition, with emphasis on mastering the steps in the writing process. Language study will reinforce writing conventions. A minimum of twenty-five pages of nightly reading will be assigned. Students are required to complete summer reading for this class and sign a contract that they recognize the increased challenges and demands of this class. Students are not permitted to drop this class without teacher recommendation.

Transitional English
This English Language Development course is designed to build students' skills in speaking and oral comprehension as well as reading and writing.

ENGLISH 2 (CSU/UC)
In English 2, students read, discuss, and write about stories, essay, plays, poems and novels from a multi-cultural perspective. Students study elements of fiction and literary terms. The course emphasizes critical thinking skills, in-depth analysis, and use of metaphor and analogies. Units in writing will further develop expository, reflective, and analytical writing as aligned to the Common Core State Standards for ninth and tenth grade. Committed discussion, journal writing, literary analysis, vocabulary development, and oral presentations will accompany thoughtful reading of the literature. A minimum of twenty-five pages of nightly reading will be assigned.

ENGLISH 2 INTENSIVE (CSU/UC)
PREREQUISITE: "B" or better in English 1. Reading above grade level and signed agreement to meet Intensive course standards (available from SCHS Counseling Office.)

Students read, discuss, and write about stories, essay, plays, poems and novels from a multi-cultural perspective. Students study elements of fiction and literary terms. The course emphasizes critical thinking skills, in-depth analysis, and use of metaphor and analogies. Units in writing will further develop expository, reflective, and analytical writing as aligned to the Common Core State Standards for ninth and tenth grade. Committed discussion, journal writing, literary analysis, vocabulary development, and oral presentations will accompany thoughtful reading of the literature. A minimum of thirty pages of nightly reading will be assigned.

AMERICAN LITERATURE (CSU/UC)

This college prep English class required of eleventh grade students. Students will study the major themes present in American literature through daily reading, writing, discussion, and vocabulary development aligned with the Common Core State Standards. A minimum of twenty-five to thirty pages of nightly reading will be assigned.
**AMERICAN LITERATURE Honors (CSU/UC)**
**PREREQUISITE:** "B" or better in English 2/Eng. 2 Intensive and signed agreement to meet honors course standards (available from the Counseling Office). **Summer reading is required.**
This is our eleventh grade Common Core State Standards aligned English option for students who are interested in a more rigorous academic challenge. Because this is an honors class, expectations are high. Committed discussion, journal writing, literary analysis, and oral presentations will accompany thoughtful reading of the literature. A minimum of thirty-five pages of nightly reading will be assigned.

**WORLD LITERATURE (CSU/UC)**
World Literature is one of the Common Core State Standards aligned courses offered to seniors to meet the four-year college/university admissions requirement. Students read, discuss and critique literature from an international perspective. Students explore common themes throughout the different cultures including roles of women, change and revolution, justice, war and peace. Through the close reading of novels, plays, poetry, short stories, essays and films, students learn about a variety of cultures from the perspectives of internationally recognized authors.

**A.P. ENGLISH LITERATURE (CSU/UC)**
**PREREQUISITE:** "B" or better in American Literature. Reading above grade level and signed agreement to meet AP English Literature course standards (available - SCHS Counseling Office.) **Summer reading is required.**
This course presents a challenge commensurate to a beginning literature and composition course. In addition to cultivating a more subtle appreciation of literature, students will improve their ability to produce quality writing in a timed setting in order to succeed both in college and on the Advanced Placement English Literature and Composition Examination.

**A.P. ENGLISH LANGUAGE AND COMPOSITION (CSU/UC)**
**PREREQUISITE:** "B" or better in American Literature. Reading above grade level and signed agreement to meet AP Eng. Lang. and Comp. course standards (available - SCHS Counseling Office.) **Summer reading is required.**
The AP English Language and Composition Course is a college-level writing class that will prepare students for the AP English Language and Composition exam offered in May. Students enrolled in this class will have the opportunity to apply rhetorical principles in crafting academic essays that will include expository, narrative, and persuasive writing. In addition, students will study and put into practice multiple approaches for research writing in the areas of interests they plan to pursue as college students.

**MATH**
(2 yrs w/Algebra for graduation, 3 years w/Algebra 2 for CSU/UC-4 rec.)

**Santa Cruz High Math Program**

- Integrated 1A
- Integrated 1B
- Integrated 2
- Integrated 3
- Trig/Analytic Geometry
- Intro to Calculus
- Geometry
- Algebra 2
- AP Statistics
- * Math Academy 1
- * Math Academy 2
- * AP Calculus AB
- * AP Calculus BC
- * Year long classes

This flowchart indicates recommended math pathways. Placement in the freshman year is based on teacher recommendation and successful demonstration of prerequisite skills.
Current SCHS students must have received grades of “C” or better in both terms of math to enroll in Integrated 1, 2, or 3. If a grade earned was less than a “C” for either term, the course must be repeated before continuing to the next level math course.

**INTEGRATED 1 (CSU/UC)**
This is the first course in a five-year sequence of college preparatory mathematics courses that starts with Integrated I and continues through Calculus. It aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

**INTEGRATED 2 (CSU/UC)**
This is the second course in a five-year sequence of college preparatory mathematics courses that starts with Algebra I and continues through Calculus. It aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

**INTEGRATED 3 (CSU/UC)**
This is the third course in a five-year sequence of rigorous college preparatory mathematics courses that starts with Algebra I and continues through Calculus. It aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

**GEOMETRY (CSU/UC)**
This course includes the study of the nature of mathematical systems with emphasis on the basic structure of geometry. The curriculum includes: properties of points, lines and planes; methods of proving triangles congruent; ratio and proportion applied to the study of similar polygons; the study of Pythagorean theorem and its application to special right triangles; an introduction to trigonometric functions; properties of circles and their related lines and points are studied; and the areas of polygons and circles and surface areas and volumes of solids are found.

