



2026-2027

# HIGH SCHOOL

## Course Selection Guide

- General Information
- Signature Programs
- Course Descriptions
- CTE Programs

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# Dysart Schools

## **DYSART HIGH SCHOOL**

11425 North Dysart Road  
El Mirage, Arizona 85335  
(623) 876-7500  
Fax: (623) 876-7572

## **SHADOW RIDGE HIGH SCHOOL**

10909 North Perryville Road  
Surprise, AZ 85388  
623-523-5100  
Fax: 623-523-5111

## **VALLEY VISTA HIGH SCHOOL**

15550 North Parkview Place  
Surprise, Arizona 85374  
(623) 523-8800  
Fax: (623) 523-8811

## **WILLOW CANYON HIGH SCHOOL**

17901 West Lundberg Street  
Surprise, Arizona 85388  
(623) 523-8000  
Fax: (623) 523-8097

# **DYSART UNIFIED SCHOOL DISTRICT**

15802 N. Parkview Place  
Surprise, Arizona 85374 623-876-7000

## **GOVERNING BOARD**

Dawn Densmore  
Denise Destiche  
Jennifer Drake  
Stephen Skavara  
Mary Jane Ziola

## **SUPERINTENDENT OF SCHOOLS**

John Croteau, Ed.D.

## **ADMINISTRATIVE STAFF**

Shelley Isai, Ed.D. - Assistant Superintendent for Education  
Craig Mussi - Assistant Superintendent for Support Services  
Steve Mattingly - Assistant Superintendent for Human Resources  
Marydel Speidell - Assistant Superintendent for Business Services

# DYSART MISSION/STRATEGIC PLAN

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## Vision

Power in the preparation... Excellence in the journey... Success for a lifetime...

## Mission

The mission of Dysart Unified School District is to create a safe, diversified and engaging learning environment where every student attains academic excellence and is empowered to achieve lifelong success.

Through relevant and challenging curriculum, expanded learning opportunities and collaborative partnerships our students will be

- effective communicators.
- critical and creative thinkers.
- informed problem solvers and decision makers.
- responsible leaders.
- productive citizens.

## Strategic Plan

The Dysart Unified School District Strategic Plan provides the district a road map for excellence. The plan, which represents hundreds of hours of true community partnership, outlines goals and objectives which provide a clear direction for the Dysart School District.

The Dysart Strategic Plan is a living document and addresses four major goals and objectives to drive the district forward down the path for excellence. The four goals include:

**GOAL A:** Academics

**GOAL B:** Culture and Leadership

**GOAL C:** Safety

**GOAL D:** Resources

## Non-Discrimination

The Dysart Unified School District No. 89 does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in its programs and activities and provides equal access to the Boy Scouts, Girl Scouts and other designated youth groups. The lack of English language skills shall not be a barrier to admission or participation in the District's programs and activities. This notice is provided as required by Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1072; the Age Discrimination Act of 1975; and the Americans with Disabilities Act of 1990. Please forward inquiries and requests for additional information regarding these laws to the designated compliance officer:

Compliance Title VI, Title IX: Dr. Jayne Wieferrich, Director of Human Resources, Dysart Unified School District, 15802 N. Parkview Pl., Surprise, AZ 85374 (623) 876-7876

Compliance Title II: Sunny Resch, Director of Federal Projects, Dysart Unified School District 15802 N. Parkview Pl., Surprise, AZ 85374 (623) 876-7066

Compliance Section 504: Dr. Corey Montaña, Director of Exceptional Student Services, Dysart Unified School District, 15802 N. Parkview Pl., Surprise, AZ 85374 (623) 876-7985

# PROGRAMS AND SERVICES

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## **School Counselors**

School Counselors in DUSD design and deliver programs that support student growth and success. These programs provide both direct and indirect services such as instruction, guidance, and individualized support to help students reach their academic and personal goals. Through the Major Clarity platform, students create an Educational Career Action Plan (ECAP) that outlines their coursework, career interests, and extended learning opportunities.

## **Structured English Immersion (SEI) / English Language Development (ELD)**

The SEI/ELD program serves the needs of students whose native language is not English and who have not yet achieved a overall proficiency level of proficiency on the AZELLA. English learners are tested before entry into the program.

## **Special Education**

The majority of students eligible for Individual Education Programs (IEPs) participate in general education classes for the preponderance of their day. Courses designed to meet the unique needs of students on an IEP have also been developed and are provided for those students who need them as determined by their IEP team. Students receiving special education services complete a course of study that meets graduation requirements. Each projected course plan is reviewed annually by the student's IEP team.

A student is permitted to repeat an elective course for credit as determined by an IEP team based on a student's individual needs, their post secondary transition plan, and how their disability impacts them.

## **Signature Programs**

Each high school has Signature Courses that are designed to help students with academics and career readiness, focusing on opportunities after graduation. (You can find course descriptions at the end of this section.)

If a student lives outside a high school's boundaries, they can still enroll in these courses if approved for Open Enrollment. Some Signature Programs might also be available for students from other schools to join after school. However, transportation is not provided for students who are open enrolled.

## **Open Enrollment**

Arizona state law allows students to apply for admission to any state public school based on available classroom space. Any family in Arizona may apply for Open Enrollment into a Dysart school. Open Enrollment applications are approved on a year-by-year basis with no guarantee of continued enrollment. Open enrollment applications are only available online at [www.dysart.org](http://www.dysart.org). Parents and/or guardians will be notified if the application has been accepted, or placed on a wait list. The District continues to accept open enrollment applications throughout the school year. No Open Enrollment applications will be approved for in-district high school students after the second week of school for the first semester or after the first week of school for the second semester. Students who have submitted applications will be considered in accordance with District Policy Section 5-105 Open Enrollment.

In order to qualify for enrollment, as an open enrolled student, High School students must be enrolled in four credit bearing classes that meet the graduation requirements on the campus they wish to attend.

## **iSchool**

iSchool provides DUSD students with expanded academic options by offering online classes. All iSchool classes meet the curriculum content standards that are set forth by the Arizona Department of Public Education, and all of our classes meet the recognized quality assurance standards for online learning classes. Students are taught by Dysart's appropriately certified teachers. There are instructors available in the Student Commons or designated classroom on each high school campus throughout the day for student support. Students can attend as full time online students or take various courses in addition to the courses they take on campus. The courses offered are for high school credit. Registration occurs through the counselors. In order to receive iSchool credit the student must receive a 60% or better on the final exam. The final exam must be taken in person with an iSchool instructor. Students may use their handwritten notes on the final exam.

## **Alternative High School Program**

The Dysart Unified School District has an alternative education program. The Sundown Mountain Alternative Education Program is housed at 12397 W. Thunderbird Rd., El Mirage, AZ. 85335. Transportation is available. Students must be referred through their home school. The home school counselor may be contacted for more information. Sundown Mountain offers a selection of courses which enable students to earn their high school diploma.

# ADVANCED COURSE LEVELS

## Honors Classes

Honors courses provide an in-depth study and are designed to prepare students for Advanced Placement and International Baccalaureate courses. Teacher recommendation, grades and test scores are considered for eligibility in the course. Check with your student's counselor for placement.

## The International Baccalaureate Program (IB)

Willow Canyon High School offers three different approaches to IB: The Diploma Programme immerses students in a full complement of IB courses. Students who sit for necessary exams and complete required courses could earn the IB Diploma. The Career Programme takes an IB approach to learning for students interested in a career-related education. The Middle Years Programme is designed to introduce students in grades 9 and 10 to an IB education. Course information can be found on p. (29)

## Advanced Placement (AP)

The Advanced Placement Program is offered at all DUSD high schools, offering students college level courses. In Advanced Placement Courses (AP), students can earn college credit by earning qualifying AP exam scores. There is a fee to the College Board of approximately a base fee of \$99 to take the test. There are scholarships and reduced fee waivers available. If your child received a 3 or higher, universities may award college credits. Receiving a 3 or more on the AP exam will also allow students to earn a higher grade in the class.

## Pre-AP Program

Every student deserves classroom opportunities to learn, grow and succeed. The College Board developed Pre-AP® to deliver on this simple premise. Pre-AP courses are designed to support all students across varying levels of readiness. Participation in Pre-AP courses allows students to slow down and focus on the most essential and relevant concepts and skills. Students have frequent opportunities to engage deeply with texts, sources, and data as well as compelling higher-order questions and problems. Across Pre-AP courses, students experience shared instructional practices and routines that help them develop and strengthen the important critical thinking skills they will need to employ in high school, college and life. Students and teachers can see progress and opportunities for growth through varied classroom assessments that provide clear and meaningful feedback at key checkpoints throughout each course. The Pre-AP Program is designed to give all students the opportunity to learn the foundational knowledge and critical thinking skills they need to achieve their full potential.

## AP Capstone Diploma Program

The AP Capstone Diploma program is a college-level program based on two courses—AP Seminar and AP Research—that complement and enhance discipline-specific AP courses.

The program gives students a chance to practice core academic skills that are increasingly valued by colleges. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond.

AP Capstone was developed in response to feedback from higher education and is easily implemented and flexible. It has the potential to differentiate and transform high schools and their students by elevating the learning environment through a challenging, college-level program with high standards of assessment.

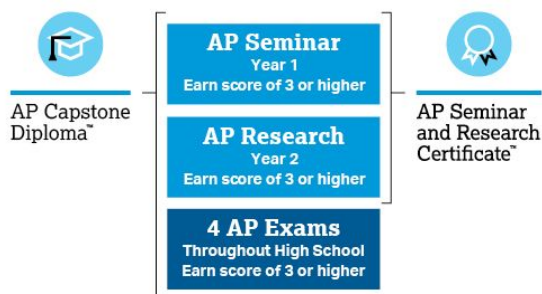
## AP Capstone Diploma Criteria

- Score of 3 or higher on AP Seminar Exam
- Score of 3 or higher on AP Research Exam
- 4 Additional AP Exam Scores of 3 or higher; should be AP

## AP Seminar and Research Certificate

- Score of 3 or higher on AP Seminar Exam
- Score of 3 or higher on AP Research Exam

We encourage students to talk to their counselors about the opportunities listed above.



# Special Diplomas, and Seals

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## Honors Diploma

Students interested in receiving the Honors Diploma need to complete the Intent to Apply application by October 1st of their senior year.

To be eligible for the Honors Diploma, students must have:

- 3.5 unweighted cumulative GPA
- 2.0 credits of the same World Language
- 4.0 credits of science
- 7.0 credits of Honors, Cambridge, AP and/or IB courses
  - At least 5.0 credits need to be core area courses (ELA, math, science or social studies)
  - Up to 2.0 credits can come from Honors, AP and/or IB Arts, CTE or World Language courses

## STEM Diploma

Students interested in receiving the STEM Diploma need to complete the Intent to Apply application by October 1st of their senior year.

To be eligible for the STEM, Diploma students must have:

- 2.0 credits for the same World Language
- 2.0 credits of Engineering
- 4.0 credits of Science (3.0 credits must be honors/AP/IB/Cambridge)
- 4.0 credits of Math (3.0 credits must be honors/AP/IB/Cambridge)
  - Engage in a summer STEM experience/ Science Olympiad/ or other STEM related experience approved by school Administration

## AP Capstone Diploma

Students interested in receiving the AP Capstone Diploma need to communicate with their counselor before their senior year.

### AP Capstone Diploma Criteria

- Score of 3 or higher on AP Seminar Exam
- Score of 3 or higher on AP Research Exam
- 4 Additional EP Exam Scores of 3 or higher; should be AP

### AP Seminar and Research Certificate

- Score of 3 or higher on AP Seminar Exam
- Score of 3 or higher on AP Research Exam

Dysart is proud to offer extended opportunities for our students. Dysart currently offers the following Arizona State Board of Education approved seals: Personal Finance, Civics Literacy, Biliteracy, Arts Proficiency. These seals recognize high school students that achieve proficiency in related coursework and complete additional examinations along with extracurricular tasks. Students are recognized with a seal to be placed on their diploma.

- [Seal of the Arts](#)
- [Seal of Biliteracy](#)
- [Seal of Personal Finance](#)
- [Seal of Civics Literacy](#)

# DUAL ENROLLMENT OFFERINGS

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\*Dual Enrollment is a college-level course that varies from year to year; contact your school to find out what is offered, as course availability depends on campuses having teachers who meet community college instructor qualifications.

Advanced Photoshop  
American Sign Language  
Anatomy/ Physiology  
Biology  
Calculus w/ Analytic Geometry I  
Calculus AB  
Calculus BC  
Chemistry I  
College Algebra  
Commercial Baking Techniques  
Computer Graphics: Adobe Photoshop  
Culinary Arts  
Education Professions  
English  
Environmental Science  
Financial Math  
First year Composition I  
First year Composition II  
French  
Healthful Living  
Introduction to Education  
Introduction to Human Anatomy & Physiology  
Introduction to Psychology  
Marketing Principles of Sales  
Marketing Introduction to Business  
Marketing Owning and Operating a Small Business  
Medical Foundations  
Photo Imaging  
Precalculus  
Prevention & Treatment of Athletic Injuries  
Psychology  
Spanish  
Sports Medicine: First Aid/ Cardiopulmonary Resuscitation  
Sports Medicine: Prevention and Treatment of Athletic Injuries  
Sports Medicine: Rehabilitation and Therapeutic Interventions in Sports Medicine  
Statistics  
Trigonometry  
TV and Film Broadcasting  
TV Film Broadcasting  
U.S. History 1865 to Present  
World History

# Graduation Requirements

## Dysart Unified School District

- English - 4 credits  
(English 1-2, 3-4, 5-6, 7-8)
- Math - 4 credits  
(Algebra 1-2, Geometry 1-2, Algebra 3-4 and one additional math course that includes significant mathematics content)
- Science - 3 credits  
(See chart on page 61-62)
- Social Studies - 3 credits  
(World History, U.S./Arizona History 1-2, U.S. & Arizona Government [.5], Economics [.5])
- P.E./Health - 1 credit\*
- Fine Arts or CTE - 1 credit
- Electives - 6 credits

Total 22 credits\*\*

## Arizona Universities

- English - 4 credits  
(English 1-2, 3-4, 5-6, 7-8)
- Math - 4 credits  
(Algebra 1-2, Geometry 1-2, Algebra 3-4, and one additional math course with Algebra 3-4 as a prerequisite)
- Lab Science - 3 credits (Core Courses)
- Social Studies - 2 credits  
(U.S. History and one other)
- Foreign Language - 2 credits (ASU, U of A or some universities out of state)
- Fine Arts or CTE - 1 credit

\*P.E./Health credit can be fulfilled by Marching Band, Color Guard, Dance, Show Choir, Introduction to Theater or ROTC courses

**Note:** All graduation requirements shall be strictly enforced by cohort not by year of graduation.

<https://www.azed.gov/standards-practices/high-school-graduation-information>

\*Students must pass Civics Test and CPR Requirement in order to graduate.

## Commencement Participation

A student may not participate in the commencement ceremony until all graduation requirements have been met and the checkout sheet is completed and approved. Fees involved with the commencement program are the responsibility of the student. Participation is optional.

## Early/Delayed Graduation

1. "Early Graduation Request" forms are available in the counseling office.
2. Request for sixth semester graduation must be submitted during junior year course selection.
3. Early graduation transcripts may be obtained through <http://www.parchment.com> and will be available upon completion of requirements. The awarding of diplomas will occur quarterly when all graduation requirements have been met. Students failing to meet graduation requirements by the commencement date will not be eligible for early graduation.
4. Students are responsible for communicating with their counselor to assure that all course credits are earned prior to graduation.
5. Transcripts verifying credits completed online or through other outside options must be submitted to the home high school registrar two weeks prior to the graduation date.
6. Students who are Junior early graduates will only be ranked within their current cohort. They will not be ranked within a graduating Senior class cohort.

## Determining Graduation Year and Diploma Issuance

Students must graduate when they meet the graduation requirements for their cohort (or IEP goals). Students cannot remain in high school beyond the year they meet their graduation requirements.

Students who are concurrently enrolled in multiple schools during their senior year will have their diploma issued by the school that awards the final credit needed to graduate.

## Civics Test - Graduation Requirement

The State of Arizona requires students to pass a civics test in order to graduate high school. Students must score at least a 70% on the civics portion of the naturalization test used by the United States Citizenship and Immigration Services.

## CPR Requirement

Prior to graduation, student must be provided 1 or more training sessions in cardiopulmonary resuscitation (CPR) or student needs to provide the campus administration with a copy of his/her CPR certification card obtained on his/her own.

# COLLEGE PREPARATION

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Students planning to attend a university should coordinate with their counselor to ensure they have the required courses as well as the required exams (normally ACT or SAT) to meet the entrance requirements.

- Rigorous courses have additional value for acceptance.
- Dual enrollment and AP courses are recognized differently.
- ACT or SAT should be taken prior to graduation.

To qualify for Assured Admittance to a state university in Arizona, a student must meet one or more of the following criteria:

- Have a 3.0 (B) minimum unweighted grade point average (GPA) in competency courses\*
- Rank in the top 25% of his/her high school class
- Achieve a minimum SAT 1 score of 1120
- Achieve a minimum ACT score of 22

In addition, students must have no deficiencies in the required core competency areas. To be considered for admission to a state university in Arizona, students must:

- Have a 2.5 (C) minimum unweighted grade point average in competency courses\* or rank in the top 50% of their high school class.
- Have no more than one deficiency in two areas, except both not in mathematics and laboratory sciences.
- Have a minimum GPA of 2.0 for each competency area.

\* The GPA is calculated using only the 16 core courses. Students should refer to their selected college(s) for further information.

Competency Courses:

- 4 credits of English (English 1-2, 3-4, 5-6, 7-8)
- 4 credits of mathematics (Algebra I, Geometry, Algebra II, Advanced Math for which Algebra II is a prerequisite)
- 3 credits of laboratory science (one unit in at least three of the four areas - biology, chemistry, physics, earth science. An integrated lab science course may be allowed for one (1) of the three (3) required courses. An advanced level course in the last two years can be used for a third unit)
- 2 credits of social science (Dysart requires 3 units) - at least one unit in American History
- 2 credits of the same foreign language (Not all colleges require foreign language)
- 1 credits of fine arts or any combination of 2 semesters of Fine Arts or CTE

The Dysart Unified School District provides the following testing schedule to allow students the opportunity to participate in career exploration, college entrance, military and individual goal attainment.

**Freshman**  
ASPIRE

**Sophomores**  
PSAT  
EdREADY

**Juniors**  
SAT  
PSAT/NMSQT  
ASVAB  
Az SCI  
ACT  
EdReady

**Seniors**  
ACT/SAT  
ASVAB  
EdREADY

# STUDENT ATHLETES

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## Sports in College

Students who plan to play athletics in college for NCAA D-I, D-II and D-III level schools should review requirements at the NCAA Eligibility Center at [www.Eligibilitycenter.org](http://www.Eligibilitycenter.org). Also, students interested in playing championship sports at NAIA colleges need to register and receive an eligibility determination at <http://www.Playnaia.org>. Any credit recovery or credit improvement courses need to be approved by a counselor. Core courses offered through DUSD iSchool have been approved by the NCAA. However, the NCAA does NOT approve DUSD courses designated as “credit recovery” courses. Potential NCAA athletes should not sign up for any course designated “credit recovery”.

## Determining eligibility for an NAIA sports college

Knowing and fulfilling the eligibility requirements will help a student move toward being able to officially compete for an NAIA school. The institution in which a student enrolls is responsible for certifying eligibility.

Meeting eligibility requirements does not guarantee college admission. Eligibility requirements are just one aspect of the college information. Each school has its own admission policies, and a student must still apply for admission.

## Amateur eligibility

Engaging in the following activities prior to full-time college enrollment may result in the loss of amateur status:

- Signing a contract with a professional team or entering into an agreement to compete as a professional
- Competing as a professional or declaring oneself as a professional athlete
- Receiving payment or benefits based on athletic performance or participation
- Entering into an agreement with an agent for representation in athletic opportunities
- Receiving benefits, gifts, or services from an agent or professional representative
- Accepting prize money, cash awards, or other compensation that exceeds actual and necessary expenses

The following activities are generally acceptable as long as certain conditions are met:

- Competing as an amateur either with or against professional athletes
- Coaching or officiating in amateur, youth, or recreational programs
- Engaging in Name, Image, and Likeness (NIL) opportunities, such as:
  - Promoting or endorsing products, services, or events
  - Receiving compensation for personal appearances, social media posts, or sponsorships
  - Entering into agreements that are not tied to athletic performance or recruiting inducements

We adhere to the guidelines and policies of the Arizona Interscholastic Association. To learn more about the conditions that accompany these activities and to understand the specifics of the amateurism rules, read about the NAIA amateur eligibility requirements at [www.naia.org](http://www.naia.org).

## Academic Standards

The National Collegiate Athletic Association (NCAA) Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics. College-bound student-athletes who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to:

- Graduate from high school.
- Complete a minimum of 16 core courses for Division I or II.
- Earn a minimum required grade-point average in core courses.
- Earn a qualifying test score on either the ACT or SAT.
- Request final amateurism certification from the NCAA Eligibility Center.

For Division I student-athlete prospects must also:

- Earn at least a 2.3 grade-point average in core courses.
- Successfully complete 10 of the 16 total required core courses before the start of their senior year in high school. Seven of the 10 courses must be successfully completed in English, math and science.

# STUDENT ATHLETES

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Prospects that earn between a 2.0 and 2.3 GPA and meet the current sliding scale standard (for example, an SAT score of 1,000 requires a 2.025 high school core course GPA) will be eligible for practice and athletically related financial aid but not competition. Division III colleges and universities set their own admission standards. The NCAA does not set initial eligibility requirements in Division III.

Please verify that any high school course completed at the K–8 level meets the athletic eligibility requirements of both the college you plan to attend and the NCAA Eligibility Center. To remain eligible for NCAA or NAIA athletics and to satisfy most college admissions requirements students must complete four full years of high school mathematics.

# CREDIT

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## **Official Transcripts** <http://www.parchment.com>

Credits from Cognia Accredited Institutions will be evaluated before credits are entered in the student's course history. Once credit is posted to the transcript, it will not be deleted. Class rank is updated on a continual basis, known as "rolling rank". The current graduating class rank is based on the 7th semester ranking.

## **College Concurrent Enrollment**

Only pre-approved courses may be accepted from college for high school credit. Approval for these courses must be done through high school administration. Only courses level 100 and above may be transferred. Students must provide official transcripts to receive credit. The grade earned for the course will apply towards the student's grade point average and class rank.

## **Credit Minimums**

Students must show proof of enrollment in the minimum number of credits needed for graduation. Students should meet with their counselors to complete an Education and Career Action Plan (ECAP) to allow them to meet at least the minimum requirements\* for graduation. A total of 22 credits is the minimum required for graduation.

\*Prior administrative approval is needed for off-campus community college classes to be included in these minimum credit requirements.

## **Core Credits Required for Graduation**

Students must take any required courses remaining for graduation during their senior year at their home school unless permission is explicitly granted by the principal. This is to ensure that students receive the guidance they need to fulfill course requirements and graduate on time. Students will receive their diploma from the institution that issues their final credit needed for graduation.

## **Credit Maximums**

Students may pursue additional credits through correspondence courses, limited to a maximum of four credits and/or through enrollment in college courses. For students currently enrolled in high school, no more than four outside credits may be approved at any one time. Exceptions to these limits may be granted by the home school principal.

## **Independent Study Credit**

Independent study will be under the supervision of the school administration. There is a limit of one course per semester. Prior written approval of the department chair, supervising teacher and the assistant principal is necessary before enrollment. Independent study credit is open only to juniors and seniors holding a G.P.A. of 3.0 or higher in the department from which the course is developed and supervised. An exception to G.P.A., grade level and course selection may be granted by the principal. Honors, Accelerated, AP, and IB courses are not available for independent study. Exceptions may be approved by the principal.

NOTE: The National Collegiate Athletic Association does accept Independent Study credit to satisfy eligibility requirements.

## **Earning Student Privileges**

Students must have the required credits to qualify as a junior or senior to earn the following privileges: parking passes and prom.

# CREDIT: TESTING OUT, SPECIAL SITUATIONS

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## **Repeating Courses**

Courses that may be repeated for credit are noted in the Course Selection Guide in the course descriptions.

## **Re-taking Courses for Grade Improvement**

Courses through DUSD that are designed to be taken once may be retaken. Transcripts for students repeating these courses will reflect all grades earned for that course. Only the highest grade will be used in computing the G.P.A., and credit will be given for the higher grade. Classes that are labeled Credit Recovery (CR) may ensure the student has credit, but may not be accepted by universities.

## **Online Education**

Dysart iSchool online classes can be taken for either core or elective credit. As of May 15, 2011, current DUSD students who choose to enroll in online classes outside of the Dysart iSchool program will earn only elective credit. To receive core credit a student may request to take an examination for any core subject completed. Examinations must be taken within 90 calendar days of the request. If the student earns a score that demonstrates competency (70% or higher), the high school will accept the transferred credit as core subject credit.

## **Testing out for Credit**

The following are guidelines for students requesting to test out of (challenge) a course they have not yet taken for credit. This process is intended for courses required for graduation. Students transferring from a charter, private or homeschool situation may choose to test out of any core high school class for credit. However, the principal may allow this process to be used for elective classes if the department chair or teacher of record agrees that the elective course can appropriately be challenged.

1. The student meets with a counselor. This process must be completed within the first ten days of entering the course for continuing students or the first ten days upon enrollment for transferring students. The principal may waive the time requirement if special circumstances exist.
2. The Department Chair will administer the challenge exam and score. This process is expected to be completed within five days of the meeting identified in step one. Students may only challenge a course once; however, they may choose to enroll in the class if they are not happy with the grade that the test would produce on their transcript. It is the responsibility of the department chair to complete the necessary paperwork with the results to the school administration. For challenge exams that are multiple parts (ie. multiple choice and written component/lab), a student must pass each part in order to move forward to take the next part of the exam. A score of 70% or better must be earned on all parts of the exam to earn credit.
3. Students may not test out of a class which is at a lower level than a course they have already completed within a specific department.
4. Student may not test out of weighted courses Honors, Pre-AP AP, or IB Classes.

# SCHEDULING PROCEDURES

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## Registration Process

- A. Students request courses through the course selection process.
- B. Courses with insufficient enrollment are cancelled, and students are given an alternate course selection.
- C. Scheduling conflicts are resolved through alternate course selections.

## Schedule Changes

We encourage students to consider the courses they select very carefully during the course selection period. The school master schedule is created after all students have selected their courses and is based on the total number of course requests.

Schedule changes will be considered only in the case of incorrect placement or other valid reasons listed below. Schools cannot accommodate requests to change teachers with the exception of cases where a student has previously failed a particular teacher's class. When dropping or adding, specific procedures must be followed and will be accommodated based on need or availability.

- A. Valid reasons for schedule changes are:
  - a. Errors appearing on computer schedules.
  - b. Changes needed to meet graduation requirements.
  - c. Failure of a prerequisite course.
  - d. Changes required for the health of student. (Doctor's documentation necessary.)
  - e. Successful completion of accredited course prior to the beginning of the current term.
- B. Parents may appeal a denial for schedule change to the school administration. The decision of the school administration will be final.
- C. Level changes may be considered when recommended by the teacher and approved by the administration.
- D. Administrative changes to balance classes or correct student misplacement will be made as soon as possible.
- E. Pre-AP, AP, IB and/or Honors classes cannot be dropped after the first 9 weeks without principal approval.

## Late Enrollment

Late enrollment decisions will be reviewed by the school administration.

- Students who enroll after the 10<sup>th</sup> day of school who do not bring transfer grades will be placed on audit status for the remainder of the semester.
- Students on audit status may earn credit based on their performance.
- Students who enroll after the 6<sup>th</sup> week and do not bring transfer grades, may not be eligible for credit.

A late-start form is required.

# GRADE REPORTING

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## Report Cards/Progress Reports

Official report cards/progress reports are posted on the Parent Portal eight times a year, four each semester. Parents can access the Parent Portal at [www.dysart.org](http://www.dysart.org). Only the final grades on the first and second semester report cards are recorded on the official transcript.

