



COURSE DESCRIPTION BOOKLET

2023 – 2024



Gateway Community Charters, Inc.

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Futures High School is committed to equal opportunity for all individuals. Programs and activities shall be free from discrimination based on sex, sexual orientation, gender, ethnic group, identification, race, ancestry, national origin, religion, color, or mental or physical disability.

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A MESSAGE FROM THE PRINCIPAL

THE VISION FOR OUR STUDENTS

Futures High School, working as a partnership between parents, administration, and faculty seeks to develop students to their fullest potential so they will have for themselves, a life filled with enriching opportunities.

Did you know...

There is a well-documented earnings gap between high school graduates and dropouts—an annual difference of nearly \$10,000. There is also a growing challenge for individuals with only a high school diploma to find stable, well-paying jobs. The costs of dropping out are having an effect not only on the individuals, but on the environment in which they live, and the rest of society. The potential economic benefit of improving students' academics should be a wake-up call that it is important to graduate from high school and continue with post-high school education.

What we offer...

Futures High School is providing the students with the high-quality education, academic and career support, and rigorous preparation for college and university entrance. This handbook is the guide for our students in their journey towards the graduation. We offer you course descriptions and our school graduation requirements to give you a guideline and serve your student's needs. We hope that information in this booklet will be informative and helpful when making decisions about classes and choosing the right path for graduation.

Vicente Luevano
Futures H. S. Principal

REGISTRATION PROCESS

The course descriptions in this booklet are to be used as a guide. The information provided will assist students and parents in making final class selections.

Please note: We attempt to make this book as accurate as possible. However, there may be changes due to low enrollment, staffing, changes in requirements, etc. We appreciate your patience and understanding.

TEACHING STAFF FOR THE 2023-2024 SCHOOL YEAR WILL BE BASED UPON THE DATA GATHERED FROM COURSE SELECTION. THE NUMBER OF STUDENTS REQUESTING EACH COURSE WILL DETERMINE WHICH COURSES WILL BE OFFERED, AND THE TEACHERS NEEDED TO TEACH THESE COURSES. THEREFORE, STUDENTS SHOULD PLAN AND SELECT THEIR COURSES CAREFULLY. CLASS CHANGES PRIOR TO SCHOOL BEGINNING ARE LIMITED AND ONCE SCHOOL BEGINS, CHANGES WILL BE ALLOWED FOR "CRITICAL EDUCATIONAL REASONS" ONLY!

- Before making final course selections:
 - ✓ Read all graduation requirements.
 - ✓ Review your transcript.
 - ✓ If you plan to go to a four-year college or university, review the entrance requirements for CSU, UC and private colleges.
 - ✓ Select courses appropriate to your career goal, graduation requirements and post-secondary plans.
- All students must enroll in six classes each semester of high school. Seniors may be allowed a 5 period day if they meet the Senior Attendance Criteria (see page 5).
- No class change request will be accepted after the 3rd day of each semester
- Review course selections with your parent/guardian.
- Are you on track to graduate on time?

Minimum Credits Needed
60
120
180

Grade Level
10th (Sophomore)
11th (Junior)
12th (Senior)

GCC COMPREHENSIVE HIGH SCHOOL GRADUATION REQUIREMENTS

1. A student must earn a minimum of 220 credits in courses approved by Gateway Community Charters for high school credit in order to graduate. The grade point average (GPA) on all courses counted toward graduation shall not be less than 1.0 on a 4.0 scale. Courses offered by the GCC for high school credit usually award five (5) credits for each course completed each semester.
2. The minimum of 220 credits for graduation from Futures High School shall include:

Credits	Subject	Years
40 Credits	English	4 Years
30 Credits	Mathematics	3 Years
10 Credits	Life Science	1 Year
10 Credits	Physical Science	1 Year
10 Credits	World History	1 Year
10 Credits	U.S. History	1 Year
5 Credits	American Government	1 Semester
5 Credits	Economics	1 Semester
10 Credits	Foreign Language <u>or</u> Fine Arts	1 Year
10 Credits	CTE / Practical Arts	1 Year
20 Credits	Physical Education	2 Years
60 Credits	Electives**	
<hr/>		
220 Total Credits Required		

3. Senior Project/Service Learning Graduation Requirement
Futures High School recognizes preparing “Future Leaders, Future Builders, Future Scholars” for a technologically-advanced global world economy entails learning to serve others, forming partnerships, and developing inter-relationships with the community.
 - All seniors graduating from Futures High School must complete a Senior Project in order to receive a diploma.
 - Senior Projects shall consist of four required components: the service learning project, the paper, the portfolio, and the presentation.
 - Service learning will be met through a one semester course or through an independent study agreement.
 - Service hours must be performed without an hourly wage or compensation (i.e. work experience, stipends, or scholarships).
 - Service hours benefiting a religion or fraternal organization will not be considered for this project. (Note: Any activity whose chief purpose is to collect food, clothing or other items necessary to benefit others and meet human needs – even if done in conjunction with a faith based agency may be counted toward service hours.)
 - Court ordered or mandated community service hours will not be considered for this project.

B. Special Conditions Regarding Graduation

1. Credits applied toward graduation for the following courses are limited to the credit amounts specified. In addition, core academic courses may be repeated but may only be counted once toward the total of 220 credits for graduation (i.e. World History taken for two years is still only worth a maximum of 10 credits toward the 220 total).

<u>Course</u>	<u>Limited To</u>
Physical Education	40 credits
Office Assistant/Office Aide/T.A.	10 credits

2. No more than 40 credits may be earned in any semester from any combination of courses or work experience without prior written permission/approval by the principal or designee.

PARTICIPATION IN GRADUATION ACTIVITIES

At the discretion of the Superintendent or designee, a student who is lacking in course credits or who has failed to meet all senior graduation requirements, may work to develop a graduation completion plan/contract with the school guidance counselor prior to the spring semester. This plan must be approved by the Superintendent or designee in order for the senior to participate in graduation exercises. Upon completion of the plan/contract, the senior will be granted their high school diploma.

SENIOR ATTENDANCE POLICY

Students in grades 9, 10, and 11 shall be enrolled in a minimum of 6 classes on campus each semester (30 credits).

