



**Durham High School
Course Description Book**



Hello! Welcome to the Course Catalog and early planning for the 2021-2022 school year.

The course catalog is designed to help you to decide your classes and “put you in the driver’s seat” for your future. The next four years will begin to determine the rest of your life, so plan wisely. Your education is the most important necessity in determining your financial future. Securing a career, rather than a job, will become important for benefits that you will reap for a lifetime. So, let’s get started!

We outline college and career pathways to help you to begin the process of sorting interests and aptitudes where you will naturally find a “fit.” Many students change their mind about a career choice but it is important to have a start. Please reference these pathways in your decisions.

The pathways may suggest elective choices that fit into a career or lead to prerequisites that will be needed for college. Some electives offer academic relief or an artistic or musical outlet. Other course offerings give students the opportunity to participate in student organizations outside of school. These can prove to be valuable, way beyond an education. Those opportunities include our band, Future Farmers of America (FFA), SkillsUSA and Associated Student Body (ASB) programs. Students can make connections, build leadership and friendships outside of our community that can last a lifetime. Some offerings include competitive opportunities like Ag Mechanics, Computer Aided Manufacturing and Agriculture, while others help us improve ourselves, like physical education or art. Some give us great skills that are marketable, like Photoshop, Recording Arts, Welding, or SolidWorks.

Of course, what is school without challenging courses? Durham High does offer many Southern Oregon University (SOU) courses so students can have the strong academic background needed to attend any California State University (CSU), University of California (UC) or out of state college they choose. Durham High School also partners with Butte College so students who want to stay local or get prerequisite courses completed can do so while still attending high school.

Registration is also an incredibly important piece for the high school as we plan our master schedule. **This means our schedule is built around student course requests.** Because we plan based on what students want, please take this process seriously and put extensive thought into your selections. **You will not be able to change next fall as we may not have the proper number of sections available.**

Please take time to look at the offerings and ask questions of the counselors, administrators, teachers and our current students. Our staff is ready to assist students and parents in the development of a personalized four-year plan that can jump start your future. Together, we can make great things happen.

Sincerely,
Durham High School Staff

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristic

Minimum Subject Requirements	Credit Requirement
English	40 credits
Math (Algebra 1/Int. Math 1 required)	30 credits
Life Science	10 credits
Physical Science	10 credits
Additional Science	10 credits
World History	10 credits
US History	10 credits
Civics/Economics	10 credits
Health/Careers	10 credits
Foreign Language/Visual and Performing Arts/CTE	10 credits
Physical Education	20 credits
Electives	60 credits
TOTAL UNITS REQUIRED	230 credits

ENGLISH: 40 credits/8 semesters

This requirement is met by taking the following courses:

English 9P

English 10P

English 11P OR AP/SOU Eng Lang Composition

English 12P OR AP/SOU Eng Lit Composition

MATHEMATICS: 30 credits/6 semesters

****Students must pass Integrated Math 1 to be eligible to earn a high school diploma.**

This requirement is met by taking the following courses:

CC3

SOU Pre-Calculus H

Integrated Math 1P

Calculus H

Integrated Math 2P

Real World Math

Integrated Math 3P

SCIENCE: 30 credits/6 semesters

(Life/Physical/Additional)

Students must take three science courses. **One year of Geosciences or Introduction to Agriscience is strongly recommended for all incoming 9th graders.** Geoscience is college-preparatory, but is taught at a 9th grade level. Both classes are appropriate for all students as each includes comprehensive coverage of Earth and Space Sciences found on the mandated State test.

LIFE SCIENCE: 10 credits/2 semesters minimum

The following courses satisfy the life science requirement:

Adv. Biology (P or H) Life Science

Sustainable Ag Bio P Biology P

PHYSICAL SCIENCE: 10 credits/2 semesters minimum

The following courses satisfy the physical science requirement:

Interm. Ag Soil Chem P Physics (P or H Dual Enrol SOU)

Chemistry P STEM Physical Science

ADDITIONAL SCIENCE: 10 credits/2 semesters

Adv Interdisciplinary Ag Sci H

Geoscience P

Intro to Agriscience

Or any of the courses listed in the science categories above once the Life and Physical Science requirements have been met.

SOCIAL SCIENCE: 30 credits/6 semesters

This requirement is met by taking the following courses:

World History P (10th)

U.S. History P OR AP/SOU U.S. History (11th)

Civics/Economics P OR SOU Civics/Econ (12th)

HEALTH/CAREERS: 10 credits/2 semesters

This course is required to be taken by all students during their freshman or sophomore year.

FOREIGN LANGUAGE, VISUAL AND PERFORMING ARTS OR CAREER TECHNICAL EDUCATION (CTE): 10 credits/2 semesters

The following courses satisfy this requirement:

Spanish 1P

Music Performance (RAP) I

Spanish 2P

Music Performance (RAP) II

Spanish 3P

Ag. Floriculture P (Interm./Adv.)

Spanish 4P

Ag. Mechanics (Interm./Adv.)

Art 1P

Computer Aided Mfg (Interm/Adv.)

Art 2P

Graphic Design/Production I

Art 3P

Graphic Design/Prod. II (yearbook)

Jazz Band

SolidWorks P (Interm./Adv.)

Symphonic Band P

PHYSICAL EDUCATION: 20 credits/4 semesters*

The physical education requirement is generally met during the freshman and sophomore years unless medically excused.

**Students who have participated in two seasons of sports for two years or three sports for one year may waive their second year of PE only (Must pass 5 of 6 fitness components during freshman year to have the 2nd year waived).*

ELECTIVES: 60 credits

Any courses taken beyond the minimum requirements in categories above (for example a 4th year of math, 3rd year of PE, etc.) or by taking any of the following courses:

ASB Leadership Class

SOU Public Speaking

Cross Tutoring (11/12 only)

Study Skills (Teacher Rec)

Library Aide (11/12 only)

Teacher Aide (11/12 only)

Office Aide (11/12 only)

Work Experience (16+ yrs)

ANNUAL REGISTRATION

Students are given the opportunity during early spring of each school year to select classes for the following year. It is important that courses be selected in cooperation with the student's parents, in compliance with high school graduation requirements and career objectives. Course selection represents a commitment on the part of the student that the student will satisfactorily complete the schedule of classes chosen. **Both the parents and students must carefully check to ensure that they have taken the proper prerequisites for each course selected.** Classes at Durham High School are offered on the basis of student demand as determined by pre-registration requests. Therefore, students should commit to their classes. Rearranging students' schedules in August will only happen in an extreme situation; so **ALL STUDENTS MUST TAKE THE COURSES THEY REQUESTED.**

ATTENDANCE REQUIREMENTS

Regular class attendance is required at Durham High School as per California Education Code until age 18 (or graduation). Parents are held legally responsible under California law for their children's regular attendance at school. Students who are habitually truant may be referred to the Juvenile Justice system. See the Student Handbook for a more detailed explanation on attendance.

CALCULATION OF SIMPLE GPA

Compute GPA: (A=4, B=3, C=2, D=1, F=0) The value is multiplied by the number of credits in the course. This figure is added to the same figure for all courses taken in the period in question, and then divided by the total number of credits attempted in the same period.

CALCULATION OF WEIGHTED GPA

Assign bonus points for each weighted Honors/Dual Enrollment class taken with a grade of C or better (1 extra point for each course per semester), then perform the same calculation that is done for regular GPA.

CALIFORNIA SCHOLARSHIP FEDERATION (CSF) MEMBERSHIP

Membership for CSF is determined by grades that are earned in specific classes. The classes that are offered at Durham High School are divided into list I, II or III classes. List I classes are college-prep courses. This list includes English, Math, Science, Social Science and Foreign Language. List II classes tend to be less rigorous or non-college-prep courses in core academic areas. Most electives are list III classes. The complete list I, II, and III offerings are available from the CSF advisors.

To qualify for CSF membership for any semester, the following criteria must be met:

1. CSF points are granted as follows:
 - a grade of A = 3 CSF points
 - a grade of B = 1 CSF point
 - One additional point shall be granted for a grade of A or B in an AP, IB, Dual-Enrollment, or Honors course, up to a maximum of two such points per semester
 - a grade of C = 0 CSF points
 - a grade of D or F in any course, even in one you cannot use to qualify, disqualifies you from CSF
2. You must earn a *minimum of 10 points* from last semester's grades
 - a. The first 4 points must be from LIST I (unless you are a senior applying for membership in Feb. or June)
 - b. The first 7 points (including the 4 described in "a") must be from LISTS I or II
 - c. The remaining points may come from any LISTS (I, II, or III)
3. You must use *no more than 5 courses* to qualify.
4. *No* CSF points are given for physical education, courses taken in lieu of physical education, subjects repeated to improve a grade, courses involving clerking and office/teaching assistant, and courses taken on a pass/fail basis.

Also remember:

1. Semester membership is based on work done in the previous semester. (Under very limited circumstances summer school may also be used; you should check with your adviser before listing any summer school work)
2. You must reapply each semester
3. To become a CSF seal bearer (life member) you must have four semesters of membership from grades 10-12 and at least one semester of membership has to be for grades earned during grade 12

COMPLETING CSU/UC AND COMMUNITY COLLEGE APPLICATIONS

Each fall students may receive help completing the CSU/UC and community college applications through in-class workshops or by visiting the College/Career Center. Students are given step-by-step instructions to complete and submit their applications. Additionally, students receive assistance with writing college admissions essays. Students can gather information about college visits in the College/Career Center as well.

COUNSELING INFORMATION

The Counseling Program at Durham High School assists students and faculty in the following areas: educational planning, academic achievement, career education, personal concerns and crisis situations.

CREDIT

Credits are only awarded and recorded on a student's transcripts upon the successful completion of each semester. Durham High School does not issue partial credit unless there is an extenuating circumstance.

CREDIT FOR STUDENTS TRANSFERRING TO DHS

Students will be placed in courses that are comparable to those being taken at the school of origin. Credit and grade will be based on the combination of the student's transfer grade plus their performance in the class placement at Durham High School. If an equivalent class is not available, the student will be placed in the class most similar to the one in which the student was previously enrolled.

DUAL ENROLLMENT

Currently, Durham High students can demonstrate college-readiness through success in dual enrollment courses such as English Composition, English Literature, American Government, Principles of Macroeconomics, American History and Life, Pre-Calculus and Physics with the hope of continuing to diversify offerings into elective sections in future years. These courses are taught on Durham High's campus by DHS faculty who also hold standing at Southern Oregon University as Adjunct Associate Faculty. Successful completion of dual enrollment courses helps graduates become more competitive in the college application process by listing university courses on their Durham High transcript, as well as starting their college transcript. Further, Durham students receive a head start on their post-secondary education as the California Community College, California State University (CSU) and University of California (UC) systems have accepted Southern Oregon University courses as transferable credits that meet general education requirements. A student taking full advantage of this program at Durham High will earn 45 quarter units of university transfer credit, meeting six standard college general education requirements while concurrently fulfilling California high school graduation requirements.

