

ORLAND HIGH SCHOOL



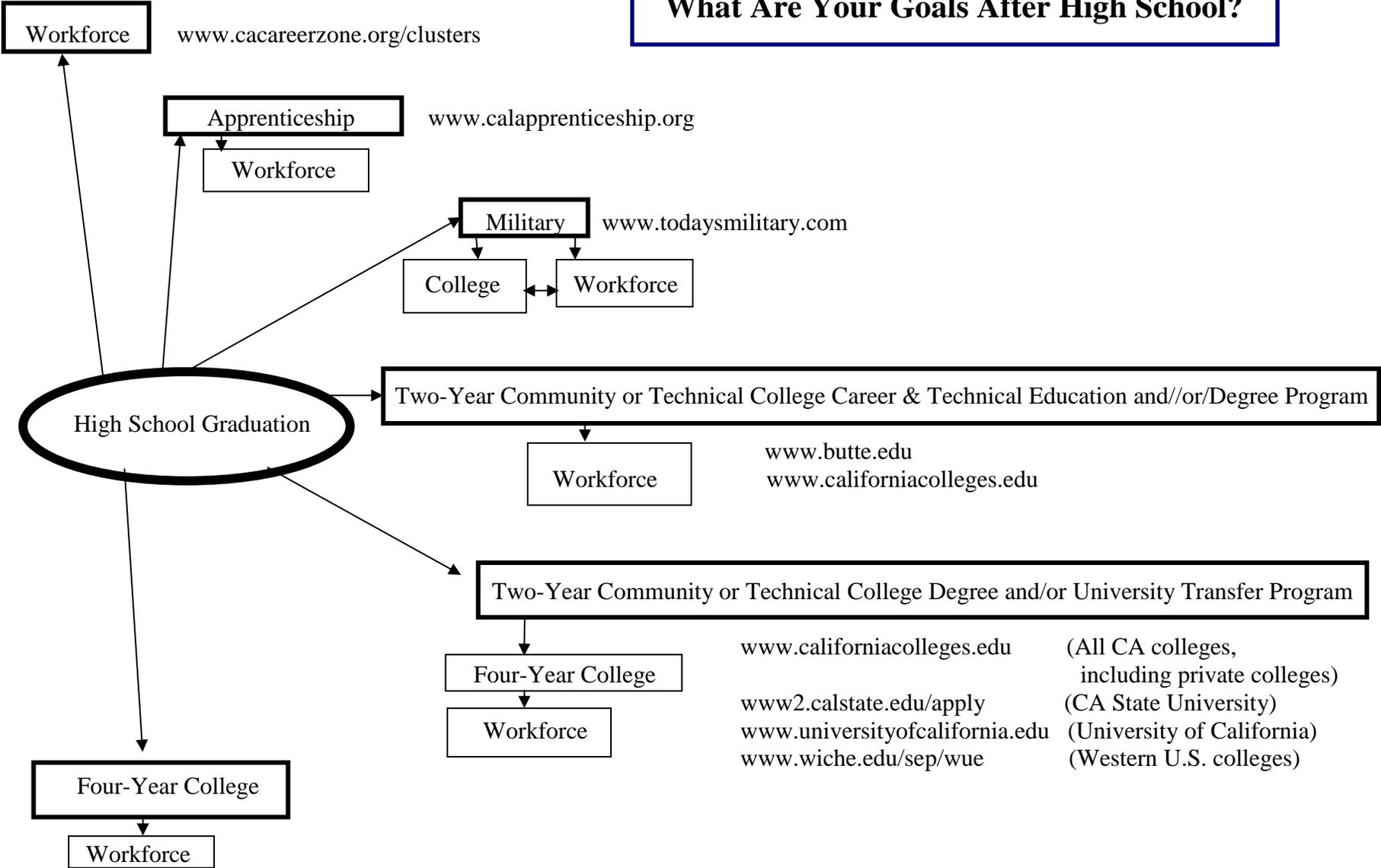
Curriculum Handbook
2024-2025

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What Are Your Goals After High School?



