

CATALOG



CLASSICAL ACADEMY HIGH SCHOOL
Course Description Catalog
2025-2026

PL COURSES

CLASSICAL ACADEMY HIGH SCHOOL

PL Course Description Catalog 2025-2026

All PL Campus courses are listed below in the PL Course section; please refer to this section of the catalog for a detailed description of courses offered at or through the PL campus. For a detailed list of courses offered at the Studio campus, please refer to the Studio Courses section of the catalog.

*New courses are highlighted in **YELLOW**. Courses available for all students to enroll in regardless of program (Studio, 3-Day Workshop, Virtual, or IS) are **bolded and underlined**. Several courses have changed for next year (typically moving to virtual only instead of both workshop and virtual). Please note that all course offerings are subject to change pending enrollment and teacher availability.*

WORKSHOP COURSES

English Language Arts Courses	Social Science Courses	Mathematics Courses	Science Courses
<i>Reading Foundations</i>	<i>World History</i>	<i>Math Essentials</i>	<i>Biology</i>
<i>English 1</i>	<i>US History</i>	<i>Math Lab (Math Support)</i>	<i>AP Biology</i>
<i>English 2</i>	<i>Government</i>	<i>Math 1</i>	<i>Chemistry</i>
<i>English 2 Honors</i>	<i>Economics</i>	<i>Math 2</i>	<u>AP Chemistry</u>
<i>English 3</i>	<i>AP Psychology</i>	<i>Math 3</i>	<i>Physics</i>
<i>English 4</i>		<i>AP PreCalc</i>	<u>Earth Science</u>
<i>AP English Language and Composition</i>		<i>AP Statistics</i>	
<i>AP English Literature and Composition</i>		<i>Data Science</i>	
World Language Courses	Visual & Performing Arts Courses	Misc Elective Courses	
<i>Spanish 1</i>	<u>Guitar (Beginning)</u>	<i>Leadership</i>	
<i>Spanish 2</i>	<u>Band 1</u>	<i>Physical Education 1, 2 & Elective</i>	
<u>ASL 100/101</u>	<u>Band 2 (Advanced)</u>	<i>SDL (Self-Directed Learning, No Credit)</i>	
	<u>I.S. Band (Monday & Afterschool in person)</u>	<i>Skills & Instruction (student's w/IEP)</i>	
	<i>Art 1 (Foundation of Illustration)</i>	<i>Teacher's Aide</i>	
	<i>Art 2 (Advanced Illustration)</i>		
	<i>Digital Art: Photoshop</i>		
	<i>Digital Art: Illustrator</i>		
	<u>Journalism (at Studio campus - replaces Event Book for 25/26)</u>		

SEE NEXT PAGE FOR VIRTUAL COURSES

VIRTUAL COURSES

English Language Arts Courses	Social Science Courses	Mathematics Courses	Science Courses
<i>English 1</i>	<i>World History</i>	<i>Math 1</i>	<i>Biology</i>
<i>English 2</i>	<i>AP World History</i>	<i>Math 2</i>	<i>AP Biology</i>
<i>English 3</i>	<i>US History</i>	<i>Math 3</i>	<i>Chemistry</i>
<i>English 4</i>	<i>AP US History</i>	<i>AP Statistics</i>	<i>AP Chemistry</i>
<i>AP English Language and Composition</i>	<i>Government</i>	<i>AP PreCalc</i>	<i>Oceanography</i>
<i>AP English Literature and Composition</i>	<i>AP Government and Politics</i>	<i>AP Calc BC (replacing AP Calc AB)</i>	<i>Physics</i>
<i>Genre Studies</i>	<i>Economics</i>	<i>Data Science</i>	<i>AP Physics</i>
	<i>AP Macroeconomics & Seminar</i>	<i>Consumer Math</i>	<i>AP Environmental Science</i>
	<i>Ethnic Studies</i>	<i>Financial Literacy</i>	
	<i>Geography</i>		
	<i>Psychology</i>		
	<i>AP Psychology</i>		
	<i>World Cultures</i>		
World Language Courses	Visual & Performing Arts Courses	Misc Elective Courses	
<i>Spanish 1</i>	<i>Art 1 (Foundation of Illustration)</i>	<i>Culinary 1</i>	
<i>Spanish 2</i>		<i>Culinary 2</i>	
<i>Spanish 3</i>	<i>Digital Art: Illustrator</i>	<i>Emotional Mastery</i>	
<i>Spanish 4</i>	<i>Music Appreciation</i>	<i>Keyboarding</i>	
<i>ASL 1 & 2 (Virtual Students Only)</i>		<i>Physical Education 1, 2 & Elective</i>	
		<i>Skills & Instruction</i>	
		<i>Work Experience</i>	



PL ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE ARTS COURSES

At CAHS, we believe that **English is the foundation for success in all subject areas**, equipping students with the essential skills to think critically, communicate effectively, and engage meaningfully with the world. Our curriculum is aligned with the **rigor and relevance of the Common Core State Standards (CCSS)** and prepares students for the expectations of **UC and CSU colleges**.

Students will develop and refine their **reading, writing, listening, and speaking skills**, while also exploring how language and communication have evolved over time. Through literature, discussion, and writing, students will connect their learning to **real-world issues, current events, and personal experiences**, making their education relevant and engaging. Our goal is to help students **become thoughtful, articulate individuals** who can confidently express ideas, analyze complex texts, and navigate the demands of today's society.

Minimum Graduation Requirement: 40 credits

COURSE DESCRIPTIONS

ENGLISH 1	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual
In English 1, students will study all of the components of language arts: grammar, usage, mechanics, composition, vocabulary, and literature. The reading will follow a developmental pattern beginning with short story, poems and informational texts and extending toward longer excerpts, and major works of literature. This class also provides an early platform for students working on time management, focus, and high school expectations. Students are expected to use each class period as a time of growth – intellectually and ethically. Students pursue a balanced literacy program with an emphasis on writing. Writing activities are based on literature and non-fiction to provide a highly motivated curriculum. Students receive instruction in the conventions of standard edited English and research techniques. Students demonstrate the writing process, applying the process to composing texts in various genres including (but not limited to) literary analysis, expository, and persuasive.			

ENGLISH 2	Prerequisite: English 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual
In English 2, students study literature from around the world. Informational texts are incorporated into each literary unit to help students learn to analyze and critique the language of non-fiction pieces. Writing is scaffolded so that students are given the proper background for argument papers, and are then able to branch out [organizationally wise] as the year progresses. The rigorous curriculum of English 2 equips students for success in both their concurrent and future high school classes. The course broadens and deepens experiences for students in literature, composition and vocabulary development and prepares them for entrance to the University of California and other comparable four-year institutions. The instructor scaffolds curriculum in such a way to prepare for future AP courses for students intent on an AP curriculum.			

ENGLISH 2 HONORS	Prerequisite: B or higher in English 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop Only ▾
Students enrolled in English 2 Honors course intend on moving on to AP English in their junior and senior years. The course differentiates itself from English 2 mainly in the amount and complexity of writing assignments and critical thinking skills associated with course material. Students will be expected to write more often and with greater complexity as well as control of language. The standards for written work will be higher, with a focus on preparing students for the AP English Language and Literature courses. Students will gain the tools necessary to complete rhetorical analysis essays of college level texts that appear on the AP English Language and Composition Exam. Grammar will be taught as a way to help students improve their writing and analyze the writing of others, necessary skills for success in advanced English courses such as AP English Language and AP English Literature. Students will read literature with a discerning eye, analyzing rhetorical language used in the texts. Informational texts will also be examined with the goal of synthesizing multiple articles into students' arguments. Students will participate in several in-class, AP based writing prompts, Classroom discussion on Literature and Informational Texts will be language based, and grammar/vocabulary will be built into the course to expand the students' skills. Tenth grade Common Core Standards will still be met, in addition to preparing for the rigor of AP English Language or AP English Literature. <i>*Students who earn a D or F the first semester (part A) of this course may not be able to continue with part B and may be required to enroll in College Prep English 2.</i>			

ENGLISH 3	Prerequisite: English 2 or English 2 Honors		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual ▾
Students read and respond to historically and/or culturally significant works of fiction and non-fiction texts. The reading will follow a developmental pattern beginning with short story, poems and informational texts and extending toward longer excerpts, and major works of literature. Students will examine how the literature reflects the economical, religious (spiritual), political, social (cultural), and global issues of the past; the immediate present; and the near future. Students will engage in a variety of academic and creative writing tasks, which connect both literature and nonfiction to their life experiences. Students will conduct a wide variety of writing assignments, including but not limited to, critical analysis, expository and persuasive essays, creative writing, reflective writing, poetry, and timed writings.. A variety of activities, including Socratic Seminars and small group activities, will be used to help foster and further student thinking and create a learning environment rich in challenge and growth.			

ENGLISH 4	Prerequisite: English 3 or AP English Language/Literature		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual ▾
The English 4 course is designed to cover World Literature by exploring a wide variety of texts with varying origins, genres and themes and introducing students to different literary time periods with a focus on the thematic and philosophical background of texts. This course includes an emphasis on poetry analysis and expository writing. Students will develop oral and written analytical skills by comparing themes and			

synthesizing philosophies across a wide range of texts and media sources. Students will continue to build upon the writing skills from previous courses including: narrative, expository, and research.

*NEW VIRTUAL COURSE OFFERING

AP ENGLISH LANGUAGE & COMPOSITION	Prerequisite: B or higher in English 2, English 3 or AP English Literature		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual

From the College Board website: “The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.”

The AP English Language and Composition course will provide motivated and advanced students with the opportunity to study rigorous college freshman curriculum in their junior or senior year of high school. Focusing on non-fiction literature, students will study rhetorical analysis with an emphasis on argument. Students will learn to recognize and analyze rhetorical strategies and literary devices. They will learn how to both recognize and evaluate these strategies in their readings and how to use them effectively in their writing. They will also learn to synthesize information from a variety of sources, and to use the information in the formulation of their own written argument.

This course will also focus on the study of American literature where students will not only become aware of the great, controversial, and beautiful ideas contained in America’s literary history, but also examine the interactions between the writers’ purpose, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis. Most writing assignments and projects will involve an exploration and analysis of rhetorical and linguistic choices as well as literary, cultural, and historical topics germane to American literature from the Puritan to the Post-Modern Era. All students will be encouraged to take the AP exam in May. Those who pass with a 3 or better are usually eligible for college credit.

The Virtual option for this course will be hosted via [UCScout](#). The virtual option for this course will be hosted asynchronously with teacher support provided on a weekly basis but no synchronous direct instruction.

**Students who fail the first semester (part A) of this course may not be able to continue with part B.*

*NEW VIRTUAL COURSE OFFERING

AP ENGLISH LITERATURE & COMPOSITION	Prerequisite: A in English 2; B or higher in English 2 Honors; A in English 3; B or higher in AP English Language
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A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual
An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses. In their AP course, students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, they get to know a few works well. They read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. All students will be encouraged to take the AP exam in May. Those who pass with a 3 or better are eligible for college credit. <i>The Virtual option for this course will be hosted via UCScout. The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i> <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

ELECTIVE COURSE DESCRIPTIONS

GENRE STUDIES ELECTIVE	Prerequisite: N/A		
A-G: Yes ▾	Credits: 5 ▾	Length: Semester Long ▾	Format: Virtual Only ▾
This course focuses on a variety literary genres which could include non-fiction, poetry, and contemporary literature, as well as more specialized studies such as historical fiction, dystopian/science fiction, or magical realism. Students will sample a variety of writers and literature in each studied genre and will incorporate independent and individualized reading programs designed to allow each student the opportunity to explore a variety of topics. Students will read 16-20 books in the semester and log about 20 pages per day (150 pages per week). This class functions as a predominantly independent study course, with a great deal of student choice in the selections of books in each genre and helps support readers of all levels including those preparing for the AP Literature or AP Language courses.			

The virtual option for this course will be hosted asynchronously with teacher support provided on a weekly basis but no synchronous direct instruction.

READING FOUNDATIONS	Prerequisite: Does not pass the English Readiness Assessment; Recommended placement only (may not be requested)		
A-G: No ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop Only ▾
The Reading Foundations Class is designed to assist students who score below proficient in reading and fluency levels. Students are assessed in previous English courses to determine need. Any student reading at or above an eighth grade level may not enroll in English Foundations unless otherwise determined, based on individual need. Students enrolled in this course will work on improving their reading comprehension, fluency, and vocabulary recognition. The goal of the course is to build skill sets in order for student success in higher levels of English. Students may graduate out of the class once they reach grade-level proficiency and are ready to enroll in English I; some students may concurrently enroll in English I with teacher recommendation. This course is taken PASS/FAIL.			



PL SOCIAL SCIENCE

SOCIAL SCIENCE COURSES

At CAHS, our **Social Science curriculum explores the global nature of the modern world**, helping students make connections between the past and present. Each course is centered around **essential questions** that guide students in analyzing **historical trends, patterns, and themes**, allowing them to evaluate the **lasting impact of major historical events** on a global scale.

Students will engage in a variety of learning experiences, including **lectures, discussions, collaborative projects, and presentations**, to develop a deeper understanding of history's influence on society. Our courses integrate elements of **geography, art history, anthropology, and other disciplines**, providing a well-rounded perspective on human history across different time periods.

Aligned with **UC and CSU recommendations** and the **most current California State Content Standards**, our curriculum prepares students with the knowledge and critical thinking skills needed for success in college, careers, and civic life.

Minimum Graduation Requirement: 30 credits

A-G Requirement: 30 credits

COURSE DESCRIPTIONS

WORLD HISTORY	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual
This inquisitive & interactive course content will challenge students and inspire them to learn about the political, economic, & social aspects of world history. The curriculum covers primarily the Modern Era, from its beginnings during the Age of Colonization and Industrial Revolution, culminating in the events of the 21st century. <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

AP WORLD HISTORY	Prerequisite: Recommended B or higher in English 1 and Teacher Recommendation		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual
AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, continuity, and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.			

The virtual option for this course will be hosted asynchronously with teacher support provided on a weekly basis but no synchronous direct instruction.

**Students who fail the first semester (part A) of this course may not be able to continue with part B.*

UNITED STATES HISTORY	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual
Delving into the crucial political, social, economic, and cultural events that have shaped and enriched the history of the United States traces the experiences and effects of important historical and political figures from the early colonial era all the way to the influential American leaders of the 21st century. <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

AP UNITED STATES HISTORY	Prerequisite: B or higher in English 2 and World History		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Virtual Only ▾
AP U.S. History provides an intensive study of American History from pre-colonial to recent times. This course meets the needs of students interested in advanced study and provides preparation for the AP test. The course stresses analytical thought, research and study skills, social science concepts in history, political science, geography and economics, as well as major interpretive trends and basic factual knowledge. Although recall is essential, equally important is the student's ability to employ critical thinking and decision-making as they compose essay responses to the free-response questions (FRQ) and document-based questions (DBQ). Upon completion of the course, students: • Read, interpret, and criticize historical works • Identify assumptions, underlying various historical interpretations • Analyze and discuss in writing significant themes in United States history <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i> <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

GOVERNMENT	Prerequisite: Senior-level course taken in conjunction with Economics		
A-G: Yes ▾	Credits: 5 ▾	Length: Semester Long ▾	Format: Workshop & Virtual
In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. Students will analyze the history and changing interpretations of			

the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments. There will be an emphasis on the media and how information is presented to the American public. Students will identify biases in political commentators and politicians. This course is the culmination of the Social Science sequence that prepares students to solve society's problems, understand and participate in the governmental process, and be a responsible citizen of the United States and the world.

The Virtual option for this course will be hosted via [UCScout](#). The virtual option for this course will be hosted asynchronously with teacher support provided on a weekly basis but no synchronous direct instruction.