Dual Enrollment Eligibility Expectations

- Students must maintain a "B" or better to be in "good academic standing" for any dual enrollment course
- A grade of a "C" at the end of the first semester puts students on "academic watch" but allows students to continue to the second semester in that course
- A "D" or "F" automatically disqualifies students from advancing to the second semester

for any dual enrollment course

- At the end of the second semester junior year, a grade of a "C" or lower will prevent the student from being eligible for the senior-level course in that subject area (English and Civics/Econ)
- The dual enrollment eligibility rubric is the ultimate determiner for class eligibility
- Students will not earn an additional GPA point for any grade lower than a "C" (A= 5 points, B = 4 points, C = 3 points, D = 1 point, F = 0)

Southern Oregon University - Dually Enrolled Courses

<p align="center"><u>English Department</u></p> <p align="center"><u>Junior Year:</u> English Composition WR 121 & 122 4 Units Each <i>*Satisfies CSU GE Area A2</i></p> <p align="center"><u>Senior Year:</u> Intro to Literature ENG 104 & 105 4 Units Each <i>*Satisfies CSU GE Area C2</i></p> <p align="center"><u>Additional SOU Opportunity:</u> Public Speaking COMM 210 4 Units <i>*Satisfies CSU GE Area A1</i></p>	<p align="center"><u>Math Department</u></p> <p align="center">Pre-Calculus I: College Algebra Math 111 4 Units Pre-Calculus II: Elem Functions Math 112 4 units <i>*Satisfies CSU GE Area A4</i></p>
<p align="center"><u>Science Department</u></p> <p align="center">General Physics I & General Physics I Laboratory: PH 201 & PH 224 5 Units together <i>*Satisfies CSU GE Area B1 (Equivalent to PHYS 202A)</i></p> <p align="center"><u>Elective</u></p>	<p align="center"><u>Social Science Department</u></p> <p align="center"><u>Junior Year:</u> American History and Life HST 250 & 251 4 Units each <i>*Satisfies CSU US Hist Grad Req't</i></p> <p align="center"><u>Senior Year:</u> Law, Politics, and the Constitution PS 202 4 Units <i>*Satisfies CSU US-2 US Constitution</i> Principles of Macroeconomics EC 202 4 Units <i>*Satisfies CSU GE Area D2</i></p>

*Guaranteed at Chico State, but count at other CSU campuses, such as Cal Poly, as well

EDUCATIONAL ALTERNATIVES

Butte College and Chico State

Students who register for classes at Butte College or Chico State while still enrolled at DHS are considered concurrently enrolled. **Permission must be given prior to enrollment** through written communication between the principal, counselor, parents and student regarding the specific extraneous situation. Conditions for approval may be similar to those listed below:

- The student failed the course previously and wants to take a college summer course
- The student needs a more advanced course that is not offered at Durham
- The student can't fit the Durham course in to their existing schedule due to other state mandated constraints
- The student is requesting a remedial course

If you are interested in taking a college course, please visit the Counseling Office. For every unit taken at the college, concurrently enrolled students will earn 3.33 credits at Durham High School (for example, a 3 unit PSYCH 1 course in college is equivalent to 10 credits at DHS). **These courses must be taken outside of the regular school day and in the majority of circumstances do NOT count toward meeting DHS graduation requirements.**

California High School Proficiency Exam (CHSPE)

This state examination is available to students who are sixteen or who are in the second semester of tenth grade. The examination is offered by the State of California through Butte County Office of Education. A fee of \$110.00 is charged. Students who successfully pass the CHSPE will receive a State Certificate of Satisfactory Completion of Secondary Education. DHS diplomas are not issued to students for passing this test.

Credit by Examination

Students are required to take the state mandated curriculum in all core classes at Durham High School (math, English, science, and social science). Students can receive credit and a grade for a course by "challenging by exam." In this scenario a student can take the final for each semester and demonstrate "mastery" of skills, which must cover all state standards and all course objectives. The student would then receive that grade and credit earned by exam.

General Education Diploma (GED) Exam

Students are eligible to take the GED exam if they are a resident of California and meet the criteria. See the counselor for more information on either the CHSPE or GED.

EIGHTH GRADE PARENT NIGHT

This is held each spring during pre-scheduling. An overview of graduation requirements, post-secondary options, and four (4) year planning are given. Parents of all incoming students are invited and strongly encouraged to attend.

FINANCIAL AID WORKSHOP

This workshop helps parents and students fill out the Free Application for Federal Student Aid (FAFSA). They are also informed of the various types of financial aid available. Each year thousands of dollars become available for students demonstrating financial need, academic excellence, etc.

GRADUATION REQUIREMENTS

Durham High School will issue a diploma certifying high school graduation to each student who meets the State approved course of study outlined on the previous page. Any identified special education student with an approved individual educational plan will qualify for a diploma by meeting the standards specified in their plan.

1. A course taken for a semester, one period a day, earns five semester units.
2. Normal progress toward graduation is 70 semester units a year.
3. A student in grades 9, 10 and 11 must be enrolled in a full day each semester. A student in grade 12 must be enrolled in no less than five courses first semester and four during the spring semester.
4. High school subject graduation requirements should not be confused with college preparatory entrance requirements.
5. In order to participate in the Durham Unified School District graduation ceremony and receive a high school diploma, a student must have completed all graduation requirements prior to the ceremony.

JUNIOR PARENT NIGHT

This informational meeting is held each fall. College and Vocational school admissions requirements are discussed. Information about the PSAT, SAT Reasoning test, SAT Subject test and ACT test is handed out. College visitation guidelines are discussed. College costs, financial aid and Scholarships are also talked about. Parents of all juniors are encouraged to attend.

PREREQUISITES

Students should review the course descriptions to ensure that they fulfilled listed conditions for enrollment. Where a course prerequisite indicates permission, the student should seek approval to take the course from the respective department chairperson or his/her designee prior to requesting said class.

REPEATING A COURSE FOR HIGHER GRADE

A class may be repeated if a student has received a D or an F in a college prep course. This is allowed so a student has an opportunity to not only improve their grade, but to gain a stronger understanding of the course content. Both grades will be listed on the transcript, but the college will use the higher grade in calculating the GPA. **The course only counts for credit once.**

SCHOOL WITHDRAWAL

A student transferring to another high school is required to have **parents or guardians** contact DHS stating the reason for and date of the withdrawal, and the school to which the student is transferring. Failure to do so may result in the loss of transfer credits and/or delays in enrolling at the new school.

A student will be cleared for withdrawal from Durham High School once the student check-out procedure is completed. Credit for classes is only awarded at the end of a semester. When the following steps are completed, the student will receive withdrawal grades.

- ⇒ **Acquire a Check Out Form from the Main Office**
- ⇒ Return of all class textbooks and library books
- ⇒ Signature from all the student's teachers, cafeteria, library and front office
- ⇒ Return the form in to main office when complete

Students completing the checkout procedure may request an unofficial transcript to aid in their enrollment at their new school. Official transcripts are sent to the new school only at that school's formal request.

SENIOR PARENT NIGHT

This informational meeting is also held each fall. An overview of Senior Year Activities is presented. College and Vocational School admissions, applications and visitations are discussed. Information on financial aid and scholarships is offered. Information about the SAT Reasoning test, SAT Subject test and ACT test is handed out.

VALEDICTORIAN AND SALUTATORIAN

1. Only students who have been enrolled at Durham High School for their last two years of high school are eligible.
2. **All core academic classes must be taken at Durham High School if the class is offered, unless there is prior documented approval by the administration due to extenuating circumstances.**
3. The academic grade point average (GPA) is calculated using a student's first 7 semesters of academic grades.
4. Physical Education, study skills and all "assistant" classes are excluded in the calculation of the academic grade point average (GPA)
5. The grade point average (GPA) is calculated on a 4-point basis. All SOU and Honors courses in grades 11 and 12 (C or better) will receive a "weighted grade."
6. The highest grade point average (GPA) ranked senior will be selected as the Valedictorian, unless there is a tie, in which case multiple students will be recognized as the class Valedictorian. The class Salutatorian will be the senior with the next highest grade point average (GPA).

WITHDRAWAL FROM COURSES

A student may withdraw from a semester class any time before **the end of the 2nd week of the semester without a penalty**. A grade of W/P (withdraw passing) or W/F (withdraw failing) will appear on the transcript from week 3 through week 4. A student who withdraws after the 4th week will receive an "F" grade. That grade will impact the GPA and sports eligibility.

KEY TERMS

ACT is an entrance exam used by some colleges and universities to make admissions decisions. The purpose of the ACT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. The ACT test has a Chemistry section. (which the SAT does not) It is recommended that students take either the ACT or SAT tests Spring of their Junior year and Fall of their Senior year.

Advanced Placement (AP) - Durham has replaced our AP courses with our SOU courses except in World Language. A cumulative test is given at the end of an AP course, which may earn college credit if passed. Currently, Durham High School only offers the AP Spanish IV test for students to take if they feel prepared for the exam. Students will individually bear the cost of this test or can approach our Spanish IV instructor, counselor, or administrator for assistance. An exam score of 3 is generally considered "qualifying" and many colleges will give college credit for the course to students who earn 3, 4, or 5 on the exam. To quick-check a college's AP policy, go to www.collegeboard.com/ap/creditpolicy.

Articulation - A written agreement between two institutions (Butte College and DHS for example) in which course content is compared and deemed to be equivalent. Students who take an articulated course at DHS can receive college credit for the coursework completed

California Dream Act Application (CADA) - A California application for current and prospective college students (high school seniors) that should be completed annually to determine eligibility for receiving financial aid regardless of citizenship status. The application opens yearly on October 1st and must be submitted no later than March 2nd annually. Types of aid can include the Cal Grant, institutional aid at California colleges and scholarships. This would only be completed if the FAFSA is not.

Career Technical Education (CTE) - Courses that provide students with the academic and technical skills, knowledge and training necessary to become lifelong learners who succeed in future careers. A

CTE Pathway is a designated series of two or more CTE courses (a concentrator and completer course) in a particular career field that will prepare students for a future in that particular pathway. Students who complete the designated pathway are considered CTE Completers. Usually there is a community college pathway that builds on the student's existing skills and education.

Class Rank - How a student ranks compared to the rest of the students within their grade level, based on their weighted GPA.

College Prep Course (P) - The letter "P" in a course title indicates it is a college prep course.

Credits - Awarded for successful completion (a passing semester grade) of a course. Each semester class is worth 5 credits.

Dual Enrollment - Refers to students being enrolled in two distinct academic programs or educational institutions at the same time. It is also sometimes referred to as concurrent enrollment. In the case of Durham High School, students receive credits on both their high school transcript and a college transcript for specific courses completed at DHS. It is important to note the grade earned in the course will post to the students' permanent college record, regardless of outcome, so students must be prepared for the rigors of college level coursework or risk starting their permanent college record with an unsatisfactory grade. Refer to the Dual Enrollment section above for more information about the DHS Dual Enrollment Program.

Duration - Length of course, either a semester or a year.

Free Application for Federal Student Aid (FAFSA) - An application for current and prospective college students (high school seniors) that should be completed annually to determine eligibility for receiving financial aid. The application opens yearly on October 1st and must be submitted no later than March 2nd. Types of aid can include the Pell Grant, Cal Grant, institutional aid, scholarships and loans.

Grade Point Average (GPA) - A mathematical equation derived by multiplying the numerical value of a letter grade times credits attempted divided by total credits earned.

Honors Level - A more rigorous course clearly designed for college preparation.

Impaction - A college campus or major is considered impacted when there are more qualified applicants than there are spaces available to accommodate those applicants. Many of the CSU campuses are currently considered impacted.

MAP score - Measures of Academic Progress® (MAP®) are interim assessments in reading, language and mathematics. They help to pinpoint when individual students are ready to advance in classes and where they need help. Durham High School uses MAP scores for the correct placement in intervention classes, to identify those students whose score is two or more grade levels below, or for qualifying scores for advanced classes. MAP will also be used to indicate "readiness" for the new state test, CAASPP. CAASPP tests are slated for the junior year. MAP scores also provide specific strand data to indicate strengths and weaknesses for teacher information and for student intervention. Cut scores will be determined for placement into and out of intervention courses. For more information please contact Administration or Counseling.

Pass - A grade of a D- or higher earned at semester.

Pathway - A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway post-secondary education and careers.

Prerequisite - A requirement that must be met before a course can be taken (i.e., completion of a lower level course, teacher recommendation, a required grade or MAP score, etc).