The district grading scale on report cards reads:

A - 90%      B - 80%      C - 70%      D - 60%      F - below 60%

## Appeal of Grades

Faculty members are vested with the authority to establish course requirements and standards of performance aligned to District grading guidelines. It is the responsibility of faculty to articulate and communicate course requirements and standards of performance to students at the beginning of each course and apply all grading criteria uniformly in a timely manner. Final grades submitted by faculty are presumed to be accurate and final. A student, who has questions about a grade received in a course, should seek to resolve the issue by first consulting with the instructor. Reference page 19 for full process.

## Loss of Credit Appeal

Any student who is on audit status or enrolls without transfer grades may petition for a credit appeal.

## Grade Point Average (G.P.A.)

Numeric equivalents used to calculate Grade Point Average (G.P.A.) are as follows:

### Unweighted

(NON Honors/IB/AP)

A = 4 points  
B = 3 points  
C = 2 points  
D = 1 point  
F = 0 points

### Weighted

(Honors/IB/Pre-AP/AP)

A = 5 points  
B = 4 points  
C = 3 points  
D = 2 point  
F = 0 points

The Grade Point Average (G.P.A.) is determined by the sum of the numeric equivalents for the grades divided by the number of grade bearing credits attempted.

Weighted G.P.A. is used only to determine class rank. Unweighted G.P.A. is used for admission to most colleges and universities and for scholarships at in-state schools. Class rank is updated on a continual basis, known as "rolling rank." Class rank for graduation will be based on a student's seventh semester weighted G.P.A.

Some colleges may exclude classes taken prior to 9th grade from the cumulative G.P.A.

Once a class is on the high school transcript, it cannot be removed.

# GRADING GUIDELINES

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## Grading Guidelines Grades 9-12

The Grading Guidelines provide a framework for teachers to measure and report student mastery of essential concepts. Best practices include measuring student learning in multiple and varied ways in order to calculate valid students' grades. It is critical that student academic attainment be measured, not by the amount of time a student spends on learning, but by the level of attainment in terms of the skills and knowledge that student has mastered.

### **Assessment:**

Assessments in Dysart count for 60% of the total class grade in a course. Assessments may include summative assessments, quizzes, writing assignments, labs, or any rubric-based assignment.

### **Projects or Collaborative Assignments:**

Projects or Collaborative Assignments in Dysart count for 20% of the total class grade in a course. These may include labs, writing assignments, long-term writing projects, research papers, performance-based projects, collaborative projects, or any rubric-based assignment.

In classes that rely more on tests and quizzes, which are not project based, there will not be a project category and assessments will count for 80%. In classes that include more projects, assessments will account for 60% and projects for 20% of the total course grade.

### **Classwork/Homework:**

Classwork and homework are the students' independent practice of skills and concepts learned in the classroom. Classwork/homework will count for 10% of a course grade.

### **Final Exams:**

Finals will count for 10% of a student's grade. Finals measure a student's mastery of all essential content for the semester. Finals may not be retaken. Finals are administered for students in December and May.

### **Multiple Opportunities to Show Proficiency**

Students will have at least one additional opportunity available to show proficiency on given standards on summative assessments. Multiple opportunities are needed so the teacher has clear evidence to determine if the student is proficient in the standard(s). How multiple pieces of evidence are collected is at the discretion of the site grade level team and should be clearly stated on the website and/or syllabus. Teachers in like courses and/or grade levels may choose a different method to collect evidence of proficiency than was used for the first attempt. Additional evidence of proficiency may come from subsequent exams and override the original grade.

- For example, if a student does not show proficiency in Standard RL1 on Unit Test 1 and the teacher knows this will be reassessed on Unit Test 2, the grade for Unit 2 proficiency would be more recent and override the first grade.

Prior to collecting additional evidence of proficiency, a minimum of one of the following must occur: reteaching, intervention via small group, video instruction and/ or practice at home, tutoring, etc.

### **Elimination of Non-Research Based Practices**

The following will not be factored into grades: extra credit, curving and/ or group grades. In addition, grades will not reflect behaviors; instead, this will be annotated in the notes field.

# GRADING GUIDELINES

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## **Late Work**

Teachers in like courses and/ or grade levels with administrative approval will define this practice and clearly state it on the school's website and/or student syllabus. The guidelines must be consistent across the course and/or grade level at the site. Points will not be deducted for late work **or** instead, it will be annotated in the notes field in the grade book and noted on the Report Card when needed. However, after the timeframe specified in the syllabus, late work will not be accepted and the grade will be permanently recorded as a 0.

## **Grade Change Due to Demonstration of Competency/ HIGH SCHOOL ONLY**

Dysart Unified School District honors the accomplishments of students who demonstrate proficiency or excel on state and national exams. Students who demonstrate competency on defined exams receive grade enhancements on their transcript.

AP and IB: If a student participates in the AP or IB exam, the student is not required to take the course final. If the score on the AP exam is a 3, the student's grade increases by one letter grade. If a student scores a 4 or 5 on the AP exam, the student will automatically earn an A in the AP course. If the score on the IB exam is a 4, the student's grade increases by one letter grade. If a student scores a 5, 6 or 7 on the IB exam, the student will automatically earn an A in the IB course.

## **State Assessments**

If a student scores above the district determined criteria on the ASPIRE, ACT, CTE, or TSA the student's final grade increases by one letter grade. If a student scores above the district determined criteria on ASPIRE or ACT, the student will automatically earn an A in the corresponding course. Students who score Highly Proficient on the 11th grade AzSCI test will earn a letter grade bump for the 11th grade science course.

Students cannot receive more than one grade bump per class. It is also important to note that the student can only receive a grade bump for classes they were rostered in for the Fall or Spring semester of the same year.

# GRADING GUIDELINES

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## **Appealing a Grade**

Faculty members are vested with the authority to establish course requirements and standards of performance aligned to District grading guidelines. It is the responsibility of faculty to articulate and communicate course requirements and standards of performance to students at the beginning of each course and apply all grading criteria uniformly and in a timely manner. Final grades submitted by faculty are presumed to be accurate and final. A student, who has questions about a course grade should first consult with the instructor to resolve the issue.

## **Grounds for a Grade Appeal**

Students may appeal a grade only if they can provide documentation showing that one or more of the following has occurred:

- An error in calculating the grade
- Failure to follow grading policy
- Assignment of a grade based on reasons other than the announced criteria and standards
- Assignment of a grade based on factors other than student achievement, e.g., personal bias
- Inconsistent or inequitably applied standards for evaluation of student academic performance
- If the student believes that the grade received is based upon unlawful discrimination, or sexual harassment, as defined in the District policies and procedures, the student should proceed with the process under these policies

## **The Appeal Process**

When students believe that they have grounds for appealing a grade issued by an instructor because of an occurrence of one or more of the above mentioned circumstances, the following procedures must be followed:

The student/parent/guardian must submit a written request to the principal requesting the grade be reviewed and include the documentation to support the grounds cited for the request. The student/parent/guardian must attach substantiating documentation that demonstrates the occurrence of one or more of the above-listed grounds for appeal. The student must also attach documentary evidence of the level of achievement in support of the particular grade that the student believes he/she should be awarded. This must occur within fifteen (15) days of the submission of the grade for the course. Then, the principal will forward this request to the instructor. The instructor will provide a written response, including any appropriate documentation, within fifteen (15) days. The decision of the grade appeal is final. 9-12 students can only appeal a semester grade.

However, if the student believes that the grade received is based upon unlawful discrimination, or sexual harassment, as defined in District policies and procedures, the student should proceed with the process under these policies.

# ATTENDANCE

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## ATTENDANCE AND CREDIT

### **Legal Requirement**

Arizona law requires students to attend school through the completion of the tenth grade or to age sixteen.

### **Excessive Absences**

A student must attend class regularly to receive a passing grade. A student who is absent from a class more than ten (10) times per semester may be placed on audit status. The student and/or parent may petition for credit appeal.

# EXTRACURRICULAR ELIGIBILITY

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## **Enrollment Rule**

For AIA participation: If a student's initial enrollment occurs after the fourteenth official day of the semester, is ineligible for that semester. If initial enrollment occurs after the first official school day but on or before the fourteenth official school day, the student must attend as many days as were missed from the opening day of the semester before eligibility can be established. Enrollment for fifteen or more days during any one semester counts as one of the eight semesters of high school attendance permitted for eligibility.

**Exception:** A school district governing board may designate all or certain high schools within the district as open schools. A student enrolling for the first time in any designated open school is considered to have met domicile requirements for interscholastic competition.

## **Domicile Rule**

Except as otherwise stated in Arizona Interscholastic Association Bylaws, a student is eligible for interscholastic competition only at the school within the district where the student's parents are domiciled. In multi-school districts, eligibility is limited to the school serving the attendance zone in which the student's parents are domiciled.

## **Age Limit/Birth Record Rule**

Students who reach 19 years of age on or before September 1, are NOT eligible for any part of that school year. An acceptable record of birth must be submitted before a student's name can be placed on the varsity eligibility list.

## **Physical Examination Rule**

A physician's record of a physical examination stating that the student is physically fit for interscholastic athletic competition must be on file. The physical examination for the following school year must be completed on or after March 1. In accordance with Arizona law, schools must provide concussion education to students, parents, and coaches. Student-athletes are required to complete the AIA approved Brainbook concussion course prior to participating in any practice or competition. This course is required only once during a student's high school career.

## **Academic Rule**

A student must be enrolled in a minimum of four courses per semester the first six semesters of high school and a minimum as determined by the district during the seventh and eighth semesters.

## **Parent or Legal Guardianship Rule**

Students must obtain signed permission from a parent or guardian on a school-provided form in order to participate.

## **Maximum Participate Rule**

Beginning with initial enrollment in ninth grade, a student has a maximum of eight semesters of eligibility and a maximum of four seasons of opportunity in each sport or activity. The seventh and eighth semesters must be consecutive, while the remaining semesters need not be. Enrollment for at least fifteen school days during any semester, or participation in any interscholastic contest, constitutes one semester of eligibility and one season of opportunity.

## **Transfer Rule**

The District follows the Arizona Interscholastic Association Bylaws regarding all transfers. See AIA Bylaw 15.10 <http://aiaonline.org/files/65/article-15-student-eligibility-rules.pdf> for detailed information.

## **Amateur Rule**

Students must maintain amateur status. This means they may not use their knowledge of athletics or athletic skill in any contest for financial gain. Amateur athletes must participate, and must always have participated, under their own name.

See AIA Bylaw 15.10 <http://aiaonline.org/files/65/article-15-student-eligibility-rules.pdf>. Students are eligible to tryout for the high school Spiritline during the season of activity, which is defined as the first week of football practice, once they are enrolled at the high school.

# SIGNATURE PROGRAMS

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## **Dysart High School**

11425 North Dysart Road El Mirage, Arizona 85335

Phone: (623) 876-7500

Fax: (623) 876-7572



## **AVID: Advancement Via Individual Determination**

AVID, is a four-year college and career readiness program that prepares students to succeed in rigorous coursework and pursue higher education. AVID students enroll in advanced classes, including Pre-AP, Honors and Advanced Placement, while also taking the AVID elective, which focuses on skills such as organization, note-taking, collaboration, critical reading, and college preparation. Students are selected for AVID through an application and interview process.

## **Transportation Technologies:**

### **Automotive Technology**

The Automotive Technology program is designed to provide students the opportunity to gain knowledge and experience to diagnose and repair problems involving the brake system, engine, electrical system and suspension system of a vehicle. The capstone course in the program prepares students for the industry standard ASE certification.

Courses include: Automotive Technology 1-2, 3-4, Honors 5-6, Honors 7-8, Automotive Technologies Internship

## **JROTC**

JROTC (Junior Reserve Officers' Training Corps) is a leadership development program that prepares high school students for success in college, careers, and military service, while building skills that apply to any path they choose. Guided by the mission "to motivate young people to be better citizens," JROTC combines classroom instruction with hands-on field experiences that emphasize teamwork, responsibility, and character. Cadets have the opportunity to participate in special activities such as Spring Camp and Summer Camp, gaining valuable experiences that build confidence, discipline, and leadership.

Competitive JROTC teams include: Raiders, Color Guard, Rifle and Drill.

## **Communications Media:**

### **Photo Imaging**

Photo Imaging provides students interested in areas such as Photo Journalism, Still Photography, Portraiture, or Digital Media an opportunity to gain experience with the latest graphic software, digital cameras, and studio equipment. Students will develop individual portfolios, have an opportunity to display their work, and, in the Intermediate and Advanced courses, expand their business sense by finding and serving actual clients both on and off campus. All students may elect to take the Adobe Certified Associate (ACA) exam, which is the graphic design industry's benchmark test.

Courses include: Photo Imaging 1-2, 3-4, Honors 5-6, Digital Photography Internship

# SIGNATURE PROGRAMS

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## **Shadow Ridge High School**

10909 N. Perryville Road Surprise, Arizona 85388

Phone: 623.523.5100

Fax: 623.523.5111



### **Engineering Sciences:**

#### **Engineering**

Students in this field will explore careers in technology, industry, and engineering. Students will explore entry, semi-professional, and professional levels of careers through hands-on projects in the area of engineering (transportation, electrical, mechanical, civil, power and construction). They will also participate in class activities and projects and hear speakers in the areas of engineering technology and industrial careers.

Courses include: Engineering 1-2, 3-4, 5-6, Honors 7-8, Engineering Internship

### **Education and Training:**

#### **Education Professions**

The Education Professions program is designed to prepare students for employment or post secondary opportunities in the education field. The program provides instruction in education career choices, education structure and systems, theory, pedagogy, developmental stages, learning styles and methodology. The program also provides interactive experiences with students at different age levels in a variety of content areas in educational environments.

Courses include: Education Professions 1-2, 3-4, 5-6 Service Learning, Education Professions Internship

### **Software and Application Design:**

#### **Coding**

The Software Development program is designed to prepare students for employment/postsecondary education related to the design, development, installation, implementation, use and management of computers with an emphasis on writing code. An integrated approach of teaching and learning is provided as students enhance their technical knowledge and skills that are associated with functions within Software Development occupations. In addition to the occupation related skills, students completing this program will also develop advanced critical thinking, applied academic, interpersonal relations, life management, business, economic, and leadership skills. (Each course is yearlong, divided into two semesters.)

Courses include: Coding 1-2, Coding 3-4, Coding 5-6, Coding Internship

# SIGNATURE PROGRAMS

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## Valley Vista High School

15550 North Parkview Pl. Surprise, Arizona 85374

Phone: (623) 523-8800

Fax: (623) 523-8811



### Pre-AP Program

The Pre-AP program was developed by the College Board with the premise that “every student deserves the opportunity to learn, grow, and succeed.” Pre-AP courses deliver grade-level appropriate instruction through engaging course frameworks, instructional resources, targeted assessments for learning, and collaboration. The designation of Pre-AP signals that students will experience high standards to build and reinforce students content knowledge and critical thinking skills that promote college and career excellence.

### AP Capstone Diploma Program

Valley Vista High School is one of approximately 2,000 schools worldwide and one of four comprehensive high schools in the West Valley to implement the [AP Capstone Diploma™ program](#) —an innovative program that encourages students to develop skills for college and career success, including critical thinking, research, collaboration, and communication. The program consists of two yearlong courses taken in sequence: AP® Seminar and AP Research.

### Family and Consumer Sciences:

#### Culinary Arts

The Culinary Arts Program offers students the chance to explore the art of food preparation, presentation, and service. Students learn to create a wide variety of menu items, develop skills in gourmet cooking, and master techniques for visually appealing food displays. The program also provides opportunities to compete at state and national levels, as well as plan and present culinary events for both the school and the community. Courses include: Culinary Arts 1–2, Culinary Arts 3–4, Culinary Arts Baking and Pastry Honors 5–6, and Culinary Arts Internship.

### Public Service Careers:

#### Fire Science

The training needed to help others is now available in the Fire Science program. Classroom and field activities in partnership with the City of Surprise Fire Department will provide students with a working knowledge and experience to be successful in the fire fighting career field. Courses may be eligible for Dual Enrollment credit with Maricopa Community Colleges. Courses include: Fire Science 1-2, Honors 3-4, and Fire Science Internship.

### Law and Public Safety

The Law Enforcement and Public Safety Program introduces students to the knowledge and skills essential for a career in law enforcement. Through classroom instruction and hands-on experiences, students explore the responsibilities of a police officer and related public safety careers. A partnership with the City of Surprise Police Department provides valuable internship opportunities to connect learning with real-world practice. Courses include: Law Enforcement 1–2, Law Enforcement 3–4, Law Enforcement 5–6, and Law and Public Safety Internship.

### Emergency Medical Technician (EMT)

In partnership with the City of Surprise Fire Department, this program will provide students with a working knowledge and experience to be successful as an Emergency Medical Technician. This program is offered to all DUSD Seniors interested in being a part of the Emergency Medical Services.

# SIGNATURE PROGRAMS

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## **Willow Canyon High School**

17901 West Lundberg St. Surprise, Arizona 85388

Phone: (623) 523-8000

Fax: (623) 523-8097



## **International Baccalaureate Program (IB)**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students around the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **Health Careers:**

### **Medical Laboratory Assisting**

Medical Lab Assisting is designed for students interested in any clinical-medical profession and offers hands-on experiences in the classroom lab including expertise in phlebotomy procedures, capillary punctures, urinalysis and blood smears. Upon successful completion of this course, students will have the opportunity to take two National Certification Exams: Medical Laboratory Assisting (CMLS) and Phlebotomy Technician (CPT).

Courses include: Medical Lab Assistant 1-2, Honors 3-4, and Laboratory Assisting Internship

### **Nursing Professions**

This one- year program prepares students to work in various healthcare settings such as in-home healthcare, hospitals, hospice care, etc., while also preparing them to take the National Certified Nursing Assistant Exam to earn their Certified Nursing Assistant (CNA) License.

Courses include: Nursing Professions 1-2, 3-4



# Dysart Schools

## **COURSE DESCRIPTIONS**

Please note that not all courses may be available at every campus, with the exception of designated signature programs. All course offerings are subject to student interest and the availability of qualified staff each school year.

# INTERNATIONAL BACCALAUREATE

One-Credit Courses (Year)	One-Credit Courses (Year)	.5 Credit Course
IB Theory of Knowledge 1-2, 3-4	IB Chemistry 1-2	IB Sports, Exercise and Health Science
IB Personal & Professional Skills 1-2, 3-4	IB Chemistry 3-4, 5-6	
IB English 1-2, 3-4	IB Physics 1-2, 3-4	
IB English 5-6, 7-8	IB Math 1-2, 3-4	
IB Spanish 1-2, 3-4	IB Math Applications 1-2, 3-4	
IB Spanish 5-6, 7-8	IB Math Analysis 1-2, 3-4	
IB Business Management 1-2	IB Film 1-2, 3-4	
IB World History 1-2	IB Instrumental Music 1-2, 3-4	
IB History of the Americas 1-2, 3-4	IB Theatre Arts 1-2, 3-4	
IB Psychology 1-2, 3-4	IB Visual Arts 1-2, 3-4	
IB Biology 1-2		
IB Biology 3-4, 5-6		

Description	Details
<p><b>IB Theory of Knowledge 1-2, 3-4</b> Students will engage in a two-year program that critically examines the nature of knowledge and explores how we know what we claim to know. The first year, TOK 1-2, introduces foundational concepts and the Ways of Knowing, while the second year, TOK 3-4, focuses on deeper exploration of the Areas of Knowledge through real-world examples and independent research for their TOK essay and presentation. This course fosters open-mindedness and intellectual curiosity, preparing students for college-level critical thinking and analysis.</p>	<p><b>Prerequisite:</b> Acceptance into IB Diploma Program <b>Credit:</b> 1 per year <b>Fees:</b> None <b>Location:</b> WCHS</p>
<p><b>IB Personal &amp; Professional Skills 1-2, 3-4</b> Students will engage in a two-year program that equips them with essential life skills for personal growth and professional success. Focusing on personal development, intercultural understanding, effective communication, thinking processes, and applied ethics, the course prepares students to navigate challenges in their lives and careers while fostering critical thinking and emotional intelligence.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Fees:</b> None <b>Location:</b> WCHS</p>
<p><b>IB English 1-2, 3-4</b> Students will engage in a two-year program that develops their reading, writing, speaking, and critical thinking skills through inquiry-based learning and exploration of diverse literature and media. In both years, they will focus on literary analysis, effective communication, and connecting global issues to personal experiences, preparing them for success in the IB Diploma Program and fostering a lifelong love of language and literature.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Fees:</b> None <b>Location:</b> WCHS</p>
<p><b>IB English 5-6, 7-8</b> Students will engage in a challenging, two-year program focused on analyzing a wide range of literary and non-literary texts from different cultures and time periods. The course emphasizes critical thinking, analytical writing, and oral communication skills while fostering a global perspective. In the second year, students will complete independent research and essays, including their Internal Assessment. This program prepares students for university-level study by developing strong textual analysis and writing abilities.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>

# INTERNATIONAL BACCALAUREATE

Description	Details
<p><b>IB Spanish 1-2, 3-4</b> Students will develop language proficiency and cultural awareness through interactive activities. The course emphasizes listening, speaking, reading, and writing skills while exploring the diverse cultures of the Spanish-speaking world. In the second year, students will build on their foundational knowledge with more complex grammar and vocabulary, applying their skills to real-world contexts. By the end of the program, students will be prepared for advanced study and meaningful engagement with Spanish-speaking cultures.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Fees:</b> None <b>Location:</b> WCHS</p>
<p><b>IB Spanish 5-6, 7-8</b> Students will develop advanced language proficiency while exploring the literary, cultural, and historical contexts of the Spanish-speaking world. The first year focuses on enhancing reading, writing, speaking, and listening skills through a variety of texts and contemporary issues. In the second year, students engage in deeper literary analysis and research, studying a broader range of texts and themes. By the end of the course, students will be well-prepared for both internal and external assessments, demonstrating strong language skills and cultural understanding.</p>	<p><b>Prerequisite:</b> IB Spanish 3-4 or Spanish 3-4 <b>Credit:</b> 1 per year <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>
<p><b>IB Business Management 1-2</b> Students will gain a deep understanding of business principles, including organizational structure, marketing, finance, and strategic management. Through theoretical frameworks and real-world case studies, students will develop problem-solving skills and apply their knowledge to practical business scenarios. The course emphasizes critical thinking, ethical decision-making, and global perspectives, preparing students for future careers in business and management.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> Exam Fees <b>Location:</b> WCHS</p>
<p><b>IB World History 1-2</b> Students will explore key international issues of the 19th and 20th centuries, focusing on historical knowledge and critical thinking. They will examine cause and effect, continuity and change, and learn how to use historical evidence. The course emphasizes research skills and written analysis to explain historical significance and its relevance to the modern world.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Fees:</b> None <b>Location:</b> WCHS</p>
<p><b>IB History of the Americas 1-2, 3-4</b> Students will explore the social, political, and economic history of the Americas, focusing on the 18th to 20th centuries. In the first year, they study key events like independence movements, slavery, and democratic development, while analyzing primary and secondary sources. The second year covers 20th-century topics such as dictatorships, the Cold War, and civil rights movements, with students conducting in-depth research for their Internal Assessment.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>
<p><b>IB Psychology 1-2, 3-4</b> Students will explore the scientific study of behavior and mental processes through biological, cognitive, and sociocultural approaches. They will analyze key theories, experiments, and case studies to understand and critically evaluate human behavior in different contexts. This course provides a foundation for understanding the complexities of human thought and behavior.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>
<p><b>IB Biology 1-2</b> Students will explore fundamental biological concepts, including cell biology, genetics, human physiology, and ecology. Through hands-on experiments, data analysis, and research projects, they will develop scientific inquiry and problem-solving skills. The course also examines real-world issues like health and environmental sustainability, preparing students for further studies in the sciences.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>

# INTERNATIONAL BACCALAUREATE

Description	Details
<p><b>IB Biology 3-4, 5-6</b> Students will explore key topics such as cell biology, genetics, ecology, and human physiology while developing practical laboratory skills. Through hands-on experiments, research projects, and critical analysis, they will deepen their understanding of biological processes and ethical considerations in science. This course prepares students for higher-level studies in biology, medicine, and related fields.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>
<p><b>IB Chemistry 1-2</b> Students will explore fundamental concepts such as atomic structure, chemical bonding, reactions, and states of matter. Through hands-on experiments and inquiry-based learning, they will develop skills in scientific investigation, data analysis, and problem-solving. This course emphasizes the role of chemistry in real-world issues, preparing students for further studies in the sciences.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> Exam Fees the final year <b>Location:</b> WCHS</p>
<p><b>IB Chemistry 3-4, 5-6</b> Students will explore the principles and applications of chemistry over this challenging two-year course, covering topics such as atomic structure, thermodynamics, kinetics, and organic chemistry. Through laboratory experiments and scientific investigations, they will develop practical skills and theoretical knowledge, culminating in an Internal Assessment. The course emphasizes critical thinking and real-world applications, preparing students for university-level studies in chemistry, medicine, and related fields.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>
<p><b>IB Physics 1-2, 3-4</b> Students will gain a deep understanding of fundamental principles governing the physical world over this rigorous two-year course. Covering topics such as mechanics, thermodynamics, waves, and electricity, students will engage in theoretical exploration and hands-on experiments, enhancing their data collection and analysis skills. The course emphasizes critical thinking and real-world applications, preparing students for further studies in physics, engineering, and related fields.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>
<p><b>IB Math 1-2, 3-4</b> Students in the two-year IB Mathematics course for 9th and 10th grade will build a strong foundation in key mathematical concepts, emphasizing critical thinking and problem-solving. In 9th grade, they will study Algebra 1-2 and Geometry, focusing on linear equations and geometric relationships through real-world applications. The 10th-grade curriculum builds on this knowledge with more advanced topics, preparing students for higher-level mathematics and fostering connections between math and other disciplines.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Fees:</b> None <b>Location:</b> WCHS</p>
<p><b>IB Math Applications 1-2, 3-4</b> Students in this two-year course will study a combination of statistics, trigonometry, calculus, and real-world math applications. It is designed for those planning to pursue fields in the social sciences or general studies. The course emphasizes practical mathematical skills relevant to various disciplines.</p>	<p><b>Prerequisite:</b> IB Math 3-4 or Algebra 3-4 <b>Credit:</b> 1 per year <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>
<p><b>IB Math Analysis 1-2, 3-4</b> Students in the two-year IB Math Analysis course will develop a strong foundation in mathematical concepts and techniques, emphasizing analytical thinking and problem-solving. The first year focuses on algebra, functions, calculus, geometry, and statistics, while the second year delves into advanced topics such as complex numbers and abstract algebra. Through practical applications, collaborative projects, and independent investigations, students will enhance their mathematical reasoning, preparing for further studies in mathematics and related fields.</p>	<p><b>Prerequisite:</b> IB Math 3-4 or Algebra 3-4 <b>Credit:</b> 1 per year <b>Fees:</b> Exam fees junior and senior year <b>Location:</b> WCHS</p>

# INTERNATIONAL BACCALAUREATE

Description	Details
<p><b>IB Film 1-2, 3-4</b> Students in the two-year IB Film course will explore the art and techniques of filmmaking, focusing on both theoretical and practical aspects of film production. They will study various genres and influential filmmakers while developing skills in scriptwriting, directing, and producing their own films. The curriculum emphasizes film analysis, critical reflection, and collaborative projects, culminating in a final film portfolio that prepares students for further studies in film and media.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>
<p><b>IB Instrumental Music 1-2, 3-4</b> Students in the two-year IB Instrumental Music course will develop advanced skills in instrumental performance, composition, and music theory. They will engage in individual and ensemble performances while exploring diverse musical styles and creating complex musical structures. Assessments include a portfolio of performances and compositions, preparing students for careers or further studies in music.</p>	<p><b>Prerequisite:</b> Audition with Instructor <b>Credit:</b> 1 <b>Fees:</b> Exam Fees <b>Location:</b> WCHS</p>
<p><b>IB Theater Arts 1-2, 3-4</b> Students in the two-year IB Theater Arts course will explore acting techniques, directing, playwriting, and production design, gaining practical experience and developing their creative skills. They will study various theatrical traditions and collaborate on individual and group projects, culminating in performance assessments and a final production project. This course prepares students for future endeavors in theater, film, or related fields by fostering artistic expression and critical thinking.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Fees:</b> Exam Fees the final year <b>Location:</b> WCHS</p>
<p><b>IB Visual Arts 1-2, 3-4</b> Students in the two-year IB Visual Arts course will explore and develop their artistic skills across various mediums and techniques, focusing on both practical art-making and critical analysis. They will create a diverse portfolio that reflects their personal vision, engage in studio work and research, and study art history to inform their creations. The course includes assessments of studio work, written reflections, and a final exhibition, preparing students for further studies in art and design.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> Exam Fees junior and senior year <b>Location:</b> WCHS</p>
<p><b>IB Sports, Exercise and Health Science (SEHS)</b> Students in the two-year Sports, Exercise, and Health Sciences (SEHS) course will explore the factors that contribute to physical and mental well-being through the study of physiology, biomechanics, and psychology. They will engage in both theoretical and practical learning, conducting experiments in laboratory and field settings while focusing on key themes like exercise physiology, biomechanics, and sports psychology. This course prepares students for advanced studies in sports, fitness, and health, equipping them with skills applicable to their daily lives and future careers.</p>	<p><b>Prerequisite:</b> Sports Med 1-2 and Sports Med 3-4 <b>Credit:</b> .5 per semester Core or elective <b>Location:</b> WCHS</p>