*NEW VIRTUAL COURSE OFFERING

AP GOVERNMENT & POLITICS	Prerequisite: Approval of AP Instructor, B or better in English and Social Science classes, past AP experience recommended		
A-G: Yes	Credits: 5	Length: Year Long	Format: Virtual Only
A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. The following is a discussion of these topics and some questions that should be explored in the course. Upon completion of the course, students: • know important facts, concepts, and theories pertaining to U.S. government and politics • understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures) • are able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats) • are able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum <i>The Virtual option for this course will be hosted via UCScout. The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i> <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

ECONOMICS	Prerequisite: Senior-level course taken in conjunction with Government		
A-G: Yes	Credits: 5	Length: Semester Long	Format: Workshop & Virtual

Economics is concerned with the study of consumer behaviors and how people satisfy their wants and needs with the use of resources. This course will give students a greater understanding of economics ranging from the viewpoint of the individual consumer and business to the global economy. The course will study the big ideas in economics, such as scarcity, opportunity costs, goods and services, the law of supply and demand, government finances, and global economics. This is a 5-credit, online, semester long course.

The Virtual option for this course will be hosted via [UCScout](#). The virtual option for this course will be hosted asynchronously with teacher support provided on a weekly basis but no synchronous direct instruction.

AP MACROECONOMICS & ECONOMIC SEMINAR	Prerequisite: Senior-level course; recommended A or higher in World & US History or B in AP World & AP US History		
A-G: * Yes ▾	Credits: 10 ▾	Length: Semester Long ▾	Format: Virtual Only ▾
AP Macroeconomics is a college-level course that explores the principles governing national and global economies. Students will study economic indicators such as GDP, inflation, and unemployment, as well as the roles of fiscal and monetary policy in stabilizing the economy. Key topics include supply and demand, aggregate demand and aggregate supply, economic growth, international trade, and exchange rates. Through data analysis, real-world case studies, and graph-based problem-solving, students will develop a strong understanding of economic models and their applications. This course prepares students for the AP Macroeconomics exam and provides a foundation for future studies in economics, business, and political science. <i>* Please note that Economic Seminar is not A-G and is pass/fail. It is a study course designed to be taken after AP Macroeconomics to prepare students for the upcoming exam, as AP Macro is only the Fall semester and the AP exam is not until May.</i> <i>Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

ELECTIVE COURSE DESCRIPTIONS

ETHNIC STUDIES ELECTIVE COURSE	Prerequisite: N/A		
A-G: Yes ▾	Credits: 5 ▾	Length: Semester Long ▾	Format: Virtual Only ▾
This Ethnic Studies course is designed to help students develop an understanding of how race, ethnicity, and culture has and continues to impact individuals and society in the United States. It is intended for students of all backgrounds and cultures and will expose them to the histories, perspectives, cultures, and contributions of various ethnic groups in the United States. Students will make connections between historical, contemporary, and personal events. They will investigate and analyze the historical factors of power and privilege and their subsequent impact on certain groups' ability to navigate and mitigate internal and external structures that			

influence their human experience. The course aims to expand students' awareness of the role of ethnic groups in a diverse American society in order to build community and solidarity.

The virtual option for this course will be hosted asynchronously with teacher support provided on a weekly basis but no synchronous direct instruction.

GEOGRAPHY ELECTIVE COURSE		Prerequisite: N/A	
A-G: Yes ▾	Credits: 5 ▾	Length: Semester Long ▾	Format: Virtual Only ▾
The Geography course familiarizes students with the world using the five geographic themes and essential elements. Students will develop skills and knowledge about location, place, human/environmental interactions, movement, and regions. Once students understand these essential concepts, students will complete projects showing their mastery of the five themes at the local, national and global levels as we examine and learn about the world around us. <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

PSYCHOLOGY ELECTIVE COURSE		Prerequisite: N/A	
A-G: Yes ▾	Credits: 5 ▾	Length: Semester Long ▾	Format: Virtual Only ▾
Learn about the scientific study of mental processes and behavior. Explore the underlying biological functions and behaviors that govern how we sense, feel, learn, remember, think, and process language. Students learn how the mind develops as it ages, and the effects of nature versus nurture. Examine psychological disorders, therapy, and social psychology. In this course, gain a greater appreciation and understanding of how your own mind works. <i>The Virtual option for this course will be hosted via UCScout.</i> <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

AP PSYCHOLOGY ELECTIVE COURSE		Prerequisite: Approval of AP Instructor, B or better in English and Social Science classes	
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual ▾
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological studies, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. As we work through the 14 major units in the text, students will be engaged in discussions surrounding			

intriguing psychological findings. There are also a fair amount of terms that students need to be familiar with, so quizzes and tests come fairly often, though there are always prep days before every test.

****Students who fail the first semester (part A) of this course may not be able to continue with part B.***

The virtual option for this course will be hosted asynchronously with teacher support provided on a weekly basis but no synchronous direct instruction.

WORLD CULTURES ELECTIVE COURSE	Prerequisite: Open to students in grades 10-12		
A-G: Yes ▾	Credits: 5 ▾	Length: Semester Long ▾	Format: Virtual Only ▾
World Cultures cultivates the skills of our students to become engaged global citizens and to have a deeper understanding of the human experience. Students will research major cultural and historical themes from different regions and their own ethnographic and genealogical stories. Students will investigate the transformation of traditional pre-modern cultures through industrialization and globalization to gain a better sense of self and place. <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			



PL MATHEMATICS

MATHEMATICS COURSES

Mathematics is the study of **quantity, structure, space, and change**, and at CAHS, we believe in empowering students to explore these concepts by identifying patterns, making conjectures, and using **rigorous reasoning** to solve problems. Our math curriculum is designed to meet the needs of **students at all levels**, whether you're just beginning or aiming for college-level courses like AP Calculus and AP Statistics.

We offer a **comprehensive math sequence**, from **Math I through AP Calculus and AP Statistics**, ensuring that every student develops strong **computational, problem-solving, and conceptual skills**. These skills are essential for success in higher education and in the workplace. **Mastery of these foundational skills** is the goal of our program, and all students must complete **three years of math** to graduate from CAHS.

Our curriculum is aligned with the **UC and CSU guidelines** for math preparation and the **California Common Core State Standards**, ensuring students are well-prepared for college and beyond.

***Minimum Graduation Requirement: At least 30 credits including Math I and Math II**

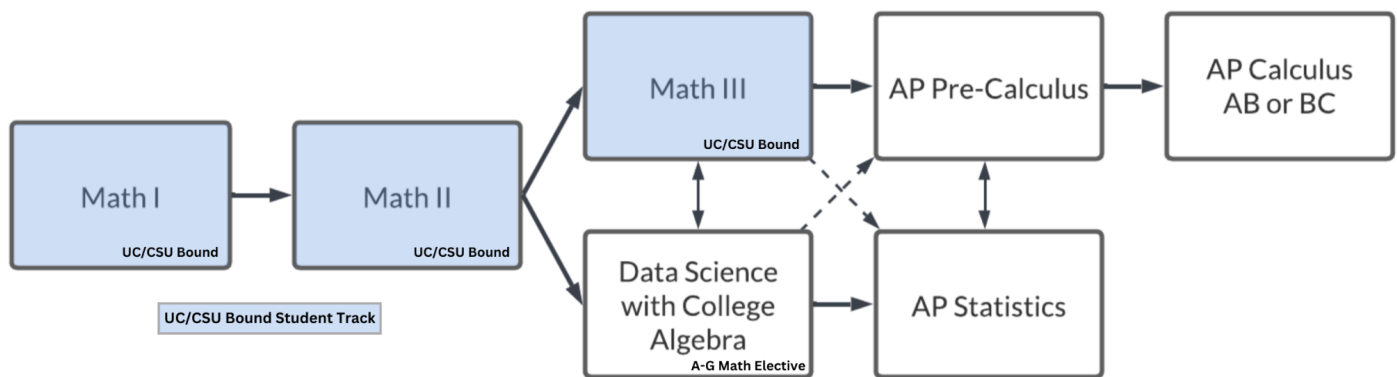
A-G Requirement: 30 credits (40 strongly recommended)

Category 1: Foundational, Required Courses — Math I, Math II, and Math III.

Category 2: Advanced Courses that Validate Math III — PreCalculus and Calculus

Category 3: Advanced courses that do not validate Math III — Data Science (beginning 26/27) and Statistics
Students must take a UC approved Math II course, Math II is not validated by subsequent math courses.

Course Sequence:



Special Information Regarding Data Science: (March 10, 2025)

*The UC Board of Admissions has reversed their previous decision so that starting in the 2026–27 school year, Data Science courses will **not** count as a third-year math course. Students who take Data Science instead of Math 3, there is a chance that to be accepted to a UC or CSU school, may have to take Math 3 as a senior.*

Math Department Policies and Prerequisites:

All incoming math students must take and pass the appropriate Math Readiness assessment to establish readiness before they will be enrolled in any math course for the following academic year. The Math Readiness Assessment will also be used to determine placement in a Math Support class taken in addition to the student's regular math course.

Current students who earn an F in a math course must repeat that math course and will not be allowed to move on to the next math course until they repeat the course successfully. If a student passed one semester of a math course and received

an F in the other semester of the same math course, they may be given permission to move on to the next math course if they are also concurrently enrolled in the failed course to replace the F.

Freshman Math Policy:

At the end of Term 1, any freshman (or 7th or 8th grade student taking Math at CAHS) who has a C or lower in Math II or above will be removed from their Term 1 math course and placed in the next lower math course for Term 2. The student will be given the opportunity to earn credit for semester one of their new semester two math course by passing the semester one essential standards assessment of that new math course. The semester one transcript grade will be the semester one final exam grade from the lower math course. This policy will be stated in each CAHS math course syllabus that parents are required to sign and return to their teacher.

Note: This is the only time in which a CAHS student may receive credit for a math course solely based on performance on a math exam. In general, we do not allow students to “test out” of any math course.

COURSE DESCRIPTIONS

MATH ESSENTIALS	Prerequisite: Does not pass the Math 1 Readiness Assessment; student has IEP		
A-G: No ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop Only ▾
Math Essentials is designed for students entering high school working at a fifth grade level or below. Students will deepen their understanding and increase their competence and confidence with the essential concepts and skills from grades 7 and below. Focusing on integers, fractions, decimals, ratio and proportion, geometry, probability and statistics, and introductory algebra skills.			

MATH 1	Prerequisite: Pass the Math 1 Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual ▾
Math 1 is the foundation for other high school mathematics courses. Topics covered include; solving and graphing linear equations and inequalities, solving systems of linear equations and inequalities, exponents and exponential functions, radical expressions and functions, rational functions, statistics and probability, parallel and perpendicular lines, congruent triangles, quadrilaterals and circles. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations.			

MATH 2	Prerequisite: D or better in Math 1 or pass the Math 2 Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual ▾
In Math 2 students deepen and extend the skills and understandings developed in Math 1. Topics covered include; linear and quadratic functions and equations, triangles, quadrilaterals, right triangles and trigonometry, surface area and volume, probability. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations.			

MATH 3	Prerequisite: D or better in Math 2 or pass the Advanced Math Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual
Integrated Math III completes the three courses sequence of Integrated Mathematics course. This year-long course addresses the Common Core Standards for Integrated Math III as described in the state framework. It brings together knowledge acquired in the previous two courses and uses it as a springboard to expand into more complex territory. Students will prepare for future advanced mathematics courses by expanding their knowledge of functions, right triangle trigonometry, and experiences with data as they solve sophisticated problems using critical thinking skills and mathematical modeling. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

DATA SCIENCE (WITH COLLEGE ALGEBRA)	Prerequisite: D or better in Math 2 or pass the Advanced Math Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual
Data Science with College Algebra will provide students with opportunities to understand the data science process of asking questions, gathering and organizing data, modeling, analyzing and synthesizing, and communicating. Students will work through this process in a variety of contexts. Students learn by making sense of complex problems, then through an iterative process of formulation and reformulation, coming to a reasoned argument for the choices they will make. All of the Standards of Mathematical Practice (SMP) will be addressed in this course. This course is dependent upon the use and application of a variety of technologies. The appropriate and strategic use of these tools will be demonstrated and required throughout the course			

AP PRECALCULUS	Prerequisite: D or better in Math 3 or Data Science, or pass the Advanced Math Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual
The following topics constitute the core of the AP Pre-Calculus course: Functions and their Graphs, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric Functions, Parametric and Polar Equations, Vectors, Systems of Equations and Inequalities – including solving using matrices, probability and statistics. Each of the previously listed concepts will be addressed graphically, numerically, analytically, and verbally. Students will apply these concepts to model a variety of real world situations. Technology is also used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

***NEW VIRTUAL COURSE OFFERING**

AP CALCULUS BC	Prerequisite: B or better in AP Precalculus, or pass the Advanced Math Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Virtual Only ▾
AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Students can typically receive credit for passing the AP Calculus AB portion of the AP Calculus BC exam, even if they don't pass the full BC portion, as the BC exam includes a subscore for the AB content, allowing colleges to award credit based on that score alone; however, each college sets its own policy regarding AP credit, so students should always check with their intended institution. <i>The Virtual option for this course will be hosted via UCScout. The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i> <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

AP STATISTICS	Prerequisite: C or better in Math 3 or Data Science, or pass the Advanced Math Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop & Virtual ▾
This course focuses on four overarching topics in statistics: data analysis, sampling and experimentation, probability and simulation, and statistical inference. Students will collect, analyze, display, and draw conclusions from real-world data from a variety of disciplines (medicine, business, and the natural and social sciences). The course emphasizes analysis, communication, and the use of technology for computation, rather than algebraic manipulation. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

ELECTIVE COURSE DESCRIPTIONS

MATH LAB (Formerly Math 1 Support)	Prerequisite: Does not pass the Math Readiness Assessment; Recommended placement only (may not be requested)		
A-G: No ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop Only ▾
Math Lab is designed for students enrolled in Math 1, 2, or 3 but who have been assessed via a variety of tools including standardized test results and teacher/SAI recommendation to need extra support in order to be successful in that math course. Students will receive front-loading instruction to prepare them for upcoming topics in class, review and extra practice of topics, targeted pre-requisite skill support, and test prep.			

This course is taken PASS/FAIL.

CONSUMER MATH ELECTIVE COURSE	Prerequisite: D or better in Math 2, or pass the Advanced Math Readiness Assessment		
A-G: No ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Virtual Only ▾
In Consumer Math, students study and review arithmetic skills they can apply in their personal lives and in their future careers. The first semester of the course begins with a focus on occupational topics; it includes details on jobs, wages, deductions, taxes, insurance, recreation and spending, and transportation. In the second semester of Consumer Math, students learn about personal finances, checking and savings accounts, loans and buying on credit, automobile expenses, and housing expenses. Students will use a textbook to access the material for this class. <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

***NEW VIRTUAL COURSE OFFERING**

FINANCIAL LITERACY ELECTIVE COURSE	Prerequisite: N/A		
A-G: Yes ▾	Credits: 5 ▾	Length: Semester Long ▾	Format: Virtual Only ▾
In this one-term course, students will complete 18 modules of real-world information on establishing credit, maintaining credit, what causes credit disasters, as well as how to manage finances as an adult entering the world without the aid of parents. The course walks students through finding a place to live, obtaining transportation, paying taxes, and making smart financial decisions. <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			



PL SCIENCE

SCIENCE COURSES

The science curriculum at CAHS is designed to provide students with the skills and knowledge needed to become **scientifically literate citizens** in today's world. Our courses align with **state and Next Generation Science Standards** and emphasize **hands-on, inquiry-based learning** through laboratories, scientific and engineering practices, and cross-curricular connections.

We use a variety of **instructional methods**, with a strong focus on **constructivist strategies** that encourage **individual exploration** and **small group collaboration**. Students will develop **conceptual understanding** and **problem-solving skills** that are key to scientific reasoning and critical thinking.

Our curriculum emphasizes **3D Learning**, integrating **Cross Cutting Concepts**, **Disciplinary Core Ideas**, and **Scientific and Engineering Practices** to create a **cohesive understanding of science**. Students will not only gain **content knowledge** but also the **analytical and inquiry skills** needed to evaluate and apply scientific concepts in real-world contexts.

By focusing on **scientific inquiry**, we encourage students to explore, analyze, and evaluate scientific principles, developing the skills they need to become thoughtful and engaged **scientific thinkers**.