Progress toward graduation - Maintaining passing grades each semester to earn credit, therefore predicting graduation in four years. "On track" also indicates if a student will graduate on time and is used for eligibility in sports through CIF. Progress and "on track" is not the same as college ready or eligible.

PSAT - a practice SAT that is administered at Durham High School annually in October. The test is designed to measure the ability to understand and process elements of reading, writing, and mathematics. Students take the PSAT/NMSQT in their Sophomore and junior year to determine National Merit scholarship eligibility and to prepare for the SAT.

Repeatable - A course that a student can take more than one time for elective credit, like physical education or a CTE course. Core content classes cannot be repeated for credit.

Repeating a Course - Retake a course because of a failed semester grade or a grade deficiency for CSU/UC. Credit can only be earned one time.

Report cards - An unofficial progress report that monitors student's achievement.

SAT - an entrance exam that measures the ability to understand and process elements of reading, writing, and mathematics. The test results are used by most colleges and universities to make admissions decisions. The purpose of the SAT & ACT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. It is recommended that students take either one of these tests Spring of their Junior year and Fall of their Senior year.

Satisfies - If a course meets requirements for specific state or District mandates.

Standardized Testing - Mandated state testing, the Smarter Balanced Exam, CAASPP, is taken by 11th grade students, in mathematics, English and science.

Weighted GPA - The assignment of extra grade points (A=5 points, B=4 points, C=3 points) for the completion of coursework deemed honors level (i.e., some dual enrollment, SOU, UC honors). However, the actual grade earned in the class is the grade posted to the permanent transcript and reported on college and/or scholarship applications. The weighted GPA is the only thing impacted by the grade bump. A grade of D or F in an Honors, SOU or specific Dual-Enrollment course does not earn extra points. The university assigns extra points for up to eight semesters of university-certified honors-level courses taken in the last three years of high school. No more than two yearlong UC-approved honors level courses taken in the 10th grade may be given extra points.

Withdrawal failure (WF) - Given when a student transfers out of a class after the first two weeks of a semester without the placement mandated by faculty or administration.

DURHAM HIGH SCHOOL
COUNSELOR'S RECOMMENDATIONS

<p><u>9th Grade</u></p> <ul style="list-style-type: none"> ● Get involved in school/community activities ● Keep track of all clubs, sports, etc. you are involved in as well as any honors or awards you receive (create a list somewhere safe, like google docs, to maintain a running tab of all activities and accomplishments throughout high school) 	<p><u>10th Grade</u></p> <ul style="list-style-type: none"> ● Get involved in school activities (keep adding to the list) ● Take PSAT in October ● Update 10 year plan in Keep Focused Stay Focused (created in Careers freshman year)
<p><u>11th Grade</u></p> <ul style="list-style-type: none"> ● Take PSAT/NMSQT in October ● Take SAT or ACT in Spring ● Attend College Fairs, tours ● Go online to research colleges and scholarships ● Get involved in school activities and volunteer work (don't forget to add to your list) ● Work part-time in summer if possible ● Consider taking a college course ● Take the ASVAB – Armed Service Vocational Aptitude Battery test as an interest inventory. 	<p><u>12th Grade</u></p> <ul style="list-style-type: none"> ● Take SAT I or SAT II in Fall (optional) ● Submit CSU Application Oct. 1 - Nov. 30 ● Submit UC Application Nov. 1 - Nov. 30 (Application opens Aug. 1st so students have ample time to work on their Personal Insight Questions prior to submitting in Nov.) ● Submit Private and Out of State College Applications Oct. - Feb. ● Complete Community College Application in late fall/early spring ● Attend College Fairs, tours ● Go online to research colleges and scholarships ● Complete FAFSA or California Dream Act October 1st - March 2nd

**Potential Pathways for Completing High School
Based on Postsecondary Plans**

High School Diploma	Community College, Trade/Tech School and/or Military	Four-Year College Route (A-G Requirements)
<p style="text-align: center;">Freshman Year</p> <p>English 9 Math Geoscience/Intro Agriscience PE Health/Careers Elective: Fine Art/CTE/Lang. Elective</p>	<p style="text-align: center;">Freshman Year</p> <p>English 9 Math Geoscience/Intro Agriscience PE Health/Careers Elective: CTE Elective</p>	<p style="text-align: center;">Freshman Year</p> <p>English 9 Math: Integrated I Geoscience PE Health/Careers Elective: Fine Art Elective: Spanish I</p>
<p style="text-align: center;">Sophomore Year</p> <p>English 10 Math Science World History PE Elective Elective</p>	<p style="text-align: center;">Sophomore Year</p> <p>English 10 Math Science World History PE Elective: CTE Concentrator Elective</p>	<p style="text-align: center;">Sophomore Year</p> <p>English 10 Math: Integrated II Science: Biology World History PE Elective: Spanish II Elective</p>
<p style="text-align: center;">Junior Year</p> <p>English 11 Math Science US History Elective: CTE Rec. Elective Elective</p>	<p style="text-align: center;">Junior Year</p> <p>English 11 Math Science US History Elective: CTE Completer Elective Elective</p>	<p style="text-align: center;">Junior Year</p> <p>Eng 11 or AP/SOU Eng Lang Math: Integrated III Science: Chemistry US Hist or AP/SOU US Hist Elective: Spanish III Recommended Elective: Fine Art/CTE Rec. Elective</p>
<p style="text-align: center;">Senior Year</p> <p>English 12 Civics/Economics Elective: Math Rec. Elective: CTE Rec. Elective Elective Elective</p>	<p style="text-align: center;">Senior Year</p> <p>English 12 Civics/Economics Elective: Math Rec. Elective: CTE Elective Elective Elective</p>	<p style="text-align: center;">Senior Year</p> <p>Eng 12 or AP/SOU Eng Lit Civ/Econ or SOU Civ/Econ Elect: Math Rec (Pre-Calc SOU/H) Elect: Science Rec. (Physic SOU/H or Adv Bio H) Elect: Spanish IV Recommended Elective: Fine Art/CTE Rec. Elective</p>

DURHAM HIGH SCHOOL 5 YEAR PLAN

(Please Note: This is a flexible outline to be used for planning purposes; it can be revised at any time)

NAME: _____

Pathway/A-G: _____	*UC/CSU “A-G” Req. (C or better)
<p style="text-align: center;">5th Year Plan After Graduation <i>Academic/Career Goal (Circle One):</i></p> <p style="text-align: center;">College, 4 yr. College, 2 yr. Trade College Military Work Notes:</p>	A. Social Science - 2 Years
	B. English - 4 Years
	C. Math - 3 Years, 4 recommended
	D. Science - 2 Yrs, 1 lab, 3 recommend
	E. Language other than English-2 Yrs same language, 3 recommended
	F. Visual or Performing Art-1 Year
	G. College Prep Elective - 1 Year
	3.0 minimum GPA-Grade of C or better required SAT or ACT required

(Date Planned/Score) PSAT _____ SAT _____ ACT _____ ASVAB _____

<u>SUBJECT</u> DUSD Requirements – 230 Credits	<u>Grad Req.</u>	<u>UC/CSU Req.</u>	<u>Credits Earned</u>			
			9 th	10 th	11 th	12 th
English (9-12)	40	40				
Math - Int. I (min for graduation)/Int III (min for UC/CSU)	30	30				
Science - 1 life, 1 physical, 1 earth	30	20				
Health and Careers	10					
World History	10	10				
US History	10	10				
American Gov/Economics	10					
Visual and Performing Art		10				
Foreign Language		20				
Spanish/Fine Art/CTE	10					
Physical Education	20					
Electives	60					
Total Graduation Credits Required	230					
Total Credits Earned to Date						
Passed all classes with a “C” or better?			Yes/No	Yes/No	Yes/No	Yes/No
On track to achieve goal?			Yes/No	Yes/No	Yes/No	Yes/No

CSU AND UC ENTRANCE REQUIREMENTS

REQUIREMENTS	California State University (CSU)	University of California (UC)
A. Social Science	2 years	2 years
B. English	4 years	4 years
C. Mathematics (Int. III min)	3 years 4 years recommended	3 years 4 years recommended
D. Lab Science (1 yr Bio/1 yr Phys)	2 years 3 years recommended	2 years 3 years recommended
E. Foreign Language	2 years 3 years recommended	2 years 3 years recommended
F. Visual/Performing Art	1 year	1 year
G. College Prep Elective	1 year	1 year
Grade Requirement	Minimum 2.0 GPA All required courses must be completed with “C-“ or higher “B” strongly recommended	Minimum 3.0 GPA All required courses must be completed with “C“ or higher “A” strongly recommended
SAT or ACT	SAT or ACT	SAT with essay or ACT with writing

Considerations for College

University calculation for Grade Point Average (GPA) includes grades earned in years 10-12 in A-G approved courses only (non college prep courses are not counted in the calculation). The University assigns extra points for up to eight semesters of University-certified honors-level and Advanced Placement courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points. No more than two yearlong UC-approved honors level courses taken in the 10th grade may be given extra points. **A grade of D or F in an honors or advanced placement course does not earn extra points or meet CSU/UC entrance requirements.**

Course requirements for application for admission to all campuses of CSU and UC are the same, although actual admissions practices vary greatly from campus to campus. Visit individual college websites for more information or obtain reference materials from the Career Center.

University of California Campuses

Berkeley	Riverside
Davis	San Diego
Irvine	San Francisco (Graduate Programs Only)
Los Angeles	Santa Barbara
Merced	Santa Cruz

University of California (UC) Entrance Requirements

The UC requires a minimum of 15 college-preparatory (A-G) courses, with at least 11 of them finished prior to the beginning of the student's last year of high school (typically senior year). DHS courses offered that specify they meet A-G qualifications will meet the minimum entrance requirements only. Students are urged to go beyond the minimum requirements and take the most rigorous subjects that can be handled, including honors, dual enrollment, upper level math, science and foreign language courses. A grade point average (GPA) of 3.0 or better is required in these courses with no grade lower than a "C". Meet the writing examination requirement by taking the ACT Plus Writing or the SAT Reasoning Test with Essay by December of your senior year. SAT Subject Tests are not required, but certain programs on some campuses recommend them, and you can use subject tests to satisfy the A-G requirements. Only A-G courses taken in grades 10-12 are calculated in the UC GPA. Courses taken in grade 9 are used to meet the Subject Requirement if the grade is "C" or higher, but they are not included in the GPA. Honor points (A=5, B=4,C=3) may be calculated for up to four Honors or Advanced Placement courses taken in grades 10-12.

The following selection factors are also taken into consideration. The weight given to each factor differs from campus to campus and year to year.

Freshman Selection Factors

1. Academic grade point average in all completed A-G courses, including additional points for completed University-certified honors courses.
2. Scores on the ACT plus Writing or SAT Reasoning Tests with Essay.
3. **Number, content of, and performance** in courses beyond the minimum A-G requirements, including **dual enrollment, AP and transferable college courses** (i.e., has a student taken full advantage of the educational opportunities available at his/her high school).
4. Identification by the UC as being ranked in the top 9 percent of your high school class at the end of your junior year (ELC).
5. Quality of your senior-year program, as measured by the type and number of academic courses in progress and planned.
6. Outstanding work in one or more academic subject areas.
7. Outstanding work in one or more special projects in any academic field of study.
8. Recent, marked improvement in academic performance, as demonstrated by your academic GPA and the quality of coursework completed in progress.
9. Special talents, achievements and awards in a particular field.
10. Completion of special projects undertaken in the context of your high school curriculum or in conjunction with special school events, projects or programs.
11. Academic accomplishments in light of your life experiences and special circumstances.
12. Location of your secondary school and residence.

UC Statewide Guarantee

California residents who have met the minimum entrance requirements, but are not admitted to any of the UC campuses to which they applied will be offered a spot at another UC campus, **provided space is available**, if they rank in the top 9% of California students or top 9% of their graduating class. The UC uses an Academic Index to determine if a student falls into either of these categories. Information about the formula used to calculate the UC Academic Index can be found at <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/california-residents/statewide-guarantee/>.