The GCC Board understands that senior students may need to have a minimum school day schedule; therefore, written permission of the parent, guardian, or caregiver shall be obtained before a 5 period schedule is considered by the principal or designee.

The principal or designee may approve a 5 period day for senior students for the following reason(s):

1. to attend a Regional Occupational Program (ROP) class off-campus
2. to attend a concurrently enrolled college/university class
3. to maintain employment as a means of family support
4. for any compelling reason determined by the principal to be appropriate

Senior students may be granted a 5 period day schedule if the student meets all of the following requirements:

- has a 2.5 or better, grade point average
- has satisfactory school attendance
- has satisfactory school behavior
- has 180 credits completed toward graduation

The principal, upon conferring with the superintendent, may waive any or all requirements due to special circumstances.

Seniors with 5 period day schedules shall leave campus immediately after completing school coursework each day unless approved otherwise by the principal or designee.

The school counselor shall review student progress each grading period to determine if a 5 period day schedule should continue.

The principal may require the senior student to return to a full day schedule at any time.

COLLEGE ENTRANCE REQUIREMENTS

California Community Colleges (Two-Year Associate Degrees, Vocational/Certificate Programs, Transfer Opportunities) www.cccco.edu

Admission requirements: 1. Earn a high school diploma, or 2. Be eighteen years of age.

California State University System (Undergraduate and Graduate Degree Programs) www2.calstate.edu

Admission requirements: 1. Complete the “a-g” subject requirements with ‘C’ grades or higher.
2. Attain a minimum 3.0 grade point average in the approved “a-g” subjects. Placement tests may be required in Math and English.

University of California System (Undergraduate and Graduate Degree Programs) www.universityofcalifornia.edu

Admission requirements: 1. Complete the “a-g” subject requirements with ‘C’ grades or higher.
2. Attain a minimum 3.5 grade point average in the approved “a-g” subjects.

UC/CSU Subject Requirements (also known as “a-g”):

- | | |
|--|--|
| a. History/Social Science | 2 Years Required |
| b. English | 4 Years Required |
| c. Mathematics
<i>Including Integrated Math I, II, III</i> | 3 Years Required / 4 Years Recommended |
| d. Laboratory Science | 2 Years Required / 3 Years Recommended |
| e. Language other than English
<i>Must be the same language</i> | 2 Years Required / 3 Years Recommended |
| f. Visual & Performing Arts | 1 Year Required |
| g. College Preparatory Elective
<i>Chosen from approved UC “a-f” course list</i> | 1 Year Required |

Approved UC “a-g” High School Course List www.ucop.edu/agguide

Courses taught at Futures High School that fulfill the UC/CSU requirements can be found online by entering the high school name at the above website.

Private Colleges and Universities www.aiccu.edu

Students meeting the U.C. admission requirements generally will meet the admission requirements of many California and out-of-state private colleges and universities. Refer to the specific institution’s website and/or catalog for further details.

**Futures High School
Recommended UC / CSU Sample Plan**

Name: _____ Grade: _____ Date: _____

Post H.S. Plans: _____ Career Plans: _____

By following the model shown below you will be able to complete both the High School Graduation Requirements and prepare yourself for university entrance right after high school. If you choose this route make sure you meet with your counselor at least once a year to discuss your courses and future educational goals.

Subject Areas	GRADE 9		GRADE 10		GRADE 11		GRADE 12	
	Sem.1	Sem. 2	Sem.1	Sem. 2	Sem.1	Sem.2	Sem.1	Sem.2
Social Studies			World Hist.	World Hist.	AP US Hist.	AP US Hist.	Am. Govt.	Economics
English	Hon. Eng 9	Hon. Eng 9	Hon. Eng 10	Hon. Eng 10	AP English	AP English	AP English	AP English
Math	IM 1 or IM 2	IM 1 or IM 2	IM 2 or IM 3	IM 2 or IM 3	IM 3 or Pre Calc	IM 3 or Pre Calc	Pre Calc/ AP Calc	Pre Calc/ AP Calc
Science	Living Earth	Living Earth	Chemistry	Chemistry	Physics	Physics		
Foreign Language			Foreign Lang. 1 or	Foreign Lang. 1 or	Foreign Lang. 2	Foreign Lang. 2	Foreign Lang. 3	Foreign Lang. 3
Visual Perf. Arts (VAPA)	any VAPA elective or	any VAPA elective or			any VAPA elective or	any VAPA elective or	any VAPA elective or	any VAPA elective or
College Prep Elective	any A-G elective	any A-G elective			any A-G elective	any A-G elective	any A-G elective	any A-G elective
Other	P.E. 9	P.E. 9	P.E. Crs. 2	P.E. Crs. 2			Leadership	Leadership
Other								
Other								
Summer/Other								
Total Required Credits = 220								

10th Grade Look/apply for scholarships (see page 8 of Course Booklet)	11th Grade Look/apply for scholarships (see page 8 of Course Booklet)	12th Grade November 30: Deadline CSU/UC January/February: Apply to Junior Colleges March 3: Apply for FAFSA/Dream Act
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OVERVIEW OF HIGHER EDUCATION IN CALIFORNIA

There are two systems of higher education in California – Public and Private. Public institutions are partially supported by tax dollars. Private institutions are fully funded by private money. Therefore, the cost to attend a private college or university is much greater than the cost to attend a public college or university. However, financial aid is available to all students with financial need. With this assistance, each student can attend the college or university of their choice. Public higher education in California is divided into three systems: University of California (UC), California State University (CSU), and the California Community College (CCC). Each of the three has a different focus or mission. The chart below depicts the three public systems of higher education and the private institutions.