**ALGEBRA 2 (CSU/UC)**
This course is designed for students who would like to continue their study in algebra with emphasis on computational skills and theory. The topics include: real numbers, complex numbers, polynomial and rational expressions, linear equations and inequalities, coordinate geometry, and relations and functions. Second semester emphasizes quadratic functions, systems of equations, real exponents, and logarithmic functions. Passing Algebra 2 is the minimum requirement for eligibility to California State Public Universities. A grade of B or better in both terms of Algebra 2 is needed to enroll in Trigonometry/Analytic Geometry or AP Statistics.

**MATH ACADEMY 1 (INTEGRATED ALGEBRA & GEOMETRY) (CSU/UC)**
The Santa Cruz Mathematics Academy is an intensive two-year program that provides students the opportunity to study mathematics for two hours a day, every day, all year long. This program integrates the study of algebra, geometry, trigonometry, pre-calculus, calculus and other topics in mathematics. It emphasizes problem-solving and critical thinking skills and includes applications of mathematics to the physical and social sciences. In addition to their regular course work, students will complete a long-term research project of their own choosing each semester. Students work together to solve problems, write about mathematics and present their mathematical ideas. The pace is rapid and students are expected to do a large volume of work outside of the classroom. The Academy expects its students to complete Advanced Placement calculus in their junior year, and study advanced topics in mathematics during their senior year, most likely at the University of California, Santa Cruz or Cabrillo Community College.

**MATH ACADEMY 2 (FALL: INTEG. ALGEBRA 2 / TRIG. Hnrs & SPRING: INTEG. ANALYTIC GEOM/PRE CALC. Hnrs) (CSU/UC)**
Math Academy 2 is a continuation of the intensive math instruction begun in Math Academy Year 1. Students will be ready to begin Calculus at the end of this year. Topics include advanced algebra, trigonometry, statistics, analytic geometry and introduction to calculus.
TRIGONOMETRY/ANALYTIC GEOMETRY (CSU/UC)
PREREQUISITE: Integrated 3 or Alg. 2 with grades of B or better.
The topics of trigonometry will include the trigonometric functions, use of tables in trigonometry, solutions of right and oblique triangles, circular trigonometry, radian measurements, fundamental identities, graphs of trigonometric functions and inverse trigonometric functions, complex numbers, conic sections, sequences and series, and polar coordinates and vectors in the plane.
Analytic Geometry will cover graphing linear quadratic, rational and other functions through the use of vectors, conic sections, transformation of coordinates, curve sketching and polar coordinates.

INTRODUCTION TO CALCULUS (CSU/UC)
PREREQUISITE: Trig/Analytic with grades of B or better.
This course is designed for students who have completed Trig/Analytic and are interested in taking calculus (BC or college level) the following year. Topics include limits, continuity, derivatives, applications of the derivative, the definite integral, indefinite integral, and applications of integration.

AP CALCULUS AB & CALCULUS AB PROJECT (CSU/UC)
PREREQUISITES: A or B in Trigonometry/Analytic Geometry
This course covers the standard college-level AB calculus course. Topics include limits and continuity, derivatives, applications of the derivative, the definite integral, indefinite integral, applications of integration. This will be followed by intensive preparation for taking the AP Exam. After the AP Exam, students are expected to complete a research project on a mathematical topic. This is a full year course.
Students are expected to take the AP exam in May. This course is equivalent to one semester of college level calculus. A student who passes the AB exam will receive 5 semester units of credit from participating colleges and universities.

AP CALCULUS BC & CALCULUS BC PROJECT
PREREQUISITES: A or B in all terms of Intro to Calculus or Math Academy II
This course covers the standard college-level BC calculus course. Topics include limits and continuity, derivatives, applications of the derivative, the definite integral, indefinite integral, applications of integration, calculus of parametric vector and polar functions, sequences and series. After the AP Exam, students are expected to complete a research project on a mathematical topic. This is a full year course.
Students are expected to take the AP exam in May. This course is equivalent to two semesters of college calculus. A student who passes the BC exam will receive 10 semester units of credit from participating colleges and universities.

AP COMPUTER SCIENCE (CSU/UC)
The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

AP STATISTICS (CSU/UC)
PREREQUISITE: Integrated 3 or Alg. 2 with grades of B or better in both terms.
Statistics is a required course for many college majors. The AP Statistics course represents the content of a typical, one-semester, non-calculus based introductory college course. Topics include analyzing one variable and two variable data, planning studies, anticipating patterns (probability), and statistical inference.

SCIENCE
(1 year Life & 1 year Physical required for graduation and CSU/UC)

One year of life science and one year of physical science are required for graduation. The UC/CSU system strongly recommends that students take Biology, Chemistry and Physics. Most students take Biology as freshmen, and as sophomores, take Chemistry or Physics.

Students seeking additional science experiences and/or challenge enroll in one or more of the additional science electives listed below. When planning your four-year experience, please consider the prerequisites of courses you are interested in.
**LIFE SCIENCES**

**BIOLOGY (UC/CSU)**
Biology deals with the study of living things. Course content includes microscopy, cell structure and function, biochemistry, photosynthesis and cellular respiration, genetics, evolution, ecology, botany and zoology. Students will perform laboratory work, create projects, and will read primary and secondary source literature to supplement the textbook.