California State University Campuses

Bakersfield	Long Beach	San Diego
Channel Islands	Los Angeles	San Francisco
Chico	Maritime Academy	San Jose
Dominguez Hills	Monterey Bay	San Luis Obispo
East Bay	Northridge	San Marcos
Fresno	Pomona	Sonoma
Fullerton	Sacramento	Stanislaus
Humboldt	San Bernardino	

California State University (CSU) Entrance Requirements

The CSU requires a minimum 15-unit pattern of courses (A-G) to apply for admission as a first-time freshman. DHS courses offered that specify they meet A-G qualifications will meet the minimum entrance requirements only. Students are urged to go beyond the minimum requirements and take the most rigorous subjects that can be handled. Impacted colleges will require higher admission standards for students outside their service area. A grade of C or better is required for each course used to meet any subject area requirement. The grades you earn in high school are the most important factor in CSU admission decisions. Campuses and departments use an academic eligibility index to determine admission. Impacted campuses and majors tend to require a higher academic eligibility index for consideration to their program. Use the following to calculate your academic eligibility index score:

$$(\text{Your GPA}) \times 800 + \text{Your SAT Total} = \text{Your Eligibility Index}$$

$$(\text{Your GPA}) \times 200 + (10 \times \text{ACT Comp}) = \text{Your Eligibility Index}$$

Use the best score earned in individual test dates. In-state residents need a minimum eligibility index of 2900 using the SAT combined score (critical reading and math sections) or 694 using the ACT.

NOTE: Students will need to complete 11 of the 15 A-G courses by the end of their junior year.

SAT and/or ACT test must be taken by December of senior year. Additionally, students must have a minimum 3.0 GPA in grades 10th and 11th in college prep classes. If a student falls below a 3.0 GPA they must calculate their eligibility index (see above) to determine what their SAT and ACT scores must be.

ATHLETICS IN COLLEGE

National Collegiate Athletic Association (NCAA)

The NCAA is the athletic governing body for more than 1000 colleges and universities. The member colleges and universities develop the rules and guidelines for athletic eligibility and competition for each of the three NCAA divisions: Division I, II and III. One of the differences between the divisions is that Division I colleges and universities may offer athletic scholarships, while Division III colleges and universities do not. For more information about the NCAA and its members, please visit www.ncaa.org

The NCAA Eligibility Center (www.eligibilitycenter.org) certifies whether prospective student-athletes are eligible to play sports at Division I or II institutions by reviewing the student's academic record, SAT or ACT scores and amateur status.

How to Register with the NCAA to begin eligibility process

The NCAA recommends that student-athletes register with the NCAA Eligibility Center at the beginning of their junior year in high school, but many students register after their junior year. There is not a registration deadline, but the NCAA must clear students before they receive scholarships or compete at a Division I or II institution.

To register with the NCAA Eligibility Center, go to www.eligibilitycenter.org and create an account by clicking on the link to enter as an NCAA College-Bound Student-Athlete, then “New Account”. You will need to provide an email address, information about yourself, your coursework, your transcript, your test scores, the sport you plan to participate in and your payment. The fee is \$90 for domestic students and \$150 for international students. You are eligible for a fee waiver if you have already received a waiver for the SAT or ACT fee.

Official transcripts will need to be sent to the NCAA Eligibility Center. Transcripts can be uploaded prior to junior year, but must be uploaded at the end of junior and senior years. Students are responsible for requesting that their transcripts be uploaded by completing a Transcript Request Form, which is available in the front office. If you attended more than one high school, the Eligibility Center will need an official transcript from all of the high schools attended.

To send your SAT and/or ACT test scores to the NCAA Eligibility Center, use the NCAA Eligibility Center code “9999” as a score recipient when you register to take the SAT and/or ACT. This is important because the NCAA only accepts test scores sent from the testing agencies.

The NCAA Eligibility Center will also need your final transcript after you graduate.

Eligibility Requirements

Division I

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

- Graduate from high school
- Complete these 16 core courses:
 - 4 years of English
 - 3 years of Math (Algebra I or higher)
 - 2 years of natural or physical science (including one year of lab science if your high school offers it)
 - 1 additional year of English, math or natural/physical science
 - 2 years of social science
 - 4 years of additional core courses (Any area listed above, foreign language or comparative religion/philosophy).
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core course GPA.
- Earn a minimum 2.3 grade point average in your core classes; and
- Earn a combined SAT (Critical Reading and Math sections only) or ACT sum score that matches your core course grade point average and test score on the sliding scale.

Students enrolling on or after August 1, 2016 will be required to complete 16 core courses (same distribution as in the past). Ten of the 16 core courses must be completed before the start of the seventh semester (senior year) of high school. Seven of the ten core courses must be English, Math or natural or physical science.

Division II

If you want to receive a scholarship, practice and compete during your first year, you must:

- Graduate from high school
- Complete these 16 core courses:
 - 3 years of English
 - 2 years of Math (Algebra I or higher)
 - 2 years of natural or physical science (including one year of lab science if your high school offers it)
 - 3 additional years of English, Math or natural/physical science
 - 2 years of social science
 - 4 years of additional core courses (from any category above, or foreign language, comparative religion or philosophy)
- Earn a 2.2 grade point average or better in your core courses; and
- Earn a combined SAT score (Critical Reading and Math sections only) or an ACT sum score that matches your core course grade point average and test score on the sliding scale.

Division III

Division III college-bound student athletes are not certified by the NCAA Eligibility Center. Contact your Division III college or university admissions office regarding policies on admission, financial aid and athletics eligibility.

For more information about NCAA Student-Athlete Eligibility visit <http://www.ncaa.org/about/student-athlete-eligibility>

National Association of Intercollegiate Athletics (NAIA)

The NAIA is the athletic governing body for 250 colleges and universities who award more than \$600 million in financial aid and compete in 27 national championships. UC Merced, Cal Maritime, Menlo College, Simpson University and William Jessup University are a few of the NAIA colleges and universities in California.

The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time student-athletes. Every student interested in playing sports at NAIA colleges needs to register online at www.playnaia.org. The cost to register is \$80 for students in the US and Canada and \$135 for international students. Your eligibility will be determined based on your academic record and SAT or ACT scores. When you register for the SAT or ACT, included the NAIA Eligibility Center (9876) as a score recipient.

Even if you are already registered with the NCAA, you will also need to register with the NAIA if you are interested in playing sports at a NAIA college. The NCAA and NAIA are two separate associations, with different rules and certification processes.

Academic Eligibility Requirements

For students who will graduate from high school in the spring and enroll in college in the fall, the eligibility requirements are high school graduation and two of the three following:

- Achieve a minimum of 18 on the ACT or 970 on the SAT (Critical Reading and Math only)
- Achieve a minimum overall high school GPA of 2.0 on a 4.0 scale
- Graduate in the top half of your high school class

ACADEMIC COURSE DESCRIPTIONS

ENGLISH

2611 Foundations of English

Length of Course: Year

Prerequisite: By Teacher Placement Only

This class is meant to help students with their knowledge of language use and continue to build on the state standards. The content is individually based with the goals preset by mutual consent. This class can prepare a student for higher level of language usage and can be repeated for credit. Enrollment by teacher recommendation only.

2200 English 9 P (UC Area B)

Length of Course: Year

This is a required course for all students. Literature from a variety of genres is the backbone of the curriculum from which class discussions, writing, and speaking will derive. All students will focus on aspects of literature and how to analyze reading material. Students respond to the literature in analytical essays that require the writing process and include emphasis of formal grammar and usage. Speaking in a variety of situations--informal group and class discussion, short presentations, and formal scenarios--is a major focus of the course. Students will also be expected to learn good listening skills so their communication is enhanced. In addition, students learn library and research skills, study vocabulary to improve reading comprehension to increase their word power across the curriculum, and practice sound grammar, usage, and mechanics in written expression.

2201 English 10 P (UC Area B)

Length of Course: Year

This course is required for all students and further refines the formal writing skills developed in English 9. Students study drama as literature, short stories, novels and poetry from diverse cultures and respond in bi-weekly essays that require the writing process and emphasize formal usage. Speeches, research skills, and vocabulary study are included in the course.

2202 English 11 P (UC Area B)*

Length of Course: Year

This course is required for all students and is designed to put into application all the skills that have led up to the junior year of English. An extensive reading program which stresses the "classics" of American Literature forms the basis for all work done in the course, including writing, speaking, and listening. All compositions will show a mastery of the reading material done in class and demonstrate a solid grasp of writing analytically; additionally, a major research paper will be required in the second semester. Speaking is a major focus, as students will be asked to speak in a variety of situations, including small-group discussion, classroom discussion, brief formal presentations, two major extended reading presentations, and a formal debate. A review of grammar and usage, as well as a focus on proper mechanics in writing, will also be covered extensively. Vocabulary development will continue to constantly expand students' comprehension and word power. **An additional course is available for students who qualify and receive district authorized supplemental services.*

9117 AP/SOU English Language Composition (UC Area B)

Length of Course: Year

Grade Level: 11

Dual Enrollment with SOU WR 121 & 122

Language and Composition English 11 is a college level class with a rigorous curriculum designed to engage students in developing skills through the process of close reading, writing and discussing texts. Students will learn to respond personally and reflectively to a range of literature, focusing primarily on nonfiction literature, and will learn to compose for different audiences and purposes. Literary structure and conventions will be identified, and students will learn to effectively use them in their own writing. *Students must qualify for this course.*

2203 English 12 P (UC Area B)*

Length of Course: Year

This course emphasizes the chronological study of British literature (with some focus on world literature) and students' written and oral analytical responses to the best writing in the English language. Students' careful study prepares them for the rigors of college and hones their reading, writing, speaking and listening skills. Students will be required to write formally throughout the year in response to the reading material. Four major presentations will highlight students' ability to prepare and deliver coherent and well-prepared information about literature to the whole class, as well as small-group and class discussion. These, along with brief small-group presentations, will afford students with numerous opportunities to become polished, effective public speakers. The study of word parts and vocabulary will continue to expand students' comprehension and ability to use diction effectively in communication. **An additional course is available for students who qualify and receive district authorized supplemental services.*

9118 AP/SOU English Literature Composition (UC Area B)

Length of Course: Year

Grade Level: 12

Dual Enrollment with SOU ENG 104 & 105

This course is designed to help the college-bound student polish language arts skills and critical thinking skills that enable him or her to challenge the AP Exam and to succeed in academically demanding college level courses. The focus is a chronological study and analysis of British literature, a mastery of literary terminology, and continued improvement of writing, speaking and listening skills crucial to students' success at the college level. For college credit, students must pay tuition to SOU at the beginning of the first and second semester. *Students must qualify for this course.*

MATH

2610 Foundations of Math

Length of Course: Year

Prerequisite: Teacher Permission Required

This course is designed for students who are not yet ready for CC3 and require a supportive learning environment. Students will learn foundational math skills, problem solving, basic algebraic concepts and practical math with real world applications based on the Common Core State Standards for Mathematics. Students may be required to repeat this course. Minimum proficiencies may be modified through teacher and parent team meetings.