PUBLIC	UC	CSU	CCC	Private
Main Focus	Emphasis on teaching and research. Preparing students for the work force or graduate school.	Practical education with the focus on teaching rather than research.	Vocational education and transfer programs to other institutions.	The mission carries from campus to campus. Many grew from religious roots.
Number of Campuses	10	23	112	75
Local Examples	UC Davis	CSU-Sacramento	American River	University of Pacific
Percent of Graduating High School Seniors Accepted	45%	72%	100%	Varies greatly from campus to campus
Approximate Annual Tuition	\$13,000	\$6,600	\$550	Up to \$33,000
Types of Degrees Granted	Bachelors, Masters, Doctorates, and all professional degrees (i.e. lawyer, doctor, dentist, etc.)	Bachelors, Masters, and Credentials (i.e. Teaching Credential)	Associates (2 year degree)	Bachelors, Masters, Doctorates (Varies from campus to campus)

CHECK THESE SITES OUT!

Scholarships

- ❖ www.fastweb.com
- ❖ www.collegescholarships.org
- ❖ www.collegeboard.com/scholarships
- ❖ www.icanaffordcollege.com
(for Junior Colleges)

Tour University campuses online!

- ❖ www.youniversitytv.com

Find out if you are a good fit for a university of your choice

- ❖ www.cappex.com

PREPARING FOR COLLEGE – A STEP-BY-STEP GUIDE*

9th Grade	<ul style="list-style-type: none"> • Remind your counselor that you want to attend a 4-year college or university. • Take algebra or geometry and a foreign language in both semesters. • Maintain A's and B's in all subjects, and do at least one hour of homework each night. • Form a study group with friends who also plan to go to college and study together often. • Create a personal resume file to save: report cards, diplomas and certificates presented to you, a list of honors and awards you receive, a list of school and community activities you join, a list of offices you hold in these organizations, a list of jobs you hold (paid and volunteer). Update this file each semester. • Begin visiting local community colleges, state universities, and an independent college or university with your family or friends. Call the admissions office for brochures and information about campus tours. • Participate in academic enrichment programs. • Look for online for scholarships.
10th Grade	<ul style="list-style-type: none"> • Review your 9th and 10th grade class schedules with your counselor to make sure you are taking college prep classes. • Maintain A's and B's and do at least one to two hours of homework every night. • Continue to form study groups with friends. • Update your personal resume file. • Continue to visit local community colleges, state universities, or independent schools. • Continue to participate in academic enrichment programs. Many are held on college campuses, and some offer scholarships. • Look online for scholarships.
11th Grade	<ul style="list-style-type: none"> • Maintaining A's and B's is especially important during your junior year. You should be doing a minimum of two hours of homework each night and continuing to participate in study groups. • If you are taking Advanced Placement subjects, register to take the AP exams in the spring. Scoring well on those exams will enable you to earn credit for college level courses. • Do some research. Most schools have computers to help you search for college and university information. All college counseling offices have libraries of college catalogs, guidebooks and directories information. • Create a file on colleges that appeal to you. Ask for literature about admission, financial aid and your proposed college major if you have one. • Begin visiting the colleges that interest you. • Continue to update your resume. • Look online for scholarships.
12th Grade	<ul style="list-style-type: none"> • Continue to form study groups and do two to three hours of homework per night. Maintain A's and B's. Your grades are still very important. • If you are taking Advanced Placement subjects, register to take the AP exams in the spring. Scoring well on those exams will enable you to earn credit for college level courses. • Check frequently with your counselor for information about scholarships awarded by your school, local companies, and community groups. • In Sept. and Oct. complete the CSS PROFILE (College Scholarship Service Profile) registration form, see your counselor. • Late in October, contact all schools that interest you for application forms including financial aid and scholarship. • Keep a file on each school that includes a checklist of all the required admission items, such as transcripts, application fees, recommendations, essays, test scores, etc. Pay special attention to deadlines – mark them on your personal calendar – and apply early. • October & November – file your UC and CSU applications. • Practice filling out application or scholarship forms on a photocopy first. Also, many colleges have electronic applications, which can be filled out on a computer and sent over the internet. • December is a critical time for private college early-consideration applications and merit scholarships. • Obtain the FAFSA (Free Application for Federal Student Aid) from your school and have your parents complete the form in January. • January, remind your parents to prepare their income tax statement early enough to photocopy for colleges where you will apply for financial aid. • February, if you want to apply for a Cal Grant, tell your counselor so that the form can be submitted this month. • Wait for your acceptance letter in the spring; you may also hear about financial aid and scholarship eligibility about the same time. • May 1, make your commitment deposit check to the college or university you plan to attend. • Write or call colleges to which you were admitted, but will not be attending and inform them where you will attend. • May, take AP exams • Participate in any summer orientation programs for incoming freshmen.

*Source: University of Southern California

PROGRAMS FOR COLLEGE BOUND STUDENTS

Future High School's programs for high achievers are intended to offer students challenging educational experiences. These programs are designed for highly motivated students who choose to take a more demanding program to improve their critical abilities and skills.

ADVANCED PLACEMENT (AP)

The Advanced Placement programs follow a national curriculum and students are held accountable by a national test that is offered in May of each year. Successful completion of these tests may result in students receiving college credit. Scores on selected Advanced Placement Exams are rated as part of evaluation admittance to many colleges.

Placement in an AP course, is based on grade point average, writing samples, and standardized testing. Some selected courses admit students on performance criteria. There are also prerequisite course requirements for many of these advanced, college-level classes.

Any student may apply to take an Advanced Placement Test in any of the 30 college-level subjects without completing an AP course. The course work is intended to prepare students in the curriculum areas that the exam will cover. Course instructors ask the students to make a commitment to take the course AP exam.

Studies conducted by the University of California have demonstrated that students who complete an AP course and take the AP test will generally do better the first year in college by a full grade point, even if they do not score above a 2 on a scale of 1-5. Students are better able to handle the rigor of college classes. *Students who sign up for an AP course need to make a year-long commitment to stay in the course. No mid-year/semester class changes will be allowed without teacher recommendation.*

HONORS PROGRAM

The Honors Program is only offered in curriculum areas when an AP course is not available. These classes also offer a rigorous program that prepares students to take the more challenging Advanced Placement courses. The Honors programs have admittance criteria based on teacher recommendation, prerequisite course completion, nationally normed test scores, and grade point averages. *Students who sign up for an Honors course need to make a year-long commitment to stay in the course. No mid-year/semester class changes will be allowed without teacher recommendation.*

Definition of codes used in this booklet:

(W) = Upon successful completion of AP courses or Honors English 3 or Honors Chemistry, students will receive Weighted Grade Point, denoted by a (W) following the course title.