# Pre-AP Program

One-Credit Courses (Year)
Pre-AP English 1-2
Pre-AP English 3-4
Pre-AP Algebra 1-2
Pre-AP Geometry and Statistics 1-2
Pre-AP Algebra 3-4
Pre-AP Biology 1-2
Pre-AP Chemistry 1-2
Pre-AP Dance

One-Credit Courses (Year)
Pre-AP Theater 3-4
Pre-AP Music
Pre-AP Art 3-4
AP Research
AP Seminar

Description	Details
<p><b>Pre-AP English 1-2</b> Students will build on the foundational skills of Pre-AP English 1. Students will focus on reading, writing, and language skills that are relevant to students' current work and essential for students' future to future high school and college coursework. Text used prepares students for close, critical reading and analytical writing.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS, VVHS</p>
<p><b>Pre-AP English 3-4</b> Students will build on the foundational skills of Pre-AP English 2. Students will be required to apply practices to a new array of nonfiction and literary texts. Students will study how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their purposes. As writers, students will compose more nuanced analytical essays while never losing sight of craft and cohesion.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS, VVHS</p>
<p><b>Pre-AP Algebra 1-2</b> Students will develop a deep understanding of linear relationships emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS, VVHS</p>
<p><b>Pre-AP Geometry and Statistics 1-2</b> Students will form a conceptual bridge between algebra and geometry that deepens their understanding of mathematics. The course includes a unit of statistics and probability to support students' understanding of concepts essential to quantitative literacy. Throughout the course, students will solve problems across the domains of algebra, geometry, and statistics.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS, VVHS</p>
<p><b>Pre-AP Algebra 3-4</b> Students will solidify and extend the understanding of functions and data analysis developed in prior courses. Students build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS, VVHS</p>
<p><b>Pre-AP Biology 1-2</b> Students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. As students engage in grade-level content, they utilize the kind of scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS, VVHS</p>

# Pre-AP/ AP Capstone Diploma

Description	Details
<p><b>Pre-AP Chemistry 1-2</b> Students develop a deep conceptual understanding of matter and energy at the molecular level as they learn to explain their macroscopic observations using particulate-level reasoning. As students engage in grade-level content, they utilize scientific reasoning skills needed to analyze the natural world and to succeed in future science and social science courses in high school and college.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> <b>Location:</b> DHS, VVHS</p>
<p><b>Pre-AP Dance</b> Students will experience the process of producing creative work, in addition to highlighting the culminating finished products or performances. Pre-AP Dance assessments are relevant and accessible, assessing a range of skills, habits, and/or dispositions that are central to arts-based learning.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> <b>Location:</b> VVHS</p>
<p><b>Pre-AP Theater 3-4</b> Students will experience the process of producing creative work, in addition to highlighting the culminating finished products or performances. Pre-AP Theater assessments are relevant and accessible, assessing a range of skills, habits, and/or dispositions that are central to arts-based learning.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> <b>Location:</b> VVHS</p>
<p><b>Pre-AP Music</b> Students will experience the process of producing creative work, in addition to highlighting the culminating finished products or performances. Pre-AP Music assessments are relevant and accessible, assessing a range of skills, habits, and/or dispositions that are central to arts-based learning.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> <b>Location:</b> VVHS</p>
<p><b>Pre-AP Art 3-4</b> Students will experience the process of producing creative work, in addition to highlighting the culminating finished products or performances. Pre-AP Art assessments are relevant and accessible, assessing a range of skills, habits, and/or dispositions that are central to arts-based learning.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> <b>Location:</b> VVHS</p>
<p><b>AP Research</b> Students will explore an academic topic of individual interest by designing and conducting a year-long research investigation. Building on skills from the AP Seminar course, they will learn research methodology, ethical practices, and how to analyze and synthesize information. The course culminates in a 4,000–5,000-word academic paper, along with a presentation and oral defense of their findings.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>AP Seminar</b> Students engage in cross-curricular discussions that explore complex academic and real-world issues by analyzing diverse perspectives. Utilizing an inquiry framework, they practice reading and synthesizing information from various sources, developing their own viewpoints in research-based essays and presentations. The course aims to equip students with skills to analyze, evaluate, and communicate evidence-based arguments effectively.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS, VVHS</p>

# ENGLISH

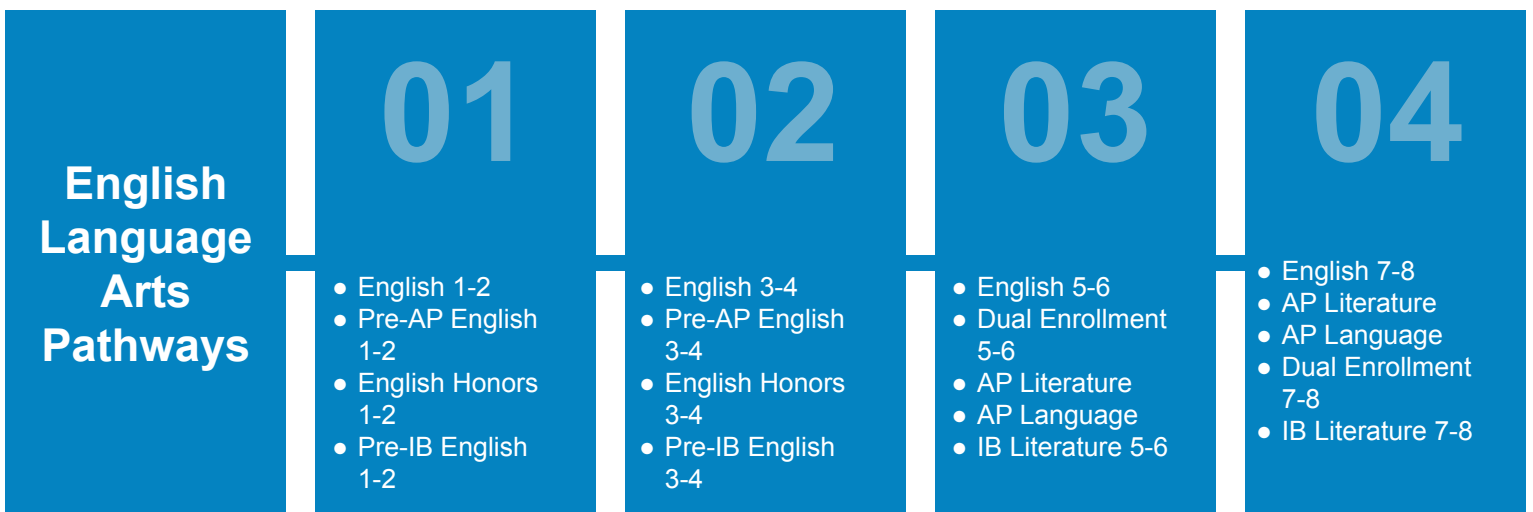
One Credit Courses
English 1-2
English Honors 1-2
English 3-4
English Honors 3-4
English 5-6
English 7-8
AP English - Language & Composition
AP English - Literature & Composition
Language Arts Strategies 1-2
Language Arts Strategies 3-4
Language Arts Strategies 5-6
Language Arts Strategies 7-8
Literacy and Language Arts Essentials 1-2
Literacy and Language Arts Essentials 3-4

One Credit Courses
Literacy and Language Arts Essentials 5-6
Literacy and Language Arts Essentials 7-8

English for English Language Learners One Credit Elective
Targeted English Instruction

One Credit Elective Courses
Reading Strategies
Speech and Debate 1-2
Speech and Debate 3-4
Academic Decathlon

.5 Credit English Elective Courses
Advanced Creative Writing
Creative Writing: Unleashing the Core of Your Imagination
Mythology Elective
Philosophy
Public Speaking
Standards Based English



# ENGLISH

Description	Details
<p><b>English 1-2</b> Students will study and apply the concepts and genres of literature as they read selections from across time periods and cultures. Students will apply grammar rules and acquire new vocabulary, while analyzing classic and contemporary fiction and nonfiction texts and composing narrative, expository, and argumentative writing.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>English Honors 1-2</b> Students will engage in rigorous academic activities related to the study of literature and non-fiction readings including in-depth analyses of concepts in literature as well as advanced composition assignments and additional in-class and out of class readings as preparation for the AP or IB programs.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS, SRHS, VVHS, iSchool</p>
<p><b>English 3-4</b> Students will study and apply the concepts and genres of literature as they read selections from across time periods and cultures. Students will continue to apply grammar rules and acquire new vocabulary, while analyzing classic and contemporary fiction and nonfiction texts and composing narrative, expository, and argumentative writing.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>English Honors 3-4</b> Students will engage in rigorous academic activities related to the study of literature and non-fiction readings, including in-depth analyses of concepts in literature as well as advanced composition assignments and additional in-class and out of class readings as preparation for the AP or IB programs.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS, SRHS, VVHS, iSchool</p>
<p><b>English 5-6</b> Students will study and apply the concepts and genres of literature as they read selections from across time periods in American History. With emphasis on the Arizona Language Arts Standards, students will apply grammar rules and acquire new vocabulary, while analyzing classic and contemporary fiction and nonfiction texts, Students will compose writing within the Arizona College and Career Readiness Standards : narrative, expository, and argumentative.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>English 7-8</b> Students will study and apply the concepts and genres of literature as they read selections from across time periods in British literature. Students will apply grammar rules and acquire new vocabulary, while analyzing classic and contemporary fiction and non-fiction texts. Students will compose writing within the various modes of writing: narrative, expository, and argumentative with an emphasis on research writing for college.</p> <p>*This course may be offered for dual enrollment credit for ENG 101/102 pending instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>

# ENGLISH

Description	Details
<p><b>AP English - Language and Composition</b>            Students will explore a diverse and challenging range of primarily nonfiction prose selections in this introductory college-level course. As they read, students will carefully analyze these works to gain a greater understanding of rhetoric and the art and mechanics of the English language. They will also write extensively in both formal and informal contexts, so that they can develop a greater awareness of themselves as writers and learn writing techniques that will aid reading.</p> <p>*Students are expected to take the AP Exam through which college credit may be earned.            *Course may be offered for Dual Enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Fees:</b> AP Exam Fee applies if student takes test  <b>Location:</b> All, iSchool</p>
<p><b>AP English - Literature and Composition</b>            Students will engage in the careful and critical reading and analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understandings of the ways writers use language to create meaning. Students will learn to consider a work’s structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Students are expected to take the appropriate AP Exam through which college credit may be earned pending instructor availability.</p> <p>*Students are expected to take the AP Exam through which college credit may be earned.            *Course may be offered for Dual Enrollment pending instructor availability (ENH 110).</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Fees:</b> AP Exam Fee applies if student takes test  <b>Location:</b> All, iSchool</p>
<p><b>Language Arts Strategies 1-2</b>            Students will use targeted strategies in both basic reading and writing skills, and written expression. This course introduces the student to the concepts and genres of literature and informational text. Students will review grammar as related to writing and expand their vocabulary. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student’s IEP  <b>Credit:</b> 1  <b>Location:</b> All</p>
<p><b>Language Arts Strategies 3-4</b>            Students will use targeted strategies in both basic reading and writing skills, and written expression. Students will study a variety of literary genres. Students will also focus on oral communication, research skills, and accessing technologies to improve independent skills. This course will support students’ post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student’s IEP  <b>Credit:</b> 1  <b>Location:</b> All</p>
<p><b>Language Arts Strategies 5-6</b>            Students will improve in both basic reading and writing skills with targeted strategies in written expression. This course introduces American literature with an emphasis on composition and research methods. Students will be assessed in reading literary and informational texts and in writing with a multi-paragraph essay. This course will support students’ post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student’s IEP  <b>Credit:</b> 1  <b>Location:</b> All</p>

# ENGLISH

Description	Details
<p><b>Language Arts Strategies 7-8</b> Students in this course will focus on improving basic reading and writing skills through targeted strategies in written expression. They will explore British or Contemporary Literature while enhancing their vocabulary, composition, revision, and editing abilities. Assessment will include reading literary and informational texts and writing multi-paragraph essays, supporting their post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Literacy and Language Arts Essentials 1-2</b> Students will address basic reading, writing, speaking, and listening skills. Emphasis is on using 2 or more pieces of textual evidence to support the central idea and/or theme. It will also focus on determining meaning of words and phrases, reading and comprehending various types of literature, and conventions of narrative writing. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Literacy and Language Arts Essentials 3-4</b> Students will address basic reading, writing, speaking, and listening skills. Emphasis is on recognizing the development of a theme or central idea. It will also focus on identifying the complexity of characters; including different cultures and beliefs. It will address the production of clear and coherent writing based on the theme, or characters. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Literacy and Language Arts Essentials 5-6</b> Students will address basic reading, writing, speaking, and listening skills. Emphasis is on using 2 or more pieces of evidence to support inferences in literary or informational text. It will also focus on determining 2 or more themes/central ideas, and compare different cultures. It will address author's point of view, claims, fact, or opinion. ELA 5-6 will include instruction in writing that is organized, uses transitions, and is clear and coherent. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Literacy and Language Arts Essentials 7-8</b> Students will address basic reading, writing, speaking, and listening skills. Emphasis is on expanding instruction in using 2 or more pieces of evidence to support inferences in literary or informational text, and determining 2 or more themes/central ideas while comparing/contrasting different cultures. It will focus on the student using analysis to determine author's claim as fact or opinion and challenge those ideas. It will include instruction in writing that is organized, uses transitions, and descriptive details. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Reading Strategies</b> Students who need instruction in basic reading and reading comprehension skills should take this course. Emphasis will be on reading comprehension, vocabulary development and strategies for accessing grade-level reading materials.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 (Elective)/ Repeatable <b>Location:</b> All</p>
<p><b>Speech and Debate 1-2</b> Students will focus on the various techniques of public speaking and prepare various types of speeches, such as persuasive, impromptu, and oratory. Students will additionally learn and practice the techniques of debate.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>

# ENGLISH

Description	Details
<p><b>Speech and Debate 3-4</b> Students will learn speech writing, argumentation, philosophy, research, and delivery skills, as well as literary analysis, interpretation, and current events. Students will hone skills in effective written and spoken communication, comprehensive philosophical backgrounds for arguments based on theory, efficient and discriminating research skills, and proficient literary interpretation. Students will be required to use their skills in advanced acting, rhetoric, public speaking, and debate to produce and compete in a minimum of six (6) National Speech and Debate Association (NSDA) and Arizona Interscholastic Association (AIA) nationally sanctioned competitive events.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Academic Decathlon</b> Students will integrate grade level standards while interacting with the Academic Decathlon topics that rotate on a yearly basis. Students will study language and literature through literary text as well as informational texts pertaining to the topic for the year. In addition students will engage in writing essays and debate. This class is eligible to replace any English credit except English 1-2.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>
<p><b>Advanced Creative Writing</b> Students will explore themes and write various modes of creative writing. Students will apply their knowledge of writing to brainstorming, drafting, revising, editing, and publishing their work. This is an advanced level course.</p>	<p><b>Prerequisite:</b> Creative Writing <b>Credit:</b> .5(elective)/ Repeatable <b>Location:</b> All</p>
<p><b>Creative Writing</b> Students will explore themes and write various modes of creative writing. Students will apply their knowledge of writing to brainstorming, drafting, revising, editing, and publishing their work.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective)/ Repeatable <b>Location:</b> All, iSchool</p>
<p><b>Mythology Elective</b> Students will explore myths, legends and folklore from Greek, Roman, Mesopotamia, Far East and Oceanic, and Hindu writers through literary analysis and examination of cultural concepts. Second semester students will delve into Celtic, Arthurian, Norse, African, Native American and Egyptian myths, legend and folklore.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 per semester (can be taken as individual semesters) <b>Location:</b> All</p>
<p><b>Public Speaking</b> Students will examine foundations of Western society and foundations in both Aristotle, and Cicero's views of rhetoric. Students will trace those foundations into the modern world. Students will learn theory, the practice of public speaking, how to analyse the speeches of others, and how to build a strong argument.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> All</p>
<p><b>Philosophy</b> Students will explore philosophical ideas such as reason and truth and will learn to construct logical, testable arguments. While surveying the five areas of philosophy, students will explore the writings of important philosophers who have fundamentally impacted the world through their thoughts. *This course may be offered for dual enrollment credit pending instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> iSchool</p>

# ENGLISH

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Description	Details
<b>Standards Based English</b> Students will receive instruction in the College and Career Ready ELA Standards to assist students with graduation requirements.	<b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) /Repeatable <b>Location:</b> All
<b>Targeted English Instruction</b> Students in Targeted English Instruction will receive specialized support to enhance their English language skills, focusing on listening, speaking, reading, and writing. This course is specifically designed for English Learner students who have not yet achieved proficiency on the Arizona English Language Learner Assessment (AZELLA).	<b>Prerequisite:</b> None <b>Credit:</b> 1 (elective)/Repeatable <b>Location:</b> All

# FINE ARTS – VISUAL ARTS

One-Credit Courses
Art 1-2
Art 3-4
Art 5-6
Art 7-8
Ceramics 1-2
Ceramics 3-4
Ceramics 5-6
Ceramics 7-8

One-Credit Courses
Painting 1-2
AP Studio Art

One Credit Elective Courses
Fine Arts Tutor

.5 Credit Courses
Digital Art Imagine
Art History

Description	Details
<p><b>Art 1-2</b> Students will study elements and principles of design with a variety of materials and techniques.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Art 3-4</b> Students will examine basic drawing, painting, and mixed-media techniques. Students will focus on exploring media approaches, color theory, surfaces and technologies. Students will work toward development of a portfolio.</p>	<p><b>Prerequisite:</b> Art 1-2, Painting 1-2 with Instructor Approval or Cambridge Art <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Art 5-6</b> Students will further explore advanced drawing, painting and mixed-media techniques. Students will focus on improvement in technical skill, critical thinking, and problem solving within their art, as well as developing their own style. Portfolio development is continued in Art 5-6.</p>	<p><b>Prerequisite:</b> Art 3-4 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Art 7-8</b> Students will pursue independent projects within a classroom setting. Upon approval, students will generate a body of work based on individual artistic interests in drawing, painting and/or mixed media. Students will complete a portfolio. *Exhibition of artwork may be required.</p>	<p><b>Prerequisite:</b> Art 5-6 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Ceramics 1-2</b> Students will be introduced to the fundamentals of ceramic arts by exploring hand building techniques: pinch, coil and slab. Surface decoration such as glazing, staining and other techniques will be examined.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Ceramics 3-4</b> Students will learn functional and sculptural forms using hand building methods. Basic wheel throwing and mold making will be introduced. A variety of clay bodies, glazes, decorative techniques and firing methods will be used. *Exhibition of artwork may be a required aspect of the class.</p>	<p><b>Prerequisite:</b> Ceramics 1-2 <b>Credit:</b> 1 <b>Location:</b> All</p>

# FINE ARTS – VISUAL ARTS

Description	Details
<p><b>Ceramics 5-6</b> Students work towards portfolio pieces by perfecting their craft while challenging themselves to create more complex pieces. Students are able to make pieces and experiment with multiple techniques beyond glaze.</p>	<p><b>Prerequisite:</b> Ceramics 3-4 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Ceramics 7-8</b> Students will work on developing technical skills (materials and processes appropriate to their concepts), aesthetic sensibilities. This class will prepare students for self-directed advanced studio work beyond high school, whether that is senior project, a personal studio career, a residency, or continued ceramics.</p>	<p><b>Prerequisite:</b> Ceramics 5-6 <b>Credit:</b> 1 <b>Location:</b>All</p>
<p><b>Painting 1-2, 3-4</b> Painting students will explore different painting materials, techniques, surfaces, color theory and experiment with a variety of tools.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>AP Art and Design</b> Students will create a portfolio focusing on a central idea/ sustained investigation that shows experimentation with materials, processes, and ideas while reflecting and revising work. At the end of the course, the AP College Board will do a portfolio review and score the work. *Students are expected to take the AP Exam through which College Credit may be earned</p>	<p><b>Prerequisite:</b> Portfolio Approval by Teacher <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Digital Art Imagine</b> Students will explore the fundamental concepts, tools, and techniques of digital imaging. Students will learn how to use computers, digital cameras, editing software, and more to create digital artworks and use the critique process grow artistically as they evaluate and respond to their own works.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Location:</b> iSchool</p>
<p><b>Art History</b> Students will be introduced to art history from its beginning to contemporary art movements. The development of civilizations and their artwork along with cultural influences will be emphasized in this class. Hands-on art projects to accompany the study of art history will make this course a unique experience.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Location:</b> iSchool</p>
<p><b>Fine Arts Tutor</b> Students will play a pivotal role in supporting and guiding fellow students in their artistic pursuits. In this course, students will support the teacher with one-on-one tutoring, small group tutoring, providing feedback, and helping peers build their artistic skills. Students will work directly with the teacher to learn how to best support the goals of the students and arts program.</p>	<p><b>Prerequisite:</b> Approval by Teacher <b>Credit:</b> 1/ Repeatable <b>Location:</b> All</p>

# PERFORMING ARTS – DANCE

One-Credit Courses
Beginning Dance 1-2
Intermediate Dance 3-4
Advanced Dance 5-6

One-Credit Courses
Dance Performance & Composition 1-2
Fine Arts Tutor

Description	Details
<p><b>Beginning Dance 1-2</b> Students will study dance techniques and the development of movement quality and performance skills. Concepts of dance history, production, and improvisational techniques, will also be explored. *Performing is required *Performances may be required outside of the school day. *Specific dress requirements are mandatory for performances. *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Intermediate Dance 3-4</b> Students will study technique and physical conditioning. An emphasis will be on movement quality, performance skills, and basic concepts of choreography. *Performing is required *Performances may be required outside of the school day. *Specific dress requirements are mandatory for performances. *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.</p>	<p><b>Prerequisite:</b> Beginning Dance 1-2 or Teacher Approval <b>Credit:</b> 1 /Repeatable <b>Location:</b> All</p>
<p><b>Advanced Dance 5-6</b> Students will focus on the technical aspects of dance and forms and physical conditioning. Additionally, history, intermediate concepts of choreography, careers, and university programs will be explored. *Performing is required *Performances may be required outside of the school day. *Specific dress requirements are mandatory for performances. *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.</p>	<p><b>Prerequisite:</b> <b>Audition Only</b> <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>
<p><b>Dance Performance &amp; Composition 1-2</b> Students will learn forms of dance and physical conditioning. Students will continue to develop and explore movement quality, performance skills, and advanced concepts of choreography. *Audition required in Spring *Performing is required *Performances may be required outside of the school day. *Specific dress requirements will be mandatory for performances. *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.</p>	<p><b>Prerequisite:</b> Audition Only <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>
<p><b>Fine Arts Tutor</b> Students will play a pivotal role in supporting and guiding fellow students in their artistic pursuits. In this course, students will support the teacher with one-on-one tutoring, small group tutoring, providing feedback, and helping peers build their artistic skills. Students will work directly with the teacher to learn how to best support the goals of the students and arts program.</p>	<p><b>Prerequisite:</b> Approval by Teacher <b>Credit:</b> 1/ Repeatable <b>Location:</b> All</p>

# PERFORMING ARTS – MUSIC

General Music
Music Appreciation
AP Music Theory
Fine Arts Tutor

.5 Credit Courses
Concert Band
Jazz Ensemble
Marching Band
Marching Band Color Guard

Instrumental One-Credit Courses
Concert Band 1-2
Symphonic Band 3-4
Wind Ensemble 5-6
Orchestra
Concert Percussion Techniques
Beginning Keyboarding/Piano 1-2
Intermediate Keyboarding/Piano 3-4
Studio Piano
Guitar 1-2
Guitar 3-4
Studio Guitar

Choral One-Credit Courses
Mixed Chorus 1-2
Concert Choir 1-2
Vocal Ensemble 1-2
Show Choir
JV Show Choir
Varsity Show Choir

Description	Details
<p><b>Music Appreciation</b> Student focus will be on listening, composition, music history and music theory. Students will learn the basics of music fundamentals: note reading, rhythms, dynamics, vocabulary and ear training. Students will explore historical and contemporary musicians and styles.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Location:</b> iSchool</p>
<p><b>AP Music Theory</b> Students will learn to recognize, understand and describe the instrumentation and processes of music heard or presented in a score. Students will master aural skills and sight-singing skills through written, creative, and analytical exercises. *Students are expected to take the AP Exam through which College Credit may be earned.</p>	<p><b>Prerequisite:</b> Junior with 2 yr of a Music Ensemble <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Mixed Chorus 1-2</b> Students will be introduced to the vocal ensemble experience. Students will learn basic ear training, tone production, intonation and vocal techniques through various traditional and popular choir genres. *Performing is required *Performances may be required outside of the school day.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 /Repeatable <b>Location:</b> All</p>
<p><b>Concert Choir 1-2</b> Students will focus the artistic process of creating music within a large vocal ensemble, and build on prior vocal techniques, study various choral literature. *Audition required *Performing is required *Performances may be required outside of the school day.</p>	<p><b>Prerequisite:</b> Audition with Director <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>
<p><b>Vocal Ensemble 1-2</b> Students will focus on the artistic process of creating music within a smaller focused vocal ensemble, build on prior vocal techniques, and study music theory and terminology. *Audition required *Performing is required *Performances may be required outside of the school day.</p>	<p><b>Prerequisite:</b> Audition with Director <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>

# PERFORMING ARTS – MUSIC

Description	Details
<p><b>JV Show Choir</b>            Students will work to create vocal performances that include a large element of dance and showmanship. Students will also learn technical dance forms and choreography. This is a competitive level group.            *Audition required            *Performing is required            *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.            *Performances may be required outside of the school day</p>	<p><b>Prerequisites:</b>            Audition with Director  <b>Credit:</b> 1/Repeatable  <b>Location:</b> All</p>
<p><b>Varsity Show Choir</b>            Students will work to create vocal performances that include a large element of advanced dance and showmanship. Students will also learn technical dance forms and choreography. This is an advanced competition level group.            *Audition required            *Performing is required            *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.            *Performances may be required outside of the school day</p>	<p><b>Prerequisites:</b>            Audition with Director  <b>Credit:</b> 1/Repeatable  <b>Location:</b> All</p>
<p><b>Show Choir</b>            Students will work to create vocal performances that include a large element of dance and showmanship. Show Choir has a strong focus on acapella style literature. Students will also learn technical dance forms and choreography.            *Audition required            *Performing is required            *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Audition with Director  <b>Credit:</b> 1/Repeatable  <b>Location:</b> All</p>
<p><b>Concert Band</b>            Students will study, rehearse, and perform various styles of music. Students will learn ear training, tone production, intonation and instrument techniques through various genres.            *Performing is required            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Audition with Director  <b>Credit:</b> .5/Repeatable  <b>Location:</b> All</p>
<p><b>Jazz Ensemble</b>            Students will focus on learning musical skills and techniques around various genres of jazz literature. Students will learn improvisational skills and basic jazz theory concepts.            *Audition required            *Performing is required            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Audition with Instructor Ability to Read Music,  <b>Credit:</b> .5/Repeatable  <b>Location:</b> All</p>
<p><b>Marching Band</b>            Students will learn marching techniques for the field, parades, and pep band techniques. Uniforms are provided. Students taking this class for Physical Education credit must meet those standards as well.            *Performing is required            *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> None            Concurrent Enrollment in an Ensemble May be Required.  <b>Credit:</b> .5/Repeatable or PE Credit  <b>Location:</b> All</p>