**Physiology and Honors Physiology (UC/CSU)**
**PREREQUISITE:** Biology with a C or better † Chemistry is highly recommended and required for Honors
Physiology is a laboratory course dealing with organ systems of the body. Health and disease and the developmental changes in the body during growth, maturity, and old age will be covered as each of the body systems is studied. New research in the medical field is also discussed. While the text emphasizes human physiology, lectures and supplemental readings will also include animal physiology.
Honors physiology is taught concurrently. Students enrolled in honors will have more rigorous expectations.

**ADVANCED BIOLOGY (UC/CSU)**
**PREREQUISITE:** Biology, Chemistry, with a C or better
Advanced Biology covers: biochemistry, cellular biology, molecular biology, genetics, evolution, zoology and botany, providing students with an in depth college level experience.
CHEMISTRY and CHEMISTRY HONORS (UC/CSU)
Chemistry is a college-preparatory, lab-oriented course with an emphasis on problem-solving and higher-level thinking skills. The course focus is on learning basic introductory topics in chemistry that have, directly or indirectly, great importance in our world today. Additionally, lab experiences and projects emphasize learning good laboratory techniques, interpreting data, thinking critically about lab results and applying basic concepts to real world problems. The curriculum includes: atomic and molecular structure, the periodic table, states of matter, types of reactions, writing and balancing chemical equations, energy and chemical equilibrium.

Honors Chemistry, with a prerequisite of a B in integrated math 1B and a C in biology, covers the same material as college prep chemistry, but in more depth, at a faster pace, and with a stronger math emphasis. Labs will stress the quantitative aspects of the concepts under investigation. The course is designed for students considering a career in the sciences, engineering or health occupations, and will feed into the AP class (though students in the college prep class will be prepared for AP Chemistry also). Students are expected to take responsibility for meeting their academic goals in a high-paced and challenging class.

AP CHEMISTRY (UC/CSU)
PREREQUISITE: C or better in Biology and Chemistry and enrollment in Integrated Math 3 or Algebra II (can be concurrent) and Chemistry teacher recommendation.

This is a college level course with frequent homework assignments, regular exams and rigorous laboratory activities. The course focus is on advancing basic knowledge of topics in chemistry that have, directly or indirectly, great importance in our world today. Additionally, lab experiences and projects emphasize developing better laboratory techniques, interpreting data, thinking critically about lab results and applying basic concepts to real world problems. Students are expected to maintain professional-level lab notebooks and write formal lab reports. Topics include: advanced concepts in bonding, the quantitative aspects of equilibrium, acid and base chemistry, thermodynamics, electrochemistry and chemical kinetics. This course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

PHYSICS (UC/CSU)
The focus of the course is on experiments where the many physics theories may be practically tested and analyzed. A wide range of topics is investigated including: gravitational forces, trajectories, circular motion, the conservation of energy and momentum, heat transfer mechanisms, the characteristics of waves (e.g., water, sound & light), electricity, magnetism, electromagnetic induction, radioactivity and spectral analysis. Students will have the opportunity to utilize a variety of scientific equipment and instruments such as air tracks, electronic timers, wave tanks, lasers, solar cells, power supplies and multi-meters for making electrical measurements.

AP PHYSICS 1&2 (UC/CSU)
This two part AP Physics course is conducted using inquiry-based instructional strategies that focus on experiment to develop students’ conceptual understanding of physics principles. Students make observations and discover patterns of natural phenomena. Students also develop, test and apply models. Throughout the course students construct and use multiple representations of physical processes, solve multi-step problems, design investigations, analyze their experimental design. Students also reflect on knowledge construction and self-assess scientific misconceptions.

ENGINEERING (UC/CSU)
PREREQUISITE: Physics or AP Physics
Engineering is an interdisciplinary approach to the application of basic scientific understanding for the purpose of creating useful machines, processes and materials. This will be an overview course, exposing students to the professional practices and scope of engineering. The course is designed for students interested in further education in engineering, those who want to know more about the field and those looking for a project-based course that applies their high school math and science training to problem solving. Topics covered will include mechanical, electrical, civil, environmental, chemical, nuclear, digital, thermal, naval and fluid engineering. Students will study and apply each of the topics as they relate to boats and navigation.
### AP ENVIRONMENTAL SCIENCE (UC/CSU)

**PREREQUISITE:** C or better in Biology and Chemistry

AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Lab projects emphasize developing laboratory techniques to address challenging questions, interpreting data, and assessing levels of certainty and sources of error. Students are expected to maintain professional-level lab notebooks and write formal lab reports. Topics include population dynamics and biodiversity, basics of ecosystems, deforestation, environmental toxins, agriculture, issues surrounding water availability and quality, fossil fuels and alternative energy, air pollution, and global climate change.