(P) = College prep courses (on the UC approved "a-g" list) in this catalog are denoted by a (P) following the course title.

DUAL ENROLLMENT COURSE POLICY

Local junior colleges offer concurrent enrollment opportunity that provides unique and sustainable way to deliver rigorous curriculum to High School students in 9th through 12th grades. Qualified students can earn college credit prior to high school graduation. After reviewing the course based on the board approved school eligibility criteria, the recommendation is submitted to the school registrar for course input. Students who partake in this opportunity are eligible to receive weighted GPA (honors) credit for the courses that meet the following criteria. Courses must:

- ❑ be academic, at least 3 units
- ❑ fit into the A-G subject area pattern
- ❑ be transferable to UC/CSU
- ❑ not be available through Futures H.S. regular program

Student who plan to petition for weighted GPA MUST PRE-APPROVE* the course/s with the school counselor before registering!

To receive weighted GPA, students must bring an official college transcript to the school counselor upon completion of the course. The counselor reviews the course based on the above mentioned criteria, and, if approved, submits it to the school registrar for grade input.

COURSE DESCRIPTIONS

*** PLEASE NOTE: Although a D might earn HS credit, only a C or better indicates readiness for the next course and meets UC/CSU entrance requirements.**

Key:

- **(P)** – College Prep Elective, part of A-G courses
- **(W)** – weighted GPA
- **Prerequisite** – requirements prior to taking a course
- **Co-requisite** – requirements to be taken during the same semester

ENGLISH

ENGLISH 9 (P)

Year 10 Credits

Course Restrictions: Grade 9

Prerequisites: None

Course Description: English 9 fulfills the requirement for 9th graders seeking a high school diploma. This course focuses on essential skills in preparation for the CAASP as well as prepare students for post-secondary education and the world of work by strengthening reading skills, developing critical thinking, offering opportunities in public speaking, and providing a comprehensive study of writing, grammar, mechanics, usage, vocabulary, and spelling. Process-based instruction in different types of writing will strive to increase students' writing fluency.

HONORS ENGLISH 9 (P) (W)

Year 10 Credits

Course Restriction: Grade 9

Prerequisites: a grade of B+ or higher in 8th grade English, English teacher recommendation, and completion of the required summer reading project (see Mrs. Shaull G5).

Course Description: English 9 Honors is a challenging, college-bound course meant for students who have exhibited academic excellence in English to date. It is an accelerated curriculum and has been designed to prepare them for the rigor of college. Students will learn the basics of essay writing: how to formulate a thesis and major claims, and how to back up these claims with evidence from the text. They will also practice a wide variety of writing styles. Semester grades are recorded using a 5 point GPA scale.

ENGLISH 10 (P)

Year 10 Credits

Course Restrictions: Grade 10

Prerequisites: None

Course Description: English 10 is an integrated approach to reading, writing, listening, and speaking curriculum based on the California English Language Arts Standards. This course is a balanced, comprehensive program that develops skill in reading and writing, speaking and listening and fosters the appreciation of language arts, as well as prepares students for the CAASP. Students will continue to apply the knowledge and skills acquired in the ninth grade.

HONORS ENGLISH 10 (P) (W)

Year 10 Credits

Course Restrictions: Grade 10

Prerequisites: a grade of B+ or higher in 9th grade English/Honors English or English teacher recommendation.

Course Description: Honors English 10 is a one year curriculum of American, British, and World Literature specifically designed for students desiring a more academically rigorous English course. The course format is primarily reading, writing, and discussion. Semester grades are recorded using a 5 point GPA scale.

ENGLISH 11 (P)

Year 10 Credits

Course Restrictions: Grades 11

Prerequisites: None

Course Description: English Language Arts 11 Standard covers the CACSS of: Writing, Reading Literature and Informational Text, Speaking and Listening, and Language through reading quarterly novels, working in the Pearson *MyPerspectives* curriculum, writing essays, and completing activities in grammar and other applicable areas.

ERWC ENGLISH 12 (P)

Year 10 Credits

Course Restrictions: Grade 12

Prerequisites: None

Course Description: The goal of Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of rigorous instructional units, students in this rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students engage in a scaffolded process for reading, comprehending, and responding to a non-fiction and literary texts. Students receive instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing.

ENGLISH LANGUAGE DEVELOPMENT A, B, C (P)*

Year 10 Credits

Course Restrictions: None

Prerequisites: ELPAC score of 1-3 or school placement test or teacher recommendation.

* One year (High Point C level) of this course is college approved for UC/CSU systems.

Course Description: English Language Development (ELD) is a year long, two-period course for high school English Learners that develops beginning listening, speaking, reading, and writing skills. The course uses a sequence of courses designed to move students who are new to English into regular English language arts instruction within a three-year period. Students continue to develop basic interpersonal communication skills in this course as well as foundational skills that promote the development of academic language and literacy.

AP ENGLISH LANGUAGE & COMPOSITION (P) (W)

Year 10 Credits

Course Restrictions: Grades 11 or 12

Prerequisite: Grade of B- or better in English 9 & 10, and teacher recommendation.

Course Description: The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

AP ENGLISH LITERATURE & COMPOSITION (P)(W)

Year 10 Credits

Course Restrictions: Grades 11 or 12

Prerequisite: Grade of B- or better in AP Lang & Comp and teacher recommendation.

Course Description: The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

MATHEMATICS

**See page 19 for a mathematics department flow chart.*

INTERGRATED MATH I (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: A grade of C- or higher in 8th grade math both semesters.

Course Description: Integrated Math I topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion.

INTEGRATED MATH II (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: Completion of Integrated Math I with a C or higher.

Course Description: The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing

their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

INTEGRATED MATH III (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: Completion of Integrated Math II with a C or higher.