# PERFORMING ARTS – MUSIC

Description	Details
<p><b>Marching Band Color Guard</b>            Students will learn basic body movement technique, rhythmic musicianship, flag choreography, rifle choreography, and visual drill through various styles of marching band literature. Students will also learn marching techniques for the field, and parades, pep band techniques, and how to read marching band drill.            *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Audition with Director  <b>Credit:</b> .5/Repeatable  <b>Location:</b> All</p>
<p><b>Concert Band 1-2</b>            Students will learn the basic skills necessary to play a band instrument as well as basic music theory and terminology. Students do not need to have played an instrument prior to participation.            *Performing is required            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1/Repeatable  <b>Location:</b> All</p>
<p><b>Symphonic Band 3-4</b>            Students will study, rehearse, and perform intermediate levels and styles of music. Students will learn intermediate ear training, tone production, intonation, music theory, terminology and instrument techniques through various genres.            *Performing is required            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1/Repeatable  <b>Location:</b> All</p>
<p><b>Wind Ensemble 5-6</b>            Students will study, rehearse, and perform advanced levels and styles of music, this class will focus on advanced ear training, tone, production, intonation and instrument techniques through various traditional and popular band genres.            *Performing is required            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Audition with Director  <b>Credit:</b> 1/Repeatable  <b>Location:</b> All</p>
<p><b>Orchestra</b>            Students will study, rehearse, and perform various styles of orchestral music. Students will learn ear training, tone production, intonation, and instrument techniques through various genres.            * Performing is required.            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Audition with Director  <b>Credit:</b> 1/Repeatable  <b>Location:</b> SRHS, VVHS</p>
<p><b>Concert Percussion Techniques</b>            Students will study, rehearse, and perform intermediate to advanced levels and styles of percussion music. The students will learn intermediate to advanced ear training, tone production, intonation and percussion techniques.            *Performing is required            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Audition with Director,            Concurrent Enrollment in an Ensemble May be Required.   <b>Credit:</b> 1/Repeatable  <b>Location:</b> All</p>
<p><b>Beginning Keyboarding/Piano 1-2</b>            Students will use digital keyboards. Students will build a strong foundation in reading music, notation, and performance skills. Students will perform a variety of traditional and popular music, as well as explore music throughout history and various cultures.            *Performing is required            *Repeatable for Credit with Instructor Approval            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1/Repeatable  <b>Location:</b> All</p>

# PERFORMING ARTS – MUSIC

Description	Details
<p><b>Intermediate Keyboarding/Piano 3-4</b>            Students will perform a variety of intermediate to advanced piano literature as well as continue the study of music throughout history and various cultures.            *Performing is required            *Repeatable for Credit with Instructor Approval            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Beginning Keyboarding/Piano  <b>Credit:</b> 1/ Repeatable  <b>Location:</b> All</p>
<p><b>Studio Piano</b>            Students will perform a variety of advanced piano literature as well as continue the study of music throughout history and various cultures. Students will be exposed to college repertoire for auditions, learn scholarship pieces as well as have opportunities to accompany ensembles.            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Piano 3-4 or Instructor Approval  <b>Credit:</b> 1/ Repeatable  <b>Location:</b> All</p>
<p><b>Guitar 1-2</b>            Students will learn the fundamentals of playing a stringed instrument, build a strong foundation in reading music, notation, and performance skills. Students will perform a variety of genres of guitar literature, as well as explore music throughout history and various cultures.            *Performing is required            *Repeatable for Credit with Instructor Approval            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1/Repeatable  <b>Location:</b> All</p>
<p><b>Guitar 3-4</b>            Students will build on guitar skills learned in Guitar 1-2, focus on more intermediate to advanced playing skills, musicality, theory and terminology. Additionally, the will explore music throughout history and various cultures.            *Performing is required            *Repeatable for Credit with Instructor Approval            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Guitar 1-2 or teacher approval  <b>Credit:</b> 1/ Repeatable  <b>Location:</b> All</p>
<p><b>Studio Guitar</b>            Students will perform a variety of advanced guitar literature as well as continue the study of music throughout history and various cultures. Students will be exposed to college repertoire for auditions.            *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Guitar 3-4 or or instructor permission  <b>Credit:</b>1/ Repeatable  <b>Location:</b> All</p>
<p><b>Fine Arts Tutor</b>            Students will play a pivotal role in supporting and guiding fellow students in their artistic pursuits. In this course, students will support the teacher with one-on-one tutoring, small group tutoring, providing feedback, and helping peers build their artistic skills. Students will work directly with the teacher to learn how to best support the goals of the students and arts program.</p>	<p><b>Prerequisite:</b> Approval by Teacher  <b>Credit:</b> 1/ Repeatable  <b>Location:</b> All</p>

# PERFORMING ARTS – THEATER

Theater One Credit Courses
Theater 1-2
Theater 3-4
Theater 5-6
Studio Theater

Theater One Credit Courses
Technical Theater
Stagecraft Design and Production 1-2
Stagecraft Design and Production 3-4
Stagecraft Design and Production Internship

One Credit Elective Courses
Fine Arts Tutor
Theater, Cinema and Film Production

Description	Details
<p><b>Theater 1-2</b> Students will learn theatrical staging, acting, directing and design basics. Students do not need to have any theatre experience prior to taking this course. *Performing is required *Performances may be required outside of the school day *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 or PE Credit <b>Location:</b> All</p>
<p><b>Theater 3-4</b> Students will focus on ensemble building, viewpoints, character development, script analysis, improvisation, movement, children's theatre. *Teacher approval required *Performing is required *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Instructor Approval <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Theater 5-6</b> Students will focus on professional skills including performance, movement, critical analysis, dance, and dialects. The class is suggested for students interested in in-depth exploration of all elements of theater. *Performing is required *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Instructor Approval <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>
<p><b>Studio Theater</b> Students will apply skills from Advanced Theater. Students will have the opportunity to work with Theater 1-6 students in directing, playwriting, designing, and advancing their acting skills. *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Audition Only <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>
<p><b>Technical Theater</b> Students will study and create scenery, props, makeup, costume, sound, lighting and stage management at the beginning level. *Performances may be required outside of the school day</p>	<p><b>Prerequisite:</b> Theater 1-2 <b>Credit:</b> 1/ Repeatable <b>Location:</b> All</p>
<p><b>Stagecraft Design &amp; Production 1-2</b> Students will be introduced to the basic fundamentals of theater production. This hands-on program includes instruction in set design, set construction, scenic painting, lighting design, costume design and construction, theatrical makeup, audio engineering, rigging and production management. Students will serve as a member of a production crew. Stagecraft Production 1-2 requires students to participate in theater production activities after school, evenings, weekends and affiliation with the student organization.</p>	<p><b>Prerequisite:</b> Theater 1-2 <b>Credit:</b> 1/ CTE <b>Location:</b> WCHS</p>

# PERFORMING ARTS – THEATER

Description	Details
<p><b>Stagecraft Design &amp; Production 3-4</b>            Students will build on the skills learned in Stagecraft Production 1-2 with an emphasis on stage production, design, and production leadership. Advanced skills and techniques are developed through the completion of more complex hands-on projects. Students will have opportunities to become crew heads, assistants and stage managers. Students will become familiar with career and occupational opportunities within the field and will have an opportunity to show their work, make design presentations and present portfolios for review by industry professionals. A commitment to after school, evenings, weekends and CTSO participation (the student organization) is expected.</p>	<p><b>Prerequisite:</b> Stagecraft Production 1-2  <b>Credit:</b> 1/ CTE  <b>Location:</b> WCHS</p>
<p><b>Stagecraft Design &amp; Production Internship</b>            Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 60 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Stagecraft Production 3-4  <b>Credit:</b> 1/ CTE  <b>Location:</b> WCHS</p>
<p><b>Fine Arts Tutor</b>            Students will play a pivotal role in supporting and guiding fellow students in their artistic pursuits. In this course, students will support the teacher with one-on-one tutoring, small group tutoring, providing feedback, and helping peers build their artistic skills. Students will work directly with the teacher to learn how to best support the goals of the students and arts program.</p>	<p><b>Prerequisite:</b> Approval by Teacher  <b>Credit:</b> 1/ Repeatable  <b>Location:</b> All</p>
<p><b>Theater, Cinema and Film Production</b>            Students will be introduced to the basics of film and theater production. Elements of lighting, sound, wardrobe and camerawork will be studied. Additionally, the history of film and theater will be examined.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1/ Elective  <b>Location:</b> iSchool</p>

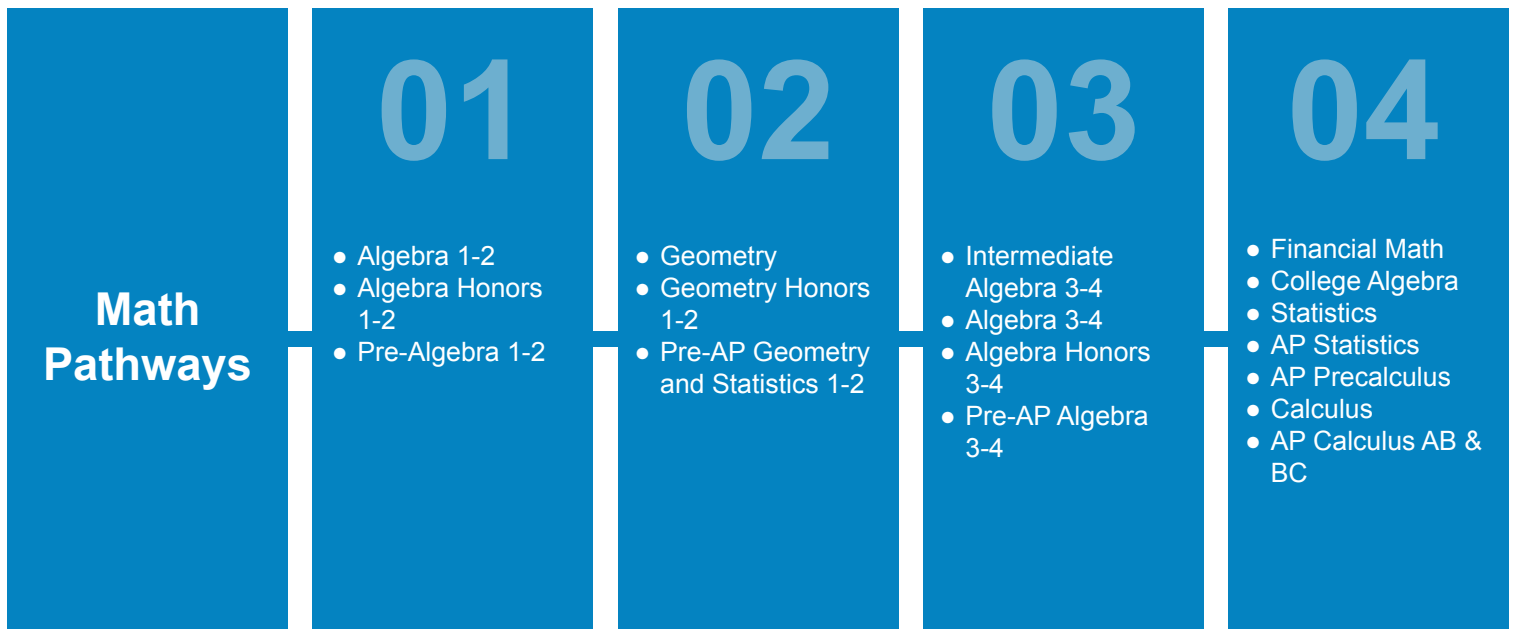
# MATHEMATICS

One-Credit Courses
Algebra 1-2
Algebra Honors 1-2
Pre-AP Algebra 1-2
Geometry 1-2
Pre-AP Geometry and Statistics 1-2
Geometry Honors 1-2
Intermediate Algebra 3-4
Algebra 3-4
Algebra Honors 3-4
Pre-AP Algebra 3-4

One-Credit Courses
Financial Mathematics
College Algebra 1-2
Calculus
AP Precalculus
Probability and Statistics 1-2
AP Statistics 1-2
AP Calculus AB
AP Calculus BC

One-Credit Courses
Algebra Essentials 1-2
Geometry Essentials 1-2
Intermediate Algebra Essentials 3-4
Financial Math Essentials 3-4
Algebra Strategies 1-2
Geometry Strategies 1-2
Intermediate Algebra Strategies 3-4
Financial Math Strategies 3-4

One-Credit Elective Courses
AP Computer Science Principles 1-2
AP Computer Science A
Math Lab 1-2



# MATHEMATICS

Description	Details
<p><b>Algebra 1-2</b> Students will study algebraic models, functions, sequences, statistical models, linear functions and systems, exponential functions, polynomial operations and quadratics.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Algebra Honors 1-2</b> Students will study algebraic models, matrices, functions, sequences, statistical models, linear functions and systems, exponential functions, polynomial operations and quadratics plus radical and inverse functions. This course provides a more rigorous approach to the topics covered in Algebra 1-2 as preparation for AP or IB programs.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Geometry 1-2</b> Students will examine foundations of geometry, rigid transformations, prove geometric theorems, constructions, similar and congruent figures, parallel and perpendicular lines with transversals, trigonometry, and properties of circles.</p>	<p><b>Prerequisite:</b> Algebra 1-2 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Geometry Honors 1-2</b> Students will examine rigid transformations, constructions, prove geometric theorems, similar and congruent figures, parallel and perpendicular lines with transversals, trigonometry, and properties of circles. This course provides a more rigorous approach to the topics covered in Geometry 1-2 as preparation for AP or IB programs.</p>	<p><b>Prerequisite:</b> Algebra 1-2 or Algebra Honors 1-2 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Intermediate Algebra 3-4</b> Students will develop Algebra 3-4 concepts while remediating fundamental algebraic skills for students who did not achieve mastery in Algebra 1-2. Students will extend algebraic and geometric concepts and apply these to polynomial, radical (including complex), exponential (with real coefficients) and logarithmic functions. Students will examine data on two quantitative variables to choose functions to make conclusions in context of the data. <i>*Students can only receive a Math credit for Intermediate Algebra or Algebra 3-4, not both. This course fulfills Arizona university entrance requirements.</i></p>	<p><b>Prerequisite:</b> Algebra 1-2 and Geometry <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Algebra 3-4</b> Students will study functions and relations, systems of equations and inequalities including, exponential, logarithmic, polynomial, rational, radical, exponential, logarithmic and trigonometric functions. A graphing calculator is strongly recommended.</p>	<p><b>Prerequisite:</b> Geometry 1-2 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>

# MATHEMATICS

Description	Details
<p><b>Algebra Honors 3-4</b> Students will study functions and relations, systems of equations and inequalities including: logarithmic, polynomial, rational, radical, exponential, logarithmic and trigonometric functions. A graphing calculator is strongly recommended. This course provides a more rigorous approach to the topics covered in Algebra 3-4 as preparation for AP or IB programs.</p>	<p><b>Prerequisite:</b> Geometry 1-2 or Geometry Honors 1-2 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>College Algebra 1-2</b> Students will focus on the analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, modeling and solving real world problems, and defining and illustrating sequences and series. *Course may be offered for Dual Enrollment pending instructor availability. (Math 151).</p>	<p><b>Prerequisite:</b> Intermediate Algebra, Algebra 3-4 or Algebra Honors 3-4 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>AP Statistics 1-2</b> Students will conduct an exploratory analysis of data with an emphasis on interpreting information from a variety of sources. Students will plan and conduct a study using sampling and experimentation. Additionally, students will anticipate patterns utilizing probability and simulation. *Course may be offered for Dual Enrollment pending instructor availability. *Students are expected to take the AP Exam.</p>	<p><b>Prerequisite:</b> Intermediate Algebra, Algebra 3-4 or Algebra 3-4 Honors <b>Credit:</b> 1 <b>Fees:</b> AP Exam Fee <b>Location:</b> All, iSchool</p>
<p><b>Probability and Statistics 1-2</b> Students will be introduced to exploring data, sampling and experimentation by planning and conducting studies, anticipating patterns using probability and simulation, and employing statistical inference to analyze data and draw conclusions.</p>	<p><b>Prerequisite:</b> Intermediate Algebra or Algebra 3-4 <b>Credit:</b> 1 <b>Location:</b> iSchool</p>
<p><b>AP Precalculus</b> Students will explore polynomial, rational, exponential, logarithmic, trigonometric, polar functions and functions involving parametrics, vectors and matrices. *Course may be offered for Dual Enrollment pending instructor availability. (Math 187) *Students are expected to take the AP Exam.</p>	<p><b>Prerequisite:</b> Algebra 3-4 or Algebra Honors 3-4 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Calculus</b> Students will go through a study of limits, continuity, differentiation, and integration of algebraic, trigonometric and transcendental functions, and the applications of derivatives and integrals.</p>	<p><b>Prerequisite:</b> Algebra 3-4, Algebra 3-4 Honors, College Algebra 1-2 or AP Precalculus <b>Credit:</b> 1 <b>Location:</b> iSchool</p>
<p><b>AP Calculus AB</b> Students will explore limits, continuity, differential and integral calculus of functions of one variable. *Course may be offered for Dual Enrollment pending instructor availability. (Math 221) *Students are expected to take the AP Exam.</p>	<p><b>Prerequisite:</b> Algebra 3-4, Algebra 3-4 Honors, College Algebra 1-2 or AP Precalculus <b>Credit:</b> 1 <b>Fees:</b> AP Exam Fee <b>Location:</b> All, iSchool</p>

# MATHEMATICS

Description	Details
<p><b>AP Calculus BC</b> Students will study techniques of integration for both proper and improper integrals with applications to the physical and social sciences, elements of analytic geometry, and the analysis of sequences and series. *Course may be offered for Dual Enrollment pending instructor availability. (Math 231) *Students are expected to take the AP Exam.</p>	<p><b>Prerequisite:</b> AP Calculus AB <b>Credit:</b> 1 <b>Fees:</b> AP Exam Fee <b>Location:</b> All, iSchool</p>
<p><b>Financial Mathematics</b> Students will study basic financial planning concepts and illustrate how these concepts apply to everyday life. Topics covered include career planning and development, goal setting, personal budgeting, cash flow analysis, financial statements, tax planning, use of credit, savings and investment programs, changes in housing situations, major consumer purchases, insurance needs, retirement, and estate planning. *Course may be offered for Dual Enrollment pending instructor availability,</p>	<p><b>Prerequisite:</b> Intermediate Algebra or Algebra 3-4 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Algebra Essentials 1-2</b> Students will address basic number sense, algebra and geometry, statistics and functions, and life skills. Emphasis is on identifying positive and negative numbers, applying money and time skills in real world situations. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Geometry Essentials 1-2</b> Students will address basic number sense, algebra and geometry, statistics and functions, and life skills. Emphasis is on adding and subtracting decimals, multiplying and dividing whole numbers, and identifying parts of a right triangle in real world objects. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Intermediate Algebra Essentials 3-4</b> Students will address basic number sense, algebra and geometry, statistics and functions and life skills. Emphasis is on being able to identify different parts of an expression, writing and solving number problems, and solving real-world problems. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Financial Math Essentials 3-4</b> Students will address basic number sense, algebra and geometry, statistics and functions, and life skills. Emphasis is on writing and solving equations with one variable, represent real world problems using algebraic expressions, functions, and percentages. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Algebra Strategies 1-2</b> Students will focus on algebraic concepts including linear equations, functions, systems, exponential functions, quadratics and statistics. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Geometry Strategies 1-2</b> Students will focus on foundational geometry, parallel and perpendicular lines, triangles, congruence and circles. Other topics covered include polygons, and quadrilaterals, similarity, right triangle trigonometry, surface area and volume, and transformational geometry. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP and Algebra Strategies 1-2 <b>Credit:</b> 1 <b>Location:</b> All</p>

# MATHEMATICS

Description	Details
<p><b>Intermediate Algebra Strategies 3-4</b> Students will extend algebraic and geometric concepts and apply these to polynomial, radical (including complex), exponential (with real coefficients) and logarithmic functions. Students will examine data to choose functions to make conclusions in context of the data. This course will support students' post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP and Geometry Strategies 1-2 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Financial Math Strategies 3-4</b> Students will focus on basic financial planning concepts and illustrates how these concepts apply to everyday life. Topics covered include career planning and development, goal setting, personal budgeting, financial statements, tax planning, use of credit, savings and investment programs, changes in housing situations, major consumer purchases, insurance needs, and retirement. For success in this course, a scientific calculator is strongly recommended. This course will support students' postsecondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP, and Intermediate Algebra Strategies 3-4 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Math Lab 1-2</b> Students will focus on the concepts of number sense, numerical operations as it applies to the rational and irrational number systems, estimation, statistics, probability, systematic listing and counting, patterns, functions and relationships, and algebraic representations. Math Lab must be taken concurrently with an additional math class.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (elective) repeatable <b>Location:</b> All</p>
<p><b>AP Computer Science Principles 1-2</b> Students will study fundamental programs and a variety of applications of programming as well as the creation of digital artifacts similar to processes used by professional engineers and computer scientists. *Students are expected to take the AP exam.</p>	<p><b>Prerequisite:</b> Algebra 1-2 <b>Credit:</b> 1 (elective) <b>Location:</b> All</p>
<p><b>AP Computer Science A</b> Students will develop the skills to write programs or part of programs to correctly solve specific problems. AP® Computer Science A emphasizes the design issues that make programs understandable, adaptable, and reusable. The development of useful computer programs and classes is used to introduce other important concepts, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.</p>	<p><b>Prerequisite:</b> Algebra 1-2 <b>Credit:</b> 1 (elective) <b>Location:</b> iSchool</p>

# NON-DEPARTMENTAL COURSES

One-Credit Elective Courses
Academic Strategies
Community, Home and Life Extension 1-8
Academic Decathlon Honors
Leadership 1-2
Professional Internship
Ready to Work 1-8
Student Council
Work Based Learning
Student Assistant

.5 Credit Elective Courses
ACT Prep: Strategies for Success 1-2
Advanced ACT Prep: Maximizing Potential 1-2
Advertising and Sales Promotion
Broadcast Internship
Careers in Criminal Justice
Introduction to Military Careers
Learning in a Digital World: Strategies for Success

.5 Credit Elective Courses
Life Skills: Navigating Adulthood
Nutrition and Wellness
Personal and Family Finance
Freshman Experience
Sophomore Experience
Junior Experience
Gun Safety Course

Description	Details
<p><b>Academic Strategies</b> Students will learn skills in organization, reading, note taking, test taking, study skills, time management skills, communication and self-advocacy with an emphasis on application of strategies to content areas.</p>	<p><b>Prerequisite:</b> Determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>ACT Strategies for Success 1-2</b> Students will focus on improving their ACT scores through targeted instruction in English, Math, Reading, and Science. The course emphasizes test-taking strategies, time management techniques, and critical thinking skills, alongside diagnostic assessments and timed practice tests. By the end of the course, students will be better prepared to approach the ACT with confidence and proficiency.</p>	<p><b>Prerequisite:</b> Teacher Recommendation <b>Credit:</b> .5 Per Semester/ 2 Semesters <b>Grade:</b> 10-11 <b>Location:</b> All</p>
<p><b>Advanced ACT Prep: Maximizing Potential 1-2</b> Students will focus on surpassing their predicted ACT scores by refining test-taking strategies for the English, Math, Reading, and Science sections. The course emphasizes intensive practice with challenging questions, pacing techniques, and critical thinking skills, along with personalized goal setting to track progress. By the end of the course, students will be better equipped to maximize their ACT performance.</p>	<p><b>Prerequisite:</b> Interest in improving ACT score beyond predicted or current performance <b>Credit:</b> .5 Per Semester/ 2 Semesters <b>Grade:</b> 10-11 <b>Location:</b> All</p>
<p><b>Broadcast Internship</b> Students will experience on-the-job training in the broadcasting career path. Students will complete 65 hours of field work during a semester. Artifacts include a complete portfolio, goal sheets, self-evaluations, mock interview, instructor field evaluations, written summary and reflection. Students must provide their own transportation to the internship site. A letter grade will be awarded (A-F) based on work attendance, completion of course work and evaluations.</p>	<p><b>Prerequisite:</b> Must have own transportation <b>Credit:</b> .5/ Repeatable up to 2.0 Credits <b>Location:</b> All</p>

# NON-DEPARTMENTAL COURSES

Description	Details
<p><b>Community, Home and Life Extension 1-8</b> Students will participate in a learning environment along with activities that are age/ability appropriate in socialization and independence in the domestic, recreational/leisure and community domains which will occur in a variety of integrated settings. Students will receive instruction through activities that include hygiene, health and safety, appropriate work behavior and money skills.</p>	<p><b>Prerequisite:</b> Determined by student's IEP <b>Credit:</b> 1 <b>Grade:</b> 18-22 Years Old <b>Location:</b> All</p>
<p><b>Academic Decathlon Honors</b> Students will be exposed to the integrated nature of human experience. Students will conduct research and critical inquiry into a broad array of academic disciplines and communication skills covering this year's theme. Students will evaluate material covered in the course from ethical, aesthetic, and intellectual perspectives. Students will master the basic content knowledge requirements of the academic areas of art, economics, language, literature, music, physical or social science, speech and the super quiz topic. Participation in at least one competition is required.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1/Repeatable/ Elective <b>Location:</b> All</p>
<p><b>Leadership 1-2</b> Students will build real world leadership and public speaking skills. In this course students will participate in event planning, goal setting, mentoring, tutoring and team building. Students will become an active part of building a positive school culture amongst peers.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Professional Internship</b> Students, who are Juniors or Seniors, will find or be assisted in obtaining opportunities to realistically investigate professional fields based on their career goals and future employment. The students will receive training on employability skills, educational perspective, and information on career demands, outlook, advantages and disadvantages. Grades will be pass/ fail and based on work attendance, completion of coursework in Schoology via reflections on the work experience and an exit interview. The students employer will need to verify the hours worked and provide an assessment of the student's performance. Prior to the student being enrolled in the class the student must complete the Student Information Form/ Contract. Students are responsible for their own transportation. 130 work hours will equate to a credit. 130 total work hours / 65 work hours per semester.</p>	<p><b>Prerequisite:</b> Must have own transportation <b>Credit:</b> 1/ Repeatable <b>Location:</b> All</p>
<p><b>Ready to Work 1-8</b> Students will address the basic, workplace skills of students with significant disabilities who access the Arizona Alternate Academic Standards. The focus of Ready to Work is on prerequisite career development skills. It introduces students to the world of work and develops programs that involve students in real, workplace situations. Students will complete activities that focus on work readiness such as effective oral, written, and listening communication skills. Student will also complete activities focusing on decision-making in school or the workplace. The course is aligned to the Arizona Workplace Standards.</p>	<p><b>Prerequisite:</b> Determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Student Council</b> Students will focus on refining and implementing leadership skills. This class gives practical experience in the areas of planning, conducting, coordinating, and developing leadership and responsibility. *Students are elected in a student body election.</p>	<p><b>Prerequisite:</b> Elected as a student body officer <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>