Minimum Graduation Requirement: 20 credits (30 strongly recommended: Biology, Chemistry, Physics)

University of California A-G Requirement: 20 credits Lab Science, (30 Strongly Recommended: Biology, Chemistry, Physics)

COURSE DESCRIPTIONS

BIOLOGY	Prerequisite: Recommended concurrent enrollment in Math 1 or higher		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop & Virtual
Students are introduced to the process of science through scientific inquiry through engineering practice of laboratories, and scientific literacy through scientific journals and current events. Students will engage in Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) to build their understanding of how living earth systems interact and influence living organisms and populations, and how these populations in turn influence earth systems. This course focuses on the process of scientific investigation through the study of living things and the world in which we live. Students will gain mastery in the following content areas: Scientific Investigation, Ecology, Cell Biology, Genetics, Evolution, and Earth and Space Science. Above the content level, students will be efficient in the Next Generation Science Standards along with the Common Core Literacy and Writing Standards. The performance expectations outlined in this course of study and through the Next Generation Science Standards (NGSS) may be addressed in multiple units of study.			
AP BIOLOGY	Prerequisite: Approval of AP Instructor, B or better in Biology and Chemistry OR Freshman AP Biology Approval Form (please fill out if you are an incoming freshman wanting to take AP Bio)		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop & Virtual
AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually			

taken by biology majors during their first year. This course will prepare students for the college level AP Biology Examination and is based on the curriculum established by the College Board. Students will be given the opportunity to develop a conceptual framework for modern biology, emphasizing applications of biological knowledge and critical thinking to environmental and social concerns. This class requires learning at an accelerated pace due to the amount and complexity of the required material. Material will be covered through online and physical lectures, class activities, laboratories, discussions, and independent projects. AP Biology will require students to devote time and effort to ensure success.

****Students who fail the first semester (part A) of this course may not be able to continue with part B.***

CHEMISTRY	Prerequisite: Biology, Recommend completion up through Math 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop & Virtual
This course provides a comprehensive introduction to the fundamental principles of chemistry. Topics include atomic structure, electron configuration, periodic trends, chemical bonding, molecular geometry, intermolecular forces, and the properties of solids, liquids, and gases. Students will explore stoichiometry, types of chemical reactions, solutions, acids and bases, gas laws, nuclear decay, equilibrium, thermochemistry, and kinetics. Through laboratory investigations, students will develop skills in data analysis, chemical calculations, and experimental design while applying concepts to real-world scientific problems. Note: The in-person workshop course will include hands-on labs, while the virtual course will have virtual labs or simulations (done on the computer at home).			

AP CHEMISTRY	Prerequisite: Biology and Chemistry, B or higher in Math 2, B or higher in Math 3 (or concurrent enrollment).		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop & Virtual
AP Chemistry is a rigorous, college-level course designed to deepen students' understanding of chemical principles and prepare them for the AP Chemistry exam. The course covers atomic structure, intermolecular forces, chemical bonding, thermodynamics, kinetics, equilibrium, acids and bases, electrochemistry, and nuclear chemistry. Students will engage in inquiry-based laboratory investigations that emphasize experimental design, data analysis, and problem-solving. Advanced topics include Gibbs free energy, reaction mechanisms, buffers, and coordination compounds. This course is ideal for students interested in STEM fields and provides a strong foundation for college-level chemistry and related disciplines. <i>The virtual course will be hosted via UCScout. The virtual option for this course will be hosted asynchronously with teacher support provided on a weekly basis but no synchronous direct instruction.</i> <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

***NEW VIRTUAL COURSE OFFERING**

OCEANOGRAPHY ELECTIVE COURSE	Prerequisite: C or Better in Biology		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Virtual Only ▾
Explore how oceanography affects and is affected by biological, chemical, and geological processes. Students begin their study with physical oceanography including planet rotation and revolution, plate tectonics, bathymetry and an investigation into the waves, tides, currents, and the large-scale ocean circulation and weather patterns. Then, transition to the study of marine biology which includes understanding the communities of estuaries, beaches, coral reefs, intertidal zones, kelp forests, and more. Students also study the world of fish with a focus on chondrichthyes (such as sharks, skates and rays). <i>The Virtual option for this course will be hosted via UCScout. The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

PHYSICS	Prerequisite: Completion of Biology; Physics course is non-Algebra based - Recommend completion up through Math 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop & Virtual
This is a two-semester course for high-school students who are college-bound. It will challenge learners to combine scientific inquiry with advanced mathematics in order to understand and explain how energy, matter, and motion are all related. The course introduces theories and experiments involving physics principles and encourages learners to develop the knowledge and understanding necessary to support conclusions with numerical results. Physics is a laboratory science course. Students will meet regularly to conduct "wet" labs (hands-on, in-person).			

AP PHYSICS	Prerequisite: Completion of Biology, A or B in Math 3, both semesters, or Concurrent Enrollment in Math 3 after completion of Math 2 with A or B both semesters; course is Algebra-based		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Virtual Only ▾
AP Physics is an algebra-and-trigonometry based physics course meeting the University of California High School Laboratory Science Requirement, as well as preparing students to succeed on the College Board AP Physics 1 Exam. This course investigates the seven topics contained in that Exam and explores the Science Practices with which university-level students are expected to be conversant. The curriculum aligns with the Next Generation Science Standards for High School Physical Science, together with California Science and Engineering Practices and High School Common Core Standards. In accordance with these standards, the laboratory work develops skills and techniques common to scientific reasoning, laboratory work, critical thinking and reading, communication, and collaboration. A year-long schedule allows the teacher and students of this course to collaborate with other university-bound students to prepare sufficiently to take the College Board AP Physics 1 Exam in the spring. It is expected that the level of work done in this course will resemble introductory college-level physics. In light of this, students and parents should plan accordingly for			

the workload involved, in order to maintain balance with other school and life priorities.

The virtual option for this course will be hosted asynchronously with teacher support provided on a weekly basis but no synchronous direct instruction.

****Students who fail the first semester (part A) of this course may not be able to continue with part B.***

AP ENVIRONMENTAL SCIENCE	Prerequisite: Biology and 1 year of physical science; 11th and 12th grade level course		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Virtual Only ▾
The course delves into biodiversity, examining the importance of genetic diversity and the threats to ecosystem resilience. Students investigate various forms of pollution, including air, water, and soil pollution, and analyze their impacts on human health and ecosystems. They will also explore the interdependent relationships between organisms and their environment through the lens of ecosystem dynamics. Sustainability is a central theme, with discussions on resource management, renewable energy, and sustainable development strategies. Additionally, the course covers topics such as environmental ethics, environmental legislation, and global environmental challenges, preparing students to critically evaluate environmental issues and propose solutions in line with AP standards. <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i> <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

EARTH SCIENCE	Prerequisite: Counselor Recommended Only		
A-G: No ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop Only ▾
Earth Science (non-A-G) is a two-semester course that satisfies the physical science graduation requirement. In this course, students will learn about various topics, including: astronomy (the earth's place within the solar system as well as within the universe), the structure of the earth (materials and earth's resources), the surface of the earth (geological and oceanic features, and how the surface changes), meteorology (weather and climate), and more. Earth Science will be offered in a traditional, lecture-based style: Students will attend in-person workshop class sessions (attendance is mandatory); a traditional high-school textbook will be used; homework will be assigned regularly; and activities, quizzes, and tests will be managed during class time. Earth Science is designed for students who may have difficulty passing more rigorous physical science courses such as Chemistry and Physics. In Earth Science, less emphasis is placed on mathematical computation, lab investigations, and analytical inquiry, while more emphasis is placed on conceptual scientific understanding. Students may only enroll with a counselor's recommendation.			

 PL WORLD LANGUAGE

World Languages Courses

The World Language Department at CAHS seeks to inspire students with a **deep appreciation for different cultures** while developing their ability to communicate in a new language. We encourage students to take **ownership of their learning** and success, preparing them to engage confidently in both everyday and formal conversations.

In our courses, students not only learn to **speak and understand** the language but also gain insight into the **customs, traditions, and values** of the communities where it is spoken. We foster a **supportive environment** where students are encouraged to take risks, practice regularly, and participate actively in class activities.

Assessment through **speaking, writing, reading, and collaborative projects** ensures that students gain practical skills for **global communication** and are ready for opportunities that enhance their cultural understanding and personal growth.

Minimum Graduation Requirement: 10 credits (20 recommended)

A-G Requirement: 20 credits, (30 recommended) in the same language

COURSE DESCRIPTIONS

SPANISH 1	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop & Virtual
This course meets UC/CSU and graduation requirements for world language credit. This course is designed for students who are taking Spanish as a second language. Students will develop basic communicative and literacy skills in the present tense. Instructions will consist of learning grammatical structures, reading short stories, writing short compositions with simple and compound sentences, and doing verbal presentations. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

SPANISH 2	Prerequisite: Spanish 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop & Virtual
This course meets UC/CSU requirements for world language credit. This course is designed for students who are taking Spanish as a second language. Students will continue developing their communicative and literacy skills. Instruction will consist of learning compound grammatical structures, using authentic resources from the Spanish-speaking world, writing compositions with simple, compound and complex sentences, and doing oral presentations in the past tense. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

SPANISH 3	Prerequisite: C or better in Spanish 2		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Virtual Only ▾

Spanish 3 builds upon students' previous language skills by introducing more complex grammar structures and expanding their cultural knowledge. The course covers six main themes: nature and the environment, city life, health and well-being, the workplace, the arts, and current events.

Students will refine their communication skills through authentic texts, literary works, and cultural discussions. Grammar topics include the subjunctive in various contexts, past and future tenses, commands, past participles, and conditional forms.

By engaging in meaningful conversations, reading Latin American and Spanish literature, and exploring the social and historical aspects of Spanish-speaking countries, students will enhance their ability to express opinions, narrate events, and discuss real-world issues with greater fluency and confidence.

****Students who fail the first semester (part A) of this course may not be able to continue with part B.***

The virtual option for this course will be hosted asynchronously with teacher support provided on a weekly basis but no synchronous direct instruction.

***NEW VIRTUAL COURSE OFFERING**

SPANISH 4	Prerequisite: C or better in Spanish 3		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Virtual Only ▾
Spanish 4 is an advanced-level course designed to expand students' proficiency in the language through diverse themes and complex grammatical structures. The course focuses on six main contexts: personal relationships, entertainment, daily life, health and wellness, travel, and nature. Students will engage with authentic cultural materials, including literature, films, and discussions on important figures and historical events from the Spanish-speaking world. Grammar topics include the subjunctive, past tenses, object pronouns, reflexive verbs, comparatives, and prepositions. Through interactive activities, discussions, and projects, students will enhance their speaking, writing, listening, and reading skills while deepening their understanding of Hispanic cultures. By the end of the course, students will be able to express opinions, describe past and future events, and navigate real-world situations in Spanish with greater confidence. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i> <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

ASL 100/101 (AMERICAN SIGN LANGUAGE)	Prerequisite: DUAL ENROLLMENT WITH PALOMAR COLLEGE (ASL 100 & ASL 101)		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Workshop Only ▾

(This will earn 10 credits on your high school transcript and 4.0 units on your Palomar transcript for passing EACH course)

Introduction to the practice and use of American Sign Language. Students will learn basic vocabulary and grammatical structure of American Sign Language and Deaf culture as used in the American Deaf community.

This is a two semester course sequence through Palomar College offered through a special partnership, which allows us to host the courses on our campus. We are asking students to commit to both courses, which will meet the World Language requirement if transferring to a CSU/UC. .

4.00 hours lecture delivered across two workshop days. This is delivered early mornings on Tuesday/Thursday and could impact two workshop periods

****Students who fail the first semester (ASL100) of this course may not be able to continue with ASL101.***

ASL 1 (AMERICAN SIGN LANGUAGE)	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Virtual Only ▾
This is an introductory course designed for students with little or no previous study of ASL. This course teaches basic conversation, grammar, and vocabulary. The focus is on expressive and receptive American Sign Language, fingerspelling, and the culture of the Deaf community. Each unit will cover vocabulary related to a specific theme (friends and family, leisure activities, school or work, etc) and grammar concepts appropriate to level 1. As students progress through each unit, they will build upon previously learned material and be given opportunities to strengthen their use of their expressive and receptive language skills. Students are required to attend a video conference call with the teacher for one of their unit assignments. This allows teachers to provide students with feedback on their signing skills. ASL 1 is approved by the University of California A-G as a language other than English (category E). <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B. This course is offered for Virtual Students ONLY</i>			

ASL 2 (AMERICAN SIGN LANGUAGE)	Prerequisite: ASL 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Virtual Only ▾
This second year is designed for students who have completed ASL 1. This course teaches conversation, grammar, and vocabulary. The focus is on expressive and receptive American Sign Language and the culture of the Deaf community. Each unit will cover vocabulary related to a specific theme and grammar concepts appropriate to level 2. As students progress through each unit, they will build upon previously learned material and be given opportunities to strengthen their use of their expressive and receptive language skills. ASL 2 is approved by the University of California A-G as a language other than English (category E). <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B. This course is offered for Virtual Students ONLY.</i>			



PL VISUAL & PERFORMING ARTS

VISUAL & PERFORMING ARTS COURSES

At CAHS, we believe the **visual and performing arts** are essential to creating **well-rounded students** with a complete education. Just as students explore subjects like math, science, and history, they should also have the opportunity to **think like artists**—expressing themselves creatively and connecting to content in new ways.

Studying the arts helps students **gain a deeper understanding** of themselves and others, encouraging them to **reflect on quality, celebrate diverse perspectives, and solve problems in innovative ways**. The arts allow students to **express what words alone cannot** and foster important skills like **critical thinking** and **collaboration**.

Our courses are designed to be **academically enriching and rigorous**, following **California State Standards** and the **Common Core** for reading, writing, speaking, and listening, ensuring students develop both technical and expressive skills in the arts.

Minimum Graduation Requirement: 10 credits (Elective or A-G)

A-G Requirement: 10 credits (A-G only)

COURSE DESCRIPTIONS

BEGINNING GUITAR	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop Only ▾
Beginning Guitar is an accelerated curriculum-based course offered that meets the minimum graduation requirement for VAPA, and meets the UC requirement as an A-G approved fine art. This course will familiarize students with the basic chords, scales, theory, and mechanics of the guitar. Students will learn to play individually as well as part of a performing group. This class will provide an overview of most guitar-based musical genres, and notable guitar players throughout history. Performance opportunities are optional for Guitar 1 students. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

ADVANCED GUITAR ELECTIVE COURSE	Prerequisite: C or better in beginning guitar		
A-G: No ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop Only ▾
Advanced Guitar is an accelerated curriculum-based course. This course will assume students have a working knowledge of open chords, moveable chords, and pentatonic shapes. Players will learn to put together full performance pieces in a group setting, learn to compose and harmonize music and be given an overview of bass guitar and contemporary keyboard. This class will provide an overview of most guitar-based musical genres, and notable guitar players throughout history. Performances are mandatory for Advanced Guitar students. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

Will be offered in the 26/27 academic year.

BAND 1	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop Only ▾
Band is a performance-based course that meets the minimum graduation requirement for VAPA, and meets the UC requirement as an A-G approved fine art. This course will familiarize students with group musical production and performance using music reading and listening skills. Band 1 performs at CAHS events as well as occasional outside performances. Fall semester is geared toward marching band/concert band music while Spring semester is geared more toward contemporary musical styles. Group techniques as well as individual performance and improvisation will be studied. This includes in-person on Mondays 8:00 - 10:00 am and after-school rehearsals. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

BAND 2 (ADVANCED BAND) ELECTIVE COURSE	Prerequisite: Band 1 or Audition		
A-G: No ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop Only ▾
Band 2 is a performance-based course for students who have experience with musical instruments and reading music. This course will involve group musical production and performance using music reading and listening skills. Band 2 students perform at CAHS events as well as occasional outside performances. Fall semester is geared toward marching band/concert band music while Spring semester is geared more toward contemporary musical styles. Group techniques as well as individual performance and improvisation will be studied. This includes in-person on Mondays 8:00 - 10:00 am and after-school rehearsals. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

BAND (MONDAY ONLY BAND - I.S.) ELECTIVE COURSE	Prerequisite: Audition Only		
A-G: No ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop Only ▾
Independent Study Band offers an alternative for students unable to fit Band 1 or Band 2 into their schedules. This performance-based course is designed for students with prior experience in instrumental music and reading music. Students will be responsible for regular practice, staying current with all music performed by the full band, and will still participate in <u>after school marching band rehearsals in Fall</u>. This course will involve group musical production and performance using music reading and listening skills. Independent Study Band students perform at CAHS events as well as occasional outside performances. Fall semester is geared toward marching band/concert band music while Spring semester is geared more toward contemporary musical styles. Group techniques as well as individual performance and improvisation will be studied.			