### SOCIAL STUDIES


<table>
<thead>
<tr>
<th>WORLD HISTORY and WORLD HISTORY INTENSIVE (UC/CSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History is a college prep class required of all tenth graders. It examines major turning points in the shaping of the modern world from the late eighteenth century to the present. The class begins with the birth of democracy in Ancient Greece and then continues with a focus on political and cultural ideas that have shaped our world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U.S. HISTORY (UC/CSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History is a college prep course that is required of all juniors. It examines major turning points in American History, from the post-Civil War era to the present, emphasizing: the continuing growth of the federal government; the continuing struggle between the individual and the state and between minority rights and majority power; the impact of technology on American society; the movement toward equal rights for minorities and women; the role of the United States as a world power. Students will examine American culture, including religion, art, drama, music, and literature. Students will assess, weigh, and interpret historical materials, including primary documents, from several perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AP US HISTORY (UC/CSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement United States History explores America’s dynamic past with the goal of preparing students for the AP exam offered in the spring. APUSH focuses on developing students’ abilities to think conceptually about U.S. history and apply historical thinking skills as they learn about the past. Historical thinking skills provide students with the opportunity to think like a historian, specifically to analyze evidence about the past and to create persuasive historical arguments. APUSH is structured around seven equally important themes and concepts in nine different chronological periods from approximately 1491 to the present. The themes require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Within each period, key concepts organize and prioritize historical developments. Students enrolling in AP US History are expected to take the AP test in the spring. Summer homework is required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMERICAN GOVERNMENT / ECONOMICS (UC/CSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is a combination of two single term courses required of all seniors. American Government students apply knowledge gained in previous years of study to pursue a deeper understanding of the U.S. political system and government administration and how it balances multiple government goals. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. Economics is primarily a course in social science, enriching students’ understanding of the operations of economic systems. This course is a mix of macroeconomics and microeconomics, from concepts of supply, demand and pricing to labor, fiscal policy and monetary policy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIOLOGY / PSYCHOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology/Psychology is an elective class that explores major social and social-psychological themes including propaganda, race, gender, and social class. Grading will be based on both individual and group work (including presentations). Class discussions are frequent</td>
</tr>
</tbody>
</table>
Spanish for Spanish Speakers 1 → Spanish for Spanish Speakers 2 → Spanish 4 → AP Spanish
Spanish 1 → Spanish 2 → Spanish 3 → Spanish 4 → AP Spanish
French 1 → French 2 → French 3 → French 4 → AP French

Santa Cruz High offers a full course of language development in both Spanish and French. The UC/CSU system requires two-years, (and recommends 3), in the same language for entrance. Students interested in a language other than Spanish or French may be able to access it through Cabrillo College. Students proficient in Spanish reading and writing may consider Spanish for Spanish Speakers. Students with background in Spanish or French may test into a higher level of the language. **A grade of C or higher is required to move on to the next level.**

**SPANISH 1 & FRENCH 1 (UC/CSU)**
This course is designed to give students basic communicative skills in French within a realistic cultural context. A variety of methods and techniques are used to teach listening, speaking, writing and reading skills in Spanish/French. In-class activities are primarily communicative, and grammar is taught in context. Students also are exposed to the culture of Spanish/French speaking countries through film, music and stories of the Spanish-speaking/French-speaking world.

**SPANISH 2 & FRENCH 2 (UC/CSU)**
Students continue to develop language skills and fluency using many of the same techniques as in Spanish/French 1. Students learn more complex communicative functions and reading and writing skills will be more developed. This course satisfies the 2nd year of the two-year language admission requirement for the UC and CSU systems.

**SPANISH 3 & FRENCH 3 (UC/CSU)**
All language skills previously studied are refined through a variety of activities such as: oral and written reports, role plays, and reading. Grammatical principles introduced in Levels 1 and 2 will be reviewed; new advanced structures are presented in realistic contexts to ensure increased proficiency in the language. This course satisfies the advance course admission requirement for the University of California System.

**SPANISH 4 & FRENCH 4 (UC/CSU)**
All language skills are refined and developed; including activities such as writing and enacting original skits and role plays, formal discussions of historical and cultural study, discussions of short stories and poetry. All grammatical structures are reviewed and students will have studied all the major elements of the language by the end of the fourth level. Students also engage in communicative activities. Reading and writing will receive increased emphasis. The class is conducted entirely in the target language.

**AP SPANISH & AP FRENCH (UC/CSU)**
Students continue to perfect and refine their language skills in comprehension, speaking, writing and reading. Literary works are studied. Frequent oral presentations, pair work, informal conversation, compositions and class discussion help students perfect their French language skills. A systematic review of the basic points of grammar is ongoing. Students prepare for the Advanced Placement Test. These classes are conducted entirely in the target language.

**SPANISH FOR SPANISH SPEAKERS 1 & 2 (UC/CSU)**
Spanish for Spanish Speakers is a two-level course designed for students who already speak and understand everyday Spanish but who need to develop their reading and writing skills. Students will hone their skills in vocabulary development, spelling (including accent marks), and grammar. They will develop skills to read and write for specific purposes. Throughout the course, students will be exposed to Spanish-speaking cultures from around the world by reading a variety of Spanish and Latin American literature and nonfiction works. Additionally, they will develop study skills to promote academic success. Level 1 addresses basic literary and grammatical concepts, while Level 2 addresses more advanced literary and grammatical concepts in preparation for Spanish 4 and AP Spanish.
1 year of a fine (visual or performing) art is required for both graduation and CSU/UC enrollment. In addition, a second year may be taken to complete the additional year of fine art, applied art, or world language required for graduation. Students interested in a career in fine or performing arts are encouraged to take classes to support both the depth and breadth of the field.

**VISUAL ARTS**

**ART (CSU/UC)**
This course will provide an enlightened and successful approach to drawing and illustration. We begin with classroom exercises in line, gesture, value, perspective and composition. The second term will focus on developing confidence and facility with drawing mediums such as ink, colored pencil, watercolor and mixed media. Students will also be asked to consider the products of the class as personal, social and cultural expression.

**CERAMICS 1 & 2 (CSU/UC)**

*Ceramics 1:* This course exposes students to a wide range of methods for exploring and working with clay. Beginning the first term with techniques of hand built pottery hand sculpture, the second term evolves to wheel work though can be taken as advanced hand building. Both terms emphasize glazing and firing methods. Artistic principles of form, shape, design and texture will be taught with a continuous emphasis upon the beauty of hand-made objects and the exploration of students' own gifts and enjoying themselves at the same time. Students may repeat Ceramics to build their skills.