UC A-G Approved OHS Courses

ALL OF THE CLASSES LISTED BELOW MUST BE PASSED WITH A GRADE C OR BETTER

<https://hs-articulation.ucop.edu/agcourselist/institution/635>

Area A – HISTORY/SOCIAL SCIENCE 2 Years Required		
World History	AP United States History	United States History
AP European History	Civics	AP Government and Politics United States
Area B – ENGLISH 4 Years Required		
English I	English I Honors	English IV
English II	English II Honors	AP English Literature and Composition
English III	AP English Language and Composition	
Area C – MATH 3 Years Required – 4 Years Recommended		
Integrated 1A & 1B Combined	Integrated III	AP Statistics
Integrated I	Math Analysis	Financial Literacy
Integrated II	AP Calculus	
Area D – SCIENCE 2 Years Required – 3 Years Recommended		
Biology	Zoology & Botany	Horticulture I
Chemistry	Ag Biology	Horticulture II
Physics	Ag Chemistry	Interdisciplinary Agriculture Science
Human Anatomy & Physiology	Farm to Fork	
Area E – LANGUAGE OTHER THAN ENGLISH 2 Years Required		
Spanish I	Spanish II	Spanish III
Spanish II for Spanish Speakers	AP Spanish Language and Culture	
Area F – VISUAL & PERFORMING ART 1 Year Required		
Advanced Band	Advanced Choir	Ag Floral Design
Ag Wood 1	Ag Wood 2	Ceramics
Drama	Intermediate Band	Musical Theater
Percussion	Studio Art	Theater Workshop
Woodworking in Ag Mechanics III	Publications	
Area G – ELECTIVE 1 Year Required (in addition to courses listed in sections A-F, but only courses beyond those used to satisfy the requirements of the A-F subjects.)		
Agriculture Leadership	Child Development	Economics
Medical Terminology	Psychology	

ORLAND HIGH SCHOOL
CAREER PATHWAYS

AGRICULTURAL MECHANICS

Introduction to Agriculture Mechanics
and completion of 2 additional courses

Welding in Ag Mechanics II
Welding in Ag Mechanics III

or

Woodworking in Ag Mechanics II
Woodworking in Ag Mechanics III

TRANSPORTATION

Auto I
Auto II
Auto III

AG FLORAL

Ag Floral Design
Advanced Ag Floral Design

AGRISCIENCE

Agriscience I
Agriscience II
Advanced Agriscience

SUSTAINABLE AGRICULTURE

Agriculture Biology
Ag Agriculture Chemistry
Interdisciplinary Ag Science

CHILD DEVELOPMENT/EDUCATION

Family & Child Development
Careers with Children I & II

ANIMAL SCIENCE

Animal Science
Advanced Animal Science (2025-26)

MEDICAL CAREERS

Biology
Anatomy/Physiology
Medical Terminology

PLANT SCIENCE

Plant Science
Advanced Plant Science
Farm to Fork



ORLAND HIGH SCHOOL
 "HOME OF THE TROJANS"



Planning your high school years can make a big difference in how you get through high school, what you accomplish, and what your future options are. Both academic preparation and vocational training are appropriate during high school.

The *Orland High School Curriculum Handbook* is intended to be a resource guide for charting your four-year pathway for graduation and post-secondary (after high school) preparation. Some helpful questions that should be discussed and answered between you and your parent/guardian when planning your class choices:

- Question # 1:** What is your primary educational goal at the conclusion of your senior year?
- Meet minimum college admission requirements
 - To enter the community, state, or university college system prepared to take college-credit courses (and avoid remedial math and/or English classes)
 - To be competitive for admission to an elite university
 - To gain and enhance career-technical skills and experiences while meeting minimum high school graduation requirements
- Question # 2:** What area of study do you want to emphasize, if any?
 What are your natural abilities, interest, or a passion for a particular field?
- Question # 3:** Is there a career you are interested in pursuing?

Coordinate your plan with goal(s) beyond high school. Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> University of California* | <input type="checkbox"/> Community College |
| <input type="checkbox"/> California State University* | <input type="checkbox"/> Private career/tech program |
| <input type="checkbox"/> Other 4-year college/university* | <input type="checkbox"/> Apprenticeship |
| <input type="checkbox"/> Military Academy* | <input type="checkbox"/> Military service |
| <input type="checkbox"/> Community College transfer** | <input type="checkbox"/> Work full- time |

*Required A-G coursework **A-G Recommended

Fill in your classes for each year and evaluate your progress toward reaching your goal.

Classes	9 th	10 th	11 th	12 th
1	English I	English II	English III	English IV
2	Research World Events / Health	World History	U.S. History	Civics/ Economics
3	Frosh. Seminar/ Careers			Fine Art/Foreign Lang. (xxx)
4	PE	PE		
5	Integrated I	Integrated II	Integrated III	
6	Science (*)	Life/Bio/Chem/Ag	Science (xx)	
7	CTE (*)	CTE (xx)		

*=optional xx = required if not taken in 9th grade xxx = required if not taken in 10th – 11th grade