2176 Core Connection 3

Length of Course: Year

Prerequisite: Teacher Recommendation Required

This course is designed to prepare students for Integrated Math I. It will develop a stronger foundation in basic computational skills and include the following topics: analyzing patterns and data, proportional relationships, combining like terms, solving equations, distributive property, graphing linear and exponential growth, laws of exponents, angles, Pythagorean Theorem, surface area and volume. Some of these topics may have been covered in previous 7th and 8th grade math courses. **A student owned scientific calculator will be beneficial for this course.**

2177 Integrated Math I P (UC Area C)

Length of Course: Year (This course is required for graduation**)**

This course covers most of the content of a traditional Algebra I course, such as functions, exponents, slope & rate of change, writing and graphing linear/equations, dimensional analysis, transformations, multiplying polynomials, solving complex equations that include fractions and exponents, modeling two-variable data, exponential growth and decay, solving systems of equations with substitution and elimination, congruence and coordinate geometry, inequalities, data representations, and constructions. **Student-owned scientific calculators or graphing calculators are strongly encouraged for this class.**

2178 Integrated Math II P (UC Area C)

Length of Course: Year

**Prerequisite: 8th Grade - B or better in Integrated Math I or teacher recommendation
9th-12th Grade - Successful completion of Integrated Math I or teacher recommendation**

Integrated II covers most of the content of a traditional Geometry course, such as geometric relationships of sides and angles, congruence and similarity of triangles, right triangle trigonometry, quadrilaterals and proof, polygons, circles, arcs and sectors, areas of similar figures, solids and ratios of similarity, and pyramids, cones and spheres. In addition, however, this course also explores important algebraic concepts such as solving quadratic equations by factoring, completing the square and the quadratic formula. Complex numbers are also introduced as well as fractional exponents. Probability and expected value are also explored. **Student-owned scientific calculators or graphing calculators are strongly encouraged for this class.**

2179 Integrated Math III P (UC Area C)

Length of Course: Year

Prerequisite: C or better in Integrated Math II or teacher recommendation

Integrated III covers most of the content of a traditional Algebra 2 course, such as transformations of different function families and their graphs, solving equations from these families and their inverses, conic sections and their properties, sequences and series, and solving systems of equations. In addition, however, this course also explores concepts in the field of statistics such as survey design, the role of randomness, bias in sampling, cause and effect, the normal probability density function and more. We will also explore triangle concepts such as the law of sines and cosines as well as trigonometric functions. A grade of “C” or better is required to use this course as an entrance requirement into the State or UC system. **Student-owned graphing calculators are strongly encouraged for this class.**

9122 SOU Pre-Calculus H (UC Area C - Honors)*

Length of Course: Year

Prerequisite: C or better in Integrated Math III or teacher recommendation.

Dual Enrollment with SOU MATH 111 & 112

This course blends the concepts and skills that must be mastered before enrollment in a calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles and vectors, (4) trigonometric functions, (5) trigonometric identities and equations, (6) matrices and determinants, (7) sequences and series, (8) conic sections, and (9) data analysis. Student-owned graphing calculators are strongly encouraged for this class. *A non-dual enrollment version of this course is available for students who do not want to earn SOU college credit. Curriculum for the two courses is the same; however, the level of work completion and evaluation standards are different. **The non-dual enrollment version is a UCOP Honors approved course meaning students still receive a grade bump for completing the course. Enrollment in the non-dual enrollment course would be based on teacher and student/parent agreement.**

2187 Calculus H (UC Area C - Honors)

Length of Course: Year

Prerequisite: C or better in Pre-calculus or with teacher permission

This course is designed to prepare students for college calculus. Course topics include (1) functions and graphs, (2) limits and continuity, (3) the derivative, (4) differentiation rules, (5) applications of differentiation and differentials (6) Antiderivatives, (7) definite and indefinite integrals, (8) the Fundamental Theorem of Calculus, and (9) substitution in integration.

2160 Real World Math

Length of Course: Year

This class offers the opportunity to apply math concepts in real life situations. Students will use the four operations of math to solve everything from percent problems to tips and taxes, insurance and wages, as well as explore career opportunities. This course is designed to strengthen key mathematical and arithmetic skills and give students some understanding of real-life situations involving math. This is not a college-preparatory math class, and only counts toward graduation. This class requires a recommendation from current mathematics teacher for admittance.

SCIENCE

DURHAM HIGH SCHOOL SCIENCE DEPARTMENT COURSE FLOW CHART

Grade Level	Standard College-Prep Pathway	Standard Non-College-Prep Pathway	Agriculture Pathway**	Accelerated College-Prep Pathway***
9th	Geosciences-P	Geosciences-P	Introduction to Agri-science	Biology-P
10th	Biology-P	Life Science	Sustainable Agri-science I	Chemistry-P
11th	Chemistry-P*	STEM Physical Science	Sustainable Agri-science II	Advanced Biology-
12th	Physics-P/ Dual Enrollment Physics*		Sustainable Agri-science III	Physics-P/ Dual Enrollment Physics

*Advanced Biology can be taken concurrently with Physics or Chemistry in this pathway if needed.

**NGSS standards will not be covered as thoroughly in this pathway. Ag standards and FFA programs are included.

*** Since this pathway includes no coverage of Earth Science, a summer assignment focused on those topics will be assigned prior to the beginning of 9th grade to students choosing this rigorous pathway.

2323 Geoscience P (UC Area D)

Length of Course: Year

All incoming 9th graders are strongly encouraged to take this course. It is designed to give students functional knowledge of Earth Science, Astronomy and Meteorology. Background topics in Chemistry, Physics and Biology are integrated into the course, and will support students' learning in future science classes. Laboratory work, as well as individual and group projects, are an integral part of this course. This course satisfies 10 units of the student's overall science graduation requirements (not the life science or physical science requirements), and meets the area D college preparatory laboratory science requirement.

2307 Life Science

Length of Course: Year

Prerequisite: Successful completion of Geoscience - Teacher Recommendation only

The principles of biology are explored at all levels of biological systems. It is designed to promote the understanding of the diversity and interrelationships among all living organisms and the place of humans in the web of life. Students will learn about biochemistry, the structure and function of the cell, the process of heredity, evolution of populations, the relationship of structure and function in organisms, biotechnology, and the principles of ecology. Laboratory work is an integral part of the course. This course satisfies the student's life science graduation requirement.

2302 Biology P (UC Area D)

Length of Course: Year

Prerequisite: Students must have passed Geoscience with a C or better or be recommended by the Biology instructor based on their transcript grades in Science, Math and English from 8th grade.

A summer assignment, due at the beginning of 9th grade, will be assigned to students electing to skip Geoscience or Introduction to Agriculture.

The principles of biology are explored at all levels of biological systems. It is designed to promote the understanding of the diversity and interrelationships among all living organisms and the place of humans in the web of life. Students will learn about biochemistry, the structure and function of the cell, the process of heredity, evolution of populations, the relationship of structure and function in organisms, biotechnology, and the principles of ecology. Laboratory work is an integral part of the course. This course satisfies the student's life science graduation requirements and meets the area D college preparatory laboratory science requirement.

2298 Adv. Biology P (UC Area D)

Length of Course: Year

Prerequisite: Students must have passed Biology with a C or better.

Advanced Biology is designed to provide the student with an opportunity to increase their expertise in Biology. The class will include units in human anatomy/physiology, genetics, microbiology, plant anatomy/physiology, and environmental sciences. Material is obtained from text, lecture, outside reading, research, and student seminars. Laboratory work is also an integral part of the course. This course satisfies the student's life science graduation requirements and meets the area D college preparatory laboratory science requirement.

2303 Advanced Biology Honors (UC Area D - Honors)

Length of Course: Year

Prerequisite: Students must have passed Biology with a B or better. Science Teacher recommendation is required.

Honors Advanced Biology is designed to provide the student with an opportunity to increase their expertise in Biology. The class will include units in human anatomy/physiology, genetics, microbiology, plant anatomy/physiology, and environmental sciences. Material is obtained from text, lecture, outside reading, research, and student seminars. Laboratory work is also an integral part of the course. **The completion of an independent research paper and lab project is required to receive the honors designation for this class.** This course satisfies the student's life science graduation requirements and meets the area D college preparatory laboratory science requirement. **Enrollment in the honors version of this course is based on teacher and student/parent agreement.**

2305 Chemistry P (UC Area D)

Length of Course: Year

Prerequisite: It is recommended that students have passed Biology with a C or better and have passed Integrated Math II

Chemistry is a laboratory course covering matter, atomic structure and nuclear chemistry, electrons, the periodic table, bonding, chemical reactions, stoichiometry, solutions, and acids and bases. Laboratory work is an integral part of the course and allows students the opportunity to apply their understanding of the chemistry concepts. This course satisfies the students' physical science graduation requirements and meets the area D college preparatory laboratory science requirement.

2306 Physics P

Length of Course: Year

Prerequisite: Recommended that students have passed Chemistry with a C or better and have passed Integrated Math III or are concurrently enrolled in Integrated III

Physics covers mechanics, properties of matter, wave motion, sound, heat, light, electricity, magnetism, modern physics and other selected topics. This course includes extensive laboratory work and is aimed at understanding the physical world around us. Connections to the studies of Engineering and other related fields are stressed in this course. This course satisfies the student's physical science graduation requirements and meets the area D college preparatory laboratory science requirement.

9116 SOU Physics (fall)/2297 Honors Physics (spring)

Length of Course: Year

Prerequisite: Strongly recommended that students have passed Biology, Chemistry and Integrated Math III with a B or better (concurrent enrollment in Pre-Calculus is also strongly recommended); Science teacher recommendation is also required

Dual Enrollment with SOU PH 201 & 224 (fall semester; UC approved Honors spring semester)

Physics covers mechanics, properties of matter, wave motion, sound, heat, light, electricity, magnetism, modern physics and other selected topics. This course includes extensive laboratory work and is aimed at understanding the physical world around us. Connections to the studies of Engineering and other related fields are stressed in this course. This course satisfies the student's physical science graduation requirement and meets the area D college preparatory laboratory science requirement. Students enrolled in this class are eligible to earn college credit through Southern Oregon University for the fall semester, and earn honors credit for the spring semester. Rigorous conceptual and mathematical content are included in the Dual Enrollment and Honors versions of this course. **Enrollment in the Dual-Enrollment version of this course is based on teacher and student/parent agreement.**

2324 STEM Physical Science

Length of Course: Year

This course blends mathematical and scientific skill-building with computational thinking and real-world problem solving. A substantial component of the course will consist of hands-on experimental investigations and engineering design challenges in Chemistry and Physics. Students will use a variety of data-taking strategies, including use of computer-based hardware and software, as well as more traditional methods. The course is aligned with the Next Generation Science Standards (NGSS) for Physical Science and Engineering. Disciplinary Core Ideas are integrated with Cross-Cutting Concepts and presented in the context of scientific and engineering design practices. This course satisfies the student's physical science graduation requirement.

AGRICULTURE SCIENCES

Courses meet the life, physical or additional science requirement as noted

5542 Introduction to Agriscience

Length of Course: Year

Satisfies: Agriculture *Earth Science*

Suggested grade level 9th and 10th grade

This course typically will include content related to Earth Science in Agriculture and components of Agriculture Biology. Students will evaluate the role of agriculture in the California economy and understand the history of agriculture in California. Students will research and learn the economic impact of agriculture in California including the importance of our natural resources. Students will understand and explore their food safety and producer's responsibilities to consumers and understand the export and import industry of California. Students will begin to explore the effect of technology on agriculture and understand the labor availability, diversity, and efficiency for the industry. Students will also be taught the impact of the importance of soil components and fertilizers for production and the multitude of career opportunities for people in agriculture. Livestock production and terminology will be introduced as well. Students will get an opportunity to know related fields (i.e. welding) and the importance of agriculture mechanics for agriculture families. Students will be encouraged to have a project and record book and to participate in FFA activities. Grades will be partially based on FFA participation and projects.