*Ceramics 2:* Students further explore and apply the skills acquired in Ceramics 1. Additional training at: the wheel, sculpture, glaze calculation and kiln firing included. This course is designed to explore the different firing techniques, clay bodies, glaze types and abstract concepts that are reserved for more advanced students. A larger emphasis on deeper evaluations and critical thinking will also accompany this course curriculum.

**JEWELRY DESIGN (CSU/UC)**
Students utilize the Elements of Art and Principles of Design to support the design process while learning the basics of working with metal as an art medium. In this course, you will learn how to use hand tools for metal such as jeweler’s saws, files, and stamping tools, as well as torches, drills, and surface treatments. Learn how to fabricate jewelry that is etched, soldered, enameled, and riveted, all while learning how to perfect your work with good craftsmanship in mind. This comprehensive course covers how to make necklaces, rings, bracelets, earrings, brooches, and much more. This class can be repeated for credit; advanced students will explore the medium further and will learn more innovative and complex techniques.

**PAINTING & ADVANCED PAINTING (CSU/UC)**

**PREREQUISITE:** Art (Painting is a prerequisite for Advanced Painting)
This course is structured around a combination of traditional and non-traditional painting techniques designed to give the students successful experience in painting. The first term involves the stuff of water-based media, transparent watercolor, egg yolk tempera, gouache and acrylic. The second term involves continued use of the water-based media as well as oil painting, found objects, hybrid media, text, image and collage.
In Advanced Painting students are assumed to have basic working knowledge of the painter’s craft, additional painting skills will be taught as needed by imagery and on finding and pursuing a personal direction in painting.

**VIDEO PRODUCTIONS (CSU/UC)**
This class teaches video skills ranging from technical equipment proficiency to creative script writing, producing, and directing. Students explore the field of telecommunications and how media affects our society. Work required beyond class time includes logistics i.e. scripting, planning, taping, logging and editing, and investigative reports, music videos, and storytelling research.
SPECIAL STUDIES:  FINE ART (CSU/UC)

PREREQUISITE:  Completed all course work in area of specialization with B grade or better and instructor approval

This program is designed to give the serious art student the opportunity to develop his/her talents. Guided by an advisor, each student will write up a "Project Contract." Contracts can be written for 9 or 18 weeks, and may be granted for 1 to 5 units per term. The student must have a good background in the special area, be willing to make a focused commitment toward his/her work, and work independently. Special Studies may be done in the following areas: Painting, Drawing, Design, Printmaking, Ceramics, Sculpture, Jewelry, Art History, Video Production and AP Studio Art.

AP STUDIO ART (CSU/UC)

PREREQUISITE:  Completed advanced art courses with grade of B or better and instructor approval

The AP Studio Art class offers three portfolios of study: drawing, 2-D design and 3-D design. Each portfolio contains three required selections: quality, concentration and breadth. The studio course makes it possible for highly motivated students to do college level work. Students will be asked to submit a portfolio of work for evaluation.

PERFORMING ARTS

COLOR GUARD (AUXILLARY DANCE)

Color Guard is an activity that combines flag-spinning skills with innovative dance routines. There is a strong emphasis on dance technique and routine memorization. The Color Guard performs with the Varsity Band in the Fall and Spring marching seasons. This group has intensive performance requirements with many performances outside of class time. Performances include competitions throughout California and all home games. Attendance at these events outside of class is required. Students may receive 5 units of PE credit their junior and senior year.

BEGINNING INSTRUMENTS

Beginning Instruments will include instruction on woodwind, brass and percussion instruments for students with no or minimal experience with music. Course will include site reading and technique. While many students rent or purchase instruments, an instrument can be provided for students who can afford one.

CHAMBER MUSIC (CSU/UC)

Chamber Music focuses on the woodwinds, brass, strings and piano. Solo, duet, trio, quartet, and quintet groups will be organized according to ability and instrumentation. The class will include music history, music theory, and performance requirements. Students wishing to prepare and practice for regional and state honor band and orchestra or college auditions will have access to coaching and support. Students of all ability levels are welcome.

GUITAR (Acoustic) (CSU/UC)

Designed for the beginning guitar student, this course includes fundamentals of playing the guitar, including chord structure, basic notation, and strumming techniques. Students provide an acoustical guitar as specified by the teacher and purchase the text.

THEATER ARTS (CSU/UC)

This course introduces students to all aspects of theater, with a focus on acting. Techniques and methods include: improvisation, voice, movement, character work, textual analysis, scene work, monologues, performance ethics, and ensemble work.

SANTA CRUZ SINGERS (CSU/UC)

This is a vocal group that will explore a wide variety of singing styles such as classical, jazz and contemporary. Students will focus on vocal technique while learning the basics in music notation, theory and form. Performances will include semester concerts, festivals and competitions. Attendance at these events outside of class is required. Students are expected to attend one outside performance per quarter related to this ensemble.

VARSITY BAND (CSU/UC)  (see cardinalmusic.org for more information)

The varsity band is the premiere performing group on campus. This group has intensive performance requirements with many performances outside of class time. Some performances include, competitions throughout California, a variety of home games and semester concerts. Attendance at these events outside of class is required. Marching and concert literature will be performed throughout the year.