TABLE OF CONTENTS FOR COURSE DESCRIPTIONS

COURSE AVAILABILITY IS SUBJECT TO CHANGE

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Advanced Agriscience	11-12	10	Spanish II	9-12	18
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Animal Science	9-12	10	Spanish III	10-12	18
Plant Science	9-12	10	AP Spanish IV	11-12	19
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Ag Floral Design	10-12	11	Integrated Math I.....	9-10	20
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Welding in Ag Mechanics III.....	11-12	12	Math Analysis	11-12	21
Woodworking in Ag Mechanics II.....	10-12	12	AP Calculus.....	12	21
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Agricultural Chemistry.....	10-12	13	<u>PHYSICAL EDUCATION</u>		
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English II Honors	10	14	<u>SCIENCE</u>		
English III	11	14	Biology.....	9-12	23
AP English Language and Composition	11	15	Chemistry	10-12	23
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SDAIE English.....	9-12	15	Anatomy & Physiology	10-12	23
<u>ENGLISH LANGUAGE DEVELOPMENT</u>			Zoology & Botany.....	10-12	23
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ELD II	9-12	16	Physics.....	11-12	24
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ELD ADVANCED/SUPPORTED STUDY	9-12	16	Research of Geography & World Events.....	9	25
<u>FAMILY AND CONSUMER SCIENCE</u>			World History/Cultures	10	25
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Careers with Children I & II	11-12	17	AP U.S. History.....	11-12	25
			Psychology	11-12	26
			Civics.....	12	26
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GRADE PAGE

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AGRICULTURE

AGRISCIENCE II

Grades 10-11
Year Long Class

Prerequisite: Completion of Agriscience I

Course content: Agriscience II focuses on animal science and production. Topics typically include but are not limited to microbiology, genetics, anatomy and physiology, growth and reproduction, structural basis of function in living systems, chemistry of living systems, quantitative problem solving, and data acquisition and display. Additionally, students in this course will help with management of livestock on the school farm as well as the greenhouse. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

ADVANCED AGRISCIENCE

Grades 11-12
Year Long Class

Prerequisite: Completion of Agriscience II

Course content: Advanced Agriscience courses provide students with opportunities to further their knowledge of applications of science in the agricultural industry. Common topics could include: commercial versus organic farming practices, biotechnology uses in plant and animal production, chemical use in production, and sustainability. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts. *This course may be taken for Butte College credit if all requirements are fulfilled.

AG COMMUNICATIONS AND LEADERSHIP

Grades 10-12
Year Long Class (May be Repeated)

Prerequisite: Completion of Agriscience I, Plant Science, Intro. to Agriculture Mechanics, or Ag Biology with a C grade or better and Application

Course content: Ag Communications and Leadership helps students develop leadership and communications skills with a focus on opportunities in the food, fiber, and natural resources industries. Topics may include, but are not limited to, human relationships and effective communication, issue analysis, decision-making and problem-solving, leadership qualities and styles, and ensuring successful completion of group activities. The students then learn and enhance their written and oral communication skills by presenting their views and opinions to the class. Students learn how to arrange and present debates, speeches, and interviews to be effective leaders in today's society. Participation in FFA student organization activities and SAE projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

ANIMAL SCIENCE

Grades 9-12
Year Long Class

Course Content: This course will explore the sciences involved in animal production. Instruction will lead students through animal anatomy and physiology, reproduction, nutrition, health issues, marketing and animal products. Students will gain knowledge and skills through direct instruction, labs and field trips. Participation in FFA and completion of an SAE is required. This course is dual enrolled with Butte College AGS-40 Introduction to Animal Science.

PLANT SCIENCE

Grades 9-12
Year Long Class

Course Content: This course provides knowledge about the propagation of plants for food and fiber. These courses may cover such topics as plant growth and health, irrigation, pest and weed control, food and fiber processing, and farm operations. They may also cover the knowledge and skills needed to produce all types of crops or may emphasize a particular area of the agricultural industry.

ADVANCED PLANT SCIENCE

Grades 10-12
Year Long Class

Prerequisite: Completion of Plant Science

Course Content: This course will focus on more specific areas of plant science such as soil science, viticulture, vegetables, grains, specialty crops. Irrigation and weed and pest control may also be addressed.

FARM TO FORK

Grades 11-12
Year Long Class

Prerequisite: Completion of Advanced Plant Science or Interdisciplinary Agriculture Science

Course Content: Farm to Fork is a laboratory science course that will use a farm-to-fork approach that will focus on sectors of the food science industry that include food production, preservation, processing, and safety. This course will encourage students to use best practices in growing food, processing and packaging. Students will learn fundamentals to the research and development of food products through the chemistry of food. There will be numerous laboratory experiments as well as possible class discussions, field trips, and guest speakers to apply the food processes and chemistry principles as they pertain to the food science industry. Students will learn about the chemical processes food science undergoes along with food safety, quality assurance, new product development and food processing and engineering. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science. FFA membership and executive of an SAE project is included.