5533 Introduction to Sustainable Ag Bio (UC Area D) (CTE Introductory Course)

Length of Course: Year (Offered every other year)

Satisfies Agriculture *Life Science*

Suggested grade level 10th grade (9-12 eligible)

Pre-requisite: Successful completion of Intro to Agriscience or teacher approval

This course reviews the history and importance of agriculture in California and how it affects the quality of life including the economic impact of agriculture on the nation. Students will examine the relationship between agriculture and the environment and the current challenges. Students will compare and contrast the practices for conserving the renewable and nonrenewable natural resources and how energy sources are derived from agricultural products. The importance and role of animals in our society will be discussed and research including the alternative uses of animals. Students will learn the anatomy and system of a variety of animals and be able to compare and contrast the function of plant and animal cells, bacteria and viruses. Students will be encouraged to have a project and record book and to participate in FFA activities. Grades will be partially based on FFA participation and projects.

5535 Intermediate Ag Soil Chemistry (UC Area D) (CTE Concentrator Course)

Length of Course: Year (Offered every other year - **will NOT be offered in 21-22)**

Satisfies Agriculture *Physical Science*

Prerequisite: Successful completion of Intro to Sustainable Ag Bio or teacher approval

Suggested grade level 11th (10-12 eligible)

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Additionally, students may develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course. Students will learn and design experiments using the scientific method. They will analyze an agricultural problem and devise a solution based on the scientific method. Students will analyze the effects of technology on agriculture and the logistics of moving an agricultural product from producer to consumer. Students will be able to communicate public concern for technological advancements in agriculture, such as genetically modified organism. Student will be able to understand fundamental animal nutrition and feeding including supplements for the various species. Students will evaluate sample feeding programs for various species including space requirements and economic considerations. Students will be able to evaluate basic animal health considerations and how housing, sanitation and nutrition influence animal health and behavior. Students will understand parasites and the causes and controls of common animal diseases. Students will develop an understanding of the soil principles and assess water delivery and irrigation. Students will be able to analyze plant growth and development and understand photosynthesis and the respiration process for plants. Students will gain an understanding of fundamental pest control and compare the methods of management. Students will be encouraged to have a project and record book and to participate in FFA activities. Grades will be partially based on FFA participation and projects.

5543 Advanced Interdisciplinary Ag Science H (UC Area D) (CTE Completer Course)

Length of Course: Year

Prerequisite: Successful completion of Intermediate Ag Soil Chemistry or teacher approval

This is considered a UC Honors course. Currently not awarded a Durham weighted grade. This is the third course in a series of three, Sustainable Agri-science 1, Sustainable Agri-science 2, and Advanced Sustainable Agri-science. This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, including the chemical and biological principles that govern plant science and crop production, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agri-science experimental research project in which students design and conduct an experiment to solve a relevant agricultural issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Students will be encouraged to have a project and record book and to participate in FFA activities. Grades will be partially based on FFA participation and projects.

SOCIAL SCIENCES

2100 World History P (UC Area A)

Length of Course: Year

This course fulfills the requirement for World History. It focuses on the history of Western and non-Western societies from the Enlightenment to modern times. It encourages students to learn history from global and multi-ethnic perspectives, to consider modern democratic values and finally it provides students with the opportunity to practice and improve their academic skills such as reading, critical thinking, writing and speaking on historical topics.

2101 U.S. History P (UC Area A)*

Length of Course: Year

This course fulfills the requirement for U.S. History. It focuses on the history of the United States from the settlement of the West to modern times. It encourages students to learn history from diverse points of view as reflected in American society, to consider modern democratic values, and it provides students with the opportunity to utilize and improve their academic skills such as reading, critical thinking, writing and speaking on historical topics. ** An additional course is available for students who qualify and receive district authorized supplemental services.*

9119 AP/SOU US History (UC Area A)

Length of Course: Year

Dual Enrollment with SOU HST 250 & 251

This course can fulfill the requirement for U.S. History or can be taken as an elective. It is designed to give students grounding in the chronology of American History and in the major interpretive questions that derive from the study of selected themes. It will also provide students with the analytical skills to deal critically with the problems associated with these themes. Students who do not take the AP test will not receive the AP designation and weighted GPA calculation on their transcripts.

2102 Civics P (UC Area A)*

Length of Course: Semester

The course objective is to provide students with the knowledge and skills necessary to be an active and productive citizen of this nation and world. This class investigates the history of National, State and Local governments in the United States and the factions that influence their operations. Our primary focus will be the National Government, analyzing political figures, parties, policies, and events of past and present. Students read and analyze the U.S. Constitution and examine its impact on citizens, states, and the world. ** An additional course is available for students who qualify and receive district authorized supplemental services.*

9120 SOU Civics H (UC Area A)

Length of Course: Semester

Dual Enrollment with SOU PS 202

This course fulfills the Civics requirement and is designed to provide college ready seniors with an in depth understanding of how our government works and the challenges facing society. Students will investigate works from the Political Science cannon, and apply different political theories and concepts to current topics and issues in American life. Students enrolled in this class will also Dually Enroll in PS 202 at Southern Oregon University through the Advanced Southern Credit Program at a reduced fee.

2103 Economics P (UC Area G)*

Length of Course: Semester

This class investigates how different societies, particularly capitalistic societies answer the three main economic questions that determine resource allocation: 1) What to produce 2) How to produce it 3) Who to produce it for. We will explore how each system answers these main questions and how these answers affect daily life, society, and global interactions. **An additional course is available for students who qualify and receive district authorized supplemental services.*

9121 AP/SOU Macroeconomics (UC Area G)

Length of Course: Semester

Dual Enrollment with SOU EC 202

This course fulfills the requirements of Economics and is designed for college ready seniors. It is designed to give students the opportunity to use advanced analytical skills to investigate and evaluate how the U.S. and world economy operates, expanding on the content of Macroeconomics P class. This class investigates market, resource and product flows, banking institutions and regulatory agencies, and a multitude of graphs to depict economic performance and models. Students enrolled in this class will also Dually Enroll in ECN 202 at Southern Oregon University through the Advanced Southern Credit Program at a reduced fee, fulfilling the GE Macroeconomics requirement at most colleges.

CAREERS/HEALTH

2330 Health

Length of Course: Semester

This course will focus on these areas:

- | | |
|--|--|
| 1. Essential Health Concepts | 9. Mental, Social, Emotional Health |
| 2. Analyzing Health Influences | 10. Accessing Valid Health Information |
| 3. Nutrition | 11. Physical Fitness/Activity |
| 4. Human Development/Sexuality | 12. Substance Abuse/Drugs |
| 5. Disease Prevention | 13. AIDS Education |
| 6. Decision Making/Goal Setting | 14. Communication |
| 7. Practicing Health-enhancing Behaviors | 15. Human Trafficking |
| 8. Prevention and Safety | |

2332 Career Exploration Dual Enrollment - Butte College (CTE)

Length of Course: Semester

This course explores multiple industry sectors and/or pathways in search of Career and College Readiness. This course is designed to help students to foster academic success in their high school years and to aid in successfully reaching life goals set by the individual student. This course introduces students to a decision-making process that will help them envision and plan for a future career that is productive, achievable, and stimulating. The course recruits students into a variety of sectors and/or pathways, allowing them to make a more confident decision about which one to pursue. It is a pre-introductory class and the class does not contribute to the 300 hours requirement of a pathway.

A non-dual enrollment version of this course is available for students who do not want to earn Butte College credit. Curriculum for the two courses is the same; however, the level of work completion and evaluation standards are different. **Enrollment in the non-dual enrollment course would be based on teacher and student/parent agreement**

FOREIGN LANGUAGE

2054 Spanish I P (UC Area E)

Length of Course: Year

Prerequisite: C or better in Language Arts or teacher recommendation

This class is a first-year college preparatory course in the Spanish language and culture. The primary emphasis is on the development of communicative proficiency in everyday situations. Instruction focuses on communicative functions necessary for that development. A variety of exercises and activities center around listening, speaking, reading, and writing skills with an emphasis on vocabulary. Cultural awareness and understanding are stressed through content, discussion, photographs, slides, videos, realia, games, and other materials.

2055 Spanish II P (UC Area E)

Length of Course: Year

Prerequisite: C or better in Spanish I or teacher recommendation

This class is a second-year college preparatory course in the Spanish language and culture. The continuing emphasis is on the development of communicative proficiency in everyday situations. Instruction focuses on communicative functions necessary to achieve such development. A variety of exercises and activities center around listening, speaking, reading, and writing skills with an emphasis on grammar. Cultural awareness and understanding are stressed through content, discussion, photographs, slides, videos, realia, games, and other materials.

2056 Spanish III P (UC Area E)

Length of Course: Year

Prerequisite: C or better in Spanish II or teacher recommendation

This class is a third-year college preparatory course in the Spanish language and culture. In this elective course students will maintain, improve and expand the skills of speaking, understanding, reading, and writing Spanish that were acquired in Spanish II.

2058 Spanish IV P (UC Area E)

Length of Course: Year

Prerequisite: C or better in Spanish III or teacher recommendation

This course is the equivalent of a third semester college course in advanced Spanish composition and conversation. It stresses oral skills, composition, and grammar. Such a course, emphasizing the use of Spanish for active communication, has the following objectives.

1. The ability to comprehend formal and informal spoken Spanish.
2. The acquisition of vocabulary and grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as literature.
3. The ability to compose expository passages.
4. The ability to express ideas orally with accuracy and fluency.

VISUAL AND PERFORMING ARTS

FINE ART

2260 Art I P (UC Area F)

Length of Course: Year

Art is a one year introductory course in which the basic skills needed to create, appreciate and analyze works of art are learned. Development of basic drawing skills and creative expression are emphasized. Students explore the elements and principles of art and gain skills in using a variety of media such as pencil, colored pencil, pen and ink, oil pastel and acrylic. In addition, art history, art appreciation and careers in visual art and related fields are studied. Students complete writing assignments based on what they create, read and view. They evaluate artwork of their own as well as that with historical or cultural significance. Students learn through various methods of instruction such as hands on, direct, small group, individual, lecture, cooperative groups and individual exploration, practice and reflection.

2261 Art II (UC Area F)

Length of Course: Year

Prerequisite: Successful completion of Art I or Teacher Approval

This course is a sequential extension of the techniques, skills, understanding and application of principles of art and art concepts learned in Art I. Students will develop art concepts/ techniques through the study of drawing, painting, printmaking and mixed media. Students are encouraged to explore new ideas with an emphasis put on individual creativity. The study of art history will be included.

2262 Art III (UC Area F)

Length of Course: Year

Prerequisite: Successful completion of Art II or Teacher Approval

The course presents an in-depth study of art principles and concepts through an historical and contemporary point of view. Students are encouraged to explore media and ideas. Art history will be included.

5540 Intermediate Ag Floral Design (UC Area F) (CTE Concentrator Course)

5541 Advanced Ag Floral Design (UC Area F) (CTE Completer Course)

Length of Course: Year

Sequential courses - must take Intermediate before Advanced This course is supplemental to the Ag-Education program. This course is designed to give the student introductory skills for an entry-level position into the florist and floriculture industry. This course will teach basic skills and concepts related to modern floral design. Students will study the art of floral design and apply the 12 design principles and uses of color. Students learn basic design skills including bud vase, drop-in arrangement, Halloween jack o' lantern, dried flowers, Thanksgiving cornucopia, Christmas centerpiece, corsage and boutonniere. The more advanced skills used in the floral industry are covered in this course. Students will learn intermediate design skills including colonial round, symmetrical triangle, party arrangements, Christmas wreath, wedding bouquets and western line design. Greenhouse plants and common practices will be introduced as they relate to the floriculture industry. Students will be encouraged to have a project and record book and to participate in FFA activities. Grades will be partially based on FFA participation and projects.

5615 Graphic Design/Production I P (UC Area F) (CTE Concentrator Course)

Length of Course: Year

Available to all grade levels

The main focus of the course is to develop professional graphic design practices and standards. Students will explore the elements and principles of art and the fundamentals of creating work for the web and for print. Students will learn to utilize the Adobe Suite to create work in the following areas: animation, web design, digital photo editing, illustrations, vector graphics, typography, and print layouts. Students will also create online design portfolios, submit projects for Skills USA competition and the Silver Dollar Fair.