JAZZ ENSEMBLE (CSU/UC)

The jazz ensemble provides players of saxophone, trumpet, trombone, piano, bass, guitar, and drums to perform music from the big band era to the present. Swing, Bop, Latin, Rock as well as other styles will be covered. Basic concepts of form, style and improvisation will also be included. Performances include two yearly concerts plus festivals, competitions and other local performances. Attendance at these events outside of class is required. Ability to read music is preferred, but any serious musician will be considered. Auditions may be required on certain instruments at the director's discretion.
**AP MUSIC THEORY** (CSU/UC)

**PREREQUISITE:** basic knowledge of music theory demonstrated on entrance exam, basic keyboarding skills and sight-singing.

The AP Music Theory course is designed to encompass a wide range of musical study with emphasis on the fundamentals of theory, formal analysis of scores from a variety of genres and historical eras, ear training, basic melodic and harmonic composition, keyboard skills, sight-singing, and notation skills.

---

**APPLIED ARTS**

(5 credits are required for graduation)

**Introduction to Automotive (Fall Semester)**

Courses provide students with the knowledge and skills to be better automobile owners and drivers and can also serve as the first phase of programs that ultimately prepare individuals for employment in industries that require servicing and maintenance of automotive/truck/aircraft/air-cooled gasoline-engine-powered equipment. Instruction includes but is not limited to the role of the automobile in the nation and the world's economy; employment opportunities, working conditions, and training requirements in occupations related to the automobile; the principles of operation of the basic automotive systems; and the basic servicing and maintenance of automotive systems.

**Small Engine Mechanics (Spring Semester)**

Courses provide students with knowledge and skills to service and recondition small engines, typically emphasizing two-and four-cycle engines. Students will learn how to troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems; use hand, power and overhaul tools; and read and interpret service manuals and parts catalogs. Applications may include lawn mowers, tractors, tillers, power tools, gardening equipment, chain saws, etc.

**Maintenance and Light Repair (MLR) (2 Year ROP Course)**

Courses provide students with the knowledge and skills in a laboratory-based, integrated curriculum that emphasizes preventative auto maintenance and automobile troubleshooting. Course content typically includes tune-up, oil change, and lubrication skills; tire replacement, alignment, and balancing; and basic knowledge of brake, cooling, electrical, emission, fuel, ignition, steering, suspension, and transmission systems. Upon completion, students are awarded a competency service certificate and are now eligible to take the MLR ASE (Automotive Service Excellence) certification exam. This course is also articulated with Hartnell College and allows students to earn college credits in automotive technology as well!

**GRAPHIC DESIGN 1 (ROP/CTE):**

In this Career Technical Education class students study, practice and develop skills in graphic design, print design, illustration and publishing. Software includes Adobe Illustrator, Photoshop and In Design. Students study the principles and elements of art their application in design. This course also focuses on portfolio development and developing career interests. This course is a Career Technical Education course that meets UC A-G (f) requirements for VAPA. This course is also articulated with Cabrillo College and students can earn 3 units with successful completion of all assignments.

**GRAPHIC DESIGN 2 (ROP/CTE):**

In this advanced CTE course, students build off their previous work with a focus on portfolio development. Students may articulate to study advanced design for real world projects such as print design, logo development and branding, digital illustration and publishing. Students may also study 3D modeling, animation, rendering and 3D printing with a focus on engineering. Advanced students have access to 3D and 2D printers for portfolio enhancement.

**DIGITAL PHOTOGRAPHY**

Students study photography as a tool for creative self-expression. Students learn to use a 35mm camera to produce black & white prints. The technical aspects of photography including film exposure, film developing and darkroom techniques are taught. Composition, the elements of art, photojournalism, alternative photographic techniques, bookmaking, and montage are topics addressed in this hands-on class. An introduction to digital photography will be included.

**PHOTOGRAPHY**

Students learn the fundamentals of digital photography and utilize Adobe Photoshop to edit pictures in a variety of ways. This class covers the basics of lighting and taking compositionally interesting photographs, while challenging students creatively. Students will learn the critique and appreciation of the art of photography, and will have an extensive portfolio by the end of the semester.
WEB DESIGN (ROP):
Students will create imaginative, effective, and professional looking websites using Microsoft FrontPage Express, Adobe Photoshop, digital still and video cameras, scanners and microphones.

WOODSHOP
This introductory course prepares students to safely design, lay out and shape stock; assemble wooden articles or sub-assemblies; mark, bind, saw, carve, and sand wooden products; repair wooden articles; and use a variety of hand and power tools and gain an appreciation for wood as a material.

Students produce a number of small projects using both hand and power tools. Safe shop practices, project planning, joinery and finishing techniques will be emphasized. Time permitting, students may choose to complete one or more projects of their own choice and design using the skills employed in completing the required assigned projects.

REGIONAL OCCUPATION PROGRAMS (R.O.P)
The Santa Cruz County Regional Occupational Program (R.O.P.) provides many job training classes for youth 16 and older and adults. This gives students an outstanding opportunity to gain classroom instruction and hands-on experience in the adult working world. Classroom/job sites are located throughout the county, and the classes meet at a variety of different times. ROP works closely with local employers and many classes offer on-the-job training. While there is no formal placement process, follow-up studies show that those who complete the program have a high rate of job placement.

HIGH SCHOOL CREDIT: 5 high school credits per semester are awarded for the successful completion of each five-hour weekly class. Many classes meet 10 hours each week, yielding 10 or more high school credits.

COLLEGE CREDIT: Credit may be awarded for specific courses by either transfer verification or petition.

FEES: Books are at no cost to high school students, but a refundable deposit for some classes may be required. Upon completion, if a state-licensing exam is required, the cost is the student’s responsibility.