This is an in-person Monday 8:00 - 10:00 am course and includes after-school rehearsals.

****Students who fail the first semester (part A) of this course may not be able to continue with part B.***

ART 1: FOUNDATION OF ILLUSTRATION	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop & Virtual
This course introduces concepts and techniques in art as an overview of art from the Renaissance through the mid-twentieth century. Lectures, studio time, and online content will examine the elements of art and the principles of design with an emphasis on the foundations/basics of drawing.			

ART 2: ADVANCED ILLUSTRATION	Prerequisite: Art 1 or teacher approval based upon demonstration of advanced skills in illustration		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop & Virtual
Yearlong course in which students will advance their skills implementing the elements and principles of two-dimensional art, art theory, and art analysis. Classical foundations in color, perspective, and composition will be addressed. Students will create, analyze, and critique two-dimensional works of art that use various mediums such as graphite, colored pencil, oil pastel, and paint. Students will gain confidence using various tools and techniques while applying essential foundational theory.			

DIGITAL ART: PHOTOSHOP	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop Only
This course will be an introduction to Adobe Photoshop - the graphic design industry standard software program for creating and modifying images for print and web media. Training topics will include user interface, layer basics, masking, working with selections, retouching, the printing process, print presentation, and more. Students will develop a portfolio through a series of creative projects. Notes: A-G, VAPA Articulated Palomar Credit *Students choosing the Virtual option are required to have their own device and purchase Adobe Photoshop for that device.			
<i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			
<i>The virtual version of this course is offered every other year alternating with Digital Art: Illustrator. It will next be offered in the 26/27 academic year.</i>			

DIGITAL ART: ILLUSTRATOR	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop & Virtual

Illustrator is the industry standard in commercial and graphic art for creating editable vector graphics. It is the software solution made by Adobe to allow creatives the ability to scale down or up their original artwork to any size, which makes it useful for everything from web and mobile graphics to logos, icons, book illustrations, product packaging, and billboards - basically everything from print to web media at any size! This course requires a good sense of artistic design and drawing. After all, Illustrator was made for illustrators. Notes: A-G Elective, VAPA Articulated Palomar Credit *Students choosing the Virtual option are required to have their own device and purchase Adobe Illustrator for that device.

****Students who fail the first semester (part A) of this course may not be able to continue with part B.***

***NEW VIRTUAL COURSE OFFERING**

MUSIC APPRECIATION	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Virtual Only ▾
This course introduces different musical genres and concepts as an overview of Western music from the Renaissance through the present day. This asynchronous virtual class will utilize audio examples, videos, instructor presentations, and online curriculum content to guide students through the course and leave them with a better understanding of what makes music relevant to its original culture and to the students themselves. <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			



PL MISC. ELECTIVES

ELECTIVE COURSES

At CAHS, our **elective courses** provide students with opportunities to explore a wide range of subjects beyond the core curriculum, encouraging them to **broaden their horizons** and **expand their skills**. These courses allow students to pursue their interests, develop new talents, and discover passions that enrich their educational experience.

Electives offer a unique space where students can engage with **creative, practical, and career-oriented subjects**, from **art and music** to **technology, business, and leadership**. By participating in electives, students learn to **think critically, collaborate**, and apply their knowledge in real-world contexts.

Our elective offerings are designed to complement and enhance the core curriculum, providing **hands-on learning opportunities** that foster personal growth, deeper engagement, and a more **well-rounded education**. Whether students are exploring new fields or refining existing skills, electives prepare them for future challenges and open doors to **new knowledge and experiences**.

COURSE DESCRIPTIONS

CULINARY 1	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Virtual Only ▾
Thinking of a career in the food service industry or looking to develop your culinary skills? Explore basic cooking and knife skills while preparing you for entry into the culinary world. Discover the history of food culture, food service, and global cuisines while learning about food science principles and preservation. Prepare for your future by building the professional, communication, leadership, and teamwork skills that are crucial to a career in the culinary arts . This fully virtual, asynchronous course will include course work, practical assignments, and projects that will all be completed at home. Students will showcase their skills through video demonstrations in their own kitchens. <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

*NEW VIRTUAL COURSE OFFERING

CULINARY 2	Prerequisite: A C or better in Culinary 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Virtual Only ▾
Ready to take your culinary skills to the next level? This course builds upon fundamental techniques by diving into the art and science of baking, pastry, and advanced kitchen management. Develop your expertise in bread making, cakes, pies, pastries, and desserts while exploring nutrition, sustainability, and farm-to-table principles. Gain hands-on experience working with proteins and global cuisines, and discover how to turn your passion into a career in the food industry. This fully virtual, asynchronous course includes coursework, practical assignments, and projects completed at home. Students will showcase their skills through video demonstrations in their own kitchens. <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

EMOTIONAL MASTERY: SKILLS TO THRIVE	Prerequisite: N/A		
A-G: Yes ▾	Credits: 5 ▾	Length: Semester Long ▾	Format: Virtual Only ▾
In this science-based course, students will learn skills to help manage stress and challenges, interact effectively, make decisions, and feel confident and empowered. This course provides a foundation in self-awareness, stress management, emotional resilience, interpersonal effectiveness, and a growth mindset. The course curriculum incorporates evidence-based skills, strategies, concepts, and interventions from: • Cognitive Behavioral Therapy & Dialectical Behavior Therapy - the gold standards of mental health • Neuroscience and Health Psychology • Positive Psychology • Sensory Integration • Mindfulness-based cognitive therapy and mindfulness-based stress reduction <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

KEYBOARDING	Prerequisite: N/A		
A-G: No ▾	Credits: 5 ▾	Length: Semester Long ▾	Format: Virtual Only ▾
Introduction to basic business formatting while developing skills in the operation of the keyboard. This includes touch typing with proper keyboarding techniques of alphabetic, numeric and symbol keys on a computer keyboard. Emphasis on the development of acceptable speed and accuracy levels formatting basic business documents. Students will learn to format (e.g., memos, business letters, reports) using digital tools such as Google Docs and Google Sheets. Learning Outcomes: • Improved digital literacy, enhanced professional communication, and the development of efficient work habits in a business setting. • Develop and practice communications skills. • Skillbuilding on a variety of programs designed for speed and accuracy improvement. • Develop and practice proofreading skills. • Demonstrate proper body position at the keyboard. <i>This is an articulated class with Palomar College Bus165 which is part of The California Community College (CCC) Business Information Worker Pathway (BIW). Enrollment through Palomar is required to earn college credit.</i> <i>The virtual option for this course will be hosted <u>asynchronously</u> with teacher support provided on a weekly basis but no synchronous direct instruction.</i>			

LEADERSHIP	Prerequisite: Application required (available on course selection form)		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop Only ▾

This course is designed to empower students to become effective and caring leaders both on campus and in their own community. Students will explore various components of what it means to be an effective group member and leader through planning and implementing activities, programs, service projects, and events for Classical Academy PLC. This course involves some voluntary after school and evening work due to events and activities.

PHYSICAL EDUCATION 1, 2 & Elective	Prerequisite: N/A		
A-G: No ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Virtual Only ▾
The standards for high school physical education articulate the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. A physically fit adult lifestyle requires individuals to initiate and monitor their own participation in physical activity on a regular basis. High School P.E. Courses 1, 2, and Elective P.E. provide the foundation for high school instruction. Students learn proficiency in physical skills; expand their capacity for independent learning; and examine sound decision making for successful participation in movement activities. An independent physical education course requires personal accountability and maturity. Students will be responsible for fulfilling the requirements of the I.S.P.E. contract, which includes completion of all paperwork, filling out of all workout logs, and submission of all assignments and reports. Due to the independent nature of the program, a large part of the grade (pass/fail) will be based on proficient accomplishment of the agreed objectives, and communicating this information to the teacher in a timely manner. This course is taken PASS/FAIL.			

SDL (Self-Directed Learning)	Prerequisite: N/A		
A-G: No ▾	Credits: None ▾	Length: Year Long ▾	Format: Workshop Only ▾
SDL is a quiet study-hall environment for students who want to work on virtual electives, have a gap in their schedule, or prefer to remain on campus once their courses are over for the day to work on coursework. SDL should not be taken more than once in a day except for special exceptions (please discuss with your counselor). Students must remain in SDL for the duration of the period and may not wander campus.			

SKILLS & INSTRUCTION	Prerequisite: Open to students receiving IEP services only; placement based on recommendation from SAI		
A-G: No ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Workshop Only ▾
The Skills & Instruction course is designed to empower special education students with the tools and strategies they need to succeed both academically and in life beyond high school. The goal of Skills & Instruction is to guide students in developing strong executive functioning and “adulting skills,” through teaching students to become strategic learners who are empowered to reach their own goals. This two-semester course is designed to expand students’ knowledge of and ability in applying the executive functioning skills essential for basic everyday living. Instructional materials will be focused on Planning, Organization, Time Management, Task Initiation, Working Memory, Metacognition, Self-Control, Attention,			

Flexibility, and Perseverance. Students will actively work on their Individualized Education Program (IEP) goals, utilizing planning systems to manage assignments and responsibilities effectively. Additionally, the course will provide guidance on the transition from high school to the next stages of life, whether that involves further education, employment, or independent living. Through a combination of direct instruction, practical activities, and individualized support, students will build the confidence and skills needed to navigate their academic journey and prepare for their future.

This course is taken PASS/FAIL.

TEACHER'S AIDE	Prerequisite: Open to students in grades 10-12; No "D" or "F" in the previous semester. Application required		
A-G: No ▾	Credits: 5 ▾	Length: Semester Long ▾	Format: Workshop Only ▾
The Teacher's Aide course is an agreement between a student and a teacher. It is the student's responsibility to find a teacher to TA for. Students will help the teacher with various classroom tasks (for example grading, organizing, making copies, etc.) Students are expected to attend class every day. Attendance is taken for TA students. Failure to attend the class in its entirety would be considered a fail. This course is taken PASS/FAIL for 5 credits OR it can be completed for 45 Community Service Hours per semester! *Please note the student's schedule will NOT be rearranged to accommodate for a TA. TA classes must fit in an open period or during the student's SDL/study hall period.			

WORK EXPERIENCE	Prerequisite: Students must have a job at the beginning of each semester term.		
A-G: No ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Virtual Only ▾
High school students are eligible to enroll in Work Experience if they are employed by a business at least 10 hours per week, and receive a regular paycheck, with a paystub showing governmental deductions (federal and state income tax withholdings, and other deductions). Students who work for their parents in a family business may not be eligible. The student must already have a job at the beginning of each term. This course is not for students seeking help in obtaining employment. Students under the age of 18 must apply for and maintain a work permit during the entire semester. The work permit specifies the terms for being employed while enrolled in school, including the allowable number of hours the student can work on school days, non-school days. Copies of the work permit will remain on file with the school, the employer, and the student. In addition to working their job, students must check in periodically with the teacher and log their work hours, as well as provide copies of their paystub (pay statements). This course is taken PASS/FAIL.			

STUDIO COURSES

CLASSICAL ACADEMY HIGH SCHOOL

Studio Course Description Catalog 2025-2026

All Studio Campus courses are listed below in the Studio Course section; please refer to this section of the catalog for a detailed description of courses offered at or through the Studio campus. For a detailed list of courses offered at the PL campus, please refer to the PL Courses section of the catalog.

New courses are highlighted in **YELLOW**. Courses available for all students to enroll in regardless of program (Studio, 3-Day Workshop, Virtual, or IS) are **bolded and underlined**. Please note that all course offerings are subject to change pending enrollment and teacher availability.

STUDIO COURSES

English Language Arts Courses	Social Science Courses	Mathematics Courses	Science Courses
Reading Foundations	World History	Math Essentials	Biology
English 1	<u>AP World History</u>	Math Lab (Support)	AP Biology
English 2	US History	Math 1	Chemistry
English 2 Honors	<u>AP US History</u>	Math 2	<u>Honors Chemistry</u>
English 3	Government	Math 3	Physics
English 4	Economics	AP PreCalc	<u>Honors Physics</u>
AP English Language and Composition	<u>AP Government</u>	<u>AP Calc BC</u>	<u>AP Physics</u>
AP English Literature and Composition	AP Psychology	AP Statistics	<u>Anatomy & Physiology</u>
<u>Creative Writing</u>		Data Science with College Algebra (available at PL for 2025/2026)	<u>Advanced Engineering Technology</u>
<u>Journalism</u>			<u>Sports Medicine</u>
<u>Advanced Journalism</u>			
<u>Survey of Classical Literature</u>			
World Language Courses	Visual & Performing Arts Courses	Misc Elective Courses	
Spanish 1	Art 1	<u>Athletics</u>	Skills & Instruction (student's w/IEP)
Spanish 2	Art 2	<u>Football</u>	Teacher's Aide
<u>Spanish 3</u>	<u>Advanced Art</u>	Health and Fitness	Work Experience
<u>Spanish 4</u>	<u>AP Art & Design</u>	Leadership-Intro to ASB	
<u>AP Spanish</u>	<u>AP Art History</u>	<u>Leadership-Service & Self Leadership</u>	
<u>French 1</u>	<u>Drama</u>	Leadership-ASB	
<u>French 2</u>	<u>Advanced Drama</u>	Leadership-Link Crew	
<u>French 3</u>	Graphic Design	Life Skills	
<u>French 4</u>	Advanced Graphic Design	<u>Stagecraft</u>	
ASL 100/101 (please see description in PL section of catalog)	<u>Photography</u>	Woodshop	
	<u>Video Production</u>	Advanced Woodshop	
	<u>Dance 1</u>	Physical Education 1, 2 & Elective	
	<u>Dance 2</u>	Study Hall (no credit)	
	<u>Performance Dance-Intermediate/Advanced</u>		
	<u>Competition Dance</u>		



Studio ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE ARTS COURSES

At CAHS, we believe that **English is the foundation for success in all subject areas**, equipping students with the essential skills to think critically, communicate effectively, and engage meaningfully with the world. Our curriculum is aligned with the **rigor and relevance of the Common Core State Standards (CCSS)** and prepares students for the expectations of **UC and CSU colleges**.

Students will develop and refine their **reading, writing, listening, and speaking skills**, while also exploring how language and communication have evolved over time. Through literature, discussion, and writing, students will connect their learning to **real-world issues, current events, and personal experiences**, making their education relevant and engaging. Our goal is to help students **become thoughtful, articulate individuals** who can confidently express ideas, analyze complex texts, and navigate the demands of today's society.

Minimum Graduation Requirement: 40 credits

COURSE DESCRIPTIONS

ENGLISH 1	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
In English 1, students will study all of the components of language arts: grammar, usage, mechanics, composition, vocabulary, and literature. The reading will follow a developmental pattern beginning with short story, poems and informational texts and extending toward longer excerpts, and major works of literature. This class also provides an early platform for students working on time management, focus, and high school expectations. Students are expected to use each class period as a time of growth – intellectually and ethically. Students pursue a balanced literacy program with an emphasis on writing. Writing activities are based on literature and non-fiction to provide a highly motivated curriculum. Students receive instruction in the conventions of standard edited English and research techniques. Students demonstrate the writing process, applying the process to composing texts in various genres including (but not limited to) literary analysis, expository, and persuasive. Expository Writing: Effective exposition states a clear purpose and supports it with relevant and accurate information. The writing follows an organizational pattern appropriate to the task. Persuasive Writing: Effective persuasion clearly states the issue and the writer's position using relevant, convincing evidence. The reader's concerns and counter-arguments are addressed. Response to Literature: Writing demonstrates a thoughtful interpretation of a literary work. Successful responses show literary understanding and insight and justify the interpretation through textual references and connections to other texts, to self, and to the world. A variety of activities, including Socratic Seminars and small group activities, will be used to help foster and further student thinking and create a learning environment rich in challenge and growth.			