# NON-DEPARTMENTAL COURSES

Description	Details
<p><b>Work Based Learning</b>            Students, who are Juniors or Seniors, may participate in the work based learning program outside of the school day. The course will be recorded as an additional period in Infinite Campus. Grades will be pass/ fail and based on work attendance, completion of coursework in Schoology via reflections on the work experience and an exit interview. The student's employer will need to verify the hours worked and assess the student's performance as an employee. Prior to the student being enrolled in the class, the student must complete the Student Information Form/Contract. Students are responsible for their own transportation. 130 work hours/65 hours per semester, will equate to a credit. *A maximum of 2 credits can be earned and cannot be combined with Professional Internship.</p>	<p><b>Prerequisite:</b> Must have own transportation  <b>Credit:</b> 1/ Repeatable  <b>Location:</b> All</p>
<p><b>Advertising and Sales Promotion</b>            Students will learn how these marketing campaigns, ads, and commercials are brought to life and meet some of the creative folks who produce them as well as learn about different marketing career opportunities.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective  <b>Location:</b> iSchool</p>
<p><b>Careers in Criminal Justice</b>            Students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective  <b>Location:</b> iSchool</p>
<p><b>Introduction to Military Careers</b>            Students will be provide the information needed to gain a broader understanding of Military Careers. Students will learn about the five military branches—Air Force, Army, Coast Guard, Marines Corps, and Navy—and examine various jobs within such as aviation, to medicine, to law enforcement.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective  <b>Location:</b> iSchool</p>
<p><b>Learning in a Digital World: Strategies for Success</b>            Students will discover what it means to be a responsible digital citizen, expand their digital literacy, and become a successful online student.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective  <b>Location:</b> iSchool</p>
<p><b>Life Skills: Navigation Adulthood</b>            Students will learn more about themselves, how to become a valuable contributing member of society, and how to prepare for the future by exploring goal setting, decision making, and surviving college and career.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective  <b>Location:</b> iSchool</p>
<p><b>Nutrition and Wellness</b>            Students will learn the essential skills needed to pursue a healthy, informed lifestyle.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective  <b>Location:</b> iSchool</p>
<p><b>Personal and Family Finance</b>            Students will learn how to spend and save money wisely, investing in safe opportunities, and the days ahead by learning key financial concepts around taxes, credit, and money management.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective  <b>Location:</b> iSchool</p>
<p><b>Freshman Experience</b>            Students will study communication, organization, decision making and problem solving skills. They will work with the teacher to goal set regarding grades, action plan and assess their progress. They will also work on career and college exploration.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective/ Repeatable  <b>Location:</b> All</p>

# NON-DEPARTMENTAL COURSES

Description	Details
<p><b>Sophomore Experience</b>            Students will work on communication, organization and decision making skills. Time management will be emphasized.            There will be a specific focus on both written and verbal communication skills. Students will also be provided additional support in core areas, in which they may be struggling.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective/            Repeatable  <b>Location:</b> All</p>
<p><b>Junior Experience</b>            Students will focus on organization and effective time management. They will also work on preparing for the ACT exam. They will explore college entrance requirements, the application process and ready to work skills.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective/            Repeatable  <b>Location:</b> All</p>
<p><b>Gun Safety</b>            Students will receive instruction on the rules of firearm safety, basic operation of firearms, history of firearms, the role of firearms in preserving peace and freedom, the constitutional roots of the right to keep and bear arms.</p> <p>**Optional range work may occur after school hours and/ or Saturdays.            ***Parent signed permission is required to take the course.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5/ Elective/ Not            Repeatable  <b>Location:</b> All  <b>Fee:</b> \$50</p>
<p><b>Student Assistant</b>            Students will support teachers, administrators and/or school counselors in completing tasks. Students will work on gilding job readiness skills such as communication, problem solving, time management, reliability and attention to detail.</p>	<p><b>Prerequisite:</b> Approval of  <b>Teacher/Counselor</b>  <b>Credit:</b> .1/Elective  <b>Location:</b> All</p>

# PHYSICAL EDUCATION & HEALTH SCIENCES

One-Credit Courses
Physical Education/Health Sciences
Unified Physical Education
Yoga Fitness

One-Credit Elective Courses
Sports Officiating

.5 Credit Courses
Lifetime Sports
Aerobics
Physical Conditioning Boys/ Girls
Advanced Physical Conditioning
Physical Education: Sports Fundamentals 1-8
Racquet Sports
Yogalates
Walking for Fitness

.5 Credit Courses
Soccer for Beginners
Intro to Track and Field
Body Sculpting
Health
Competitive Athletics
Competitive Athletics Honors

Description	Details
<p><b>Physical Education/Health Sciences</b> Students will develop skills in team and individual sports, personal fitness and health related activities. Students will study the complexities of body and mind and how to maintain good health. Physical Education clothes are required.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fees:</b> Uniform/Locker Fee <b>Location:</b> All, iSchool</p>
<p><b>Unified Physical Education</b> Unified Physical Education is based on the Special Olympics Unified Sports® Program. Unified Sports® combines students with intellectual disabilities (athletes) and students without disabilities (partners) for sports training and competition. Sports include athletics, basketball, bocce, bowling, cheerleading, flag football, floor hockey, soccer, softball, tennis, and volleyball. Students will have the opportunity to compete in Special Olympics Arizona Area and State Games.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1/Repeatable <b>Fees:</b> None <b>Location:</b> All</p>
<p><b>Competitive Athletics</b> Students will participate in weight training and physical conditioning routines that compliment their sport of interest.</p>	<p><b>Prerequisite:</b> Approval of Head Coach <b>Credit:</b> .5/Repeatable <b>Fees:</b> Locker Fee Class Fee: \$25 <b>Location:</b> All</p>
<p><b>Competitive Athletics Honors</b> Students will participate in weight training and physical conditioning routines that compliment the sport of their interest. In addition to the requirements of the regular class, students in the honors track will be required to complete a research paper or project, a reflection and presentation based on a topic of interest related to the course.</p>	<p><b>Prerequisite:</b> Approval of Head Coach <b>Credit:</b> .5/Repeatable <b>Fees:</b> Locker Fee Class Fee: \$25 <b>Location:</b> All</p>

# PHYSICAL EDUCATION & HEALTH SCIENCES

Description	Details
<p><b>Yoga Fitness</b> Students will learn the skills of various yoga techniques. By the end of class, students will be able to perform their own yoga sequences so they can continue incorporating yoga into their daily life. Through the class students will strengthen and stretch muscles, improve balance and focus. Students will also study healthy habits as a means of improving quality of life.</p> <p>*Equipment: Students need to provide their own yoga mat.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1/Repeatable <b>Fees:</b> Locker Fee, \$5 per semester <b>Location:</b> All</p>
<p><b>Sports Officiating</b> Students will learn to officiate sports at an introductory level. Areas of study include: officiating and rules and regulations of team sports.</p>	<p><b>Prerequisite:</b> PE <b>Credit:</b> 1/ Elective <b>Fees:</b> None <b>Location:</b> All</p>
<p><b>Lifetime Sports</b> Students will participate in golf, tennis, bowling, badminton, pickleball and other recreational activities.</p>	<p><b>Prerequisite:</b> Boys/Girls Physical Education/Health Sciences <b>Credit:</b> .5/Repeatable <b>Fees:</b> Locker Fee, \$5 per semester <b>Location:</b> All</p>
<p><b>Aerobics</b> Students will participate in exercise using a variety of music and videos. Students will improve personal fitness using light weights, stretch tubes, high/low impact aerobics, kickboxing, and step aerobics. Physical Education clothes and athletic shoes are required.</p>	<p><b>Prerequisite:</b>Boys/Girls Physical Education/Health Sciences <b>Credit:</b> .5/Repeatable <b>Fees:</b> Locker Fee, \$5 per semester <b>Location:</b> All</p>
<p><b>Physical Conditioning Boys / Girls</b> Students will participate in a variety of physical fitness activities including fitness testing. Emphasis will be on weight training principles and developing a sport-specific training program to improve athletic performance.</p>	<p><b>Prerequisite:</b>Boys/Girls Physical Education/Health Sciences <b>Credit:</b> .5/Repeatable <b>Fees:</b> Uniform, Locker Fee \$5 per semester <b>Location:</b> All, iSchool (1 semester)</p>
<p><b>Advanced Physical Conditioning</b> Students will participate in physical training activities such as: Olympic style lifts, plyometrics, speed training, and nutrition. Students will be expected to create their own workout, as well as instruct other students on proper lifting techniques and safety.</p>	<p><b>Prerequisite:</b> Physical Conditioning <b>Credit:</b> .5/ Repeatable <b>Fees:</b> Uniform, Locker Fee, \$5 per semester <b>Location:</b> All</p>
<p><b>Physical Education: Sports Fundamentals 1-8</b> Students will develop the essential skills required to engage in lifelong sports activities, tailored to their individual abilities and needs. This course emphasizes foundational techniques and promotes active participation in various sports.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>

# PHYSICAL EDUCATION & HEALTH SCIENCES

Description	Details
<p><b>Racquet Sports</b> Students will participate in various racquet sports.</p> <p>*Students who chose this option for PE credit, also need a semester of health.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5/ Repeatable <b>Fees:</b> Locker Fee <b>Location:</b> DHS, SRHS, VVHS</p>
<p><b>Yogalates</b> Students will learn stretching and strengthening of the major muscle groups.</p> <p>*Students who chose this option for PE credit, also need a semester of health.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5/ Repeatable <b>Fees:</b> Locker Fee <b>Location:</b> SRHS, VVHS</p>
<p><b>Walking for Fitness</b> Students will gain increased fitness through walking as a lifetime exercise.</p> <p>*Students who chose this option for PE credit, also need a semester of health.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5/ Repeatable <b>Fees:</b> Locker Fee <b>Location:</b> DHS, SRHS, VVHS</p>
<p><b>Soccer for Beginners</b> Students will learn the fundamentals of soccer.</p> <p>*Students who chose this option for PE credit, also need a semester of health.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5/ Repeatable <b>Fees:</b> Locker Fee <b>Location:</b> SRHS, VVHS,</p>
<p><b>Intro to Track and Field</b> Students will learn track and field sports.</p> <p>*Students who chose this option for PE credit, also need a semester of health.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5/ Repeatable <b>Fees:</b> Locker Fee <b>Location:</b> DHS, SRHS, VVHS</p>
<p><b>Body Sculpting</b> Students will learn how to control and change their body using conditioning, aerobic exercise, and nutrition and diet.</p> <p>*Students who chose this option for PE credit, also need a semester of health.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5/ Repeatable <b>Fees:</b> Locker Fee <b>Location:</b> SRHS, VVHS</p>
<p><b>Health</b> Students will be introduced to a variety of wellness issues: nutrition, fitness routine, sleep patterns, and mindfulness.</p> <p>*Students must also take another PE credit.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5/ Repeatable <b>Fees:</b> Locker Fee <b>Location:</b> DHS, SRHS, VVHS</p>

\*\*The combination of a .5 course and Health meet the Dysart graduation requirement.

# SCIENCE

One-Credit Courses
Biology 1-2
Biology Honors 1-2
Conceptual Physics 1-2
Conceptual Physics Honors 1-2
Integrated Science 1-2
Chemistry 1-2
Chemistry Honors 1-2
Environmental Science 1-2
Geo-Space Science 1-2
Physics 1-2
Physics Honors 1-2
Anatomy/Physiology 1-2
Anatomy/Physiology Honors 1-2

One-Credit Courses
Physical Science 1-2
AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1
AP Physics 2
AP Physics C
Science Essentials 1-2
Science Essentials 3-4
Science Essentials 5-6

One-Credit Elective Courses
Forensics 1-2
Forensics: The Science of the Crime 1-2
Marine Science 1-2

.5 Credit Elective Courses
Agriscience II: Sustaining Human Life
Astronomy

Core Group A
Biology 1-2
Biology Honors 1-2

Core Group B
Conceptual Physics 1-2
Conceptual Physics Honors 1-2
Physics 1-2
Physics Honors 1-2
Integrated Science 1-2
AP Physics
Physical Science 1-2

Core Group C
Chemistry 1-2
Chemistry Honors 1-2
Environmental Science 1-2

The majority of Arizona colleges require the completion of three year-long, laboratory-based science courses. Acceptable courses typically include Biology, Chemistry, Earth Science, Integrated Science or Physics.

To ensure a broad and balanced foundation, students should complete at least one science course from each of the core groups: A, B, and C.

After students take a science from each core group, then they can select other courses in the science area.

# SCIENCE

<b>Science Pathways</b>	<p>01</p> <ul style="list-style-type: none"> <li>• Integrated Science (B)</li> </ul>	<p>02</p> <ul style="list-style-type: none"> <li>• Biology (A)</li> <li>• Biology Honors (A)</li> </ul>	<p>03</p> <ul style="list-style-type: none"> <li>• Physical Science</li> <li>• Environmental Science (C )</li> <li>• AP Environmental Science</li> <li>• Chemistry(C )</li> <li>• Chemistry Honors (C)</li> </ul>	<p>The following may be taken as a fourth year course or students may be concurrently enrolled with another Science as long as prerequisites have been met.</p> <ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Chemistry</li> <li>• AP Environmental</li> <li>• Anatomy /Physiology</li> <li>• Anatomy /Physiology Honors</li> </ul>
<b>Science Pathways</b>	<p>01</p> <ul style="list-style-type: none"> <li>• Conceptual Physics (B)</li> <li>• Conceptual Physics Honors (B)</li> </ul>	<p>02</p> <ul style="list-style-type: none"> <li>• Biology (A)</li> <li>• Biology Honors (A)</li> </ul>	<p>03</p> <ul style="list-style-type: none"> <li>• Chemistry (C )</li> <li>• Chemistry Honors (C)</li> </ul>	
<b>Science Pathways</b>	<p>01</p> <ul style="list-style-type: none"> <li>• Biology (A)</li> <li>• Biology Honors (A)</li> </ul>	<p>02</p> <ul style="list-style-type: none"> <li>• Chemistry (C )</li> <li>• Chemistry Honors (C )</li> </ul>	<p>03</p> <ul style="list-style-type: none"> <li>• Physics 1-2 (B)</li> <li>• AP Physics (B)</li> <li>• AP Environmental Science</li> </ul>	

The majority of Arizona colleges require the completion of three year-long, laboratory-based science courses. Acceptable courses typically include Biology, Chemistry, Earth Science, Integrated Science or Physics.

# SCIENCE

Description	Details
<p><b>Biology 1-2</b> Students will explore the cell, molecular basis of heredity, interdependence of organisms, biological evolution, energy and organization in living systems. This course satisfies the lab requirement for state universities. *Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Biology Honors 1-2</b> Students will explore cell structure, genetics and ecology. This course offers a more rigorous curriculum that moves at a faster pace, provides greater depth of study, and prepares students for advanced coursework. This course satisfies the lab requirement for the state universities. *Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Conceptual Physics 1-2</b> Students will explore motion, force, density, sound, light, electricity, temperature, magnetism and basic atomic/quantum theory. This course satisfies the lab requirement for state universities. Prerequisite: Completion of Algebra 1-2 or concurrent enrollment in Algebra 1-2.</p>	<p><b>Prerequisite:</b> Completion of Algebra 1-2 or concurrent enrollment <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Conceptual Physics Honors 1-2</b> Students will apply mathematical thinking to mechanics, electricity and magnetism, heat and modern physics. This course provides a more rigorous curriculum with advanced content, faster pacing, and increased expectations for independent work, compared to the general science courses. This course satisfies the lab requirement for state universities. Prerequisite: Completion of Algebra 1-2 or concurrent enrollment in Algebra 1-2.</p>	<p><b>Prerequisite:</b> Completion of Algebra 1-2 or concurrent enrollment <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Integrated Science 1-2</b> Students will examine the Earth's interconnected systems and how they change due to natural processes. The study of matter and energy will be explored in this course, as they are the driving forces of systems interactions both on Earth and the Universe. This course satisfies the integrated lab science requirement for state universities.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Chemistry 1-2</b> Students will investigate the structure and properties of matter and the changes it can undergo. Topics include the structure of the atom and relationship to the periodic table, formation of molecules, and chemical reactions. This course satisfies the lab requirement for state universities.</p>	<p><b>Prerequisite:</b> Completion of Biology 1-2 and Algebra 1-2 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Chemistry Honors 1-2</b> Students will examine the nature of physical and chemical changes, with emphasis on quantitative analysis. This course provides a more rigorous curriculum with advanced content, faster pacing, and increased expectations for independent work, compared to the general science courses. This course satisfies the lab requirement for the state universities.</p>	<p><b>Prerequisite:</b> Completion of Biology 1-2 and Algebra 1-2 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Environmental Science 1-2</b> Students will analyze the relationships of living organisms to both living and nonliving components of ecosystems. Additionally, this course uses an integrated approach to teach chemistry concepts through the lens of environmental science. This course satisfies the integrated lab science requirement for state universities.</p>	<p><b>Prerequisite:</b> Biology 1-2 &amp; completion of 1 additional core science course <b>Credit:</b> 1 <b>Location:</b> All</p>

# SCIENCE

Description	Details
<p><b>Physics 1-2</b> Students will develop an understanding of motion, forces, energy, and energy conservation. Emphasis is on scientific inquiry, problem solving, and analyzing laboratory results. This is a laboratory science course that meets the entrance requirements for university admission in Arizona.</p>	<p><b>Prerequisite:</b> Passing grade in Algebra 1-2 &amp; Biology 1-2 &amp; Chemistry 1-2 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Physics Honors 1-2</b> Students will use mathematics to analyze mechanics, electricity and magnetism, heat and modern physics. This course provides a more rigorous curriculum with advanced content, faster pacing, and increased expectations for independent work, compared to the general science course. This is a laboratory science course that meets the entrance requirements for university admission in Arizona.</p>	<p><b>Prerequisite:</b> Passing grade in Algebra 1-2 &amp; Biology 1-2 &amp; Chemistry 1-2 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Anatomy/Physiology 1-2</b> Students will explore structure and function of the human body in health and disease. Specific chemistry concepts are studied as they relate to the human body. This course does include dissections.</p> <p>*Course may be offered for Dual Enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> Biology 1-2 and 2 lab courses <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Anatomy/Physiology Honors 1-2</b> Students will explore the structure and function of the major human body systems. This course provides a more rigorous curriculum with advanced content, faster pacing, and increased expectations for independent work, compared to the general science courses. This course does include dissections. Honors Anatomy and Physiology satisfies the advanced lab course requirement for the state universities.</p> <p>*Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> Biology 1-2 and 2 lab courses <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Physical Science 1-2</b> Students will investigate concepts of chemistry and physics, as well as mathematical applications. This laboratory-centered course involves students in building conceptual and mathematical models, as well as hands-on lab experiences. This course satisfies the integrated lab science requirement for state universities.</p>	<p><b>Prerequisite:</b> Completion of Biology and one other core science course. <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>AP Biology</b> Students will investigate the biochemical, homeostatic, and metabolic aspects of cell function, as well as gene regulation, the chromosomal and molecular basis of inheritance, human physiology, biotechnology, evolution, and ecology. Students are expected to take the AP Exam through which college credit may be earned. Students may receive dual enrollment credit pending instructor availability.</p>	<p><b>Prerequisite:</b> Biology 1-2 &amp; and either 2 other core courses, or concurrently enrolled into 3rd core course. <b>Credit:</b> 1 <b>Fees:</b> AP Exam Fee <b>Location:</b> All, iSchool</p>
<p><b>AP Chemistry</b> Students will use both qualitative and quantitative analysis techniques to explore matter and the changes that it undergoes. This course is equivalent to a first year college chemistry course. Students are expected to take the AP Exam through which college credit may be earned. Students may receive dual enrollment credit pending instructor availability.</p>	<p><b>Prerequisite:</b> Completion of Biology 1-2, Chemistry 1-2, and either completion or concurrently enrolled in 3rd year core course. <b>Credit:</b> 1 <b>Fees:</b> AP Exam Fee <b>Location:</b> All</p>

# SCIENCE

Description	Details
<p><b>AP Environmental Science</b> Students will focus on scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students identify and analyze environmental problems. Students are expected to take the AP Exam through which college credit may be earned. This course can substitute for General Environmental Science in the core course list. *Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> Biology 1-2 and Chemistry 1-2 <b>Credit:</b> 1 <b>Fees:</b> AP Exam Fee <b>Location:</b> iSchool, All</p>
<p><b>AP Physics 1</b> Students will examine Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. This two-semester lab science course is the equivalent to a first-semester college course in algebra-based physics. Students are expected to take the AP Exam through which college credit may be earned. This course can substitute for Physics 1-2 in the core course list. *Students may receive dual enrollment credit pending instructor availability.</p>	<p><b>Prerequisite:</b> Biology 1-2 &amp; Chemistry 1-2 <b>Credit:</b> 1 <b>Fees:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>AP Physics 2</b> Students will explore fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. This two-semester lab science course is the equivalent to a second-semester college course in algebra-based physics. Students are expected to take the AP Exam through which college credit may be earned.</p>	<p><b>Prerequisite:</b> Physics 1-2 or AP Physics 1 (1-2) <b>Credit:</b> 1 <b>Fees:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>AP Physics C</b> Students will examine mechanics, electricity, and magnetism. The sequence is parallel to or preceded by mathematics courses including calculus. The sequence is more intensive and analytic than the B course. Students are expected to take the AP Exam through which college credit may be earned.</p>	<p><b>Prerequisite:</b> Physics 1-2 or AP Physics 1 or AP Physics 2 and concurrent enrollment in Calculus <b>Credit:</b> 1 <b>Fees:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>Science Essentials 1-2</b> Students will address all four areas. In Scientific Inquiry, students will use the scientific process throughout the year while focusing on the three types of science. In Earth and Space Science, the focus will be on the human impact on the environment. In Life Science, the focus will be on organisms (plants and animals). In Physical Science, the focus will be on Energy.</p>	<p><b>Prerequisite:</b> ESS Department directed placement <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Science Essentials 3-4</b> Students will address all four areas. In Scientific Inquiry, students will use the scientific process throughout the year while focusing on the three types of science. In Earth and Space Science, the focus is on Earth geological processes. In Life Science, the focus is on biological processes. In Physical Science, the focus is on chemistry.</p>	<p><b>Prerequisite:</b> ESS Department directed placement <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Science Essentials 5-6</b> Students will address all four areas. In Scientific Inquiry, students will use the scientific process throughout the year while focusing on all three types of science. In Earth and Space Science, the focus is on the solar system. In Life Science, the focus is on the Human body and its functioning.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>

# SCIENCE

Description	Details
<p><b>Forensics 1-2</b> Students will explore how science and technology interact in the world of forensics. Students will learn how to lift fingerprints, footprints, as well as collect and analyze DNA evidence. This course does not meet state science requirements for high school graduation nor does it meet university entry requirements.</p>	<p><b>Prerequisite:</b> Biology 1-2 and completion of 2 core science courses <b>Credit:</b> 1 (elective) <b>Location:</b> All</p>
<p><b>Forensics: The Science of the Crime 1-2</b> Students will explore the role science and technology play in this fascinating and growing career by learning the specialized skills and techniques used during a crime scene investigation and how evidence and data is expertly collected, preserved, and analyzed.</p>	<p><b>Prerequisite: None</b> <b>Credit:</b> 1 (elective) <b>Location:</b> iSchool</p>
<p><b>Geo-Space Science 1-2</b> Students will study geochemical cycles, internal and external energy in the earth system, origin and evolution of the earth and the universe.</p>	<p><b>Prerequisite: Biology 1-2</b> and completion of 2 core science courses <b>Credit:</b> 1 <b>Location:</b> iSchool</p>
<p><b>Marine Science 1-2</b> Students will explore how vital the ocean is to our existence. With a focus on conservation, students study marine animals, their interactions with each other and environment. Students tour the evolving seafloor, trenches, volcanoes, and ridges. Students discover waves, currents, tides, and other interactions between ocean and land. Students study the impacts on our blue planet and how they affect water, atmosphere, and climate.</p>	<p><b>Prerequisite: None</b> <b>Credit:</b> 1 (elective) <b>Location:</b> iSchool</p>
<p><b>Agriscience II: Sustaining Human Life</b> Students will build on existing knowledge of plant science and delve deeper into important areas such as soil science and weed management. This course covers horticulture and plant science trends from creating hybrid species to growing edible plants in unlikely places.</p>	<p><b>Prerequisite: None</b> <b>Credit:</b> .5 (elective) <b>Location:</b> iSchool</p>
<p><b>Astronomy</b> Students will be introduced to the study of astronomy, its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.</p>	<p><b>Prerequisite: None</b> <b>Credit:</b> .5 (elective) <b>Location:</b> iSchool</p>

# SOCIAL STUDIES

One-Credit Courses	One-Credit Elective Courses	.5 Credit Elective Courses
World History 1-2	AP Human Geography	AP Macroeconomics
World History Honors 1-2	Sociology	Entrepreneurship
AP World History 1-2	Psychology	Introduction to Psychology
AP United States History 1-2	AP Psychology	Personal Psychology I
US/Arizona History 1-2		Personal Psychology II
AP Comparative Government and Politics		Real World Parenting
Social Studies Essentials 1-2		Social Media
Social Studies Essentials 3-4		World Cultures and Human Geography
Social Studies Essentials 5-6		World Religions
		U.S. Justice Systems

.5 Credit Courses
American and Arizona Government
AP United States Government and Politics
Principles of Economics
AP Microeconomics



# SOCIAL STUDIES

Description	Details
<p><b>World History 1-2</b> Students will explore a variety of people, events, and movements in world history with a focus on inquiry into the impact of social, geographic, political and economic influences on historical events including the study of peoples of Africa, the Americas, Asia and Europe. *Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>World History Honors 1-2</b> Students will research, read, write about and critically analyze topics such as: World Belief Systems; Interregional Interactions; Revolutions in Thought; Politics and Industry; World War One; World War Two; Genocides; Cold War; and Contemporary Global Issues, etc. This honors course will dive deeply and at a more rigorous pace into a variety of people, events, and movements in world history with a focus on inquiry into the impact of social, geographic, political and economic influences on historical events including the study of peoples of Africa, the Americas Asia and Europe.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>AP World History 1-2</b> Students will explore global history from the late 15th century to the present, analyzing significant events, movements, and developments across various regions. Emphasizing critical thinking and historical analysis, the curriculum connects past events to contemporary issues through lectures, discussions, primary source analysis, and research projects. *Students are expected to take the AP exam. *May also be offered for Dual Enrollment credit; HIS103-104 pending instructor certification</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fee:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>AP United States History 1-2</b> Students will investigate significant events, individuals, developments, and processes from approximately 1491 to the present day. Students will use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. *Students are expected to take the AP Exam *May also be offered for Dual Enrollment credit: HIS 103-104, pending instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fee:</b> AP Exam Fee (Dual Enrollment if applicable) <b>Location:</b> All, iSchool</p>
<p><b>US/Arizona History 1-2</b> Students will explore events and movements in United States with a focus on inquiry into the evolution of American democratic principles, changes in society, economic and geographical development and the emergence of the United States as a global power.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>AP Comparative Government and Politics</b> Students will be introduced to the fundamental tools utilized by political scientists to study the processes and outcomes of politics in a variety of country settings. Students will understand the major comparative politics and themes and generalizations, gain background knowledge of international political systems and governments, and compare and contrast international governments and political systems as presented in the course. May be offered as dual.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Social Studies Essentials 1-2</b> Students will address basics of world history. Emphasis is on increasing and refining the student's awareness of the students' place in the world, life changes, sequencing events, and conflict and resolution, including historical world events, that helps them approach responsible decision making and tolerance in real-life contexts. Students will use basic knowledge of world history as it pertains to the Social Studies standards. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>

# SOCIAL STUDIES

Description	Details
<p><b>Social Studies Essentials 3-4</b> Students will address basics of US history. Emphasis is on increasing and refining the student's awareness of personal life, impact of events on life, sequence of national events, current state and national issues, and population changes impact on life, that helps them approach responsible decision making and tolerance in real-life contexts. Students will expand their knowledge of US history as it pertains to the Social Studies standards. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Social Studies Essentials 5-6</b> Students will address basics of economics and civics/government. Emphasis is on increasing and refining the student's awareness of financial responsibility, insurance and benefits, needs and wants, forms of government, branches of government, laws, and current issues, that helps them approach responsible decision making and tolerance in real-life contexts. Students will apply their knowledge of economics and civics/government as it pertains to the Social Studies standards. This class is for students with significant disabilities who access the Arizona Alternative Academic Standards.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>American and Arizona Government</b> Students will explore history, principles, and foundations of our republic to prepare students to become active citizens. A comprehensive study of civics will be approached from many angles and perspectives with a focus on inquiry, foundations of governments, structures, elections, civil rights and liberties, public and foreign policies, etc.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Location:</b> All, iSchool</p>
<p><b>AP United States Government and Politics</b> Students will analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. This course is designed as a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States *. This course will prepare and students are expected to take the Advanced Placed Exam *May also be offered for Dual Enrollment credit: POS 110, pending instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Fee:</b> AP Exam Fee <b>Location:</b> All, iSchool</p>
<p><b>Principles of Economics</b> Students will explore the economic reasoning process to make informed decisions in a wide variety of contexts. This course will align and comply to that of Arizona State Social Science Standards.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Location:</b> All, iSchool</p>
<p><b>AP Microeconomics</b> Students will be introduced to the study of the consumers and producers that make up the economy: households, firms, governments, and community organizations. The course provides particular emphasis on the function of consumers and producers within the economic system. The course also offers analysis of the markets in which consumers and producers interact as well as non-market economics. *Students will be expected to take the AP exam. *Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Location:</b> All, iSchool</p>
<p><b>AP Human Geography</b> Students will explore the spatial relationships and patterns that shape human interactions with the environment, focusing on topics such as population dynamics, cultural landscapes, and global issues like climate change. The course emphasizes geographic concepts and tools, including map interpretation and spatial analysis, to understand the impact of human activities on physical and cultural landscapes. Through case studies, data analysis, and critical discussions, students will prepare for the AP exam while gaining a nuanced perspective on the complexities of our interconnected world. *Students are expected to take the AP Exam</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (elective) <b>Location:</b> All, iSchool</p>