CERTIFICATIONS: ROP classes provide training, which meets state requirements. For classes that train a student toward a state certification, the applicant must also pass a state certification exam to receive full state certification.

TRANSPORTATION: Dependent on the ROP budget, Santa Cruz Transit bus passes may be available to high school students who need transportation to and from ROP classes only.

REGISTRATION: Students register for classes on their SCHS Course Selection Form and with the SCHS ROP counselor in the Career Center so placement can be reserved at other schools. See the ROP Counselor for specific course descriptions and locations. ROP classes at SCHS are described in the Applied Arts section of this catalog.

ROP Courses Offered (and location)

- Administration of Justice (Harbor)
- Automotive Technician Program (SCHS)
- Bicycle Perf. & Tech. (SCHS)
- Biotechnology (Harbor)
- Computer Assisted Drafting (TBD)
- Construction Technology (SCHS)
- Cosmetology (Shoreline Cosmetology)
- Computer Graphics 1 (SCHS)
- Computer Graphics 2 (SCHS)
- Culinary (multiple locations)
- Desktop Publishing (SCHS)
- Fashion Design (Soquel)
- Fire Technology (SCHS)
- First Responder (EMT Services)
- Floral Design (Soquel)
- Green Careers (Natural Bridges)
- Green Construction (Natural Bridges)
- Health Careers (Harbor)
- Medical Technology (Harbor)
- Organic Agriculture (Natural Bridges)
- Ornamental Horticulture (Soquel)
- Photography (SCHS)
- Sports Medicine (Harbor)
- Veterinary Science (Soquel)
- Video Productions (SCHS)
- Web Design (SCHS)
PHYSICAL EDUCATION
(2 years required for graduation)

Both terms of PE Core 1 must be passed before taking electives. Electives are for 10th-12th graders only. Offerings are based on student sign-ups. Students should include an alternate for PE course requests.

These courses may be repeated for credit to a maximum of 40 credits in PE

ADAPTIVE PHYSICAL EDUCATION
PREREQUISITE: Recommendation of physician, counselor and/or teacher (I.E.P.).
Various activities are presented to students who are unable to participate in regular physical education class.

PE CORE 1
This class will consist of selected units in the following activities: swimming, soccer, basketball, softball, badminton, pickle ball, volleyball, and conditioning and self-defense. Each unit is two weeks long. A second year of PE is required for graduation.

PE CORE 2
This class will consist of learning advanced skills, strategies, and critical thinking in the following activities: swimming, soccer, basketball, softball, badminton, pickle ball, volleyball, and conditioning. Each unit will be two weeks in length.

YOGA
Focus on Yoga/Fitness while meeting State Standards of High School PE 3F and 3C. Yoga will be presented as a practice to facilitate lifelong skills enhancing physical, emotional & intellectual strength, as well as flexibility and increased range of motion. Emphasis will also be placed on mindfulness through breathing techniques, postures, and relaxation/meditation.

AQUATICS
Students will learn and participate in a variety of Aquatic Activities such as Swim Strokes, Water Polo, Water Aerobics, Water Safety Skills, Aquatic Games, as well as basic first aid techniques, while meeting the State Standards of High School PE Course 2 and 3E.

PHYSICAL CONDITIONING/WEIGHT LIFTING
Students will participate in a regular program of weights and running. Each student will be required to lift weights and participate in running activities. Individualized workout plans and diet will be researched and initiated. Lifetime fitness plans are the primary goal.

General Education

AVID—Advancement Via Individual Determination
AVID, Advancement Via Individual Determination, is a four-year elective program for college bound students. This program offers an in class tutorial session three times a week led by college students from UCSC. The balance of the week is spent developing college bound skills, test taking (including SAT test prep.), and resume building. Additionally, this program includes college visits and guest speakers. Students must be committed to preparing for a four-year college, and be willing to make a commitment. The course meets three days a week and must be taken as a fourth class.

9TH GRADE CORE - (HEALTH/E-LITERACY) - REQUIRED FRESHMAN COURSE
This ninth grade course meets the Health requirement for graduation. The technology portion is designed to ensure all 9th graders are introduced to google drive platform (google slides, google docs, effective research techniques/webquests), digital citizenship, and cyber-safety. The health portion includes substance abuse, mindfulness, communication skills, stress management, self-esteem, sexual health (consent laws, anatomy, reproductive health, lgbtq education, building healthy relationships), nutrition/fitness, and mental health. Students must pass both terms to receive Health credit. Applied art credit can be earned if student successfully completes all technology projects assigned in class.

INTRO TO COMPUTER SCIENCE:
Introduction to Computer Science curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete Introduction to Computer Science course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript.
LEADERSHIP
This course is available for students active in leadership on campus. We will develop leadership skills while working together to enhance the high school experience for all students. Elected officers are required to take this course all year. The course is aligned with California State Standards for Leadership and Student Activities.

SCHOOL SERVICE, OFFICE AIDES, LIBRARY PRACTICE, TECH AIDES, and ACADEMIC ASSISTANT
PREREQUISITE: Teacher or office approval. Each teacher/supervisor will have specific skills required for the position.
School Service students may receive credit for service performed for school personnel, including teachers or textbook. Skills required vary, depending on the particular placement. Of utmost importance, however, is that the student has good attendance, is highly responsible and dependable and can handle information with strict confidentiality.
Office Aides assist in typing, filing, running errands and photocopying as needed. Good attendance, ability to follow directions, time management, and self-direction are necessary for success in this class.
Library aides supervise the circulation desk, shelve books and magazines, assist in typing, filing, and photocopying, and assist students and faculty in finding information on computer databases, in magazines and in books. Good attendance, ability to follow directions and use one’s time well are necessary for success.
Tech aides work with the technology staff member to keep school computers and network running well and up to date. Good attendance, ability to follow directions, and work independently are necessary for success.
Academic Assistants work as tutors for a teacher or the AVID program.