ENGLISH 2	Prerequisite: English 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
In English 2, students study literature from around the world. Informational texts are incorporated into each literary unit to help students learn to analyze and critique the language of non-fiction pieces. Writing is scaffolded so that students are given the proper background for argument papers, and are then able to branch out [organizationally wise] as the year progresses. The rigorous curriculum of English 2 equips students for success in both their concurrent and future high school classes. The course broadens and deepens experiences for students in literature, composition and vocabulary development and prepares them for entrance to the University of California and other comparable four-year institutions. The instructor scaffolds curriculum in such a way to prepare for future AP courses for students intent on an			

ENGLISH 2 HONORS	Prerequisite: B or higher in English 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Students enrolled in English 2 Honors course intend on moving on to AP English in their junior and senior years. The course differentiates itself from English 2 mainly in the amount and complexity of writing assignments and critical thinking skills associated with course material. Students will be expected to write more often and with greater complexity as well as control of language. The standards for written work will be higher, with a focus on preparing students for the AP English Language and Literature courses. Students will gain the tools necessary to complete rhetorical analysis essays of college level texts that appear on the AP English Language and Composition Exam. Grammar will be taught as a way to help students improve their writing and analyze the writing of others, necessary skills for success in advanced English courses such as AP English Language and AP English Literature. Students will read literature with a discerning eye, analyzing rhetorical language used in the texts. Informational texts will also be examined with the goal of synthesizing multiple articles into students' arguments. Students will participate in several in-class, AP based writing prompts, Classroom discussion on Literature and Informational Texts will be language based, and grammar/vocabulary will be built into the course to expand the students' skills. Tenth grade Common Core Standards will still be met, in addition to preparing for the rigor of AP English Language or AP English Literature.			

ENGLISH 3	Prerequisite: English 2 or English 2 Honors		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Students read and respond to historically and/or culturally significant works of fiction and non-fiction texts. The reading will follow a developmental pattern beginning with short story, poems and informational texts and extending toward longer excerpts, and major works of literature. Students will examine how the literature reflects the economical, religious (spiritual), political, social (cultural), and global issues of the past; the immediate present; and the near future. Students will engage in a variety of academic and creative writing tasks, which connect both literature and nonfiction to their life experiences. Students will conduct a wide variety of writing assignments, including but not limited to, critical analysis, expository and persuasive essays, creative writing, reflective writing, poetry, and timed writings.. A variety of activities, including Socratic Seminars and small group activities, will be used to help foster and further student thinking and create a learning environment rich in challenge and growth.			

ENGLISH 4	Prerequisite: English 3 or AP English Language/Literature		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
The English 4 course is designed to cover World Literature by exploring a wide variety of texts with varying origins, genres and themes and introducing students to different literary time periods with a focus on the thematic and philosophical background of texts. This course includes an emphasis on poetry analysis and expository writing. Students will develop oral and written analytical skills by comparing themes and synthesizing philosophies across a wide range of texts and media sources. Students will continue to build upon the writing skills from previous courses including: narrative, expository, and research. Mastering a variety of communication skills will be a key component of the class as students will be required to participate in presentations, debates, speeches and Socratic seminar discussions. Assessments will include unit exams, quizzes, in-class writings and group/individual projects.			

AP ENGLISH LANGUAGE & COMPOSITION	Prerequisite: B or higher in English 2 Honors & teacher recommendation; A in English 2 and teacher recommendation; AP English Literature & Composition (if taken junior year)		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
From the College Board website: “The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.” The AP English Language and Composition course will provide motivated and advanced students with the opportunity to study rigorous college freshman curriculum in their junior or senior year of high school. Focusing on non-fiction literature, students will study rhetorical analysis with an emphasis on argument. Students will learn to recognize and analyze rhetorical strategies and literary devices. They will learn how to both recognize and evaluate these strategies in their readings and how to use them effectively in their writing. They will also learn to synthesize information from a variety of sources, and to use the information in the formulation of their own written argument. This course will also focus on the study of American literature where students will not only become aware of the great, controversial, and beautiful ideas contained in America’s literary history, but also examine the interactions between the writers’ purpose, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis. Most writing assignments and projects will involve an exploration and analysis of rhetorical and linguistic choices as well as literary, cultural, and historical topics germane to American literature from the Puritan to the Post-Modern Era. All students will be encouraged to take the AP exam in May. Those who pass with a 3 or better are usually eligible for college credit.			

AP LITERATURE & COMPOSITION	Prerequisite: B or higher in English 2 Honors or AP English Language OR an A in English 3 and a Teacher Recommendation		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses. In their AP course, students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, they get to know a few works well. They read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students’ ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. All students will be encouraged to take the AP exam in May. Those who pass with a 3 or better are eligible for college credit.			

ELECTIVE COURSE DESCRIPTIONS

CREATIVE WRITING	Prerequisite: Successful completion of English 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
The act of creative writing is a combination of mastering the written language and an individual's imagination. In this course, we will explore various forms of creative writing, including but not limited to: prose poetry, rhymed poetry, fictional short stories, non-fiction stories, and creative essays. Students will have the opportunity to collaborate with one another in order to grow both as scholars and writers. We will utilize small writing groups and whole class discussions to provide peer feedback on student work. It is imperative that students in this class are comfortable sharing their work and receiving constructive criticism in order to improve their craft. This class is a great opportunity for students to learn how to work collaboratively as well as function individually.			

READING FOUNDATIONS	Prerequisite: Does not pass the ELA Readiness Assessment; Recommended placement only (may not be requested)		
A-G: No ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
The ELA Foundations Course at CAHS is designed to assist students who score below proficient in reading comprehension, fluency levels, and writing fundamentals. Students are assessed in a previous English course or by a current CAHS English faculty member to determine need. Any student reading or writing at or above an eighth grade level may not enroll in English Foundations unless otherwise determined, based on individual need. Students enrolled in this course will work on improving their reading comprehension; fluency; vocabulary recognition; the process of organizing, writing, and revising essays; and issues related to punctuation, grammar, and syntax. The goal of the course is to build skill sets in order for student success in higher levels of English. For more information, please contact the Reading Foundations Teachers, Chris Holz, cholz@classicalacademy.com			

SURVEY OF CLASSICAL LITERATURE	Prerequisite: none		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Survey of Classical Literature I is an accelerated course aimed at an in-depth study of a broad range of classical literature and classical non-fiction. The course is divided up into four units, with each unit covering short story and/or short essay readings and classical novel study. Students will read, discuss, and write about works from authors such as Homer, Sophocles, Herodotus, Aristotle, Plato and Plutarch. Additionally, students will read, discuss and write about several key novels, chosen from a provided Great Books list. Writings will consist of annotations, discussion notes, and formal essays. Key assignments will develop critical thinking skills through reading comprehension, fluency, literary response and analysis, writing strategies and applications, written and oral English language conventions, and listening			

and speaking strategies and applications. This course requires copious amounts of independent reading and is open to all grade levels.



Studio SOCIAL SCIENCE

SOCIAL SCIENCE COURSES

At CAHS, our **Social Science curriculum explores the global nature of the modern world**, helping students make connections between the past and present. Each course is centered around **essential questions** that guide students in analyzing **historical trends, patterns, and themes**, allowing them to evaluate the **lasting impact of major historical events** on a global scale.

Students will engage in a variety of learning experiences, including **lectures, discussions, collaborative projects, and presentations**, to develop a deeper understanding of history's influence on society. Our courses integrate elements of **geography, art history, anthropology, and other disciplines**, providing a well-rounded perspective on human history across different time periods.

Aligned with **UC and CSU recommendations** and the **most current California State Content Standards**, our curriculum prepares students with the knowledge and critical thinking skills needed for success in college, careers, and civic life.

Minimum Graduation Requirement: 30 credits

A-G Requirement: 30 credits

COURSE DESCRIPTIONS

WORLD HISTORY	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Studio Only ▾
The World History course examines major turning points that shaped the modern world. Students analyze the principles set forth in ancient Greece and Rome, the impact of revolutions in the eighteenth century, the cause and course of the two world wars, and the lasting effects of the Cold War. Students analyze and interpret primary source documents to broaden their understanding of the cause and effect nature of world history. Students develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review. Upon completion of the course, students will have an understanding of the main events, people, and ideologies that have shaped the modern world.			

AP WORLD HISTORY	Prerequisite: Recommended B or higher in English 1 and Teacher Recommendation		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Studio Only ▾
This course is based on a global perspective of the world and human interactions from 8000 BCE to the present day, using the five themes of AP World History outlined below. The following themes will be used throughout the course to explain change and continuity over time. • Interaction between humans and the environment; • Development and interaction of cultures; • State-building, expansion, and conflict • Creation, expansion, and interaction of economic systems; and • Development and transformation of social structures Students will also develop four historical thinking skills necessary to analyze and evaluate world history			

- Crafting historical arguments from historical evidence
- Chronological reasoning
- Comparison and contextualization
- Historical interpretation and synthesis

Students will also develop four historical thinking skills necessary to analyze and evaluate world history

- Contextualization
- Causation
- Comparison
- Continuity and Change over time

UNITED STATES HISTORY	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Studio Only ▾
The year begins with a discussion of current world events to provide students with connections to their world. Students then examine the major turning points in American History from the birth of the nation through the twentieth century. Emphasis is placed on the expanding role of the United States on the world stage and the continuing struggle between minority rights and majority power. Importance is placed on students developing the ability to cite evidence, utilize primary sources, evaluate the claims of an author, and form their own arguments. Upon completion of the course, students: • Discuss current issues on the international stage that involve American concerns • Trace the rise of America as a superpower beginning in the Cold War era • Analyze the economic, political, and social changes in America from Depression to WWII • Evaluate the expansion of US international participation on the global stage through the implementation of an Open Door policy • Identify the persistent problems of fulfilling the “American Dream” in modern day American society • Discuss the enduring American ideals as seen through the eyes of the framers modern day American politics			

AP UNITED STATES HISTORY	Prerequisite: B or higher in English 2 and World History		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Studio Only ▾
AP U.S. History provides an intensive study of American History from pre-colonial to recent times. This course meets the needs of students interested in advanced study and provides preparation for the AP test. The course stresses analytical thought, research and study skills, social science concepts in history, political science, geography and economics, as well as major interpretive trends and basic factual knowledge. Although recall is essential, equally important is the student's ability to employ critical thinking and decision-making as they compose essay responses to the free-response questions (FRQ) and document-based questions (DBQ). Upon completion of the course, students: • Read, interpret, and criticize historical works • Identify assumptions, underlying various historical interpretations • Analyze and discuss in writing significant themes in United States history			

GOVERNMENT	Prerequisite: Senior-level course taken in conjunction with Economics		
A-G: Yes ▾	Credits: 5 ▾	Length: Accelerated ▾	Format: Option 4 ▾

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. Students will analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments. There will be an emphasis on the media and how information is presented to the American public. Students will identify biases in political commentators and politicians. This course is the culmination of the Social Science sequence that prepares students to solve society's problems, understand and participate in the governmental process, and be a responsible citizen of the United States and the world.

AP GOVERNMENT & POLITICS	Prerequisite: Approval of AP Instructor, B or better in English and Social Science classes, past AP experience recommended		
A-G: Yes ▾	Credits: 5 ▾	Length: Year Long ▾	Format: Option 4 ▾
A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. The following is a discussion of these topics and some questions that should be explored in the course. Upon completion of the course, students: - know important facts, concepts, and theories pertaining to U.S. government and politics - understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures) - be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats) - be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

ECONOMICS	Prerequisite: Senior-level course taken in conjunction with Government		
A-G: Yes ▾	Credits: 5 ▾	Length: Accelerated ▾	Format: Option 4 ▾
In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Students will be taught about personal fiscal responsibility in regards to making a budget, credit cards, interest rates, taxes, buying a car, savings, investing, and being a smart consumer. The ultimate goal is for students to be conscious of their economic decisions now so that they can avoid the consequences later in life.			

ELECTIVE COURSE DESCRIPTIONS

AP PSYCHOLOGY	Prerequisite: Approval of AP Instructor, B or better in English and Social Science classes		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological studies, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. As we work through the 14 major units in the text, students will be engaged in discussions surrounding intriguing psychological findings. There are also a fair amount of terms that students need to be familiar with, so quizzes and tests come fairly often, though there are always prep days before every test. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			



Studio MATHEMATICS

MATHEMATICS COURSES

Mathematics is the study of **quantity, structure, space, and change**, and at CAHS, we believe in empowering students to explore these concepts by identifying patterns, making conjectures, and using **rigorous reasoning** to solve problems. Our math curriculum is designed to meet the needs of **students at all levels**, whether you're just beginning or aiming for college-level courses like AP Calculus and AP Statistics.

We offer a **comprehensive math sequence**, from **Math I through AP Calculus and AP Statistics**, ensuring that every student develops strong **computational, problem-solving, and conceptual skills**. These skills are essential for success in higher education and in the workplace. **Mastery of these foundational skills** is the goal of our program, and all students must complete **three years of math** to graduate from CAHS.

Our curriculum is aligned with the **UC and CSU guidelines** for math preparation and the **California Common Core State Standards**, ensuring students are well-prepared for college and beyond.

***Minimum Graduation Requirement:** At least 30 credits including Math 1 and Math 2

A-G Requirement: 30 credits (40 strongly recommended)

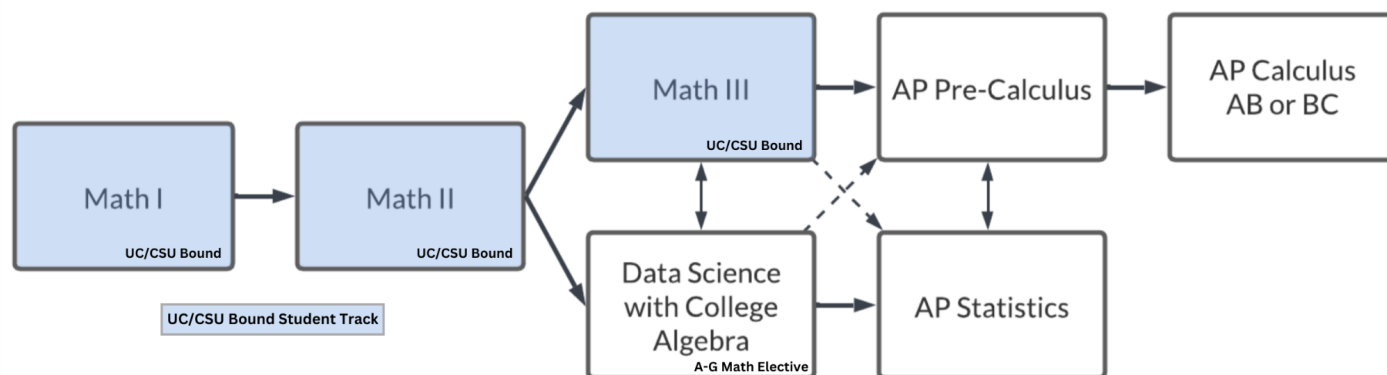
Category 1: Foundational, Required Courses — Math I, Math II, and Math III.

Category 2: Advanced Courses that Validate Math III — PreCalculus and Calculus

Category 3: Advanced courses that do not validate Math III — Data Science (beginning 26/27) and Statistics

Students must take a UC approved Math II course, Math II is not validated by subsequent math courses.

Course Sequence:



Special Information Regarding Data Science: (March 8, 2024)

*The UC Board of Admissions has reversed their previous decision so that starting in the 2026–27 school year, Data Science courses will **not** count as a third-year math course. Students who take Data Science instead of Math 3, there is a chance that to be accepted to a UC or CSU school, may have to take Math 3 as a senior.*

Math Department Policies and Prerequisites:

Students must take and pass 3 years of math after entering high school in order to graduate from CAHS. All incoming math students must take and pass the appropriate Math Readiness assessment to establish readiness before they will be enrolled in any math course for the following academic year. The Math Readiness Assessment will also be used to determine placement in a Math Support class taken in addition to the student's regular math course.