Course Description: This course completes the three-course sequence of Integrated Mathematics and is designed to further explore the principles introduced in Math I and Math II in preparation for enrolling in advanced mathematics courses. Students will expand their knowledge of linear, exponential, and quadratic functions to polynomials, rationals, and trigonometric functions. Students will also extend their previous work with circles to other conic sections, their understanding of trigonometry to all triangles, and experiences with data as they solve sophisticated problems. Students will experience mathematics as a coherent, useful, and logical subject that draws their ability to make sense of problem situations, and will develop the ability to explore and solve mathematical problems, think critically, and work cooperatively with other students and communicate mathematical ideas clearly.

PRE-CALCULUS (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: Completion of Intergrated Math III with a C- or higher both semesters.

Course Description: Trigonometric functions are developed and defined in terms of coordinate geometry and right triangles. Topics include graphs of trigonometric functions, trigonometric identities, trigonometric equations, angles in degree and radian measure, formulas, solutions of right and oblique triangles, and rectangular and polar coordinates. Graphing techniques and solutions of polynomial equations, review of analytical geometry concepts, rotations, and translations of second-degree conic equations. Rational functions, the fundamental theorem of algebra, limits and basic derivatives are also covered in this course. An approved graphing calculator is required for this course (may be supplied by the school). This course prepares students for AP Calculus AB.

AP CALCULUS AB (P) (W)

Year 10 Credits

Course Restrictions: None

Prerequisites: Completion of Pre-calculus with a B- or higher both semesters and teacher recommendation.

Course Description: Advanced Placement Calculus consists of a full academic year of work in Calculus and related topics which are comparable in rigor and content to college and university courses. Topics covered explore the theory and applications of elementary functions, differential calculus, and integral calculus as presented in a typical

college course. An emphasis will be placed upon developing a mature approach to problem solving. An approved graphing calculator is required for this course (may be supplied by the school). The student will be encouraged to take the Calculus AB Advanced Placement Exam. Semester grades are recorded using a 5 point GPA scale.

PERSONAL FINANCE (P)

Year 10 Credits

Course Restrictions: None

Prerequisite: None

Course Description: Students will develop the skills needed to make sound financial decisions. Topics will include, payroll and taxes, banking, credit, budgeting, purchasing, basic economics, an introduction to stats and business ethics. All of these topics will be taught through a lens of fiscal and ethical responsibility. While enhancing real world skills and business knowledge for the future, students will be responsible for monitor the current market and current affairs as they pertain to the financial world. The course will take a look at the nation's current economic standing and business ethic work practices as they apply to the financial market and current affairs. Students will solve and apply financial equations, including interest rates, basic accounting principles and statistical questions.

SOCIAL STUDIES

GEOGRAPHY (P)

Semester (Fall) 5 Credits

Course Restrictions: None

Prerequisites: None

Course Description: The Geography course seeks to build student skill in analyzing maps; familiarize students with the names and locations of physical features, countries, and cities around the world; and make students aware of cultural differences among and within specified regions. The course begins with primers on mapreading, themes in geography, population relationships, and elements of culture. It then delves into cultural characteristics by region, including themes such as: religion, history, economics, government, "rights of passage", climate, food, and social units. Current events are also intermittently discussed throughout the year. Geography is traditionally taken by freshmen to lay groundwork for later social science classes, but is open to all grades.

WORLD HISTORY 10 (P)

Year 10 Credits

Course Restrictions: Grade 10 and up

Prerequisites: None

Course Description: The World History course explores some of the struggles for power within and between nations from the eighteenth century to the present day. World History is a required course for all 10th graders and aligns with California State Standards. Topics include: Principles of Democracy, 18th and 19th century Revolutions, the Industrial Revolution, 19th century Imperialism, World War I, the Russian Revolution, Totalitarian Governments of the Inter-War years (i.e. the governments of Stalin, Hitler, and Mussolini), World War II, Genocide and the Holocaust, the Cold War, and Modern Issues in the World Today. Students will participate in simulations, small and large group discussions, role-playing, reading, writing, and note-taking in order to better grasp course concepts.

U.S. HISTORY (P)

Year 10 Credits

Course Restrictions: Grade 11

Prerequisites: None

Course Description: American history is a course that serves a multifaceted purpose, encompassing understanding our national identity, learning from past experiences, fostering critical thinking, appreciating diversity, engaging in civic responsibility, recognizing continuity and change, exploring complex contemporary issues, and preserving our cultural heritage. It empowers individuals to connect with their nation's roots, make informed decisions, and actively participate in shaping the future. By delving into the rich tapestry of American history, we gain invaluable insights that transcend dates and events, equipping us with the knowledge and skills to navigate a complex and ever-changing world.

AP U.S. HISTORY (P) (W)

Year 10 Credits

Course Restrictions: Grade 11 and up

Prerequisites: Grade of B or higher in World History, total GPA of 3.0 or better, and history teacher recommendation.

* College approved for UC/CSU systems.

Course Description: A.P. U.S. History is a year long class that follows the events of pre-colonization to present time. It is a college level course where students are prepared to provide the analytic and factual knowledge necessary to deal with problems and issues within the scope of U.S. History. Students will study the political, social, economic, and diplomatic history of the United States, beginning with the Revolution and concentrating primarily on the 20th century. Specific themes and topics covered in this course include, but are not limited to, the following: the influence of Enlightenment thinkers on the drafting of the nation's founding documents, post-bellum immigration and industrialization, World War I, the Great Depression and the New Deal, World War II, the Civil Rights Movement, the Cold War, and other recent historical events. This is a demanding course that takes a lot of commitment. The student will be encouraged to take the U.S. History Advanced Placement Exam. Semester grades are recorded using a 5 point GPA scale.

AMERICAN GOVERNMENT (P)

Semester (Fall) 5 Credits

Course Restrictions: Grade 12

Prerequisites: None

Course Description: Government is a comprehensive study of the principles, institutions, and functions of government in the United States. This course aims to empower students with a deep understanding of the nation's political system, its history, and its role in shaping both domestic and international affairs. Topics include the Constitution, the three branches of government, the Bill of Rights, federalism, civil rights and liberties, political ideologies, and the electoral process. Students will engage in critical discussions about current political issues and ethical dilemmas, enhancing their ability to think critically, participate in civic life, and make informed decisions as responsible citizens. Assessment will encompass exams, debates, research projects, and discussions, providing students with a comprehensive grasp of government and its impact on society. This course prepares students to be active participants in the democratic process and informed advocates for the principles of governance and justice.