5616 Graphic Design/Production II P (UC Area F) (CTE Completer Course)

Length of Course: Year

Prerequisite: Successful Completion of Graphic Design/Production I P

Pending Articulation with Butte College

Advanced Graphic Design is a college level class that provides instruction and curriculum for more advanced use of the Adobe Creative Suite, with an emphasis on two- and three-dimensional real-world applications of design. Students will create work in the following areas: animation web design, digital photo editing, illustration, vector graphics, typography, print layouts, and film. This course is also designed to prepare students for college study and/or a career in the graphic design industry and related fields. Career preparation includes workplace skills and behaviors, including interviewing techniques, the completion of a job application, resume, cover letter, and design portfolio, as well as idea development and pitching. Students will be given the option to take the Adobe Certification Associate exam. This course is inter-curricular with the goals of the national Skills USA, the national organization for high school students who are participating in manufacturing related instructional programs. Students will also create and submit projects for Skills USA competition and the Silver Dollar Fair. ***This course includes Yearbook production.***

MUSIC

2252 Symphonic Band P (UC Area F)

Length of Course: Year

Prerequisite: Audition or current student in the Durham Unified music program

This course will deal with wind and percussion instrument instruction, with emphasis on preparation and performance of advanced band literature. It is designed for the serious music student with advanced skills. Entry is by audition only. Performances will include marching, concerts, festivals, and other civic and community events. Students will be responsible for uniform fees.

2251 Jazz Band P (UC Area F)

Length of Course: Year

This course deals with the instruction in classic and modern jazz music including piano, electric guitar, electric bass, drum set and winds. Emphasis is on the blues form and on improvised solos. Wind players must also be enrolled in the symphonic band, or have permission from instructor.

Durham High School CTE Pathways

A CTE pathway is a sequence of two or more courses in a concentrated area of study to gain college and career readiness. Courses that are articulated with Butte will give students both high school and transferable college credit. Students will be building a PERMANENT college transcript and should strive for a C or above in all of these courses with career paths. Pathways are offered in music creation, performance, or production; Agriculture including Agriculture Mechanics/Welding; and Manufacturing including Solidworks, Computer Aided Manufacturing, and Graphic Production Technologies.

Agriculture & Natural Resources Pathway (CTE)

Pathway	Introductory course	Concentrator	Completer	Elective
Floriculture		Floral Design I	Floral Design 2	Floriculture can be repeated for credit
Supervised Agricultural Experience				
Agri-science	Intro to Sustainable Agri-science I (Ag Biology - Life Sci)	Intermediate Sustainable Agri-science 2 (Soil Chem - Phys Sci)	Advanced Sustainable Agri-science (Interdisciplinary Ag Sci H)	<i>Introduction to Agri-science (Earth Science) 9th grade course</i>
Supervised Agricultural Experience				
Agricultural Mechanics		Ag Mechanics I	Ag Mechanics II	Ag Mechanics can be repeated for credit
Supervised Agricultural Experience				

Manufacturing and Product Development Pathway (CTE)

Pathway	Concentrator Course	Completer Course	Elective	Elective
Graphic Production Technology	Graphic Design/Production I	Graphic Design/Production II	Graphic Design/Production can be repeated for credit	Pending articulation with Butte College
SkillsUSA				
Product Innovation and Design (SolidWorks)	Intermediate P & D SolidWorks 1	Advanced P & D SolidWorks 2	SolidWorks can be repeated for credit	
SkillsUSA				
Welding and Materials Joining	Intermediate Computer Aided Manufacturing (CAM 1)	Advanced Computer Aided Manufacturing (CAM 2)	CAM (Welding) can be repeated for credit	Articulated with Butte College Weld 20
SkillsUSA				

CTE ARTS, MEDIA AND ENTERTAINMENT – PROFESSIONAL MUSIC

Pathway	Concentrator Course	Completer Course	Elective	Elective
Professional Music	Music Performance I (Recording Arts Program I - RAP)	Music Performance II (Recording Arts Program II – RAP)	RAP can be repeated for credit	Will be articulated with Butte College

AG MECHANICS PATHWAY COURSES

5511 Intermediate Ag Mechanics (CTE Concentrator Course)

Length of Course: Year

Basic Agricultural Mechanics is an introductory course that explores a wide variety of mechanical processes. Students will use scientific and mathematical applications through relevant mechanical topics. In addition, students will complete numerous lab-based and project-based activities that will give students the opportunity to develop an understanding of the scientific process and increase hand-eye coordination and motor skills. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood work, wood construction, and mechanical technology. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts and is *a requirement for exhibiting a livestock project during the year*. Students will be encouraged to have a project and record book and to participate in FFA activities.

5512 Advanced Ag Mechanics (CTE Completer Course)

Length of Course: Year

Articulated with Butte College WLD 20 - Beginning Welding

In this course students will perform welds in positions other than flat and horizontal. The content will enhance the ability of the students to perform welds out of position. The course includes welding safety, shielded metal arc welding (SMAW), gas metal arc welding (GMAW), plasma arc cutting (PAC), air carbon arc cutting and gouging (CAC-A) welding and cutting processes. These welds will be performed in the flat, horizontal, vertical, and overhead positions. It will also include base metal, shielded metal arc welding electrodes, joint fit-up and alignment, groove welds with backing, and open V-groove welds. All welds will meet the American Welding Society (AWS) qualification standards. Students will be encouraged to have a project, to keep a record book and to participate in FFA activities. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts and is *a requirement for exhibiting a livestock project during the year*. Students will be encouraged to have a project and record book and to participate in FFA activities.

AGRICULTURE SCIENCE PATHWAY

Courses meet the life, physical or additional science requirement as noted

5542 Introduction to Agriscience

Length of Course: Year

Satisfies: Agriculture *Earth Science*

Suggested grade level 9th and 10th grade

This course typically will include content related to Earth Science in Agriculture and components of Agriculture Biology. Students will evaluate the role of agriculture in the California economy and understand the history of agriculture in California. Students will research and learn the economic impact of agriculture in California including the importance of our natural resources. Students will understand and explore their food safety and producer's responsibilities to consumers and understand the export and import industry of California. Students will begin to explore the effect of technology on agriculture and understand the labor availability, diversity, and efficiency for the industry. Students will also be taught the impact of the importance of soil components and fertilizers for production and the multitude of career opportunities for people in agriculture. Livestock production and terminology will be introduced as well. Students will get an opportunity to know related fields (i.e. welding) and the importance of agriculture mechanics for agriculture families. Students will be encouraged to have a project and record book and to participate in FFA activities. Grades will be partially based on FFA participation and projects.

5533 Introduction to Sustainable Ag Bio (UC Area D) (CTE Introductory Course)

Length of Course: Year (Offered every other year)

Satisfies Agriculture *Life Science*

Suggested grade level 10th grade (9-12 eligible)

Pre-requisite: Successful completion of Intro to Agriscience or teacher approval

This course reviews the history and importance of agriculture in California and how it affects the quality of life including the economic impact of agriculture on the nation. Students will examine the relationship between agriculture and the environment and the current challenges. Students will compare and contrast the practices for conserving the renewable and nonrenewable natural resources and how energy sources are derived from agricultural products. The importance and role of animals in our society will be discussed and research including the alternative uses of animals. Students will learn the anatomy and system of a variety of animals and be able to compare and contrast the function of plant and animal cells, bacteria and viruses. Students will be encouraged to have a project and record book and to participate in FFA activities. Grades will be partially based on FFA participation and projects.

5535 Intermediate Ag Soil Chemistry (UC Area D) (CTE Concentrator Course)

Length of Course: Year (Offered every other year - **will NOT be offered in 21-22**)

Satisfies Agriculture *Physical Science*

Prerequisite: Successful completion of Intro to Sustainable Ag Bio or teacher approval

Suggested grade level 11th (10-12 eligible)

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Additionally, students may develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course. Students will learn and design experiments using the scientific method. They will analyze an agricultural problem and devise a solution based on the scientific method. Students will analyze the effects of technology on agriculture and the logistics of moving an agricultural product from producer to consumer. Students will be able to communicate public concern for technological advancements in agriculture, such as genetically modified organism. Student will be able to understand fundamental animal nutrition and feeding including supplements for the various species. Students will evaluate sample feeding programs for various species including space requirements and

economic considerations. Students will be able to evaluate basic animal health considerations and how housing, sanitation and nutrition influence animal health and behavior. Students will understand parasites and the causes and controls of common animal diseases. Students will develop an understanding of the soil principles and assess water delivery and irrigation. Students will be able to analyze plant growth and development and understand photosynthesis and the respiration process for plants. Students will gain an understanding of fundamental pest control and compare the methods of management. Students will be encouraged to have a project and record book and to participate in FFA activities. Grades will be partially based on FFA participation and projects.

5543 Advanced Interdisciplinary Ag Science H (UC Area D) (CTE Completer Course)

Length of Course: Year

Prerequisite: Successful completion of Intermediate Ag Soil Chemistry or teacher approval

This is considered a UC Honors course. Currently not awarded a Durham weighted grade. This is the third course in a series of three, Sustainable Agri-science 1, Sustainable Agri-science 2, and Advanced Sustainable Agri-science. This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, including the chemical and biological principles that govern plant science and crop production, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agri-science experimental research project in which students design and conduct an experiment to solve a relevant agricultural issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Students will be encouraged to have a project and record book and to participate in FFA activities. Grades will be partially based on FFA participation and projects.

AGRICULTURE FLORAL DESIGN PATHWAY

5540 Intermediate Ag Floral Design (UC Area F) (CTE Concentrator Course)

5541 Advanced Ag Floral Design (UC Area F) (CTE Completer Course)

Length of Course: Year

Sequential courses - must take Intermediate before Advanced

This course is supplemental to the Ag-Education program. This course is designed to give the student introductory skills for an entry-level position into the florist and floriculture industry. This course will teach basic skills and concepts related to modern floral design. Students will study the art of floral design and apply the 12 design principles and uses of color. Students learn basic design skills including bud vase, drop-in arrangement, Halloween jack o' lantern, dried flowers, Thanksgiving cornucopia, Christmas centerpiece, corsage and boutonniere. The more advanced skills used in the floral industry are covered in this course. Students will learn intermediate design skills including colonial round, symmetrical triangle, party arrangements, Christmas wreath, wedding bouquets and western line design. Greenhouse plants and common practices will be introduced as they relate to the floriculture industry. Students will be encouraged to have a project and record book and to participate in FFA activities. Grades will be partially based on FFA participation and projects.

MANUFACTURING - PRODUCT INNOVATION & DESIGN PATHWAY COURSES

5613 Intermediate SolidWorks (UC Area F) (CTE Concentrator Course)

Length of Course: Year

Articulated with Butte College DFT 2 - Engineering Graphics I

This is a computer-based engineering graphics course that introduces students to graphical design and problem solving using freehand sketching and a solid modeling application. Topics include sketching and modeling using extrudes, sweeps, and lofts. Additional topics include assembly development and detail drawing output. Students will learn to operate the 3D printer as well. Students may also opt to take the Certified SolidWorks Associate (CSWA) industry standard certification test.

This course is inter-curricular with the goals of the national Skills USA, the national organization for high school students who are participating in manufacturing related instructional programs. Students will also create and submit projects for Skills USA competition and the Silver Dollar Fair.

5614 Advanced SolidWorks (CTE Completer Course)

Length of Course: Year

This course continues to use the skills attained in SolidWorks I. It stresses the computer-based engineering graphics that teaches students graphic design and problem-solving skills using freehand sketching and a solid modeling application. Topics include sketching and modeling using extrudes, sweeps, and lofts. Additional topics include assembly development and detail drawing output. Students will continue using 3D printers to create projects. Students may also opt to take the Certified SolidWorks Associate (CSWA) industry standard certification test. This course is inter-curricular with the goals of the national Skills USA, the national organization for high school students who are participating in manufacturing related instructional programs. Students will also create and submit projects for Skills USA competition and the Silver Dollar Fair.