Current students who earn an F in a math course must repeat that math course and will not be allowed to move on in math until they repeat the course successfully. If a student passed one semester of a math course and received an F in the other

semester of the same math course, he or she may be given permission to move on to the next math course if he or she is also concurrently enrolled in the failed course to replace the F.

Freshman Math Policy:

At the end of Term 1, any freshman (or 7th or 8th grade student taking Math at CAHS) who has a C or lower in Math II or above will be removed from their Term 1 math course and placed in the next lower math course for Term 2. The student will be given the opportunity to earn credit for semester one of their new semester two math course by passing the semester one essential standards assessment of that new math course. The semester one transcript grade will be the semester one final exam grade from the lower math course. This policy will be stated in each CAHS math course syllabus that parents are required to sign and return to their teacher.

Note: This is the only time in which a CAHS student may receive credit for a math course solely based on performance on a math exam. In general, we do not allow students to “test out” of any math course.

COURSE DESCRIPTIONS

MATH LAB	Prerequisite: Does not pass the Math Readiness Assessment; Recommended placement only (may not be requested)		
A-G: No ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
Math Lab is for students who need extra support to be successful in Math 1. Eligibility for this course is determined by the Math Readiness Test score or by the Math 1 teacher’s recommendation.			

MATH 1	Prerequisite: D or better in Math Foundations or 8th grade Math and/or pass the Math 1 Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
Math 1 is the foundation for other high school mathematics courses. Topics covered include; solving and graphing linear equations and inequalities, solving systems of linear equations and inequalities, exponents and exponential functions, radical expressions and functions, rational functions, statistics and probability, parallel and perpendicular lines, congruent triangles, quadrilaterals and circles. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations.			
<i>*Students who fail the second semester (part B) of this course may not be able to continue to Math 2.</i>			

MATH 2	Prerequisite: D or better in Math 1 and pass the Math 2 Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
In Math 2 students deepen and extend the skills and understandings developed in Math 1. Topics covered include; linear and quadratic functions and equations, triangles, quadrilaterals, right triangles and trigonometry, surface area and volume, probability. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations.			
<i>*Students who fail the second semester (part B) of this course may not be able to continue to Math 3.</i>			

MATH 3	Prerequisite: D or better in Math 2 and pass the Advanced Math Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
Math 3 emphasizes problem solving, communication, reasoning, and connections. The following topics are explored: analyzing equations and inequalities, graphing linear relations and functions, solving systems of linear equations and inequalities, polynomials and radical expressions, quadratic functions and inequalities, polynomial functions, rational expressions, conic sections, and exponential and logarithmic functions and radian measure and graphs of all trigonometric functions as well as statistics and probability. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

AP PRECALCULUS	Prerequisite: D or better in Math 3 or Data Science, and pass the Advanced Math Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
The following topics constitute the core of the AP Pre-Calculus course: Functions and their Graphs, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric Functions, Parametric and Polar Equations, Vectors, Systems of Equations and Inequalities – including solving using matrices, probability and statistics. Each of the previously listed concepts will be addressed graphically, numerically, analytically, and verbally. Students will apply these concepts to model a variety of real world situations. Technology is also used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

AP CALCULUS BC	Prerequisite: B or better in AP Precalculus, and pass the Advanced Math Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Students can typically receive credit for passing the AP Calculus AB portion of the AP Calculus BC exam, even if they don't pass the full BC portion, as the BC exam includes a subscore for the AB content, allowing colleges to award credit based on that score alone; however, each college sets its own policy regarding AP credit, so students should always check with their intended institution. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

AP STATISTICS	Prerequisite: C or better in Math 3 or Data Science, and pass the Advanced Math Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
This course focuses on four overarching topics in statistics: data analysis, sampling and experimentation, probability and simulation, and statistical inference. Students will collect, analyze, display, and draw conclusions from real-world data from a variety of disciplines (medicine, business, and the natural and social sciences). The course emphasizes analysis, communication, and the use of technology for computation, rather than algebraic manipulation. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

DATA SCIENCE (WITH COLLEGE ALGEBRA)	Prerequisite: D or better in Math 2 and pass the Advanced Math Readiness Assessment		
A-G: Yes ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
Data Science with College Algebra will provide students with opportunities to understand the data science process of asking questions, gathering and organizing data, modeling, analyzing and synthesizing, and communicating. Students will work through this process in a variety of contexts. Students learn through making sense of complex problems, then through an iterative process of formulation and reformulation, coming to a reasoned argument for the choices they will make. All of the Standards of Mathematical Practice (SMP) will be addressed in this course. This course is dependent upon the use and application of a variety of technologies. The appropriate and strategic use of these tools will be demonstrated and required throughout the course.			



Studio SCIENCE

SCIENCE COURSES

The science curriculum at CAHS is designed to provide students with the skills and knowledge needed to become **scientifically literate citizens** in today's world. Our courses align with **state and Next Generation Science Standards** and emphasize **hands-on, inquiry-based learning** through laboratories, scientific and engineering practices, and cross-curricular connections.

We use a variety of **instructional methods**, with a strong focus on **constructivist strategies** that encourage **individual exploration** and **small group collaboration**. Students will develop **conceptual understanding** and **problem-solving skills** that are key to scientific reasoning and critical thinking.

Our curriculum emphasizes **3D Learning**, integrating **Cross Cutting Concepts, Disciplinary Core Ideas, and Scientific and Engineering Practices** to create a **cohesive understanding of science**. Students will not only gain **content knowledge** but also the **analytical and inquiry skills** needed to evaluate and apply scientific concepts in real-world contexts.

By focusing on **scientific inquiry**, we encourage students to explore, analyze, and evaluate scientific principles, developing the skills they need to become thoughtful and engaged **scientific thinkers**.

Minimum Graduation Requirement: 20 credits (30 strongly recommended: Biology, Chemistry, Physics)

University of California A-G Requirement: 20 credits Lab Science, (30 Strongly Recommended: Biology, Chemistry, Physics)

COURSE DESCRIPTIONS

BIOLOGY	Prerequisite: Recommended concurrent enrollment in Math 1 or higher		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Students are introduced to the process of science through scientific inquiry through engineering practice of laboratories, and scientific literacy through scientific journals and current events. Students will engage in Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) to build their understanding of how living earth systems interact and influence living organisms and populations, and how these populations in turn influence earth systems. This course focuses on the process of scientific investigation through the study of living things and the world in which we live. Students will gain mastery in the following content areas: Scientific Investigation, Ecology, Cell Biology, Genetics, Evolution, and Earth and Space Science. Above the content level, students will be efficient in the Next Generation Science Standards along with the Common Core Literacy and Writing Standards. The performance expectations outlined in this course of study and through the Next Generation Science Standards (NGSS) may be addressed in multiple units of study.			

AP BIOLOGY	Prerequisite: Approval of AP Instructor, B or better in Biology and Chemistry OR Freshman AP Biology Approval Form (please fill out if you are an incoming freshman wanting to take AP Bio)		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Option 4 ▾
AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually			

taken by biology majors during their first year. This course will prepare students for the college level AP Biology Examination and is based on the curriculum established by the College Board. Students will be given the opportunity to develop a conceptual framework for modern biology, emphasizing applications of biological knowledge and critical thinking to environmental and social concerns. This class requires learning at an accelerated pace due to the amount and complexity of the required material. Material will be covered through online and physical lectures, class activities, laboratories, discussions, and independent projects. AP Biology will require students to devote time and effort to ensure success.

****Students who fail the first semester (part A) of this course may not be able to continue with part B.***

CHEMISTRY	Prerequisite: Biology, Recommend completion up through Math 1		
A-G: Yes	Credits: 10	Length: Accelerated	Format: Option 4
This two-semester course helps students to understand the composition, structure, and reactions of matter in the universe. A-G students must attend nine sessions of laboratory investigations within each semester. Lab schedules are established by the instructor of the course and will be communicated prior to the start of the course. This class has a mandatory wet lab portion of the Chemistry two-semester course.			

HONORS CHEMISTRY	Prerequisite: B or better in Math 1, B or better in Math 2 (or concurrent enrollment) and Teacher Recommendation from Biology teacher		
A-G: Yes	Credits: 10	Length: Accelerated	Format: Option 4
Honors Chemistry is an accelerated course that may be taken as preparation for AP Chemistry or in place of Chemistry. The course includes content and laboratory work based on the 16 AP Chemistry labs, and will work from the same text that AP Chemistry does, with depth and chapter differentiation. Honors Chemistry is a weighted college preparatory class meeting the UC laboratory science requirement and required AP-level workload. Honors chemistry will also require independent research and supervised laboratory work in the form of extension assignments during each quarter. This course is in accordance with Next Generation Science Standards (High School-Physical Science), California Environmental Principles and Concepts, the Science and Engineering Practices and High School Common Core Standards. Honors Chemistry will include in depth understanding of the Next Generation Science Standards including the structure and properties of matter including elements and trends of the periodic table, nuclear chemistry, chemical bonding and interactions, chemical reactions including rates of reactions, stoichiometry, reaching equilibrium and changes, energy conservation and transference in chemical reactions (thermodynamics). Additional topics addressed will include Gas Laws; Liquid and Solid States; Reaction Kinetics; Acids and Bases, and Equilibria. California Environmental Principles and Concepts will be studied throughout the course especially with regards to plastics, ocean acidification and carbon dioxide levels. In accordance with the Science and Engineering Practices, the laboratory work will develop scientific reasoning skills, critical thinking skills, laboratory techniques, communication skills, and collaboration skills while applying in-depth demonstration of chemical principles. Students will collect data and analyze using appropriate algebraic skills. Per Common Core Standards, students will be expected to write, research, and communicate their findings and content understanding. In addition, students will develop 21st century skills through cross-curricular understanding and practical application. Honors Chemistry is recommended for Sophomores and Juniors.			

PHYSICS	Prerequisite: Completion of Biology; Physics course is non-Algebra based - Recommend completion up through Math 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
This two-semester course is for high school students who are college-bound. It satisfies the California high school requirement for physical science. Learners will combine scientific inquiry with mathematics in order to understand and explain the fundamental principles of motion, forces, energy, momentum, waves, and electricity. The course introduces students to theories and experiments involving physics principles and encourages learners to develop the knowledge and understanding necessary to support conclusions with numerical results. Physics is a laboratory science course. Students are required to conduct hands-on, in-person laboratory experiments where they apply science and engineering practices using physics principles.			

HONORS PHYSICS	Prerequisite: Completion of Biology, A or B in Math 3, <u>both</u> semesters, or Concurrent Enrollment in Math 3 after completion of Math 2 with A or B <u>both</u> semesters; course is Algebra-based.		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Honors Physics is an algebra-based physics course and a college preparatory class meeting the University of California High School Laboratory Science Requirement, emphasizing scientific inquiry through engineering lab practices. This course explores such physical phenomena as motion, forces, and energy transformations, as well as the essential theories to explain these occurrences. Students investigate, through inquiry-based laboratory research coupled with mathematical analysis, the principles and laws underpinning physical events. The curriculum aligns with the Next Generation Science Standards for High School Physical Science, together with California Science and Engineering Practices and High School Common Core Standards. In accordance with these standards, the labs completed will develop skills and techniques common to scientific reasoning, laboratory work, critical thinking and reading, communication, and collaboration. Together with the parallel development of rigorous algebra-based problem-solving skills, the content of this course offers Honor-level training and credit. Interested university-bound students will also be introduced to most (but not all) of the topics required to take the SAT Physics Subject Exam. Honors Physics serves as the best foundation for AP Physics coursework.			

AP PHYSICS	Prerequisite: Completion of Biology, A or B in Math 3, both semesters, or Concurrent Enrollment in Math 3 after completion of Math 2 with A or B both semesters; course is Algebra-based		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Option 4 ▾

AP Physics is an algebra-and-trigonometry based physics course meeting the University of California High School Laboratory Science Requirement, as well as preparing students to succeed on the College Board AP Physics 1 Exam. This course investigates the eight topics contained in that Exam and explores the Science Practices with which university-level students are expected to be conversant. The curriculum aligns with the Next Generation Science Standards for High School Physical Science, together with California Science and Engineering Practices and High School Common Core Standards. In accordance with these standards, the laboratory work develops skills and techniques common to scientific reasoning, laboratory work, critical thinking and reading, communication, and collaboration. A year-long schedule allows the teacher and students of this course to collaborate with other university-bound students to prepare sufficiently to take the College Board AP Physics 1 Exam in the spring. It is expected that the level of work done in this course will resemble introductory college-level physics. In light of this, students and parents should plan accordingly for the workload involved, in order to maintain balance with other school and life priorities.

****Students who fail the first semester (part A) of this course may not be able to continue with part B.***

ELECTIVE COURSE DESCRIPTIONS

ANATOMY & PHYSIOLOGY	Prerequisite: B or better in Biology, Chemistry or Concurrent, and Math 1		
A-G: Yes	Credits: 10	Length: Accelerated	Format: Option 4
This upper level science course is designed to provide students with a thorough understanding of how the organ systems within the human body work together to maintain homeostasis, and how a failure in homeostasis results in a disease or health issue. The course was designed with a focus on hands-on and creative assessments that cultivate students' critical thinking, research, and communication skills – both orally in class discussions as well as in written forms. Each unit includes laboratory work in the form of traditional labs and/or simulation activities, the study of specimens, and research-based projects. Students should be prepared to conduct research, work in small groups as well as independently, write scientifically, and communicate their understanding in a variety of methods. Day-to-day instruction methods include teacher-lead instruction, group work, student seatwork, project-based learning, and lab exercises with both student-choice and teacher-choice grouping. Students can expect to start each day with a bell ringer assignment followed by learning activities and lecture. At times students will work independently from the teacher in order to achieve the level of student autonomy expected of upperclassmen students. Classes are structured to utilize every minute for learning and assessing understanding. Real world application is a daily objective. Higher-level thinking will be incorporated into each lesson as well as use of technology, when applicable, to increase student achievement. Students are expected to participate in all activities and actively engage and ask questions during teacher-led lectures. Students are also expected to review and study the content covered in class outside of school daily.			

ENGINEERING TECHNOLOGY-- CAD/FUSION	Scheduling note: This course is offered only in the Fall Semester of ODD-numbered years (e.g., 2025, -27, -29, ...). Prerequisite: Math 1 or concurrent		
A-G: No	Credits: 10	Length: Accelerated	Format: Option 4
This course is designed to introduce students to basic 3D-modeling skills and concepts with an approachable industry-standard computer-aided design (CAD) software package (Fusion by Autodesk). No prior experience with programming is necessary. Engineering analysis and product development processes are integrated. Basic computer skills are strongly recommended. Access to a personal laptop or desktop computer is not required, but desirable.			

ADVANCED ENGINEERING TECHNOLOGY-- PYTHON/CODING	Scheduling note: This course is offered only in the Fall Semester of <u>EVEN</u>-numbered years (e.g., 2026, -28, -30, ...) . Prerequisite: Math 1 or concurrent		
A-G: No ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
This course is designed to introduce students to basic computer programming skills and concepts with an approachable industry-standard programming language (Python). No prior experience with programming is necessary. Engineering analysis and product development processes are integrated. Basic computer skills are strongly recommended. Access to a personal laptop or desktop computer is not required, but desirable.			

SPORTS MEDICINE	Prerequisite: None		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
This course is designed to give each student the knowledge and skills he or she will need to understand the field of sports medicine, specifically athletic training. We will outline the theory and practice of emergency field care and basic athletic first aid. Topics will include: Professional and Administrative Aspects of Athletic Training, Basics of Human Anatomy and Physiology, Understanding Athletic Injuries, Rehabilitation and Reconditioning of Athletic Injuries, Emergency Care, Preventing Athletic Injuries and Nutrition			

 Studio WORLD LANGUAGE

World Languages Courses

The World Language Department at CAHS seeks to inspire students with a **deep appreciation for different cultures** while developing their ability to communicate in a new language. We encourage students to take **ownership of their learning** and success, preparing them to engage confidently in both everyday and formal conversations.