ECONOMICS (P)

Semester (Spring) 5 Credits

Course Restrictions: Grade 12

Prerequisites: None

Course Description: Economics is a comprehensive exploration of the fundamental principles that underpin our global economy. This course equips students with the knowledge and analytical skills necessary to understand economic systems, make informed financial decisions, and engage critically with contemporary economic challenges. Topics covered include microeconomics, macroeconomics, financial literacy, international trade, and economic policy. Through a combination of theoretical learning, real-world applications, and discussions of economic ethics, students will graduate with a deep understanding of the economic forces that shape our world and the tools to navigate the complexities of personal and societal financial decision-making. Assessment will include exams, projects, economic simulations, and debates, fostering a dynamic and holistic learning experience that prepares students for active and informed participation in the global economy.

PSYCHOLOGY (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: None

Course Description: Psychology is an introductory survey class that explores the complexity of the human condition and major schools of thought that explain human behavior. By learning about the social and biological aspects of behavior, students will gain insight into their own actions, as well as their relationships with others.

ETHIC STUDIES (P)

Semester (Spring) 5 Credits

Course Restrictions: None

Prerequisites: None

Course Description: This course provides an in-depth study of histories, cultures, influences and contributions of various ethnic groups, and is intended for students of all backgrounds and cultures. Additionally, it is designated to provide students with the knowledge to achieve an understanding of and an appreciation for the various cultures in their community. Through the study of the history of races, ethnicities, nationalities and cultures this course aims to cultivate respect and empathy for individuals and build student awareness to their personal connections to local and global histories.

SCIENCE

LIVING EARTH (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: None

Course Description: This is a laboratory course that is based on the Next Generation Science Standards for California public schools. Living Earth will cover concepts in General Biology while integrating the science behind the Earth systems and how such science influences everyday life. Lessons are Inquiry based and display the connection of Earth science and Biology. This course will meet the same graduation and lab standards as biology

CHEMISTRY & EARTH SYSTEMS (P)

Year 10 Credits

Course Restrictions: Grades 10 and up

Recommendation: Completion of Integrated Math I with a C- or better.

Course Description: This course will meet the same graduation and lab standards as Chemistry from the previous course description.

This course is based on the Next Generation Science Standards for California public schools. This course covers the traditional topics of chemistry while integrating earth science. Lessons are Inquiry based and display the overall impact concerning the principles of chemistry and earth science.

ADVANCED CHEM. & EARTH SYSTEMS (P) (W)

Year 10 Credits

Course Restrictions: Grades 10 and up

Recommendation: Pass Intergrated Math II with a C- or better.

Course Description: This course is based on the Next Generation Science Standards for California public schools. Advanced Inquiry-based course concentrating on the applications of Chemistry in the real world while incorporating all science disciplines.

PHYSICS (P)

Year 10 Credits

Class Restrictions: Grade 11 and up

Prerequisites: Completion of Integrated Math I with a C- or better or teacher recommendation.

Course Description: This one-year course in physics covers the fundamentals of mechanics, fluids and waves, thermodynamics, electricity and magnetism, light and optics, and modern physics. The focus of the class is on problem solving in both theoretical and laboratory based situations. In Physics, students learn essential concepts of physics through demonstrations, laboratory work, and discussion. Careful gathering and analysis of quantitative data is stressed.

HONORS INTRO TO ENGINEERING DESIGN (P)(W)

Year 10 Credits

Course Restrictions: Grade 10 and up

Prerequisites: None

Course Description: This course emphasizes the development of a design. Students use computer software to produce, analyze and evaluate models of project solutions. They study the design concepts of form and function, then use state of the art technology to translate conceptual design into reproducible products. This course teaches students to: understand and apply the design process to solve various problems in a team setting; apply adaptive design concepts in developing sketches, features, parts and assemblies; interpret their own sketches in using computer software to design models; understand mass property calculations (such as volume, density, mass, surface area, moment of inertia, product of inertia, radii of gyration, principal axis and principle moments) and how they are used to evaluate a parametric model; understand cost analysis, quality control, staffing needs, packing and product marketing; explore career opportunities in design engineering and understand what skills and education these jobs require; develop portfolios to display their designs and present them properly to peers, instructors and professionals.

HONORS PRINCIPLES OF ENGINEERING (P) (W)

Year 10 Credits

Course Restrictions: Grades 10 and up

Prerequisites: Completion of Integrated Math I with a C- or higher both semesters.

Course Description: This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. The course of study includes: overview and perspective of engineering, design process, communication and documentation, engineering systems, statics, materials and materials testing, thermodynamics, engineering quality and reliability, and dynamics.

HONORS PRIN. OF BIOMEDICAL SCIENCE (P)(W)

Year 10 Credits

Course Restrictions: Grades 11 and up

Prerequisites: Completion of Living Earth with a C- or better.

Course Description: This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to realworld situations, cases, and problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. In addition, students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine and practice collaboration techniques that will help them connect with professionals across any field.

FOREIGN LANGUAGES

RUSSIAN 1 (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: None

Course Description: Students get basic knowledge of phonetics, vocabulary, and syntax on high school level. In the end of the course, they should be able to differentiate between vowel sounds from consonant sounds, and voiced consonants from voiceless consonants. They also should be able to use synonyms and antonyms properly in their writing and speech, as well as find prefixes and suffixes in any word as well. They should know grammatical properties of nouns, adjectives, verbs, pronouns, and numbers as well. In Russian classical literature they should find and classify epithets, metaphors, comparisons, and others.

RUSSIAN 2 (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: Completion of Russian 1 with a C- or better both semesters.

Course Description: Students develop and fasten knowledge that they learned in Russian 1 class. In the end of the class they should use the rules of writing that are needed to be known at this level. They learn such parts of

speech as participle and adverbial participle. Also they should be able to write an essay on different topics using all their knowledge about grammar, vocabulary, and syntax. In literary works of greatest Russian and former Soviet writers they should be able to classify styles of the authors, find topics and main idea of them.

RUSSIAN 3 (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: Completion of Russian 2 with a C- or better both semesters.