SPECIAL NEEDS

SPECIAL EDUCATION
The Special Education program is designed to assist students who are eligible for services with a qualifying disability. Students must have a valid Individualized Education Plan (IEP) in order to enroll in any Specialized Academic Instruction courses. Students in this program are expected to meet all district graduation requirements. Students who do not meet these requirements will receive a certificate of completion rather than a diploma.

Specialized Academic Instruction: Academic Support Tutorial
All students are fully included in general education courses (which fulfill A-G requirements) in order to earn a high school diploma. Students in this program are enrolled in Academic Support Tutorial classes where academic skills, study skills, test taking skills and other learning strategies are emphasized so that students may progress and succeed in general education courses. Some content area courses are co-taught with a Resource Specialist and a general education teacher. Students with an active IEP are enrolled in Academic Support Tutorial for up to 25% of their yearly class schedule.

Specialized Academic Instruction: Basic Academics/Life Skills
Students enrolled in this program may earn a certificate of completion - depending upon progress on specific academic and transition IEP goals. They are offered small group instruction in math, reading, sciences, social studies, as well as focusing on social and study skills Classes provide an alternative curriculum and modified instruction. Students may also take general education classes as appropriate (P/F, modified grades etc. options). Percent of time outside the general education setting: up to 49% of their yearly scheduled classes.

Specialized Academic Instruction: Life Skills
Students enrolled in this program work within both an academic and functional skills curriculum towards a certificate of completion. Students are offered a specialized academic and small group instruction in math, reading, writing, and life skills. The students’ IEP goals will focus on individual needs within the academic and functional skills based curriculum. Also, at the age of sixteen, Individualized Transition Plans will be developed around specific goals in the areas of, Education/Training, Employment, and Independent Living. In addition, students will be offered opportunities to take regular education classes within a modified curriculum (if needed) in subjects of benefit and/or interest.

Special Education Auxiliary Services
The auxiliary services available are based on student need, include school psychologist, career development/transition specialist, individual counselor, speech and language pathologist, occupational therapist, adaptive physical education, and district school nurse.
Many students will take one or more of the following college entrance exams as part of the college admission process. For additional information use the counseling college link on the Santa Cruz High School website. Additional information, registration, and study tips are located at [www.collegeboard.org](http://www.collegeboard.org) and [www.actstudent.org](http://www.actstudent.org).

**EAP**
The Early Assessment Program uses questions from the Math and English Smarter Balanced Assessment Consortium Tests given to all juniors in the spring. The math test uses questions embedded in the Algebra 2 and Advanced High School CST tests as well as additional questions for juniors at the end of the tests. The English assessment uses questions embedded in the 11th grade ELA test as well as supplementary "optional" questions provided at the end of the exam and a supplementary essay question provided on a separate day. Students who do well on one or both of these tests will be exempt from the math and English assessment required by the CSU's and community colleges.

**PSAT**
The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, known as the PSAT, measures verbal and math reasoning abilities important for academic performance in college. It is one way students can assess and demonstrate college readiness as well as preview the SAT I exam. As such, all juniors are expected to take the PSAT. In addition, sophomores who have completed geometry in the freshman year may choose to take the PSAT for practice. For juniors, exceptionally high scores on the PSAT may qualify them for National Merit Scholarships. The exam is approximately three hours and is given only once each year, in October. There is a fee for this exam, but fee waivers are available for low income students. Students may register for the PSAT in the finance office at lunch.

**SAT I**
The Scholastic Assessment Test (SAT I) is an entrance exam required by most four-year colleges. The three-hour test, which measures verbal, math and writing abilities, is administered on specific Saturday mornings throughout the year. There is a fee for this exam, but fee waivers are available for low-income students. Foster students, students on free and reduced lunch, and medical students should see the assistant principals' secretary for a fee waiver.

Most students take the SAT I twice, once in May or June of the junior year and again in October of the senior year. Colleges will use the highest score for admissions.

The information booklet and study guide are available in the Career Center. The "high school code number" requested on all college testing and admissions forms is 053297. Students may register online at [www.collegeboard.org](http://www.collegeboard.org).

**SAT II**
The SAT II: Subject Tests are required in addition to the SAT I by some University of California schools, many private colleges, and some out-of-state public institutions, as part of the admissions process and for placement purposes. Each one-hour exam measures a student's knowledge of a particular subject and his/her ability to apply that knowledge. Some colleges and university programs may require one or more of the tests in the disciplines of math, literature, history, science, and foreign languages. Students should check individual college catalogs for specific requirements.

The registration process and test sites are the same as for the SAT I. A student may take from one to three SAT II tests at a time, but the SAT I and the SAT II may not be taken on the same day. The best time to take a Subject Test is either after completion of a particular course (e.g. Biology) or at the end of a sequence of classes (e.g. Spanish 1,2,3). Most students take two or three subject tests at a time, usually in June of their junior year and again in November or December of the senior year. The high school code is 053297.

**ACT**
The American College Test, ACT, is very similar to the SAT, and many colleges accept it instead of the SAT. Students should check college catalogs for particular test preferences. The ACT reports scores in English, math, reading, and science reasoning. The registration and study guide are available in the Career Center. The school code is 053297. The ACT is not given at SCHS but students may register for the test given at other area schools.