# SOCIAL STUDIES

Description	Details
<p><b>Sociology</b> Students will explore topics such as socialization, social structures, deviance, race/ethnicity, religion, gender, social institutions, and collective behavior. This is an introductory course that will focus on the study of human interactions and group behavior.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (elective) <b>Location:</b> All, iSchool</p>
<p><b>Psychology</b> Students will focus on the scientific study of mental processes and behavior. This course will survey the scientific basis of psychology using the various theories and approaches of examining behavior over time. The topics will include: historical and modern perspectives, research methods, the biological basis of behavior, memory, cognition, learning, development, motivation, personality, intelligence, social psychology, psychological disorders and treatments. *Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (elective) <b>Location:</b> All</p>
<p><b>AP Psychology</b> Students will study human behavior and mental processes. This course focuses on the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with topics such as: biological bases of behavior; sensation and perception; learning, cognition and motivation, development, personality, intelligence, social psychology, psychological disorders and treatments. *Students are expected to take the AP Exam *May also be offered as Dual Enrollment credit: PSY 101, pending instructor availability and/or certification.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (elective) <b>Fee:</b> AP Exam Fee <b>Location:</b> All, iSchool</p>
<p><b>AP Macroeconomics</b> Students will be introduced to how the market system works, how prices are determined, why surpluses and shortages occur, and why incomes differ. This course will include topics such as: national income, price determination, economic performance measures, economic growth and international economics.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> iSchool</p>
<p><b>Entrepreneurship</b> Students will learn about what you'll need to own and operate a successful business. Students will explore creating a business plan, financing a business, and pricing products and services.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> iSchool</p>
<p><b>Introduction to Psychology</b> Students will explore how psychological perspectives influence personality and play a role in human development across the lifespan. Students examine how behaviors are developed, memories are stored and language is acquired. Students also learn about the symptoms and classifications of psychological disorders, along with the various forms of treatments available.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> iSchool</p>
<p><b>Personal Psychology I</b> Students will learn that self-knowledge is the key to self-improvement. Psychology is a subject that can be applied to everyday life. New research and ideas will change the way we view ourselves and each other.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> iSchool</p>

# SOCIAL STUDIES

Description	Details
<p><b>Personal Psychology II</b> Students will enrich the quality of lives by learning to understand the actions of others. Topics include the study of memory, intelligence, emotion, health, stress and personality.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> iSchool</p>
<p><b>Real World Parenting</b> Students will learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are some of the topics covered in this course.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> iSchool</p>
<p><b>Social Media</b> Students will learn that the world of Social Media revolves around them – their actions, their decisions, and their interests. Students will examine how much Social Media has evolved, and begin to understand how they can find authenticity and truth within an online world where you can “be” anyone. Students will also learn how your digital footprint makes a bigger impression than their physical one.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> iSchool</p>
<p><b>World Cultures and Human Geography</b> Students will focus on modern cultures and human geography by analyzing the cultural similarities and differences between and among world regions. Student research will include analysis of demographic data, news analysis and investigations of the political, social, economic and environmental factors and interactions.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> All, iSchool</p>
<p><b>World Religions</b> Students will focus on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taoism. Students will trace the major developments in these religions and explore their relationships with social institutions and culture along with the similarities and differences among the major religions.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> SRHS, iSchool</p>
<p><b>U. S. Justice System</b> Students will engage in authentic learning experiences while studying basic concepts of our civil and criminal judicial systems. Emphasis will be placed on individual rights, procedural and substantive due process and knowledge of law as related to daily rights and responsibilities.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Location:</b> All</p>

# WORLD LANGUAGES

One-Credit Courses
American Sign Language 1-2
American Sign Language 3-4
American Sign Language Honors 5-6
American Sign Language Honors 7-8
French 1-2
French 3-4
French Honors 5-6
AP French Language and Culture

One-Credit Courses
Spanish 1-2
Spanish 3-4
Spanish Honors 5-6
Spanish Honors 7-8
Spanish for Native Speakers 1-2
Spanish for Native Speakers 3-4
AP Spanish Language and Culture

Description	Details
<p><b>American Sign Language 1-2</b> Students will learn basic vocabulary, syntax, finger-spelling and grammatical non-manual signals. Students will develop gestural skills as foundation for ASL enhancement and will increase understanding of the Deaf Community.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>American Sign Language 3-4</b> Students will continue to practice basic vocabulary, syntax, finger spelling and grammatical non-manual signals. This course will focus on communicative competence. It will develop gestural skills as foundation for ASL enhancement. ASL 3-4 will introduce cultural knowledge and increase understanding of the Deaf Community.</p>	<p><b>Prerequisite:</b> American Sign Language 1-2 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>American Sign Language Honors 5-6</b> Students will use advanced vocabulary, syntax, fingerspelling, and grammatical non-manual signals. Students will further the knowledge of the culture and increase the understanding of the deaf community. Focus will be on target language and application. *Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> American Sign Language 3-4 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>American Sign Language Honors 7-8</b> Students will learn writing, expressive (speaking/signing), reading and receptive (listening), are combined with a study of the culture of the target language. Various classroom activities will be conducted in the target language (ASL) and students will be encouraged to use the language for communication. This course will provide opportunity to study vocabulary and ethical situations in relating to real life application as well as technical vocabulary to accompany the situation.</p>	<p><b>Prerequisite:</b> American Sign Language 5-6 <b>Credit:</b> 1 <b>Location:</b> All</p>

# WORLD LANGUAGES

Description	Details
<p><b>French 1-2</b> Students will focus on grammar, proper verb forms (i.e., agreement of verb and subject as well as gender), basic everyday expressions, and vocabulary. Students will be introduced to the cultures and geographies of France.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> SRHS</p>
<p><b>French 3-4</b> Students will focus on new and old grammar, practice French in meaningful ways, and develop their listening, speaking, reading, and writing skills. In addition, students will enhance their knowledge and understanding of French culture.</p>	<p><b>Prerequisite:</b> French 1-2 <b>Credit:</b> 1 <b>Location:</b> SRHS</p>
<p><b>French Honors 5-6</b> Students will continue expanding their French fluency in speaking, listening, reading and writing. This course includes role-play and writing skills used to build vocabulary and fluency, as well as to increase knowledge of French culture.</p>	<p><b>Prerequisite:</b> French 3-4 <b>Credit:</b> 1 <b>Location:</b> SRHS</p>
<p><b>AP French Language and Culture</b> Students will engage 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).</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Fee:</b> AP Exam Fee <b>Location:</b> SRHS</p>
<p><b>Spanish 1 -2</b> Students will focus on grammar, proper verb forms (i.e., agreement of verb and subject as well as gender), basic everyday expressions, and vocabulary. Students will be introduced to the cultures and geographies of Spanish-speaking countries.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Spanish 3-4</b> Students will focus on new and old grammar, practice Spanish in meaningful ways, and develop their listening, speaking, reading, and writing skills. In addition, students will enhance their knowledge and understanding of Hispanic culture. *Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> Spanish 1-2 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Spanish Honors 5-6</b> Students will continue expanding their Spanish fluency in speaking, listening, reading and writing. This course includes role-play and writing skills used to build vocabulary and fluency, as well as to increase knowledge of Spanish culture. *Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> Spanish 3-4 <b>Credit:</b> 1 <b>Location:</b> All, iSchool</p>
<p><b>Spanish Honors 7-8</b> Students will continue expanding their Spanish language skills in speaking, listening, reading and writing. This course continues to build vocabulary and fluency, as well as to increase knowledge of Spanish culture. Students will have a better command of the language through the immersion into the culture with art, music and literature.</p>	<p><b>Prerequisite:</b> Spanish 1-6 <b>Credit:</b> 1 <b>Location:</b> iSchool</p>

# WORLD LANGUAGES

Description	Details
<p><b>AP Spanish Language and Culture</b>            Students will engage in the exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products both tangible and intangible; practices and perspectives.            *Course may be offered for dual enrollment pending instructor availability.</p>	<p><b>Prerequisite:</b> Spanish 5-6 or instructor Permission  <b>Credit:</b> 1  <b>Fee:</b> AP Exam Fee  <b>Location:</b> All</p>
<p><b>Spanish for Native Speakers 1-2</b>            Students will focus on grammar and writing skills in formal speaking, reading, writing, and listening will be addressed. Students will also learn about, culture and geography. Designed for Native Speakers.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Location:</b> All</p>
<p><b>Spanish for Native Speakers 3-4</b>            Students will focus on grammar and writing that continues to prepare them to enter a multilingual world. All five competencies will continue to be addressed in this course include: speaking, reading, writing, listening, culture and geography. Designed for Native Speakers 3-4 is an intermediate course designed to meet the unique needs of the native Spanish speaker.</p>	<p><b>Prerequisite:</b> Spanish for Native Speakers 1-2  <b>Credit:</b> 1  <b>Location:</b> All</p>

## English One Credit Courses

AP Language and Composition
AP Literature and Composition
English 1-2
English 1-2 H
English 3-4
English 3-4 H
English 5-6
English 7-8

## Science One Credit Courses

Anatomy and Physiology 1-2 H (Prerequisite requirement)
Geospace 1-2
Biology 1-2
Chemistry 1-2
Chemistry 1-2 H
Physics 1-2
Physics 1-2 H
English 7-8

## Electives One Credit Courses

AP Psychology *Dual Option
Spanish 1-2
Spanish 3-4
Spanish 5 * Dual Option
Spanish 6 *Dual Option
Spanish 5-6 Honors
Spanish 7-8 H
Music Appreciation
Theater
PE 1-2
Physical Conditioning
Social Media

## Math One Credit Courses

AP PreCalculus *Dual Option
AP Calculus AB
Calculus
Algebra 1-2
Algebra 1-2 H
Algebra 3-4
Algebra 3-4 H
Geometry 1-2
Geometry 1-2 H
Financial Math 1-2

## Social Studies One Credit Courses

World History 1-2
World History 1-2 H
US/AZ History 1-2

## Social Studies .5 Credit Courses

AP Government and Politics (.5)
AP Microeconomics (.5)

# CTE – BUSINESS AND MARKETING

## Marketing

Location: DHS, VVHS, WCHS, SRHS

The Profession Sales & Marketing program is designed to prepare students for employment in various sales, customer service, advertising and promotion, and first-line supervisory positions in wholesale, retail, and service establishments. The program enables students to explore, understand, and apply marketing, management, and entrepreneurial principles. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

## Marketing Course Sequence



Description	Details
<p><b>Business and Marketing with Economic Application 1-2</b>                      Students will be provided with an overview of marketing occupations. This course introduces students to personalities in business, business math communications, cash register operation, change making, employee cooperation, career opportunities, product knowledge, consumer buying motives, and personal selling. It introduces the marketing functions. Concepts covered include receiving, merchandising, budgeting, pricing, markups and markdowns, retailing, and sales promotion. Instruction in current marketing techniques is utilized with hands-on experience in the school store. Students will be required to work in the school store. DECA is highly recommended for all students in this class.                      *This course may be offered for dual enrollment credit through Maricopa Community College District pending instructor availability.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Location:</b> All</p>
<p><b>Business and Marketing with Economic Application Honors 3-4</b>                      Students will prepare for marketing occupations. This course will cover the principles of successful business, personnel, marketing and distribution, marketing research, stock control, buying and pricing. We will also focus on budgeting, credit, collections, fundamentals of operating a new business. There is a large research component built into this class. Students will be required to work in the school store. DECA is highly recommended for all students in this class. College credit may be offered through dual enrollment with Maricopa County Community College District. (3 college credits can be earned in this class)  <i>Upon completion of Business Marketing 1-2 and 3-4, students may earn a .5 Economic credit.</i>                      *This course may be offered for dual enrollment credit through Maricopa Community College District pending instructor availability.</p>	<p><b>Prerequisite:</b>                      Business and Marketing with Economic Applications 1-2                      Industry Certification:                      Rise Up and Food Handlers  <b>Credit:</b> 1  <b>Location:</b> All</p>

# CTE – BUSINESS AND MARKETING

Description	Details
<p><b>Business and Marketing Specialization Honors 5-6</b>            Students will explore several specialty marketing areas including Sports and Entertainment, E-Commerce, Travel and Tourism, Hospitality Services, Restaurant Management, Apparel and Accessories, Business Services, Retail Merchandising, Financial Services Management, Vehicle and Petroleum Marketing and Entrepreneurship. Students will demonstrate expertise in one or more of the specified areas by completing a Marketing Management Simulation Project. Students will participate in the supervision of the school store and participate in DECA competition and conferences. Three college credits are available for this class.</p>	<p><b>Prerequisite:</b>            Business and Marketing with Economic Applications 3-4 Honors  <b>Credit:</b> 1  <b>Location:</b> All</p>
<p><b>Business and Marketing Specialization Honors 7-8</b>            Students will collaborate with local businesses, learn leadership skills, public speaking and become proficient in giving business presentations. This course is for students who have completed Marketing 5-6 and want to use their marketing skills to create written research projects used for DECA competition. In addition, students will participate as managers of the school store and participate as a leader in DECA. Up to six college credits are available for this class.</p>	<p><b>Prerequisite:</b>            Business and Marketing Specialization 5-6 Honors  <b>Credit:</b> 1  <b>Location:</b>All</p>
<p><b>Business and Marketing Internship</b>            Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b>            Application  <b>Credit:</b> 1 /Repeatable  <b>Location:</b> All</p>

# CTE – COMMUNICATIONS MEDIA

## Graphic Design

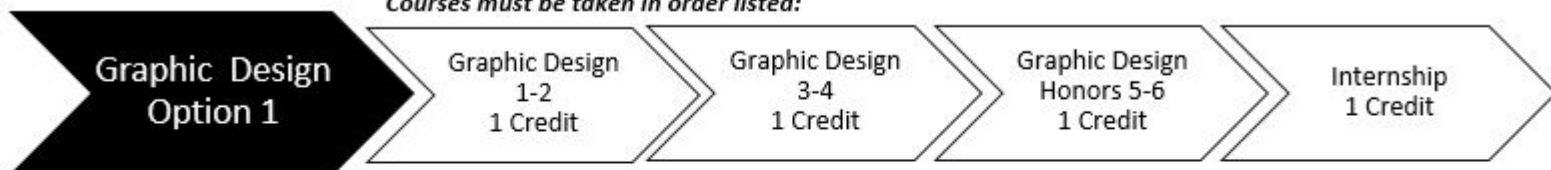
Location: DHS, SRHS, VVHS, WCHS

The Graphic Design program is designed to prepare students to apply technical knowledge and skills in the manufacture and distribution or transmission of graphic communications products. In addition to technical skills, students completing this program will also develop advanced critical thinking, career development, applied academics, life management, business, economic and leadership skills required for graphic communications occupations. (Each course is yearlong, divided into two semesters.)

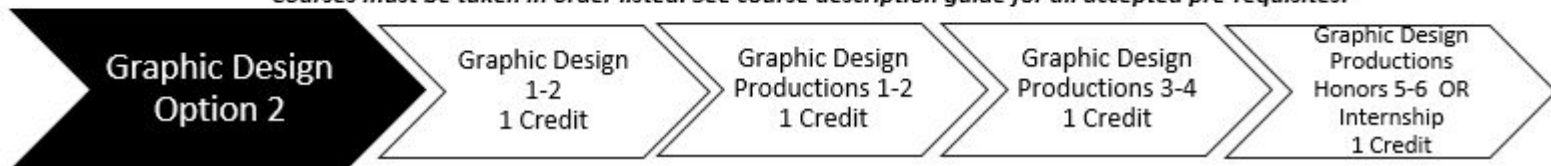
\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

## Graphic Design Course Sequence

*Courses must be taken in order listed:*



*Courses must be taken in order listed. See course description guide for all accepted pre-requisites:*



Description	Details
<p><b>Graphic Design 1-2</b> Students will be introduced to design principles used in Graphic Design and Digital Communication fields. This is a survey course in which students will learn about the basic elements and principles of art and design through the use of photography and the Adobe Creative Suite including InDesign, Illustrator and Photoshop. The class will be project-based with an emphasis on career and personal use. This is a challenging course, and each student is expected to be self-motivated, responsible and able to work independently to meet deadlines. College credit may be offered through dual enrollment with Maricopa County Community College District.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Graphic Design 3-4</b> Students will continue to go beyond the skills developed in Graphic Design 1-2. The course emphasis will be on teaching students advanced Adobe Photoshop, Illustrator, InDesign, and Acrobat techniques. Additionally, students will apply sophisticated layout, design and graphic creation processes in the production of a wide variety of real-world print, web, and digital media artifacts. College credit may also be offered via dual enrollment through the Maricopa Community College District.</p>	<p><b>Prerequisite:</b> Graphic Design 1-2 <b>Credit:</b> 1 <b>Location:</b> All</p>

# CTE – COMMUNICATIONS MEDIA

Description	Details
<p><b>Graphic Design Honors 5-6</b> Students will apply skills learned in Graphic Design 1-4. In this project-based course, students will function as real-world, freelance, graphic communications entities. During the course of the year, students will acquire clients from the school, school district, or local community fulfilling their individual graphic communication needs. At the end of the course, students will have created a digital and/or print portfolio of their work to be used for job interviews, college admissions packages, and internship assignments. College credit may also be offered via dual enrollment through the Maricopa Community College District.</p>	<p><b>Prerequisite:</b> Graphics Design 3-4 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Graphic Design Production 1-2</b> Students will produce, manage and distribute the school's annual publication (yearbook). Students will develop skills in writing, marketing, layout design, art/graphics, photography, teamwork with a standards-based approach to the basic concepts in information Technology/Graphic Arts Communication. This course will emphasize positive work attitudes and employment skills while expanding knowledge of basic business concepts and procedures. After-school work to meet deadlines and to research stories and photograph school functions is required.</p>	<p><b>Prerequisite:</b> Graphic Design 1-2, or Teacher Approval <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Graphic Design Production 3-4</b> Students will produce, manage and distribute the school's annual publication (yearbook). Students will further develop skills in writing, marketing, layout design, art/graphics, photography, teamwork with a standards-based approach to the basic concepts in information Technology/Graphic Arts Communication. This course will emphasize positive work attitudes and employment skills while expanding knowledge of basic business concepts and procedures. After-school work to meet deadlines and to research stories and photograph school functions is required.</p>	<p><b>Prerequisite:</b> Graphic Design Production 1-2 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Graphic Design Production Honors 5-6</b> Students will mentor and provide leadership to Graphic Design Production 1-2 and 3-4 students in addition to producing, managing and distributing the school's annual publication (yearbook). Further development skills in writing, marketing, layout design, art/graphics, photography, teamwork and leadership with a standards-based approach to the basic concepts in information Technology/Graphic Arts Communication. This course will emphasize positive work attitudes and employment skills while expanding knowledge of basic business concepts and procedures. After-school work to meet deadlines and to research stories and photograph school functions is required.</p>	<p><b>Prerequisite:</b> Graphic Design Production 3-4 <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>
<p><b>Graphic Design Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1 /Repeatable <b>Location:</b> All</p>

# CTE – COMMUNICATIONS MEDIA

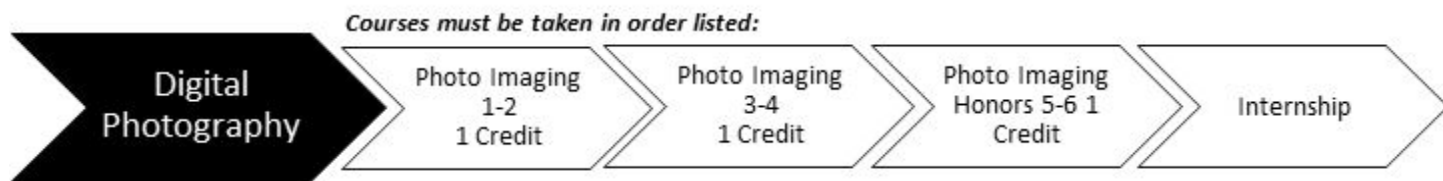
## Digital Photography

Location: DHS

The Digital Photography program provides students interested in areas such as Photojournalism, Still Photography, Portraiture, or Digital Media an opportunity to gain experience with the latest graphic software, digital cameras, and studio equipment. Students will develop individual portfolios, have an opportunity to display their work, and, in the Intermediate and Advanced courses, expand their business sense by finding and serving actual clients both on and off campus. All students can elect to take the Adobe Certified Associate (ACA) exam. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

## Digital Photography Course Sequence



Description	Details
<p><b>Photo Imaging 1-2</b> Students will develop basic composition, lighting, and camera operation skills using digital cameras. They will explore photography-related careers. This course will introduce students to several industry-related computer programs including Adobe Photoshop. The outcome of the course is a basic portfolio that reflects the course objectives and the student’s photographic style.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS</p>
<p><b>Photo Imaging 3-4</b> Students will deepen their photographic skills using film and 35mm film cameras, plus medium and large format cameras. Additionally, students will explore traditional film development, printing and design and produce advanced skills Adobe Photoshop projects, create a business plan for a photography business, apply scenario-based learning to actual “real world” photo assignments, and apprentice with a master photographer.</p>	<p><b>Prerequisite:</b> Photo Imaging 1-2 <b>Credit:</b> 1 <b>Location:</b> DHS</p>
<p><b>Photo Imaging Honors 5-6</b> Students will participate as an apprentice and/or intern with area graphics industry stakeholders. This class is an independent studies program where students will be encouraged to perform campus and district photography assignments; further, they will develop and submit proposals for photo-based products to the district, local government, and businesses. Students will strive for advanced certification in Adobe software. The outcome of this class will result in multiple-format portfolios for specific markets, a resume that reflects on-the-job photography experience, references from three graphics industry resources, and a multi-year plan of post-secondary education or an industry-approved business plan. Students will be prime candidates for scholarships, grants, and other aids to advance their development as professionals in Graphic Communications. *This course may be offered for dual enrollment credit through Maricopa County Community College District pending instructor availability.</p>	<p><b>Prerequisite:</b> Photo Imaging 3-4 <b>Credit:</b> 1 <b>Location:</b> DHS</p>
<p><b>Digital Photography Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1/Repeatable <b>Location:</b> DHS</p>

# CTE – COMMUNICATIONS MEDIA

## Digital Animation

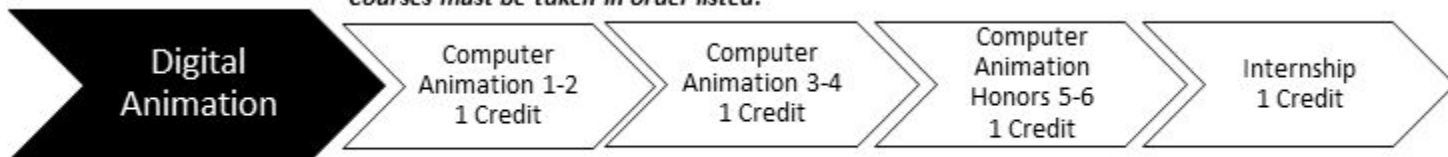
Location: VVHS, SRHS

The Animation program introduces students to computer animation techniques using 2D computer images and 3D computer animation. Students will utilize cutting-edge software applications and will create 3-D graphics and animations to produce engaging, life-like digital images and animations with exciting visual effects. Students will also explore career options and opportunities in the digital animation field and also have an opportunity to participate in the Computer Animation & Game Design Club. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

## Digital Animation Course Sequence

*Courses must be taken in order listed:*



Description	Details
<p><b>Computer Animation 1-2</b> Students will participate in a project-based course introducing techniques for computer animation in the areas of 2-D and 3-D animation. The three phases of production (pre-production, production and post-production) are taught in detail and used for all projects. Specific topics that are covered are storyboarding, keyframing, scene composition and lighting, Stop Action animation, Rotoscoping, Web Banners, 3-D modeling, and basic coding. Computer animation concepts will utilize software applications such as Adobe Flash and Blender. Students will create 2-D and 3-D animations to produce engaging, real world, digital experiences. Students will begin to explore career options.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> VVHS, SRHS</p>
<p><b>Computer Animation 3-4</b> Students will participate in the next level of this project-based course allowing students to continue on the career path laid out in Computer Animation 1-2. This includes further investigation into 2-D and 3-D techniques such as lip syncing, game design, video integration, creation of complex 3-D worlds, custom textures, and advanced coding. Computer animation concepts may utilize programs such as Blender, Autodesk Maya, Adobe Creative tools and HTML5. Students will construct engaging animation clips as well as short games. Students will explore further career opportunities as well as possible internships in animation and game design.</p>	<p><b>Prerequisite:</b> Computer Animation 1-2 <b>Credit:</b> 1 <b>Location:</b> VVHS, SRHS</p>
<p><b>Computer Animation Honors 5-6</b> Students will use the knowledge gained from previous courses to create and individualized, personal learning experience geared toward their future career interests. The course will focus on creating a professional electronic portfolio, demo reel that can be used in industry or college interview situations, and a service learning project in which they will provide a service to an organization or business. All information will be documented using Production notebooks that will follow each project to its completion. Additional areas of focus will be software certification and understanding the business side of working on a team and/or as a freelance artist.</p>	<p><b>Prerequisite:</b> Computer Animation 3-4 <b>Credit:</b> 1 <b>Location:</b> SRHS, VVHS</p>
<p><b>Animation Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1 /Repeatable <b>Location:</b> VVHS, SRHS</p>

# CTE – COMMUNICATIONS MEDIA

## Film and TV Production

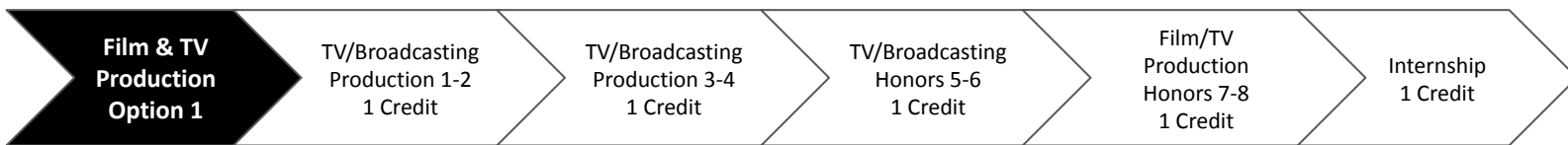
Location: DHS, SRHS, WCHS, VVHS

The Film & TV Broadcasting program is designed to prepare students to apply technical knowledge and skill in the broadcast journalism, film video, and live or mixed media productions. As well as prepare students for employment in various positions within Radio, TV and Film Industries. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

## Film and TV Production Course Sequence

Courses must be taken in order listed:



Courses must be taken in order listed:



Description	Details
<p><b>TV/Broadcast Production 1-2</b> Students will learn the technical computer application side of video and multimedia production as it relates to over-the-air, cable, and closed circuit broadcasting. Students will be introduced to studio functions in the production of live and pre-recorded media. These students will be responsible for the production of the school's daily video announcements, as well as students' own location and studio projects which will be rebroadcast on the local public access channel and will be made available for download as podcasts. This course may require after-school work to meet deadlines and cover newsworthy events throughout campus, the district, and community.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> ALL</p>
<p><b>TV/Broadcast Production Honors 3-4</b> Students will further their understanding of the technical computer application side of video and multimedia production as it relates to over-the-air, cable, and closed circuit broadcasting. Working from the foundational skills developed in the TV/Broadcast Production 1-2 course, students will develop advanced techniques and skills. Students will also be responsible for key studio functions such as anchors and managers in the production of live and pre-recorded media acting as lead persons for the production of the school's daily video announcements as well as students' own location and studio projects. This course requires after-school work to meet deadlines and cover newsworthy events throughout campus, the district, and community.</p>	<p><b>Prerequisite:</b> TV/Broadcast Production 1-2 <b>Credit:</b> 1 <b>Location:</b> ALL</p>

\*Not all courses are available at all schools.