In our courses, students not only learn to **speak and understand** the language but also gain insight into the **customs, traditions, and values** of the communities where it is spoken. We foster a **supportive environment** where students are encouraged to take risks, practice regularly, and participate actively in class activities.

Assessment through **speaking, writing, reading, and collaborative projects** ensures that students gain practical skills for **global communication** and are ready for opportunities that enhance their cultural understanding and personal growth.

Minimum Graduation Requirement: 10 credits (20 recommended)

A-G Requirement: 20 credits, (30 recommended) in the same language

COURSE DESCRIPTIONS

SPANISH 1	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
This course meets UC/CSU and graduation requirements for world language credit. This course is designed for students who are taking Spanish as a second language. Students will develop basic communicative and literacy skills in the present tense. Instructions will consist of learning grammatical structures, reading short stories, writing short compositions with simple and compound sentences, and doing verbal presentations. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

SPANISH 2	Prerequisite: Spanish 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
This course meets UC/CSU requirements for world language credit. This course is designed for students who are taking Spanish as a second language. Students will continue developing their communicative and literacy skills. Instruction will consist of learning compound grammatical structures, using authentic resources from the Spanish-speaking world, writing compositions with simple, compound and complex sentences, and doing oral presentations in the past tense. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

SPANISH 3	Prerequisite: C or better in Spanish 2		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾

This course meets UC/CSU and graduation requirements for World Language credit. This course is designed for students who are taking Spanish as a second language. Spanish 3 is a continuation course for students who have successfully completed Spanish 2 at C level or who have demonstrated equivalent life experience. Students will continue developing their communicative and literacy skills. Instruction will consist of learning compound grammatical structures, reading traditional short stories from Latin America and Spain, writing compositions with compound and complex sentences, and doing oral presentations in a variety of tenses. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance students' linguistic abilities. Reading and writing is more extensive compared to Spanish 2, and the emphasis is on activities that encourage creative use of the language orally and in writing.

****Students who fail the first semester (part A) of this course may not be able to continue with part B.***

SPANISH 4	Prerequisite: C or better in Spanish 3		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
This course meets UC/CSU and graduation requirements for World Language credit. This course is designed for students who are taking Spanish as a second language. Spanish 4 is a continuation course for students who have successfully completed Spanish 3 at C level or who have demonstrated equivalent life experience. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance students' linguistic abilities. Reading and writing is more extensive compared to Spanish 3, and the emphasis is on activities that encourage creative use of the language orally and in writing. This course is designed to give students an analytical perspective of the cultural, philosophical, and historical influences in the Spanish-Speaking world, while focusing on further refined communication in the target language. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

AP SPANISH LANGUAGE & CULTURE	Prerequisite: B or better in Spanish 4		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Option 4 ▾
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

FRENCH 1	Prerequisite: None		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾

This course meets UC/CSU and graduation requirements for world language credit. This course is designed for students who are taking French as a second language. Students will develop basic communicative and literacy skills in the present tense. Instructions will consist of learning grammatical structures, reading short stories, writing short compositions with simple and compound sentences, and doing verbal presentations.

****Students who fail the first semester (part A) of this course may not be able to continue with part B.***

FRENCH 2	Prerequisite: C or better in French 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
This course meets UC/CSU requirements for world language credit. This course is designed for students who are taking French as a second language. Students will continue developing their communicative and literacy skills. Instruction will consist of learning compound grammatical structures, reading traditional short stories from France, writing compositions with simple, compound and complex sentences, and doing oral presentations in the past tense. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

FRENCH 3	Prerequisite: C or better in French 2		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
This course meets UC/CSU and graduation requirements for World Language credit. This course is designed for students who are taking French as a second language. French 3 is a continuation course for students who have successfully completed French 2 at C level or who have demonstrated equivalent life experience. Students will continue developing their communicative and literacy skills. Instruction will consist of learning compound grammatical structures, reading traditional short stories from France, writing compositions with compound and complex sentences, and doing oral presentations in a variety of tenses. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance students' linguistic abilities. Reading and writing is more extensive compared to French 2, and the emphasis is on activities that encourage creative use of the language orally and in writing. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

FRENCH 4	Prerequisite: C or better in French 3		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
This course meets UC/CSU requirements for World Language credit. This course is designed for students who are taking French as a second language. French 4 is a continuation course for students who have successfully completed French 3 at C level or who have demonstrated equivalent life experience. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance students' linguistic abilities. Reading and writing is more extensive compared to French 3, and the emphasis is on activities that encourage creative use of the language orally and in writing. This course is designed to give students an analytical perspective of the cultural, philosophical, and historical influences in the French-speaking world, while focusing on further refined communication in the target language. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

ASL 100/101 (AMERICAN SIGN LANGUAGE) PL COURSE	Prerequisite: DUAL ENROLLMENT WITH PALOMAR COLLEGE (ASL 100 & ASL 101)		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Workshop Only ▾
(This will earn 10 credits on your high school transcript and 4.0 units on your Palomar transcript for passing EACH course) Introduction to the practice and use of American Sign Language. Students will learn basic vocabulary and grammatical structure of American Sign Language and Deaf culture as used in the American Deaf community. This is a two semester course sequence through Palomar College offered through a special partnership, which allows us to host the courses on our campus. We are asking students to commit to both courses, which will meet the World Language requirement if transferring to a CSU/UC. . 4.00 hours lecture delivered across two workshop days. This is delivered early mornings on Tuesday/Thursday and could impact two workshop periods <i>*Students who fail the first semester (ASL100) of this course may not be able to continue with ASL101.</i>			



Studio VISUAL & PERFORMING ARTS

VISUAL & PERFORMING ARTS COURSES

At CAHS, we believe the **visual and performing arts** are essential to creating **well-rounded students** with a complete education. Just as students explore subjects like math, science, and history, they should also have the opportunity to **think like artists**—expressing themselves creatively and connecting to content in new ways.

Studying the arts helps students **gain a deeper understanding** of themselves and others, encouraging them to **reflect on quality, celebrate diverse perspectives, and solve problems in innovative ways**. The arts allow students to **express what words alone cannot** and foster important skills like **critical thinking** and **collaboration**.

Our courses are designed to be **academically enriching and rigorous**, following **California State Standards** and the **Common Core** for reading, writing, speaking, and listening, ensuring students develop both technical and expressive skills in the arts.

Minimum Graduation Requirement: 10 credits (Elective or A-G)

A-G Requirement: 10 credits (A-G only)

COURSE DESCRIPTIONS

***Please note that YELLOW highlighted courses are offered at the PL Campus ONLY but are open to Studio students.**

BEGINNING GUITAR- @PLC	Prerequisite: N/A		
A-G: Yes	Credits: 10	Length: Yearlong	Format: Workshop Only
Beginning Guitar is an accelerated curriculum-based course offered in the FALL ONLY that meets the minimum graduation requirement for VAPA, and meets the UC requirement as an A-G approved fine art. This course will familiarize students with the basic chords, scales, theory, and mechanics of the guitar. Students will learn to play individually as well as part of a performing group. This class will provide an overview of most guitar-based musical genres, and notable guitar players throughout history. Performance opportunities are optional for Guitar 1 students. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

BAND 1- @PLC	Prerequisite: N/A		
A-G: Yes	Credits: 10	Length: Yearlong	Format: Workshop Only
Band is a performance-based course that meets the minimum graduation requirement for VAPA, and meets the UC requirement as an A-G approved fine art. This course will familiarize students with group musical production and performance using music reading and listening skills. Band 1 performs at CAHS events as well as occasional outside performances. Fall semester is geared toward marching band/concert band music while Spring semester is geared more toward contemporary musical styles. Group techniques as well as			

individual performance and improvisation will be studied.

This includes in-person on Mondays 8:00 - 10:00 am and after-school rehearsals.

**Students who fail the first semester (part A) of this course may not be able to continue with part B.*

BAND 2 (ADVANCED BAND) - @ PLC ELECTIVE COURSE	Prerequisite: Band 1 or Audition		
A-G: No ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Workshop Only ▾
Band 2 is a performance-based course for students who have experience with musical instruments and reading music. This course will involve group musical production and performance using music reading and listening skills. Band 2 students perform at CAHS events as well as occasional outside performances. Fall semester is geared toward marching band/concert band music while Spring semester is geared more toward contemporary musical styles. Group techniques as well as individual performance and improvisation will be studied. This includes in-person on Mondays 8:00 - 10:00 am and after-school rehearsals. <i>*Students who fail the first semester (part A) of this course may not be able to continue with part B.</i>			

ART 1	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Art 1 is a beginning college prep fine arts course that meets the “F” requirement for UC admission. The course is designed to build on students’ foundational knowledge and skills for the creation of art. Using a variety of drawing, painting, and sculpting media, students will explore techniques for creating expressive artworks. They will expand their arts vocabulary and develop perceptual skills for analyzing and responding to works of art. Students will also develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. .			

ART 2	Prerequisite: C or better in Art 1 or teacher approval		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Art 2 is an intermediate college prep fine arts course that meets the “G” requirement for UC admission. This course is designed to support and strengthen students’ creative expression and artistic intelligence beyond an introductory level. Using numerous drawing, painting, and sculpting media, students will explore techniques for creating expressive artworks. They will generate personal vision and artistic intent for transforming and communicating their ideas into visual forms. Students will use the language of art for articulating informed responses to historic artworks, as well as their peers’ and their own.			

ADVANCED ART	Prerequisite: B or better in Art 2		
A-G: No	Credits: 10	Length: Accelerated	Format: Option 4
Advanced Art is a college prep, fine arts elective course intended for students who are motivated to explore and produce art, and wish to better master the skills, techniques, and concepts of artistic expression. The course is designed to engage students in generating personal artistic vision and developing a portfolio. The primary focus of the course is to create several portfolio-quality works demonstrating mastery in concept, composition, and execution. This class is highly recommended before taking AP Art & Design.			

AP ART & DESIGN (Seminar)	Prerequisite: Art 1, Art 2, and Advanced Art highly recommended. See AP Art Teacher, Mr. McGaugh, for guidance.		
A-G: Yes	Credits: 10	Length: Yearlong	Format: Independent Study-Studio
The AP Art and Design program consists of three different course offerings and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing. In the first few weeks of the course, students choose one of the three courses to follow for the year. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Projects in this course are primarily student driven, with guidance from the teacher. The instructional goals of the AP Studio Art program are as follows: • Conduct a sustained investigation through practice, experimentation, and revision, guided by questions. • Skillfully synthesize materials, processes, and ideas. • Articulate, in writing, information about one's work. *Yearlong (36 weeks) Independent Study Format. Students meet with their teacher once a week or as needed during Office Hours, 1st period, or a TA period.			

AP ART HISTORY	Prerequisite: None		
A-G: Yes	Credits: 10	Length: Yearlong	Format: Studio Only
Have you ever wondered how art reflects history, culture, and human expression? In AP Art History, you'll embark on an exciting journey through time, exploring masterpieces from prehistoric cave paintings to groundbreaking contemporary works. Through engaging, slide-illustrated lectures, you'll uncover the stories behind some of the world's most influential art from both Western and non-Western traditions. This course will sharpen your ability to analyze and interpret art using formal vocabulary, historical context, and critical thinking. You'll learn to write compelling, insightful essays and engage in dynamic discussions that deepen your understanding of how art shapes and reflects the world around us. Outside of class, you can expect to spend about three hours per week expanding your knowledge and refining your skills—an investment that will prepare you for success on the AP Art History exam in May. If you love history, creativity, and discovering the deeper meanings behind artistic expression, this course is for you!			

DANCE 1: DISCOVERING DANCE	Prerequisite: None - Please view the attached video for more information about this NEW dance course!		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Discovering Dance is a college prep course that meets the UC “F” requirement for VAPA. This course is designed for new or experienced students who are taking an introductory dance course. In this dance course, you learn about dance foundations, history and culture, genres, and career options. To aid in learning, you participate in movement activities, study various aspects of dance through the eyes of a dancer and choreographer, and view dances from an array of dance genres and artists, historical periods, styles, and cultures. Students will be introduced to the foundations of dance that include the elements, processes, and principles that underlie all dance genres and also dance genres in society. Students will also study dance on stage and examine traditional techniques such as ballet, modern dance, jazz dance, tap dance, dance entertainment forms, and dance production and performance. Original compositions, portfolios, final examinations, and research papers are submitted for evaluation. This course will guide you in discovering, exploring, and thinking as a dancer and a choreographer. Enjoy your dance discoveries!			

DANCE 2: EXPLORING DANCE	Prerequisite: Dance 1		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Exploring Dance is a college prep course that meets the UC “F” requirement for VAPA. The course will focus on expanding movement possibilities and developing movement efficiency, which was established in the Discovering Dance prerequisite course. Students will examine the basic foundations of ballet, modern dance, jazz dance, tap dance, dance entertainment forms, and dance production and performance. Students will also investigate dance as preparation for life, along with investigating college and career preparation in dance and associated areas and dance in your life. This course integrates 21st-century learning skills and practices for college or career preparation. Students will explore several dance topics from different perspectives. In Exploring Dance, students will transition into examining ways to dig deeper into the history, culture, styles, and dance artists who contributed to the dance genre. In addition, students will learn dance technique and the vocabulary of the dance genre. This understanding will give students the language with which to perform and create dance. This course will guide you in discovering, exploring, and thinking as a dancer and a choreographer. Original compositions, performances, journals, portfolios, final examinations, and research papers are submitted for evaluation.			

Performance Dance: Intermediate/ Advanced Dance	Prerequisite: Teacher Approval/Audition		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Performance Dance is a college prep course that meets the UC “F” requirement for VAPA. The course will focus on expanding movement possibilities, developing movement efficiency, and training dancers to be artful technicians and inventors of movement.			

The course will emphasize the historical origin of modern and jazz dance (noting key figures in dance history). This class is designed to build and refine practical skills pertaining to ballet, modern, and jazz dance performance. These skills include a visceral understanding of weight, leaps, leg extension and strength, improvisational skills, increasing flexibility, turning competency and perfecting details while executing large movement sequences. The beginning of class will be used to lecture, read, and discuss the historical origin of the movement presented. Students will be guided with questions such as, “What is the difference between structure and creativity?” and “How does a dancer communicate their own ideas through performance?”

Students will be given the opportunity to engage with challenging material that enables them to understand movement with confidence, and make individual choices about the dynamics, phrasing, and presence/performance. Students will identify choreographers who pioneered and greatly influenced jazz, modern, and ballet dance over the course of dance history. Throughout the course students invest time in conditioning, injury prevention, ballet, jazz, modern, and improvisation. Original composition, performances, journals, portfolios, final examinations, and research papers are submitted for evaluation. Students will also get the opportunity to perform at school/community events.

COMPETITION DANCE	Prerequisite: Audition, *see below for audition details		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Option 4 ▾
Competition Dance is a college prep course that meets the UC “F” requirement for VAPA. The course will focus on expanding movement possibilities, developing movement efficiency, and training dancers to be artful technicians and inventors of movement. The course will emphasize the historical origin of modern and jazz dance (noting key figures in dance history). This class is designed to build and refine practical skills pertaining to ballet, modern, and jazz dance performance. These skills include a visceral understanding of weight, leaps, leg extension and strength, improvisational skills, increasing flexibility, turning competency, and perfecting details while executing large movement sequences. The beginning of class will be used to lecture, read, and discuss the historical origin of the movement presented. Students will be guided with questions such as, “What is the difference between structure and creativity?” and “How does a dancer communicate their own ideas through performance?” Students will be given the opportunity to engage with challenging material that enables them to understand movement with confidence and make individual choices about the dynamics, phrasing, and presence/performance. Students will identify choreographers who pioneered and greatly influenced jazz, modern, and ballet dance over the course of dance history. Throughout the course, students invest time in conditioning, injury prevention, ballet, jazz, modern, and improvisation. Original composition, performances, journals, portfolios, final examinations, and research papers are submitted for evaluation. Competition Dance students will engage in performances, travel, choreography, master classes, and competitions (Competition Dance) in a fun and loving teamwork environment, where we will inspire and guide the students to a deeper appreciation for their dedication, hard work, and of course, dance as an art form. Emphasis will be placed on performance of all genres in a variety of settings. This will hopefully aid students in bringing their personal stories to life via their dance talent.			