MANUFACTURING – GRAPHIC DESIGN TECHNOLOGY PATHWAY

5615 Graphic Design/Production I P (UC Area F) (CTE Concentrator Course)

Length of Course: Year

Available to all grade levels

The main focus of the course is to develop professional graphic design practices and standards. Students will explore the elements and principles of art and the fundamentals of creating work for the web and for print. Students will learn to utilize the Adobe Suite to create work in the following areas: animation, web design, digital photo editing, illustrations, vector graphics, typography, and print layouts. Students will also create online design portfolios, submit projects for Skills USA competition and the Silver Dollar Fair.

5616 Graphic Design/Production II P (UC Area F) (CTE Completer Course)

Length of Course: Year

Prerequisite: Successful Completion of Graphic Design/Production I P

Pending Articulation with Butte College

Advanced Graphic Design is a college level class that provides instruction and curriculum for more advanced use of the Adobe Creative Suite, with an emphasis on two- and three-dimensional real-world applications of design. Students will create work in the following areas: animation web design, digital photo editing, illustration, vector graphics, typography, print layouts, and film. This course is also designed to prepare students for college study and/or a career in the graphic design industry and related fields. Career preparation includes workplace skills and behaviors, including interviewing techniques, the completion of a job application, resume, cover letter, and design portfolio, as well as idea development and pitching. Students will be given the option to take the Adobe Certification Associate

exam. This course is inter-curricular with the goals of the national Skills USA, the national organization for high school students who are participating in manufacturing related instructional programs. Students will also create and submit projects for Skills USA competition and the Silver Dollar Fair. *This course includes Yearbook production.*

MANUFACTURING - WELDING & MATERIALS JOINING PATHWAY COURSES

5611 Intermediate Computer Aided Manufacturing (CAM) (CTE Concentrator Course)

Length of Course: Year

This course will cover gas welding as well as gas and plasma torch cutting. Mig, tig, and arc welding are all included in this course. Every student will learn how to properly operate the plasma cam. Students will be required to prepare a plan prior to beginning their fair projects. The project must follow this outline precisely. This course is inter-curricular with the goals of the national Skills USA, the national organization for high school students who are participating in manufacturing related instructional programs. Students will also create and submit projects for Skills USA competition and the Silver Dollar Fair.

5612 Advanced Computer Aided Manufacturing (CAM) II (CTE Completer Course)

Length of Course: Year

Articulated with Butte College WLD 20 - Beginning Welding

This course includes oxyacetylene welding (OAW), oxyacetylene cutting (OFC-A) and shielded metal arc welding (SMAW) processes, in the flat and horizontal positions on various joint details. It will also include safety procedures, electrode identification, joint fit-up and alignment, base metal preparation, weld quality, beads and fillet welds, with a focus on theory and practice. All welds will meet the American Welding Society qualification standards. This course is inter-curricular with the goals of the national Skills USA, the national organization for high school students who are participating in manufacturing related instructional programs. Students will also create and submit projects for Skills USA competition and the Silver Dollar Fair.

ARTS, MEDIA, AND ENTERTAINMENT – RECORDING ARTS PATHWAY

5617 Music Performance I – Recording Arts Program I (CTE Concentrator Course)

Length of Course: Year

Prerequisite: Opening level course designed for all grade levels

This course will provide an in-depth study of audio recording systems, components, and philosophies. Emphasis will be on the day-to-day workings of a recording studio, with experience in microphone placement and mixing techniques. This course will prepare students to apply technical knowledge and skills to the production of sound recordings as finished products or as components of film/video, broadcast, live, or mixed media productions. Students will have access to professionals in the industry as well as access to industry standard equipment. Instruction will focus on project-based learning, as well as lecture and professional observation.

XXXX Music Performance II – Recording Arts Program II (CTE Completer Course)

Length of Course: Year

Prerequisite: Successful completion of Music Performance I

This course will build on music theory and technical knowledge to prepare students for specific career paths in music creation, arrangement, and production. Students will explore music as an interpretative form of artistic expression and as a practical communications tool. Students will be trained to compose and appreciate music in a variety of genres. The historical; and cultural context of composition will also be examined. The psychological impact on audience and market will be evaluated to maximize the effectiveness of a composition or arrangement. Students will explore the spectrum of career options ranging from artistic communication to entertainment to marketing and identify the effective use of

musical composition in each pathway. Recording Systems and Techniques will continue to provide an in-depth study of audio recording systems and components. Emphasis will be placed on signal processing equipment, synchronization, and multi-tracking, with continuing experience in microphone placement, mixing and editing techniques. Students who successfully complete the Recording Arts program's coherent sequence of courses will demonstrate a thorough and practical knowledge of the recording arts process: pre-production, production and post-production.

GENERAL CTE COURSES

0000 Career Technical Work Experience Education (CTWEE)

Length of Course: Year

Prerequisite: 16 years or older with a job in a specified CTE field

The intent of CTWEE is to reinforce and extend vocational learning opportunities for students through a combination of related classroom instruction and supervised paid employment. The CTWEE is to develop and refine occupational competencies necessary to acquire paid employment to adapt to the employment environment, and to advance in an occupation. Students enrolled in CTWEE must have a worksite placement or employment that is related to a previous or concurrently enrolled Career Technical Education course of study. Students who work in a related CTE field with their education can receive 5 units per semester during a WEE school period.

<h2>PHYSICAL EDUCATION</h2>

3601 9th Grade Coed Physical Education

Length of Course: Year

The physical education program is designed to meet the physical and social needs of all students through vigorous physical activities and awareness for the rules, skills and strategies of such games and activities. Participation is mandatory as it is part of the state standard and a requirement of the State of California.

2326 10-12 Coed Physical Education

Length of Course: Year

Physical education at the upper level meets all the California State Standards as they relate to motor skills and strategies, fitness concepts and principles, psychological and sociological concepts and principles, and cooperation during team play. Participation is mandatory as it is a part of the state standard.

ELECTIVES

XXXX Public Speaking (Pending Approval for UC Area B)

Length: Year

Dual Enrollment with SOU COMM 210

This class emphasizes the development of public speaking abilities and critical awareness of the processes, content, and forms of oral communication. Open to [college] freshmen and sophomores [as well as high school students enrolled in the Advanced Southern Credit Program] who do not have previous speech experience. May be approved for University Studies (Information Literacy-Strand C). This class is a course offered through Southern Oregon University Advanced Southern Credit (ASC) Program, which Durham High School currently offers to students who have demonstrated preparedness for college coursework. ***Suggested grade level 10-12.***

XXXX Associated Student Body (ASB) Leadership Class

Length of Course: Year

Prerequisite: Run for class or ASB Office

Leadership is a course designed to conduct the business of the DHS student body as well as plan and effectively implement student events, activities and financial responsibilities. Students in the leadership class will learn leadership skills, parliamentary procedure, self-confidence, social cooperation, communication skills, responsible behavior, goal achievement and good presentation of self. This class requires additional responsibilities after school and during evenings. Daily participation is critical to success in this course. **Note: ASB Officers are required to take this course. Class Officers are strongly encouraged to take this course.**

OOOO Career Technical Work Experience Education (CTWEE)

Length of Course: Year

Prerequisite: 16 years or older with a job in a specified CTE field

The intent of CTWEE is to reinforce and extend vocational learning opportunities for students through a combination of related classroom instruction and supervised paid employment. The CTWEE is to develop and refine occupational competencies necessary to acquire paid employment to adapt to the employment environment, and to advance in an occupation. Students enrolled in CTWEE must have a worksite placement or employment that is related to a previous or concurrently enrolled Career Technical Education course of study. Students who work in a related CTE field with their education can receive 5 units per semester during a WEE school period.

2007 Cross Tutor

Length of Course: Year

Prerequisite: Teacher recommendation/signature from DES/DIS

This class is designed for students who may wish to be a teacher or daycare provider. The student will be paired with a teacher at the elementary or intermediate school in order to learn the skills needed to be a teacher. The supervising teacher will be responsible for the grading and evaluation of the progress of the “cross-tutor.” CTE standards in Education, Child Care, and Family Services will be used as a model for this course. This is an opportunity to work with younger students and learn about the classroom environment. Cross tutors will not have time to work on homework or other personal activities while in the classroom. Students are expected to dress appropriately according to DES or DIS standards, refrain from using their cell phones while on DES/DIS campus, be respectful of DES/DIS students and staff and have excellent attendance. ***Removal from cross-tutoring will result in a Withdraw Fail grade. 11th and 12th grade students only.***

9000 Free Period

Length of Course: Semester or Year

Only Available to Seniors at the beginning or ending of the day

Prerequisite: Students must be on track for graduation; Parent and Administrative Approval Required

Seniors may opt to take a Free Period (2 periods max first semester, 3 periods max second semester) with parent and administrative approval if they are on track for graduation. Students often utilize a free period for employment or internship opportunities, to help with family commitments, complete college courses, etc. Free periods can only be taken at the beginning or end of the day (or a combination thereof), when students do not have other classes surrounding their time off (for example 1st and 2nd off, 1st and 7th off, 6th and 7th off; not 3rd and 5th off). Do not sign up for a free period if you are a driver or need a ride from other students. Free period implies that you are not physically present on campus, including the library. If you choose to take early periods off and you are consistently late to school, the “free period” may be revoked. Please specify preferred period so we can accommodate if possible. *Open to 12th grade students only.*

XXXX General Work Experience Education (GWEE)

Length of Course: Year

Prerequisite: 16 years or older with a job

The intent of GWEE is to provide students with opportunities for applying the basic skills of reading, writing and computation through a combination of supervised employment in any occupational field and related classroom instruction. Students participating in GWEE typically require a work permit. Students can receive 5 units per semester during a GWEE school period.

2009 Library Aide

Length of Course: Year

Prerequisite: Library Staff/Administrative Approval Required; Parental Consent Required

A student will have the opportunity to learn a number of research techniques using both traditional and modern strategies to produce classroom materials for teachers planning units of study for the classroom. TAs will learn production techniques using a computer, video editors, and cameras and recorders. The duties of Library/Media TAs will also include some library tasks such as delivery of media equipment, shelving of books and magazines, dusting off shelves, etc. Curriculum will be based on CTE library employability skills. *11th and 12th grade students only.*

2004 Office Aide

Length of Course: Year

Prerequisite: Office Staff Permission Required; Parental Consent Required

Students receive an educational experience by assisting administrative office secretaries and administration. Practical training in a variety of clerical tasks including receptionist duties, checking, sorting, verifying information, use of telephone, working with the public, filing, sorting and distributing mail, use of copy machine, providing messenger services, as well as interoffice communications. Curriculum will be based on CTE office employability skills. *11th and 12th grade students only.*

2350 Study Skills

Length of Course: Year

Prerequisite: Teacher/Administrative Approval Required

This limited enrollment class is designed to assist students with class work from general education courses. Students will be expected to bring class work daily and utilize the resources available to them in order to be successful in all courses. Students may be required to use a daily planner and/or progress reports to assist with time management and organization skills. As this is a limited enrollment class, students may not use study skills as a free period. They will be dropped from the course. This course is designed for students based on need as determined by staff.

2003 Teacher Aide (TA)

Length of Course: Year

Prerequisite: Teacher Permission Required; Parental Consent Required

Students qualified to be an Academic Tutor will support instruction by assisting peers in learning and applying knowledge and skills taught. Tutors must support the overall goal of helping peers to become academically and socially successful. Tutors will work with students under the direction of the approving teacher, who will be responsible for their overall grade. *11th and 12th grade students only.*