# CTE – COMMUNICATIONS MEDIA

Description	Details
<p><b>TV/Broadcast Production Honors 5-6</b>            Students will lead, mentor and produce a portfolio-type creation of video and multimedia production as it relates to over-the-air, cable, and closed circuit broadcasting. Working from the intermediate skills developed in the two previous TV/Broadcast Production courses, students will develop advanced techniques in interviewing, story development, on-air talent, multi-camera usage, lighting techniques, news gathering, sound utilization, and pre- and post-production work. Students will be responsible for mentoring, leading, and training underclassmen during the production of the school’s daily video announcements. This course may requires after school work to meet deadlines and cover newsworthy events throughout campus, the district, and community.</p>	<p><b>Prerequisite:</b>            TV/Broadcast Productions 3-4 Honors  <b>Credit:</b> 1  <b>Location:</b> ALL</p>
<p><b>Film &amp; TV Production 7-8 Honors</b>            Film and TV Production 7/8 Honors ensures Dysart USD provides a complete, four-year sequence in the Film and TV Broadcasting program. This capstone course is designed to allow students to apply the technical skills acquired in previous courses to real-world productions. Students will lead teams, manage complex projects, and produce content for authentic audiences, thus simulating industry-level expectations.</p>	<p><b>Prerequisite:</b>  <b>TV/Broadcast Production 5/6</b>  <b>Credit:</b> 1  <b>Location:</b> All</p>
<p><b>Film &amp; TV Internship</b>            Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b>            Application  <b>Credit:</b> 1/Repeatable  <b>Location:</b> ALL</p>

# CTE – PUBLIC SERVICE CAREERS

## Law and Public Safety

Location: VVHS

The Law, Public Safety and Security instructional program prepares students to perform technical services involved in planning, organizing, researching, directing and controlling functions and process related to the provision of Law, Public Safety and Security Services. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

### Law and Public Safety Course Sequence



Description	Details
<p><b>Law Enforcement 1-2</b> Students will be introduced to basic concepts of the civil and criminal judicial systems. Special emphasis will be placed on physical conditioning, discipline and basic law enforcement principles and practices in daily life. *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>Law Enforcement 3-4</b> Students will apply academic and technical knowledge and skills to a variety of settings within law enforcement. Students will be exposed to various aspects of law enforcement. Participation in the Police Explorer Program is encouraged. Students will be subjected to a background check and fingerprinting as a part of this course.</p>	<p><b>Prerequisite:</b> Law Enforcement 1-2 <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>Law Enforcement 5-6</b> Students will apply advanced technical knowledge and skills to a variety of settings within law enforcement. Students will be exposed to various aspects of law enforcement administrative functions. Participation in the Explorer program is encouraged. Students will be subject to background check and fingerprinting as part of this course.</p>	<p><b>Prerequisite:</b> Law Enforcement 3-4 <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>Law and Public Safety Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1/Repeatable <b>Location:</b> VVHS</p>

# CTE – PUBLIC SERVICE CAREERS

## Emergency Medical Services

Location: VVHS (1st & 2nd Hour class open to all DUSD Schools)

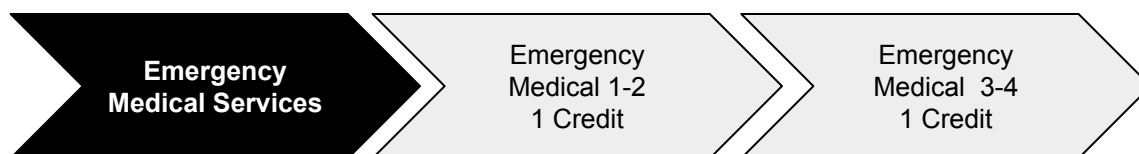
The Emergency Medical Technician program prepares students to properly manage various medical emergencies, while preparing students to take the National Registry of Emergency Medical Technician Certification along with CPR and AED Certifications.

\*Students should choose two (2) or more semester long courses offered in this program in order to complete a course sequence to be considered a concentrator.

\*Open to Seniors at all DUSD Schools through application process

\*Must provide own transportation

Courses must be taken in order listed:



Description	Detail
<p><b>Emergency Medical Technician 1-2</b> Students will be prepared to recognize, assess, and manage medical emergencies in the pre-hospital environment. This is entry-level training in the Emergency Medical Services career field. This program will develop the student's knowledge and confidence of performing critical assessments to manage patients suffering with medical and trauma-related emergencies. The EMT program will develop the leadership and critical thinking skills necessary for becoming a critical part of an EMT team to assist in managing patient crisis situations. This program is in partnership with Surprise Fire EMS services and will be taught by current Surprise Fire staff members.. Students in this semester will prepare for taking The National Registry of Emergency Medical Technician Certification while completing both CPR and AED Certifications.</p> <p>* This course may be offered for college credit through Maricopa Community Colleges.</p>	<p><b>Prerequisite:</b> Application <b>Credit: 2</b> <b>Location:</b> VVHS *Open to all DUSD Students</p>
<p><b>Emergency Medical Technician 3-4</b> Students will be prepared to recognize, assess, and manage medical emergencies in the pre-hospital environment. This is entry-level training in the Emergency Medical Services career field. This program will develop the student's knowledge and confidence of performing critical assessments to manage patients suffering with medical and trauma-related emergencies. The EMT program will develop the leadership and critical thinking skills necessary for becoming a critical part of an EMT team to assist in managing patient crisis situations. This program is in partnership with Surprise Fire EMS services and will be taught by current Surprise Fire staff members. Students will prepare and take the National Registry of Emergency Medical Technician Certification.</p> <p>* This course may be offered for college credit through Maricopa Community Colleges.</p>	<p><b>Prerequisite:</b> Application <b>Credit: 2</b> <b>Location:</b> VVHS *Open to all DUSD Students</p>

# CTE – PUBLIC SERVICE CAREERS

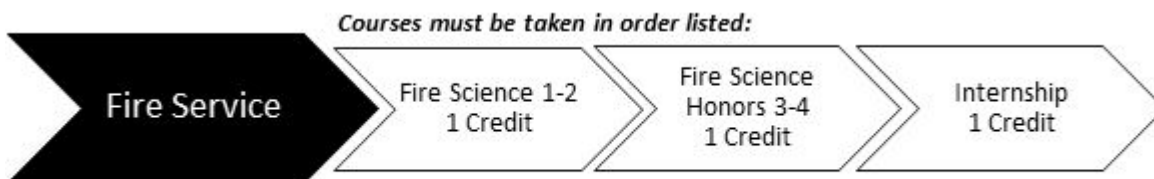
## Fire Science

Location: VVHS

The Fire Science program prepares students to perform technical services involved with planning, organizing, researching, directing, and controlling functions and processes related to the provision of Fire Science services. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

## Fire Service Course Sequence



Description	Details
<p><b>Fire Science 1-2</b> Students will apply academic, technical knowledge and skills to a variety of settings within the firefighting response. This course is designed with lessons in fire behavior, safety, building construction, nutrition and wellness, fire department equipment and tools as well as the history and culture of the fire service. Students will collaborate in community service projects with local charities and fire departments. *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>Fire Science Honors 3-4</b> Students will apply advanced academic knowledge, technical knowledge, and skills to a variety of settings within firefighting and emergency response. This course is designed to acquaint students with various aspects of the firefighting professions through training in rope rescue, vehicle extrication, fire hydraulics, the chemistry of fire behavior, helicopter operations, command procedures, public life safety education projects, oral board interviewing, and more. A partnership with the Surprise Fire Department and hospitals will provide the opportunity for off-campus experiences or a professional internship. Participation in the program's Career and Technical Student Organizations is required. Students in this class will compete locally, regionally, and nationally. * This course may be offered for dual enrollment credit through Glendale Community College pending instructor availability.</p>	<p><b>Prerequisite:</b> Fire Science 1-2 <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>Fire Science Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1/Repeatable <b>Location:</b> VVHS</p>

# CTE – PUBLIC SERVICE CAREERS

## Army JROTC

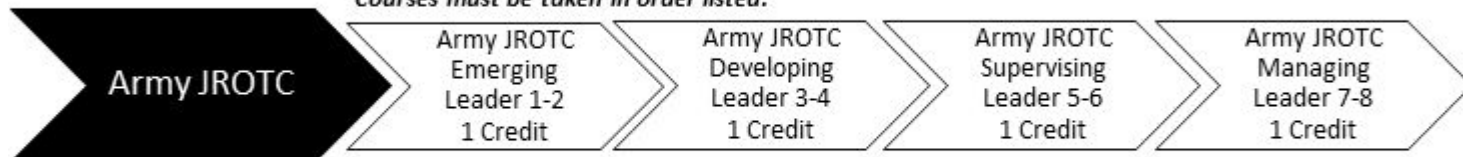
Location: DHS

The Army Junior Reserve Officer Training Corp (J.R.O.T.C.) program helps prepare high school students for various responsible leadership jobs of choice in the civilian workforce, private enterprise or military service. The mission of JROTC is “to motivate young people to be better citizens. Students will participate in JROTC activities. It consists of both classroom and field experience. As a cadet, students will earn the privilege of participating in Spring Camp and Summer Camp. Competitive teams include: Raiders, color guard, rifle, and drill.

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

### Army JROTC Course Sequence

*Courses must be taken in order listed:*



Description	Details
<p><b>Army JROTC Emerging Leader 1-2</b> Students will develop leadership, self-reliance, responsiveness to authority, physical fitness, and attributes related to good citizenship, and patriotism. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, first-aid, geography, American history and government, communications, and emotional intelligence. *Physical Education credit may be earned by successfully completing this course and meeting all required criteria.</p>	<p><b>Prerequisite:</b> Written Consent Parent/Guardian <b>Credit:</b> 1 <b>Location:</b> DHS</p>
<p><b>Army JROTC Developing Leader 3-4</b> Students will experience increasing personal leadership opportunities. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence.</p>	<p><b>Prerequisite:</b> Army JROTC Emerging Leader 1-2 <b>Credit:</b> 1 <b>Location:</b> DHS</p>
<p><b>Army JROTC Supervising Leader 5-6</b> Students will assume increasing responsibility for the training and instruction of newer cadets. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence.</p>	<p><b>Prerequisite:</b> Army JROTC Developing Leader 3-4 <b>Credit:</b> 1 <b>Location:</b> DHS</p>
<p><b>Army JROTC Managing Leader 7-8</b> Students will assume responsibility for the planning and conduct of all JROTC activities, under the guidance of their instructors. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence.</p>	<p><b>Prerequisite:</b> Army JROTC Supervising Leader 5-6 <b>Credit:</b> 1 <b>Location:</b> DHS</p>

# CTE – PUBLIC SERVICE CAREERS

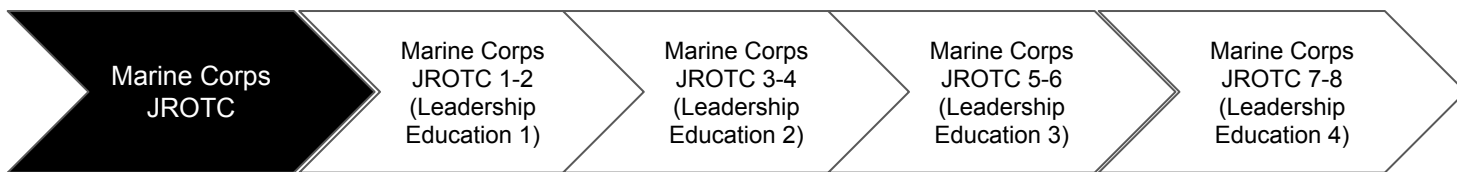
## Marine Corps JROTC

Location: WCHS

The Marine Corps Junior Reserve Officer Training Corp (JROTC.) program helps prepare high school students for various responsible leadership jobs of choice in the civilian workforce, private enterprise or military service. The mission of MCJROTC is “to motivate young people to be better citizens. Students will participate in JROTC activities. It consists of both classroom and field experience. As a cadet, students will earn the privilege of participating in Spring Camp and Summer Camp. Competitive teams include: Raiders, color guard, rifle, and drill.

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

### Marine Corps JROTC Course Sequence



Description	Details
<p><b>Marine JROTC 1-2</b> This introductory course focuses on the fundamentals of leadership, citizenship, and personal development. Students are introduced to Marine Corps values, leadership traits and principles, and the importance of responsibility and discipline. Instruction includes basic drill and ceremonies, physical fitness, health and wellness, and an overview of U.S. government and civic responsibilities. Emphasis is placed on building confidence, teamwork, and a strong foundation in personal responsibility.</p>	<p><b>Prerequisite:</b> Written Consent Parent/Guardian <b>Credit:</b> 1 <b>Location:</b> WCHS</p>
<p><b>Marine JROTC 3-4</b> This course expands on leadership concepts and introduces students to increased responsibility within the cadet organization. Students deepen their understanding of citizenship, national defense, and the role of the military in society. Instruction includes intermediate drill, leadership application, personal finance, and career preparation. Students develop stronger communication, decision-making, and teamwork skills while participating in structured leadership opportunities and community service activities.</p>	<p><b>Prerequisite:</b> Marine JROTC 1-2 <b>Credit:</b> 1 <b>Location:</b> WCHS</p>
<p><b>Marine JROTC 5-6</b> This advanced course emphasizes applied leadership and management skills. Students take on leadership roles within the cadet corps and are responsible for planning, organizing, and leading activities. Curriculum focuses on advanced leadership principles, mentoring, written and oral communication, and expanded instruction in military subjects such as navigation, military history, and first aid.</p>	<p><b>Prerequisite:</b> Marine JROTC 3-4 <b>Credit:</b> 1 <b>Location:</b> WCHS</p>
<p><b>Marine JROTC 7-8</b> This capstone course is designed for senior cadet leaders. Students assume primary leadership roles within the program and are responsible for managing unit operations, mentoring underclassmen, and executing major events. Instruction emphasizes leadership evaluation, organizational management, ethics, and advanced citizenship. Students refine their leadership style, demonstrate accountability, and prepare for post-secondary pathways including college, careers, and military service.</p>	<p><b>Prerequisite:</b> Marine JROTC 5-6 <b>Credit:</b> 1 <b>Location:</b> WCHS</p>

# CTE – EDUCATION AND TRAINING

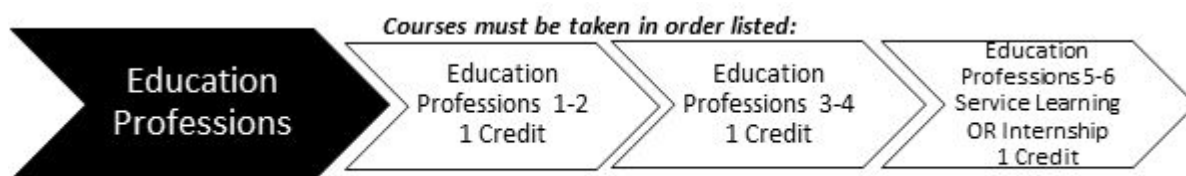
## Education Professions

Location: SRHS

The Education Professions program is designed to prepare students for employment or post secondary opportunities in the education field. The program provides instruction in education career choices, education structure and systems, theory, pedagogy, developmental stages, learning styles and methodology. The program also provides interactive experiences with students at different age levels, in a variety of content areas in educational environments. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

## Education Professions Course Sequence



Description	Details
<p><b>Education Professions 1-2</b> Students will experience the wide range of educating youth, including teaching, coaching, counseling and administration. Students will begin to develop their educational philosophy, build sound pedagogical practices, and study optimal learning environments. Students will participate in ongoing field experience with veteran teachers, coaches, counselors and others in the education field. Dual credit may be obtained from the Maricopa County Community College system for this program. Students enrolled in the Ed Professions program will participate and be affiliated with the national organization, Educators Rising. *This course may be offered for dual enrollment credit through a college, depending on instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> SRHS</p>
<p><b>Education Professions 3-4</b> Students will work in the field of education enabling them to investigate the wide world of educating youth on a deeper level. Students will continue to develop their educational philosophy, build sound pedagogical practices, and study optimal learning environments. In addition, communication skills, lesson planning, teaching methods, classroom responsibilities, educational issues professional development and classroom management skills will be emphasized in class. Students will continue to participate in ongoing field experience with veteran teachers, coaches, counselors and others in the field of education. Dual credit may be obtained from the Maricopa County Community College system for this program. Students participating in Education Professions 3-4 will be members of and affiliated with the national organization, Educators Rising. *This course may be offered for dual enrollment credit through a college, depending on instructor availability.</p>	<p><b>Prerequisite:</b> Education Professions 1-2 <b>Credit:</b> 1 <b>Location:</b> SRHS</p>

# CTE – EDUCATION AND TRAINING

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Descriptions	Details
<p><b>Education Professions 5-6 Service Learning</b>            Students will continue to work in the field of education by using community-based learning done through service projects that benefit community organizations. Students will foster civic responsibility by creating and implementing a service-learning project of their choosing. This class supports and provides resources for hands-on individual and student group volunteering. Dual credit may be obtained from the Maricopa County Community College system for this class. Students participating in Education Professions 5-6 will be members of and affiliated with the national organization, Educators Rising.</p>	<p><b>Prerequisite:</b> Education Professions 3-4  <b>Credit:</b> 1  <b>Location:</b> SRHS</p>
<p><b>Education Professions Internship</b>            Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application  <b>Credit:</b> 1 /Repeatable  <b>Location:</b> SRHS</p>

# CTE – ENGINEERING SCIENCES & INFORMATION TECHNOLOGY

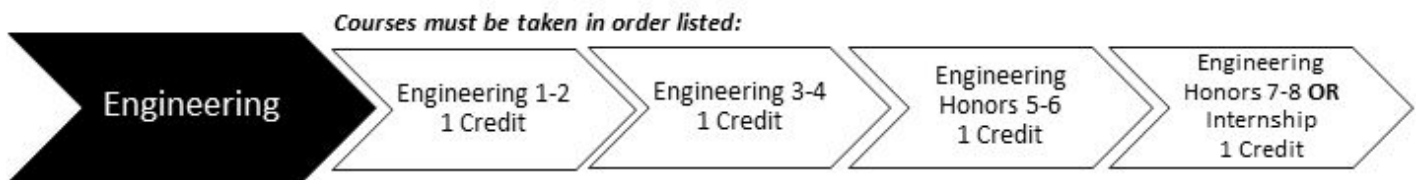
## Engineering

Location: SRHS

The Engineering program is designed for students to explore careers in technology, industry and engineering. Students will explore entry, semi-professional and professional levels of careers through hands-on projects in the area of engineering (transportation, electrical, mechanical, civil power and construction). They will also participate in class activities and projects and hear speakers in the areas of engineering technology and industrial careers. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

## Engineering Course Sequence



Description	Details
<p><b>Engineering 1-2</b> Students will be exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. This project-based class allows students to employ engineering and scientific concepts in the problem-solving process. Students will use state of the art 3D solid modeling design software and robotics systems. Student Organization: SkillsUSA</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> SRHS</p>
<p><b>Engineering 3-4</b> Students will develop a further understanding of engineering and technology, address design problems using a solution-finding process and select optimal design. Intermediate Engineering provides students with the opportunity to develop skills and understanding of course concepts through activity-, project- and problem-based learning. Students will use interactive 3D design engineering software, robotic systems, machining technology as well as 3D and Laser printing technologies. Student Organization: SkillsUSA</p>	<p><b>Prerequisite:</b> Engineering 1-2 <b>Credit:</b> 1 <b>Location:</b> SRHS</p>
<p><b>Engineering Honors 5-6</b> Students will continue to develop an understanding of engineering and technology, address design problems using a solution-finding process and select optimal design. Advanced Engineering provides students with the opportunity to develop skills and understanding of the different concepts and disciplines of engineering through activities, projects and problem-based learning. Students will design and build a solar go-kart as well as building competition robots. Students will use interactive 3D design engineering software, robotic systems, Machining technology as well as 3D printing and Laser engraving technologies. Concepts will include the study of simple machines, circuits, mechanics of material, static and dynamics. Student Organization: SkillsUSA</p>	<p><b>Prerequisite:</b> Engineering 3-4 <b>Credit:</b> 1 <b>Location:</b> SRHS</p>

# CTE – ENGINEERING SCIENCES & INFORMATION TECHNOLOGY

Description	Details
<p><b>Engineering Honors 7-8</b>            Students will use the engineering process to gather information about problems in their community and develop working solutions. The projects will span various disciplines of the engineering spectrum and will vary depending on the community's needs. The course will follow the framework of the EPICS program developed by ASU. Students will form design teams, research community needs and build a workable solution. The class is designed to be a capstone to the engineering curriculum and combine the skills students have developed in high school in all of their classes. Student Organization: SkillsUSA.</p>	<p><b>Prerequisite:</b>            Engineering 5-6 Honors  <b>Credit:</b> 1  <b>Location:</b> SRHS</p>
<p><b>Engineering Internship</b>            Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b>            Application  <b>Credit:</b> 1/Repeatable  <b>Location:</b> SRHS</p>

# CTE – ENGINEERING SCIENCES & INFORMATION TECHNOLOGY

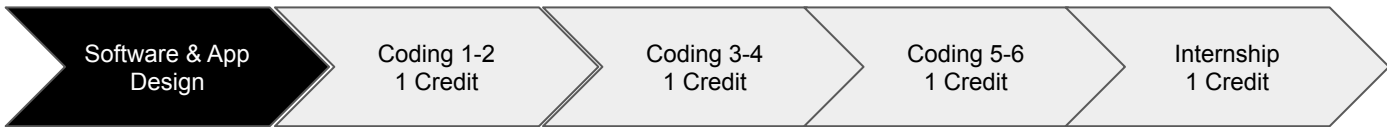
## Software and App Design

Location: SRHS

The Software Development program is designed to prepare students for employment/postsecondary education related to the design, development, installation, implementation, use and management of computers with an emphasis on writing code. An integrated approach of teaching and learning is provided as students enhance their technical knowledge and skills that are associated with functions within Software Development occupations. In addition to the occupation related skills, students completing this program will also develop advanced critical thinking, applied academic, interpersonal relations, life management, business, economic, and leadership skills. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

## Software and App Design Course Sequence



Description	Details
<p><b>Coding 1-2</b> Students will learn how information technology systems operate. This course introduces principles of computers, basic concepts of computer maintenance and network technologies with an emphasis on software development. Students will also acquire an understanding of the IT industry, computer mathematics, and the evolution of the computer.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> SRHS</p>
<p><b>Coding 3-4</b> Students will apply software theory and programming methods to the solutions of authentic business data problems. This course will offer the skills necessary to competently perform in the industry, as well as pass the necessary exams to obtain certification.</p>	<p><b>Prerequisite:</b> Coding 1-2 <b>Credit:</b> 1 <b>Location:</b> SRHS</p>
<p><b>Coding 5-6</b> This advanced course follows the Arizona Department of Education's CTE Software Development Standards and builds on prior coding experience. Students will deepen their skills in advanced software design, apply project management methods such as Agile and Scrum, and practice testing, debugging, and deploying applications. Topics include the use of advanced data structures and algorithms, API development and integration, and designing both mobile and web applications. Learners will also explore key concepts in cybersecurity and cloud-based solutions, preparing them for industry-level software development challenges.</p>	<p><b>Prerequisite:</b> Coding 1-2 &amp; 3-4 <b>Credit:</b> 1 <b>Location:</b> SRHS</p>
<p><b>Coding Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1/Repeatable <b>Grade:</b> 12 <b>Location:</b> SRHS</p>

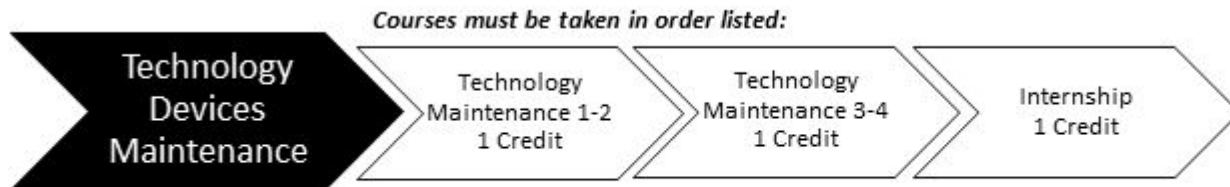
# CTE – ENGINEERING SCIENCES & INFORMATION TECHNOLOGY

## Technology Devices Maintenance

**Location:** VVHS

This program prepares students to apply technical knowledge and skill in PC hardware and software systems with an emphasis on PC repair and maintenance. This option will offer skills necessary to competently perform in the industry, as well as pass the necessary exams to obtain certification. (Each course is yearlong, divided into two semesters.)

### Technology Devices Maintenance Course Sequence



Description	Details
<p><b>Technology Maintenance 1-2</b> Students will learn how information technology systems operate. This course introduces principles of computers, basic concepts of software development and network technologies with an emphasis on computer maintenance. Students will also acquire an understanding of the IT industry, computer mathematics, and the evolution of the computer.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>Technology Maintenance 3-4</b> Students will apply technology knowledge and skill in PC hardware and software systems with an emphasis on PC repair and maintenance. This option will offer skills necessary to competently perform in the industry, as well as pass the necessary exams to obtain certification.</p>	<p><b>Prerequisite:</b> Technology Maintenance 1-2 <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>Technology Maintenance Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1/Repeatable <b>Grade:</b> 12 <b>Location:</b> VVHS</p>

# CTE–CONSTRUCTION SCIENCE TECHNOLOGIES

## Stagecraft

Location: WCHS

Stagecraft Design and Production program will prepare students for the design of on-stage productions, scenic and properties design, costume design, light and sound design as well as stage management. Skills and techniques are developed through the completion of complex hands-on projects. Students will have opportunities to eventually become crew heads, designers and stage managers. Students will become familiar with career and occupational opportunities within the field and will have an opportunity to show their work, make design presentations and present portfolios for review by industry professionals. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



Description	Details
<p><b>Stagecraft Design &amp; Production 1-2</b> Students will be introduced to the basic fundamentals of theater production. This hands-on program includes instruction in set design, set construction, scenic painting, lighting design, costume design and construction, theatrical makeup, audio engineering, rigging and production management. Students will serve as a member of a production crew. Stagecraft Production 1-2 requires students to participate in theater production activities after school, evenings, weekends and affiliation with the student organization.</p>	<p><b>Prerequisite:</b> Beginning Theater 1-2 <b>Credit:</b> 1 <b>Location:</b> WCHS</p>
<p><b>Stagecraft Design &amp; Production 3-4</b> Students will build on the skills learned in Stagecraft Production 1-2 with an emphasis on stage production, design, and production leadership. Advanced skills and techniques are developed through the completion of more complex hands-on projects. Students will have opportunities to become crew heads, assistants and stage managers. Students will become familiar with career and occupational opportunities within the field and will have an opportunity to show their work, make design presentations and present portfolios for review by industry professionals. A commitment to after school, evenings, weekends and CTSO participation (the student organization) is expected.</p>	<p><b>Prerequisite:</b> Stagecraft Production 1-2 <b>Credit:</b> 1 <b>Location:</b> WCHS</p>
<p><b>Stagecraft Design &amp; Production Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 60 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1/Repeatable <b>Location:</b> WCHS</p>

# CTE – FAMILY & CONSUMER SCIENCES

## Culinary Arts

Location: VVHS

The Culinary Arts program is designed to prepare students to apply technical knowledge and skills required for food production and service occupations in institutional and commercial food establishments. Skills developed in this program include food identification, selection, and storage; safety and sanitation; personal hygiene; and use of commercial food equipment. Nutrition, special diets, and management of food establishments will also be addressed. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

## Culinary Arts Course Sequence



Description	Details
<p><b>Culinary Arts 1-2</b> Students will receive an introduction to health and safety standards for food preparation including government regulation of food and nutrition. Food preparation and presentation techniques are practiced in authentic lab experiences emulating commercial food service operations.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>Culinary Arts 3-4</b> Students expand on professional skills used in the food-service industry. In-depth culinary skills taught include Garde Manger, Saucier, front and back-of-the-house operations, cost v. profit, as well as restaurant and kitchen management in the fine dining environment. While enrolled in this course, students are encouraged to be active members in the Family Career and Community Leaders of America (FCCLA). *This course may be offered for dual enrollment credit through Maricopa County Community College District pending instructor availability.</p>	<p><b>Prerequisite:</b> Culinary Arts 1-2 <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>Culinary Arts Baking and Pastry Honors 5-6</b> Students will be provided additional classroom and lab experiences related to culinary operations. These real-world, authentic activities reinforce workplace skills necessary to master the culinary arts career and technical education program. Students will participate in authentic learning experiences in which they will provide a service to an organization or business. *This course may be offered for dual enrollment credit through Maricopa County Community College District pending instructor availability.</p>	<p><b>Prerequisite:</b> Culinary Arts 3-4 <b>Credit:</b> 1 <b>Location:</b> VVHS</p>
<p><b>Culinary Arts Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1/Repeatable <b>Location:</b> VVHS</p>

# CTE – HEALTH CAREERS

## Laboratory Assisting

Location: WCHS

The Laboratory Assisting program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of select healthcare services. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

### Laboratory Assisting Course Sequence



Description	Details
<p><b>Medical Lab Assistant 1-2</b> Students will attain skills in phlebotomy procedures, specimen procurement and sample processing, basic laboratory testing, patient processing, medical terminology, office procedures/skills, and medical laboratory techniques. Instruction includes communication, interpersonal and professional skills, appropriate scientific principles of microbiology, chemistry, and hematology integrated into skill development and clinical learning.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> WCHS</p>
<p><b>Medical Lab Assistant Honors 3-4</b> Students will continue their learning of Medical Laboratory Assistant 1-2 and the culmination of this Allied Health strand. In addition to attaining expertise in phlebotomy procedures and building on the skills developed in the prior course; this course offers hands-on experiences in the classroom lab including capillary punctures, urinalysis and blood smears. Upon successful completion of this course, students will have the opportunity to take a National Certification Exam for Phlebotomy Technician (CPT).</p>	<p><b>Prerequisite:</b> Medical Lab Assistant 1-2 <b>Credit:</b> 1 <b>Location:</b> WCHS</p>
<p><b>Laboratory Assisting Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1/Repeatable <b>Location:</b> WCHS</p>

# CTE – HEALTH CAREERS

## Nursing Services

Location: WCHS (1st & 2nd Hour and 5th & 6th Hour classes open to all DUSD Schools)

The Nursing Professions program prepares students to work in various healthcare industries such as in-home healthcare, hospitals, hospice, etc., while preparing students to take the National Certified Nursing Assistant Exam to receive their Certified Nursing Assistant (CNA) License.