DRAMA	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Drama is a college prep course that meets the UC “F” requirement for VAPA. Students will study principles of dramatic interpretation and performance. They will learn to use non-verbal communication and their voices more effectively in order to bring believable characters to life on stage as well as how to follow stage directions and interpret subtext in a script. They will hone their skills by participating in scene work, improvisation, pantomime, and stage combat. . They will also study the history of theatre with an emphasis on Greek, Renaissance and Shakespearean theatre. Students will gain confidence, creative expression and public speaking skills. Students will complete 2 final projects at the end of the course.			

ADVANCED DRAMA	Prerequisite: C or better in Drama		
A-G: No ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Advanced Drama is an elective course in VAPA, but is not UC accredited. This class fulfills elective credit. Students will use principles of dramatic interpretation and performance in the Fall production of a straight, non-musical play. They will use non-verbal communication and their voices more effectively in order to bring believable characters to life on stage as well as; how to follow stage directions and interpret subtext in a script. Drama learners will research the period, style, and history of the play they are participating in. This class will push them to develop a higher level of performance discipline and a deeper development of themselves as performers.			

GRAPHIC DESIGN	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Graphic Design is a college prep course that meets the UC “F” requirement for VAPA. This introductory visual arts course explores computer applications (Adobe Illustrator) for preparing students to create expressive two-dimensional digital artworks in graphic design. Students develop creative thinking skills by perceiving, critiquing, and applying design strategies through projects that emphasize solving visual art problems. Students will develop mastery of Adobe Illustrator through a series of directed lessons followed by numerous design-oriented projects. No prior art experience is required, just a desire to create visually stunning graphic designs.			

ADVANCED GRAPHIC DESIGN	Prerequisite: B or better in Art 1 OR Graphic Design, OR Teacher Recommendation		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
This course will focus on the creation of digital designs that will be transformed into real world products. Students will learn to design original graphics that can be printed in vinyl for large-scale applications such as wall graphics, banners, various forms of signage and even car wraps. Students will also learn to create heat transfer vinyl designs for custom t-shirts, baseball caps, stickers, and coffee mugs to name a few. Students wanting to expand their photography skills in lighting, product shots, and Photoshop may also take this course with teacher recommendation (see Mr. Smith for details). This is a class for self-motivated students with a passion for producing design-oriented products.			

PHOTOGRAPHY	Prerequisite: N/A		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Photography is a college prep course that meets the UC “F” requirement for VAPA. This introductory visual arts course explores the camera, proper photo making skills, and thinking like a photographer. The course builds understanding through projects, presentations, and exercises in critiquing photos. The class emphasizes handling digital SLR cameras, using proper terminology, and developing images for print and web using Adobe Lightroom. Students learn to develop their creativity through photo making, while developing an understanding of art criticism and the history of photography.			

JOURNALISM /ADVANCED JOURNALISM	Prerequisite: Previous experience with photography and design are desirable.		
A-G: Yes ▾	Credits: 10 ▾	Length: Yearlong ▾	Format: Studio ▾
In Journalism, students will learn and interact with the various media skills necessary to produce the school's literary publications, including the yearbook and school news site. Students will learn their rights and responsibilities as high school journalists. Students will develop student leadership skills, cooperative learning skills, and decision-making skills. The course is ideal for students who have a desire to improve their critical thinking and writing skills, advance their understanding of journalistic writing and reporting, and increase their access to quality, complex reading pieces in the world around them. A course in journalism has two primary objectives: (1) to teach students the skills required to create the book and newsmagazine and (2) to produce a book and news site, which reflects journalistic standards. Journalism students will devote their time to the following: • Covering a variety of stories featuring the individuals and community that make up CAHS • Learning how to uniquely report stories visually and verbally • Learning their rights and responsibilities as student journalists, the history of journalism in the U.S., and the importance of journalistic integrity in our publications • Understanding the news gathering and publishing process • Mastering the skills needed to write copy in accordance with Associated Press style & guidelines • Gaining proficiency in desktop publishing with Adobe InDesign, Adobe Lightroom/Photoshop, and Adobe Illustrator • Gaining proficiency in the basics of photojournalism and composition • Incorporating advanced design principles such as grid and mod design into the yearbook & online site • Developing student leadership, communication and decision-making skills			

VIDEO PRODUCTION	Prerequisite: 10th,11th,12th grade		
A-G: Yes ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Video Production is a college prep course that meets the UC "A-G" requirement for VAPA. The course will provide instruction for students in communication through media. By using helical learning strategies students will learn industry standards for the television and film market and be able to express concepts and vocabulary necessary to compete with others in the field. By working individually and/or with a group, students will develop ideas expressed through scripts, storyboards, and previsualization in the pre production stage of film and television development. The student will then continue to the production stage by producing a video product based upon their initial idea and by using industry standard equipment and filming techniques. These techniques will be learned through studying the history of film and television. Once production is complete the student will learn post production editing techniques to create their final product. Final films will be previewed in the class and the content and impact of the film will be compared and contrasted to other well-known films in the industry. Upon completion of the course students will be able to discuss the impact of media on our culture and the advances in technology, along with understanding of the history of the film and television market.			



Studio MISC. ELECTIVES

ELECTIVE COURSES

At CAHS, our **elective courses** provide students with opportunities to explore a wide range of subjects beyond the core curriculum, encouraging them to **broaden their horizons** and **expand their skills**. These courses allow students to pursue their interests, develop new talents, and discover passions that enrich their educational experience.

Electives offer a unique space where students can engage with **creative, practical, and career-oriented subjects**, from **art and music** to **technology, business, and leadership**. By participating in electives, students learn to **think critically, collaborate**, and apply their knowledge in real-world contexts.

Our elective offerings are designed to complement and enhance the core curriculum, providing **hands-on learning opportunities** that foster personal growth, deeper engagement, and a more **well-rounded education**. Whether students are exploring new fields or refining existing skills, electives prepare them for future challenges and open doors to **new knowledge and experiences**.

COURSE DESCRIPTIONS

PHYSICAL EDUCATION	Prerequisite: None- 2 years required– Pass/Fail		
A-G: No ▾	Credits: 10 ▾	Length: Year Long ▾	Format: Option 4 ▾
The standards for high school physical education articulate the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. A physically fit adult lifestyle requires individuals to initiate and monitor their own participation in physical activity on a regular basis. High School P.E. Courses 1, 2, and Elective P.E. provide the foundation for high school instruction. Students learn proficiency in physical skills; expand their capacity for independent learning; and examine sound decision making for successful participation in movement activities. An independent physical education course requires personal accountability and maturity. Students will be responsible for fulfilling the requirements of the I.S.P.E. contract, which includes completion of all paperwork, filling out of all workout logs, and submission of all assignments and reports. Due to the independent nature of the program, a large part of the grade (pass/fail) will be based on proficient accomplishment of the agreed objectives, and communicating this information to the teacher in a timely manner.			

LEADERSHIP —INTRO TO ASB	Prerequisite: None; interest in serving on the ASB encouraged.		
A-G: No ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Leadership—Intro to ASB is for students interested in serving on the Associated Student Body and have yet to apply or have applied and are waiting for a space to become available on the ASB. Intro students will be trained on the ASB team's format, assigned to specific tasks alongside ASB committees, and work with the ASB for events throughout the year, including Homecoming. Additionally, the curriculum will focus on direct ASB support and key leadership skills, including personal strengths, organizational skills, team leadership, problem-solving, event management, parliamentary process, and systems within the ASB. Students who desire to serve on the ASB in future years should enroll in Intro to ASB. Students will receive real-time work experience with ASB, free entry into events they work on, and work directly with the ASB Advisor in preparation for a future role on the team. Course Text: <i>The 7 Habits of Highly Effective Teens</i>			

LEADERSHIP —SERVICE & SELF-LEADERSHIP	Prerequisite: None; encouraged for students looking for ways to participate in leadership development and with an interest in helping host and participate in more community service efforts on campus.		
A-G: No	Credits: 10	Length: Accelerated	Format: Option 4
Leadership—Service & Self-Leadership is designed for students interested in developing their personal strengths as a leader and who desire to be more involved in creating and hosting service projects on campus. The curriculum will focus on developing key leadership skills, including personal strengths, self-management, executive functioning, goal-setting, organization, problem-solving, interpersonal communication, conflict resolution, team process, empathic and active listening, civic awareness, global citizenship, project planning, and community service & outreach. Coursework includes text readings, reflection, group tasks, and a Capstone Community Service project that will be implemented on campus. Students enrolled in the course may be required to support school events hosted by the ASB, Link Crew, or other on-campus clubs and organizations.			

LEADERSHIP— ASSOCIATED STUDENT BODY (ASB)	Prerequisite: Application , interview, and Election Process (Executive Cabinet only); Successful Completion of entry-level Leadership course encouraged		
A-G: Yes	Credits: 10	Length: Year Long	Format: Option 4
Text: <i>Student Leadership Guide</i> by Brendon Burchard The Associated Student Body (ASB) course is a dynamic leadership program for high school students dedicated to enhancing their school community. This A-G approved elective course is designed for all students enrolled in the Associated Student Body (ASB) Student Leadership Class elected by a student body vote or appointed by the Director of Student Activities and Executive Officers. Students develop skills in event planning, public speaking, teamwork, and financial management while organizing activities like rallies, dances, service projects, and fundraisers. ASB fosters collaboration, inclusivity, and civic engagement, empowering students to create a positive campus culture. Participants manage student government operations and initiatives that build school spirit and unity. Enrollment requires responsibility, teamwork, and a commitment to service. Students will become familiar with the democratic and parliamentary process and representative government, which seek to reflect the student body's opinions and uphold the school's mission and policies. Students adopt and oversee annual budgets and manage ASB funds, which oversees all student fundraised monies. This course is ideal for aspiring leaders eager to make a lasting impact.			

LEADERSHIP —LINK CREW	Prerequisite: Students must be in 11 th or 12 th grade and be selected through the Application Process		
A-G: No	Credits: 10	Length: Year Long	Format: Option 4
The purpose of the Link Crew leadership class is to draw out the student's leadership potential and to maximize the benefits of the Link Crew Class Curriculum Program model. The benefits of a Leadership class include an increase in a student's sense of community and an improvement in a school's learning and social climates, in addition to fostering a successful transition of incoming freshmen students into high school. The Leadership class provides time to design and implement connections for current students through both academic and social lessons and to learn valuable leadership skills through a variety of classroom activities. Students learn skills including written, interpersonal and intrapersonal communication, team building, agenda setting, presentation/facilitation, time management, project management, evaluation, reflection, role modeling, resource management, health and balance, and the closure method. Through the curriculum, students are trained to act as team leaders, motivators, role models, and peer facilitators who provide support to the school throughout the year.			

FOOTBALL	Prerequisite: Participation on CAHS football team		
A-G: No ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Football is a course designed for CAHS football players and taught by our head football coach. In the fall players will focus on health and fitness, game strategy, and leadership. Students will earn credit for their commitment during class time but also for after school commitments such as practice, games, and film. In the spring athletes will continue to focus on strength and conditioning and may have the opportunity to participate in some 7 v 7 opportunities on the field.			

ATHLETICS	Prerequisite: Participation on a CAHS athletics team		
A-G: No ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Athletics is a course designed for CAHS student-athletes and taught by our athletic director. Players will focus on health and fitness, game strategy and film, and leadership including participation in student-athletics council that discusses and helps design the future of athletics at Classical Academy High School. Students will earn credit for their commitment during class time but also for after school commitments such as practice, games, and film.			

HEALTH & FITNESS	Prerequisite: None		
A-G: No ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
Health and Fitness is an elective workout class designed to give students a basic understanding of the human body and all of its functional systems. Students will understand how to make healthy and informed dietary decisions while also learning safety and competence in any gym or weight room environment. Students will practice a broad and general assortment of all key functional movements or “universal motor recruitment patterns”. These include aspects of strength, balance, coordination, flexibility, mobility, sport, gymnastics, and metabolic conditioning. Students will use inquiry based learning to determine the muscle groups required and affected in varying workout modalities. They will use digital strength tracking technology in order to collect data and show muscle growth over the course of the semester. At semester's end, students will understand basic exercise and nutrition principles involved in achieving optimal energy levels, longevity and disease prevention.			

LIFE SKILLS	Prerequisite: 11th or 12th grade		
A-G: No ▾	Credits: 10 ▾	Length: Accelerated ▾	Format: Option 4 ▾
The goal of Life Skills is to guide students in thinking about life beyond high school, through teaching them to solve everyday problems. This one-semester elective is designed to expand students' knowledge of and ability in applying the skills essential for basic everyday living. Instructional materials will be focused on decision making, communication and relationships, working with others, financial resourcefulness, conflict resolution, personal health and care, character development, college prep and living, and how students can contribute to their own community. The course is organized into topical weeks, where each week will include a guest speaker who is an expert in their field. Topics covered in the class are listed below, but not limited to: Goal setting, Car maintenance and ownership, Computer basics, Money management, Personality, Relationships, Conflict resolution, Loans, Taxes, Time management, College prep, Work ethics, Character development, Home maintenance, Home economics, Cooking, Buying food, Personal hygiene, and more.			

SKILLS & INSTRUCTION	Prerequisite: Open to students receiving IEP services only; placement based on recommendation from SAI		
A-G: No	Credits: 10	Length: Accelerated	Format: Option 4
The Skills & Instruction course is designed to empower special education students with the tools and strategies they need to succeed both academically and in life beyond high school. The goal of Skills & Instruction is to guide students in developing strong executive functioning and “adulting skills,” through teaching students to become strategic learners who are empowered to reach their own goals. This two-semester course is designed to expand students’ knowledge of and ability in applying the executive functioning skills essential for basic everyday living. Instructional materials will be focused on Planning, Organization, Time Management, Task Initiation, Working Memory, Metacognition, Self-Control, Attention, Flexibility, and Perseverance. Students will actively work on their Individualized Education Program (IEP) goals, utilizing planning systems to manage assignments and responsibilities effectively. Additionally, the course will provide guidance on the transition from high school to the next stages of life, whether that involves further education, employment, or independent living. Through a combination of direct instruction, practical activities, and individualized support, students will build the confidence and skills needed to navigate their academic journey and prepare for their future.			

STAGECRAFT	Prerequisite: N/A		
A-G: No	Credits: 10	Length: Accelerated	Format: Studio
Stagecraft is a non A-G course that teaches the basic techniques of technical theatre. Students will research individual projects in order to design and produce pieces of work that can be used in productions produced in the high school theatre program. Projects might include but are not limited to; building character masks, creating leather armor, set design, costume design, building props, special effects make-up, sound design, lighting design, and other aspects of technical theatre. Students will be expected to work backstage the winter Adv Drama production.			

WOODSHOP	Prerequisite: 11th or 12th grade		
A-G: No	Credits: 10	Length: Accelerated	Format: Option 4
In this class, students will learn basic woodworking skills such as wood identification, tool knowledge and use, project planning and drawing, staining, painting, wood finishing, and project construction. Much time will be spent on safety and correct tool use. Students will finish three small projects of their own to keep.			

ADVANCED WOODSHOP	Prerequisite: 11th or 12th grade, Woodshop		
A-G: No	Credits: 10	Length: Accelerated	Format: Option 4
In this class, students will build on basic woodworking skills such as wood identification, tool knowledge and use, project planning and drawing, staining, painting, wood finishing, and project construction. All work will be done with hand tools only (without use of battery drills). Students will learn wood joinery using dovetail cuts and dowels. Again, much time will be spent on safety and correct tool use. Students will finish two small projects of their own to keep. Advanced Woodshop will be held with Woodshop and students will, at times, help with Woodshop projects.			