Course Description: Students develop and fasten knowledge that they learned in Russian 1 and 2 classes. They will learn specific properties of all parts of speech including adverbs, conjunctions, and particles, and use their knowledge in their writings and speeches. Also students should be able to write different types of essays, using examples from greatest Russian, former Soviet Union, and modern writers. In addition, pupils will learn how to begin and finish essays, and what methods of great writers they can use in their own essays. Finally, they will learn to recognize the differences between a work of a writer and a movie that is made on basics of the work.

RUSSIAN BEGINNING (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: None

College approved for UC/CSU systems.

Course Description: Russian Beginning is designated to give students who have not studied Russian before a basic knowledge of the language. By the end of this course students will be able to speak slowly, to get a message across in a variety of everyday situations, and familiarize themselves with the basic structure of the language. They will become acquainted with the Russian Cyrillic alphabet, both printed and handwritten, and will be able to comprehend and act on both simple written and spoken stimuli. Students will have gained a better appreciation of the relationships between the languages, history and culture of Russia.

SPANISH 1 (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: None

Course Description: The main goal of this course is to reach the entry-level student by presenting material in an active, flexible and meaningful manner. Vocabulary and basic grammatical structures are taught and practiced. At this level, it is vital to communicate the cultural diversity of Spanish speaking countries, so that students develop appreciation and understanding of varied Hispanic cultures.

SPANISH 2 (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: Completion of Spanish 1 with a C- or better both semesters.

Course Description: Material covered in Spanish I is reviewed and the four basic language skills are further developed. Whereas Spanish I emphasizes listening, repetition and basic self expression, students in Spanish II deal with more complex structures, both in spoken and written forms.

SPANISH 3 (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: Completion of Spanish 2 with a C- or better both semesters.

The Spanish 3 program focuses on the strengthening of oral, listening and written skills using the target language. Students will be able to communicate ideas, and participate in a variety of topics, using appropriate vocabulary and grammar structure (conditional, future, present perfect). Listening and reading comprehension skills will be also continually developed.

VISUAL & PERFORMING ARTS

ART BEGINNING (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: None

Course Description: This class is recommended for students taking their first high school art class to promote connections to community involvement and career paths; self-expression, creativity and problem solving. Students will explore a variety of 2-D arts (may include paper art, drawing, painting, and printmaking) and introduction to 3-D arts expressions. Students also study basic aesthetics and art criticism, as well as artists throughout history and their techniques. Techniques taught include but are not limited to Drawing, Painting, Printmaking, Sculpture, Mixed-Media, Collage, and Calligraphy.

ART ADVANCED 9-12 (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: Completion of Beginning Art with a C or better or submission of portfolio.

Course Description: An advanced level course in drawing and painting with an emphasis on developing a greater depth of understanding of art and the application of the Elements of Art and Principles of Design in their work. Studio experiences include observational drawing in charcoal, color mixing, an introduction to traditional painting methods in both acrylics and oils. Every unit will include a lesson in art history which will connect to the unit's topic. At the close of each unit, there will be a teacher lead critique of the student's artwork with each student selecting at least one work to share with the class. Students will demonstrate progress over time by developing a body of work and organizing a portfolio.

CERAMICS BEGINNING (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: None

Course Description: Students will complete a variety of ceramic art projects incorporating the elements of art and principles of design outlined in the Visual And Performing Arts and California State Standards for Secondary Schools. Students will learn visual references and interdisciplinary connections from history, science, English and math. As well as, safe and proper use of tools and conservation of materials will be explained and stressed throughout the course.

CERAMICS ADVANCED (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: Completion of Ceramics Beginning with a C or better.

Course Description: Students will complete a variety of advanced ceramic art projects incorporating the elements of art and principles of design outlined in the Visual and Performing Arts and California State Standards for Secondary Schools. Throwing clay on the potter's wheel, advanced ceramic sculpture techniques, and concepts of working in a series will be introduced. Students will learn visual references and interdisciplinary connections from history, science, English and math. As well as continue to practice safe and proper use of tools and conservation of materials. Throughout the course students will learn to photograph their work and create an advanced portfolio to share. Student work will be included in an exhibition at the end of the year.

CHOIR (P)

Year 10 Credits

Class Restrictions: None

Prerequisites: None

Course Description: Choir is a one year course and is open to all students who want to join. The course is designed to increase vocal skill singing in a mixed choir (Soprano, Alto, Tenor, Bass), as well as give experience in performance. Students will also develop aesthetic and cultural values through critical listening, as well as sing a variety of literature from various time periods, cultures, and styles. Students will focus on preparing for performances, as well as preparation for advanced study and career development.

GUITAR BEGINNING (P)

Year 10 Credits

Class Restrictions: None

Prerequisites: None

Course Description: Students will learn guitar-based songs, focusing on riffs, chords, and power chords as applied to popular guitar music throughout the 1950's-2000's. Students will also learn to read and write chord charts and tablature. Weekly performance quizzes will test students' abilities.

MUSIC APPRECIATION (P)

Year 10 Credits

Class Restrictions: None

Prerequisites: None

Course Description: Music Appreciation is an analysis based course that develops students' analytical, critical thinking, and presentation skills to demonstrate their knowledge of the elements of music, how they are used by composers and creators to convey intent, and how the students themselves use the elements in their own compositions. We will also analyze specific works of music chosen by the teacher as well as works chosen by students.

INTRO TO ENGINEERING DESIGN (P)

Year 10 Credits

Course Restrictions: Grade 9

Prerequisites: None

Course Description: This course emphasizes the development of a design. Students use computer software to produce, analyze and evaluate models of project solutions. They study the design concepts of form and function, then use state of the art technology to translate conceptual design into reproducible products. This course teaches students to understand and apply the design process to solve various

problems in a team setting; apply adaptive design concepts in developing sketches, features, parts and assemblies; interpret their own sketches in using computer software to design models; understand mass property calculations (such as volume, density, mass, surface area, moment of inertia, product of inertia, radii of gyration, principal axis and principle moments) and how they are used to evaluate a parametric model; understand cost analysis, quality control, staffing needs, packing and product marketing; explore career opportunities in design engineering and understand what skills and education these jobs require; develop portfolios to display their designs and present them properly to peers, instructors and professionals.