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



Description	Details
<p><b>Nursing Professions 1-2</b>                      Students will be introduced to the healthcare community, examine the legal and ethics involved in nursing, apply our current knowledge of infection control and safety, identify mental health and social service needs, practice measuring and recording vital signs and provide basic emergency and personal care for patients in this semester long course. Students must provide their own transportation to lab sites. Membership in the student organization: HOSA is recommended. Participation in this class will prepare students for a Certified Nursing Assistant Licensure after the completion of Nursing Professions 3-4.                      *Completion or concurrent enrollment in Chemistry 1-2 or equivalent                      *Open to Seniors at all DUSD Schools through application process                      *Must provide own transportation</p>	<p><b>Prerequisite:</b> Successful completion of Biology 1-2 or equivalent  <b>Credit:</b> 1 per semester  <b>Location:</b> WCHS                      *Open to all DUSD students</p>
<p><b>Nursing Professions 3-4</b>                      Students will continue to practice the skills learned in Nursing Professions 1-2. In addition, this course will focus on patient comfort and rest, mental health, nutrition, body systems, diagnostic testing, surgical care and end of life care for patients in this semester long course. Participation in the student organization, HOSA, is strongly recommended. Students must provide their own transportation to and from the lab. Upon successful completion of this course, students will have the opportunity to take the National Certified Nursing Assistant Exam to receive their Certified Nursing Assistant License.                      *Open to Seniors at all DUSD Schools through application process                      *Must provide own transportation</p>	<p><b>Prerequisite:</b> Successful completion of Nursing Services 1-2  <b>Credit:</b> 1 per semester  <b>Location:</b> WCHS                      *Open to all DUSD students</p>

# CTE – HEALTH CAREERS

## Sports Medicine and Rehabilitation

Location: DHS, SRHS, VVHS, WCHS

The Sports Medicine and Rehabilitation program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of select healthcare services. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



Description	Details
<p><b>Sports Medicine 1-2</b> Students will receive an introductory level course designed for students interested in fields such as athletic training, physical therapy, medicine, and physiology of exercise, biomechanics, and other sports medicine-related fields. Students will practice the concepts of patients' rights, quality of care, communication skills, teamwork, decision-making and legal and ethical issues. The introductory course includes coursework in the following areas: prevention, evaluation, treatment, and rehabilitation of common sports injuries, health care administration, nutrition and insurance issues. Advanced anatomy including the musculoskeletal, nervous, and circulatory and respiratory system will be emphasized throughout the course. *This course may be offered for dual enrollment credit through Maricopa County Community College District pending instructor availability.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Sports Medicine Honors 3-4</b> Students will practice Sports Medicine and Rehabilitation Therapies (Sports Medicine 2) which is designed for students interested in fields such as athletic training, physical therapy, medicine, physiology of exercise, biomechanics, and other sports medicine related fields. The course covers prevention, treatment, and rehabilitation of advanced sports injuries, taping and wrapping of injuries, and emergency procedures. In addition, students will practice the concepts of nutrition, sports psychology, rehabilitation with therapeutic modalities, and fitness/conditioning/strength programs. Observation hours in various off-campus sports medicine settings will be required, so students must possess a driver's license, reliable transportation and proof of insurance. Students must get approval from parents, in writing, to ride with licensed classmates. *This course may be offered for dual enrollment credit through Maricopa County Community College District pending instructor availability.</p>	<p><b>Prerequisite:</b> Sports Medicine 1-2 <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Sports Medicine Honors 5-6</b> Students will build on the skills learned in Sports Medicine 3-4H, with an work-based learning opportunities, professional skill standards, and industry credential readiness. Advanced skills and industry readiness, are developed through the completion of more client-based, hands-on projects. Students will have opportunities to work with the athletic department and competitive PE courses to develop and carry out programs. Students will become familiar with career and occupational opportunities within the field and will have an opportunity to show their work, design programs, and present portfolios for review by industry professionals. Students will also be recertified in CPR, First Aid, and Automated External Defibrillation. A commitment to after school, evenings, and CTSO participation (the student organization) is expected.</p>	<p><b>Prerequisite:</b> Sports Medicine 3-4 Honors <b>Credit:</b> 1 <b>Location:</b> All</p>
<p><b>Sports Medicine &amp; Rehabilitation Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1/Repeatable <b>Location:</b> All</p>

# CTE – TRANSPORTATION TECHNOLOGIES

## Automotive Technologies

Location: DHS

The Automotive Technologies program is designed to prepare individuals for jobs as technicians in the automotive or aerospace fields. (Each course is yearlong, divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

*Courses must be taken in order listed:*



Description	Details
<p><b>Automotive Technology 1-2</b> Students will be introduced to automotive systems for the general public/consumers. Auto 1 will have an emphasis on general work safety. Following units focus on working with hand tools, electric equipment, pneumatic and hydraulic tools, and basic car maintenance and systems inspection. Auto 2 allows students to continue to explore automotive systems by using interactive computer training equipment that simulates real automotive systems along with work on real auto parts. This is a great course for anyone interested in knowing more about cars.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Location:</b> DHS</p>
<p><b>Automotive Technology 3-4</b> Students will continue the exploration of automotive systems. This is ideal for students who are interested in a career in the Automotive field. Students will perform standard inspections, maintenance and repair of: HVAC, Auto Transmission, Manual Transmissions, Engine, Steering and Suspension and Electrical systems. Students will train to use industry standard automotive service and test equipment such as ECU scan tools, computerized wheel alignment equipment and wheel mounting equipment, and advanced engine performance diagnostic equipment.</p>	<p><b>Prerequisite:</b> Automotive Technology 1-2 <b>Credit:</b> 1 <b>Location:</b> DHS</p>
<p><b>Automotive Technology Honors 5-6</b> Students will prepare for taking the ASE national tests, entering advanced automotive training programs, and working in entry level automotive positions. This course is for students who want to work in the automotive industry as an Engineer, Technician, Parts and Service Management, or Business Management. Students will participate in authentic learning experiences in which they will provide a service to an organization or business.</p>	<p><b>Prerequisite:</b> Automotive Technology 3-4 <b>Credit:</b> 1 <b>Location:</b> DHS</p>
<p><b>Automotive Technology Honors 7-8</b> Students will be provided with additional classroom lab time for extended hands-on experiences. These real world, authentic activities reinforce workplace skills necessary to master this Career and Technical Education Program. Students will participate in authentic learning experiences in which they will provide a service to an organization or business.</p>	<p><b>Prerequisite:</b> Automotive Technology 5-6 Honors <b>Credit:</b> 1 <b>Location:</b> DHS</p>
<p><b>Automotive Technologies Internship</b> Students will experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 120 hours per year of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> 1/Repeatable <b>Location:</b> DHS</p>

# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Advance Manufacturing</b> Develop an understanding of the impact of AI, robotics, and automation on modern manufacturing processes. Cultivate technical proficiency in industry-standard equipment and apply skills in electrical hydraulic and pneumatics systems as well as programmable logic controllers (PLCs). Develop the ability to troubleshoot complex systems and operate in cleanroom environments</p>	<p>Prerequisite: 1 credit in both English &amp; Math with a C or better 2 year program Credit: 1.5 / semester Grade: 11 - 12 Fee: May require fee Location: See counselor</p>
<p><b>Automation &amp; Robotics Systems</b> This one-year program equips students with the fundamental engineering principles and technical skills necessary for managing industrial automation control systems and technologies, mainly focusing on integrating artificial intelligence in the control of machines within manufacturing processes. Upon completion of the program, successful candidates will be prepared to seek one or more certifications in Mechatronics, Smart Automation Certification Alliance (SACA) Certified Industry Associate Level 1, Google Data Analytics Certificate, Machining Manufacturing Skill Standards Council (MSSC) - Certified Production Technician (CPT), and/or OSHA-10 General.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better 1 year program <b>Credit:</b> 1.5 per semester <b>Grade:</b> 10 - 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Aesthetics</b> This one-year program specializes in the study of skin care and provides in-depth instruction on a variety of skin care services. The curriculum will include giving facials, skin analysis, pore cleansing, skin care regimens, waxing, eyebrow shaping, lash tinting and aromatherapy techniques. Upon completion of the program, students may test to receive a certification with the Arizona Board of Cosmetology.</p>	<p><b>Prerequisite: Credit:</b> 1 credit in both English &amp; Math with a C or better 2.25/semester <b>Grade:</b> 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Air Conditioning Technology</b> This one year program introduces students to the basic elements of heating, ventilation, and air conditioning systems. Students will have the opportunity to analyze electrical systems, perform maintenance repairs, troubleshoot and install air conditioning and heating units. Upon completion of the program, students may test to receive a certification with the National Center for Construction and Education Research (NCCER), Snap-On, OSHA-10.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 2/semester <b>Grade:</b> 11-12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Artificial Intelligence (AI)</b> Students will gain critical, hands-on skills in programming, machine learning, natural language processing, computer vision, and data science while also exploring the ethical and societal impacts of these emerging technologies. This program emphasizes hands-on projects, teamwork, and problem-solving, allowing students to design AI solutions for real-world challenges.</p>	<p><b>Prerequisite:</b> Two credits of English with a C or better One credit of Algebra II with a C or better, transcript due to West-MEC by June 15th Two credits of Lab Science with a C or better - One credit must be Biology <b>2 year program</b> <b>Credit:</b> 1.5 per semester <b>Grade:</b> 11 - 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>

For detailed information about West-MEC course offerings, visit their website at [www.west-mec.org](http://www.west-mec.org)

# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Automotive Technology</b> This two-year program, teaches students all aspects of automotive repair and maintenance including engine performance, engine repair, brakes, steering, suspension, and alignment, and electrical systems. Upon completion of the two-year program, students may take the Automotive Service Excellence (ASE) Certification Exam.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Automotive Technology Program</b> The Automotive Technology program uses the same advanced diagnostic and repair equipment as industry professionals to troubleshoot complex automotive systems. Work in a high-tech environment on Ford, Chevrolet, Buick, GMC, Cadillac, Chrysler, and Subaru cars, trucks, and hybrid vehicles. Diagnose, repair, and maintain a wide range of vehicles alongside an ASE Certified Master Automobile Technician.</p>	<p><b>Prerequisite:</b> one of the following reading assessments: ACT Reading (22 or higher); SAT Reading (510 or higher); Accuplacer Next Gen Read (249 or higher); EdReady Read (90 or higher) <b>Credit:</b> 2/Semester <b>Grade:</b> 10-12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Aviation Maintenance Technology</b> This two-year program teaches students the maintenance and repair of aircraft mechanical systems including turbine and reciprocating engines, aircraft finishes, sheet metal, welding, landing gears, hydraulics, propellers and much more. Upon completion of 1,952 hours of training, students 18 years of age or older may test for Federal Aviation Administration (FAA) Airframe and Powerplant certification. Must be available for summer sessions - June and July for 8-hour days.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 6/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Clinical Data Coordinator</b> Gain skills needed to manage and analyze critical data in clinical trials, preparing you for a vital role in advancing healthcare innovations. Achieve practical experience through hands-on training led by seasoned professionals in the field, ensuring you're job-ready upon graduation. Navigate complex clinical databases, ensure data accuracy, and contribute to groundbreaking medical research.</p>	<p>Prerequisite: High school GPA of 3.0 or higher OR one of the qualifying test results from options listed below: ○ Accuplacer Next Gen Reading: 249 or higher ○ EdReady Critical Reading: 90 or higher ○ ACT Score: 22 or higher OR SAT Score: 510 or higher 1 year program HS Credit: 1.25 / semester Grade: 12 Fee: May require fee Location: See counselor</p>

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# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Coding</b> This two-year interactive program prepares students for a career as a software developer. The program teaches students how to design and develop software, build apps for phones, tablets, websites and write and test computer code. Upon completion of the program, students may test to receive a certification in Internet Web (CIW) JavaScript.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Collision Repair &amp; Refinishing</b> This two-year program teaches the basic principles and terminology of the auto body repair industry. This hands-on repair program teaches metal work, basic painting and color matching, cost estimation, industry safety protocol, structural analysis, computer diagnostic systems, and welding in collision repair. Upon completion of the two-year program, students may test to receive Inter-Industry Conference on Auto Collision Repair (I-CAR) certification.</p>	<p><b>Prerequisite:</b> 1 credit in both English Math with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Cosmetology</b> Express individual creativity by providing artistic hair, skin, and nail services using the latest technology, trends, and name-brand products. Work alongside professional cosmetologists to evaluate, recommend, and perform beauty services to create unique client experiences. Manage a fully-operational salon while exploring all aspects of quality beauty services.</p>	<p>Prerequisite: Ten total high school credits earned by June 15. Must be 16 years of age by the first day of West-MEC Central Program. 2 credits of English with a C or better and 1 credit of Math with a C or better 2 year program Credit: 6 / semester Grade: 11 - 12 Fee: May require fee Location: See counselor</p>
<p><b>Culinary Arts</b> This one-year interactive program teaches students the latest techniques in commercial baking, food service safety and sanitation, and purchasing for food service systems. Successful completion of concurrent college credits leads to a Certificate of Completion in Culinary Principles. Students may also test to receive certification in Food Service Safety and Sanitation as well as ServSafe Food Manager Certification.</p>	<p><b>Prerequisite:</b> Unweighted GPA of 3.0 or better or reading assessment results <b>Credit:</b> 1.25/semester <b>Grade:</b> 11-12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Dental Assisting</b> This two-year program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of dental assisting health care services-both front office and clinical responsibilities. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with a dental assistant. Students completing this program will be prepared to participate in teams, solve problems, think critically and implement effective solutions.</p>	<p><b>Prerequisite:</b> 1 credit of English and Science with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>

# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Early Childhood Education</b> Prepare students with the knowledge, skills, and professional behaviors needed to support the development and learning of young children from birth through age eight. Students explore theories of child development, prenatal and early childhood growth, and developmentally appropriate practices across physical, cognitive, social, and emotional domains.</p>	<p><b>Prerequisite:</b> 10th grade: unofficial transcript with an unweighted GPA of 2.0 or greater AND submit ONE of the following test scores listed below: - Accuplacer Next Gen Reading: 249 or higher - EdReady Critical Reading &amp; Thinking: 75 or higher (A 75 Score is required for ALL Homeschooled students) - ACT Aspire Score: “ready” or “exceeding” OR SAT Score: Composite 720 or higher - PSAT Composite Score: 720 or higher <b>2 year program</b> <b>Credit:</b> 1.25 per semester <b>Grade:</b> 11 - 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Electrical Trade Speciality</b> This one-year program in the Electrical Trade Speciality program prepares trainees to enter the residential electrician field. Upon completion of the program, students may test to receive a certification with the National Center for Construction and Education Research (NCCER), Snap-On, OSHA-10.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 1.5/semester <b>Grade:</b> 11-12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Emergency Room Technologies</b> The program emphasizes medical terminology, anatomy and physiology, patient assessment, vital sign measurement, infection control, basic pharmacology, and emergency care procedures commonly encountered in the ER. Students also practice hands-on skills such as CPR, wound care, splinting, and assisting with trauma and medical emergencies in simulated clinical settings.</p>	<p><b>Prerequisite:</b> One credit of English with a C or better One credit of Algebra I with a C or better <b>2 year program</b> <b>Credit:</b> 1.5 per semester <b>Grade:</b> 11 - 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Emergency Medical Technology (EMT)</b> This one-year program teaches students basic emergency medical care. Students will learn to assess and treat patients. Training consists of first-response care, CPR, measuring vital signs, bandaging, and other life-saving procedures. Upon completion of the course, students who are 18 years of age or older may take the National Registry Exam to receive EMT certification.</p>	<p><b>Prerequisite:</b> Unweighted GPA of 3.0 or reading assessment results <b>Credit:</b> 1/semester <b>Grade:</b> 11-12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Energy and Energy and Manufacturing Systems</b> This two-year program explores the fields of mechanical systems, electrical systems electronics, instrumentation and controls, energy production systems. This program is run in close partnership with APS, Palo Verde Nuclear Generating Facility and Estrella Mountain Community College. Upon completion of the two-year program, students may test to receive OSHA 10, American Heart Association CPR/AED and First aid, ACT National Career Readiness Certificate, Energy Industry Fundamentals Certificate, NCCER certifications.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>

# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Esports</b> Apply technology skills in cybersecurity, networking, hardware, software, platforms, social media, and gaming systems. Engage in event planning, entrepreneurship, management, and marketing. Plan, design, produce, and compete in gaming tournaments, applying streaming, casting, bracket running, and video editing.</p>	<p>Prerequisite: Grade 10: Placement into college-level Reading by using ONE of the college placement tests below: Accuplacer Next Gen Reading: 249 or higher, EdReady Critical Reading: 90 or higher Grade 11: All juniors with a GPA below 3.0 on an unweighted 4.0 scale must take one of the qualifying tests listed above or: ACT Score: 22 or higher OR SAT Score: 510 or higher 1 year program Credit: 1.25 / semester Grade: 10 - 12 Fee: May require fee Location: See counselor</p>
<p><b>Fire Science</b> This one-year program is an overview of the fundamentals in the firefighting profession. Students will learn fire fighting tactics, search and rescue procedures, and perform simulated fire fighting training exercises. Upon completion of the program, students may take the International Fire Service Accreditation Congress (IFSAC) Certification Exam.</p>	<p><b>Prerequisite:</b> Unweighted GPA of 3.0 or better or passing or reading assessment results <b>Credit:</b> 1/semester <b>Grade:</b> 11-12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>General Construction Technology</b> This two-year program prepares students to enter the residential and commercial construction industry. Students will learn estimating, concrete, masonry, framing, dry-wall, basic electrical, basic plumbing, roofing, hand and power tools, rigging and materials handling, along with site safety. Upon completion of the two-year program, students may test for certification with the National Center for Construction and Education Research (NCCER).</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Hairstyling</b> These two year interactive programs teach students the latest haircut, color, perm and styling procedures from experienced cosmetology professionals in a state-of-the-art salon setting. Upon completion of the Hairstyling two year program, students may test to receive a cosmetology license Certification in Hairstyling from the Arizona Board of Cosmetology.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 3/yr 1 &amp; 4/yr 2 <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>IT Security</b> This two-year program focuses on the foundational principles of securing computer networks and managing risk. Important topics covered are managing networks, ethical hacking defense, troubleshooting Linux OS and mitigating security risks. Upon completion of the two-year program, students may test to receive ACT National Career Readiness Certificate and other entry-level IT Security certifications.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>

# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Law and Public Safety</b> This two-year program explores the basic skills used in patrol functions, defensive tactics, use of force and first aid. Students will learn constitutional law, forensic science, first aid/CPR and more. Upon completion of the two-year program, students may test to receive a certification in Arizona Security License, First Aid, CPR, AED and FEMA Incident Command System Certifications.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Medical Assisting</b> This one or two-year program prepares students with the necessary clinical and administrative knowledge to become entry-level medical assistants. Students will receive hands-on training and learn how to properly administer injections, take vital signs, record EKGs, implement basic accounting procedures, and understand the fundamentals of patient documentation. Upon completion of the program, students may test to receive a certification with the American Heart Association CPR/AED, Registered Medical Assistant, Registered Phlebotomy Technician.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Science with a C or better <u>2 year program</u> <b>Credit:</b> 3/year <b>Grade:</b> 11-12 <u>1 year program</u> <b>Credit:</b> 2.75/semester <b>Grade:</b> 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Medical Equipment Engineering</b> Students gain a strong foundation in engineering principles while learning to install, maintain, troubleshoot, and repair the medical devices used in hospitals, clinics, and laboratories. This specialized engineering training uses the same tools used by industry professionals and integrates applied physics, electronics, and biomedical engineering concepts to prepare students for real-world problem solving.</p>	<p><b>Prerequisite:</b> One credit of Algebra I with a C or better One credit of English with a C or better One credit of Biology I with a C or better, transcript due to West-MEC by June 15th <b>2 year program</b> <b>Credit:</b> 1.5 per semester <b>Grade:</b> 10 - 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Medical Laboratory Science</b> This one-year program introduces students to careers in the healthcare field. This program will provide students with knowledge and experience of working in a medical laboratory setting. Students will obtain skills in laboratory biological safety measures, phlebotomy procedures, laboratory aseptic technique, specimen collection procedures, laboratory documentation, ethics in the workplace, as well as patient care. After completion of the one-year program, successful candidates will be prepared to seek one or more certifications, like OSHA 10 Healthcare, and Certified Phlebotomy Technician (CPT).</p>	<p><b>Prerequisite:</b> 1 credit in English, Math, Lab Science with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Medium/Heavy Diesel Technology</b> This two-year program teaches students the maintenance and repair of diesel systems found in medium-heavy equipment like trucks, buses, cranes, tractors, and more. Students will use computers to troubleshoot and diagnose electrical systems, brakes, suspension, steering, and hydraulics using Snap-on Tools technology and equipment. Upon completion of the two-year program, students may take the Automotive Service Excellence (ASE) Certification Exam, Snap-on, OSHA-10.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>

For detailed information about West-MEC 2026-2027 course offerings, visit their website at [www.west-mec.org](http://www.west-mec.org)

# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Nursing Services</b> This one-year program prepares students with the necessary clinical and administrative knowledge to become entry-level nursing assistants. Students will receive hands-on training and learn how to properly administer basic nursing care, understand bodily system and vital signs, practice client-centered care and critical thinking, work on patient advocacy, teamwork and professionalism, practice patient hygiene care, collect basic specimens and maintain patient records and proper ethics.</p>	<p><b>Prerequisite:</b> 1 credit in Algebra II, 2 credits of English, 2 Lab Science with a C or better <b>Credit:</b> 1.5/semester <b>Grade:</b> 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Paralegal</b> Learn substantive and procedural areas of law, including legal ethics, civil procedure, legal research, and legal writing. Acquire legal skill sets and prepare for industry certification and employment in a multitude of legal settings. Develop critical thinking, problem-solving, and communication skills essential for success in any legal career.</p>	<p>Prerequisite: Grade 10: Placement into college-level Reading and Writing by using ONE of the college placement tests: Accuplacer Next Gen Reading: 249 or higher, Write Placer: 5 or higher OR EdReady Critical Reading: 90 or higher EdReady English Placement: 80 or higher 2 year program Credit: .75 /semester Grade: 11 - 12 Fee: May require fee Location: See counselor</p>
<p><b>Pharmacy Science</b> This one-year program teaches students the delivery of pharmaceutical services alongside licensed pharmacists in a pharmacy setting. The program teaches medical terminology, pharmacy law, quality customer service, pharmacology, preparing prescription medications, and administrative duties such as inventory of drugs and pharmacy operations. Upon completion of the one-year program, students may test to receive Pharmacy Technician Certification Board (PTCB) Certification, American Heart Association CPR/AED.</p>	<p><b>Prerequisite:</b> 1 credit each of English, Science and Math I with a C or better <b>Credit:</b> 1.5/semester <b>Grade:</b> 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Physical Therapy</b> This one-year program prepares students with the necessary skills and techniques to become a physical therapy technician. Students will receive hands-on instruction in helping patients who are recovering from all types of injuries and illnesses to improve their quality of life. Topics include innovative orthopedic techniques, neurological and pediatric rehabilitation, pain management therapy, rehabilitation equipment staging and treatment area skills, and record treatment. Upon completion of the program, students may test to received certification with the American Heart Association CPR/AED and OSHA-10.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Science with a C or better <b>Credit:</b> 1.5/semester <b>Grade:</b> 11-12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Powersports Technology</b> This two-year program prepares students with technical skills to service, maintain and diagnose Powersport vehicles, such as Motorcycles, All-Terrain Vehicles (ATV's), Utility Terrain Vehicles (UTV's), and Personal Watercraft. Students receive hands-on training in two-stroke and four-stroke engines, drive-train systems, suspension, brakes, electrical diagnosis, and engine management systems. West-MEC programs prepare students to seek one or more industry certification or licensure in their field of study, providing a pathway to economic independence.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>

# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Precision Machining</b>            This two-year program exposes students to precision manufacturing and computer numerically-controlled machining. Students will gain insight on the select tools and materials needed to make durable goods, read blueprints, comprehend CNC theory and procedures, utilize machine shop math, etc. Upon completion, students may test to receive a certification with the National Institute of Metalworking Skills.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better  <b>Credit:</b> 3/year  <b>Grade:</b> 11-12 (2 year program)  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Veterinary Science</b>            This one or two-year program will teach students how to deliver medical care to domestic, exotic and large animals, i.e. cats, dogs, reptiles, birds. Students will have the opportunity to draw an animal's blood and collect other lab specimens, clean teeth, administer medication as prescribed by a licensed veterinary technician and/or veterinarian, witness surgeries, and help the veterinary team with animal nursing. Upon completion of the program, students may test to receive a certification with the National Association of Veterinary Technicians in America.</p>	<p><b>Prerequisite:</b> 1 credit in both English, Science and Math with a C or better  <u>2 year program:</u>  <b>Credit:</b> 3/year  <b>Grade:</b> 11-12  <u>1 year program:</u>  <b>Credit:</b> 2.75/semester  <b>Grade:</b> 12  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Water Systems</b>            This one-year program equips students with laboratory and technical knowledge for entry-level water services positions. West-MEC students use the engineering process to understand and solve complex water cycle, water, and wastewater treatment problems. Applied mathematics, chemistry, and microbiology concepts are embedded throughout the program.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better  <b>Credit:</b> 1.5/semester  <b>Grade:</b> 11-12  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Welding Technology</b>            This two-year program explores the basic skills used in metalworking, manufacturing and industrial production. Students will learn basic safety techniques, sheet metal work, acetylene welding and cutting, electric welding, soldering, plasma cutting, and much more. Upon completion of the program, students may test to receive a certification with the American Welding Society S.E.N.S.E (AWS), Snap-On, OSHA-10, NCCER Welding Levels 1,2&amp;3 Certifications.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Math with a C or better  <b>Credit:</b> 3/year  <b>Grade:</b> 11-12 (2 year program)  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>