PHYSICAL EDUCATION

Physical Education students dress daily in gym uniform. Uniform is a red Futures PE T-shirt provided one time at no charge, and solid black, navy or dark shorts/sweatpants. All Futures Logo apparel is acceptable to promote school pride.

PHYSICAL EDUCATION 9

Year 10 Credits

Course Restrictions: Grade 9

Prerequisites: None

Course Description: This is an activity based class designed to address state standards for freshmen. The three basic areas of the program are:

- Individual sports – Emphasis on rules, skills, and strategy of individual sports
- Team sports – Emphasis on rules, skills, and strategy of team sports.
- Physical fitness – Students will develop a base fitness level in the five areas of fitness.

All freshmen will participate in the California Physical Fitness testing in the spring.

PHYSICAL EDUCATION COURSE 2

Year 10 Credits

Course Restrictions: Grades 10 – 12

Prerequisites: Completion of P.E. 9

Course Description: This course is an intermediate skills-level course and is an extension to P.E. 9. During the year students will work on furthering their skills in individual and team sports, such as: baseball, track and field, soccer, basketball, and volleyball.

SPORTS PE

Year 10 Credits

Course Restrictions: Grades 11 and 12

Prerequisites: Successful completion of 20 units from PE and PE2 with a B or better in all 4 semesters.

Course Description: Advanced conditioning class designed for varsity athletes, for skill enhancement on interscholastic teams. Designed to build team culture, strategic planning, and specialized area fitness. Fall and winter sports would be enrolled in the Fall semester. Winter/Spring athletes will be enrolled for the Spring

NON-DEPARTMENTAL

e & COMMUNICATION (P)

Year 10 Credits

Course Restrictions: None

Prerequisites: None

Course Description: Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches in the course.

AVID 9 / 10 / 11 / 12 (P)

Advancement Via Individual Determination

Year 10 Credits

Course Requisite: None

Prerequisite: None

Course Description: This program is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research.

CREATIVE WRITING (P)

Year 10 Credits

Course Requisite: None

Prerequisite: None

Course Description: The overall purpose of the course is to teach students how to become better, more effective writers by examining exemplar texts in the genres of fiction, nonfiction, poetry, and screenwriting. After oral and written analysis of these texts, students will create their own pieces of the different genres. Students will revise, workshop, and edit their pieces in multiple drafts in order to create final projects with pieces ready for publication. The Iowa Style writing workshop model will be used for revision and critique. In large and small groups, students will discuss key elements of writing such as word choice, tone, diction, voice, style, and the process of revision. Students will be heavily engaged in the writing process (prewriting, drafting, peer editing, editing, proofreading, and publishing). Additionally, students will engage in close reading, writing exercises, daily writing prompts, and journaling.

LEADERSHIP

Year 10 Credits

Course Restrictions: None

Prerequisite: A minimum 2.0 overall GPA and a minimum of 2.0 GPA in the current semester, regular attendance, and good behavior in the current year. In order to be considered a separate application is required. Leadership teacher and Principal's approval is required.

Course Description: Leadership is a course where students learn leadership traits that can be used in everyday life. Leadership allows students to be involved in the processes that helps make the school run, and the knowledge they take in can be used after graduating from school in the workforce. Also, FHS Yearbook will be created in this class. Students will go through the steps in publication from design ideas to final copy. Students will photograph and write about the relationships and interaction between students, teachers, administrators, and support personnel, as well as about how the seniors will remember their final year at Futures.

Students will learn the basics of Adobe PhotoShop as well as the principles of quality publication design. Students, who are elected for Student Government (officers), must be enrolled in the Leadership course. While taking this course students must have a full schedule of classes (six periods).
Attendance at various Leadership functions required.

Interviews for the Fall semester are held in August; interviews for the Spring semester are held in January.
** Courses that are "UC/CSU Transferable" can get weighted High School GPA credit. (See page 11)*

TEACHER/OFFICE/LIBRARY ASSISTANT

Year 10 Credits

Course Restriction: Grade 11-12

Prerequisite: 2.0 GPA, permission of a teacher, counselor, or administration. Student assistant positions are available in all classes as well as in the office and the library.

Course Description: All student assistants are expected to be dependable, to show initiative and to demonstrate responsibility. **Promptness and regular attendance are expected.** Students will demonstrate behavior suitable to a business setting and will model honesty, politeness, and appropriate dress to fellow students. All student assistants are expected to display a high degree of integrity and ability to maintain confidentiality.

Please Note: No more than 10 credits of Student Assistant may be used toward graduation. No more than one assistant position can be held per semester.

CONCURRENT ENROLLMENT - COLLEGE CLASSES

DUAL ENROLLMENT

Semester 1 unit = 3.33 H.S. credits

Course Restrictions: None

Prerequisites: None

Program Description: High school students have an opportunity of concurrent enrollment at any Los Rios College: ARC, CRC, SCC, FCC. This program is designed for high achieving students who would like to challenge themselves with college-level courses, would like to get a head start on their college education or explore a field of study that is not available in the high school. Both college and high school credits are given for successful completion of the college courses. Students do not have to pay tuition to participate in this program. There is a nominal fee of \$11 for students taking non-CCAP courses, but could be reimbursed if requested in advance. **This is not a remediation program where students can make-up classes that they failed in High School.**

ACCELERATED COLLEGE ENTRANCE (ACE) PROGRAM *

Semester 1 unit = 3.33 H.S. credits

Course Restrictions: Grades 11 and 12

Prerequisites: Minimum of cumulative 3.0

Course Description: The ACE Program allows qualified high school students to enroll in classes at CSU, Sacramento and earn university credits while completing regular high school studies. Through ACE, advanced high school students can study subject matter which may not otherwise be available to them. Qualified students may take up to one course at Sacramento State provided. Credits earned while participating in ACE may be applied to degree programs at Sacramento State or may be transferred to other universities. Program cost is \$15 plus textbook and/or materials fees.

FUTURES H.S. MATH DEPARTMENT
COURSE FLOWCHART