AG FLORAL DESIGN

Grades 10-12
Year Long Class

Prerequisite: Completion of AgriScience I, Plant Science I, Ag Biology or Introduction to Agriculture Mechanics

Course Content: Students will explore elements and principles of design, two or three-dimensional designs, the history of floral art, arrangement styles and techniques, seasonal holidays, and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition, all students will learn various types of cuts and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance and harmony within arrangement, along

with scale, color, and design. This historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. The student will participate in the student leadership organization, National FFA, and will complete a Supervised Agricultural Experience project based on working with local florists in the community and with the Agricultural Business class.

ADVANCED AG FLORAL DESIGN

Grades 11-12
Year Long Class (May Be Repeated)

Prerequisite: Completion of Ag Floral Design and Teacher Recommendation

Course Content: This course allows students to learn professional florist skills for employment in the floriculture field. Students will explore the floriculture industry on a more technical and advanced level including the proper care and handling of flowers, plants, and foliage; evaluate floral materials and arrangements; utilize floral tools, supplies and products to apply design principles to floral medium; construct arrangements for all occasions; display, price and market floral designs; and preserve floral materials as students run their own floral shop. The art elements and principles of design will serve as a foundation for each unit covered. After completion of this class, students will be prepared to secure a job in the floral industry. Students will be exposed to careers in Agriculture Business. Students will automatically become members of the FFA and participation in FFA activities and supervised agricultural experience programs will be a graded component of the course. Students will demonstrate an understanding of floral art concepts through creation, analyzing, interpretations, and judgment of floral arrangements. Course includes lectures, labs, guest speakers, presentations, demonstrations, and displays throughout the year. This course may be taken for college credit.

INTRODUCTION TO AGRICULTURE MECHANICS

Grades 9-10
Year Long Class

Course Content: This course is designed to give students skills and experience in agriculture mechanics. Students will gain knowledge of basic construction techniques including, electrical, plumbing, concrete, and fabrication by spending a semester in the welding shop and a semester in the wood shop. Course completers will have the opportunity to specialize in woodworking or metal fabrication by enrolling in either Ag Wood II or Ag Welding II. Participation in FFA activities is

an integral course component for leadership development, career exploration, and reinforcement of academic concepts

WELDING IN AG MECHANICS II

Grades 10-12
Year Long Class

Prerequisite: Completion of Intro. to Agriculture Mechanics and Teacher Recommendation

Course content: This course is designed to give the student advanced techniques in welding, and handling mig and tig welders. Students will build their own individual projects.

WELDING IN AG MECHANICS III

Grades 11-12
Year Long Class (May be Repeated)

Prerequisite: Completion of Welding II and Teacher Recommendation

Course content: This course is designed to give students the opportunity to plan and construct welding projects. *This course may be taken for Butte College credit.

WOODWORKING IN AG MECHANICS II

Course Requirement: Grades 10-12
Year Long Class

Prerequisite: Completion of Intro. to Ag Mechanics and Teacher Recommendation

Course content: Students will expand their understanding of a career in the ag mechanics or construction industry and will be exposed to some on-the-job training. Students will grow their woodworking, carpentry, and construction skills through various individual and group projects. Finally, all students will be required to participate in FFA and enter a woodworking project at the Glenn County Fair.

WOODWORKING IN AG MECHANICS III

Grades 11-12
Year Long Class (May be Repeated)

Prerequisite: Completion of Woodworking II and Teacher Recommendation

Course content: This course is designed for students who want to strengthen their ag mechanics and woodworking skills to an employable level. Students will understand and implement most aspects of working drawings, and some mechanical drawing will be required. Students will be required to

demonstrate the habits and ethics that will be required of them in the workplace, and they will be required to complete at least one complex project of their own which must demonstrate all the employable skills listed above. Finally, students will be required to participate in FFA and enter their complex woodworking project at the Glenn County Fair. The course may be taken for Butte College credit.

FARM MANAGEMENT

Grade 12
Year Long Class

Prerequisite: Completion of Welding III or Woodworking III and Teacher Recommendation

Course content: This course is designed to give students the opportunity to gain valuable experience managing and working on the school farm and teaching facility.

AGRICULTURAL BIOLOGY

Grades 9-12
Year Long Class

Prerequisite: Completion of a previous Science class with a C grade or better & a minimum academic GPA of 2.5

Course content: Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic, and other requirements of present and future generations. Sustainability is important to make sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment.

Agriculture Biology is a one-year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, each with a guiding question:

- What is sustainable agriculture?
- How does sustainable agriculture fit into our environment?
- What molecular biology principles guide sustainable agriculture?
- How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem?

Within each unit, specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge.

AGRICULTURAL CHEMISTRY

Grades 10-12
Year Long Class

Prerequisite: Completion of Agriculture Biology or equivalent Science course (with instructor approval) with a C grade or better and a minimum GPA of 2.5

Course content: This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals, and agricultural practices. Students will examine the properties of soil and land and their connections to plant and animal production. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Agriculture Chemistry is a one-year course designed to integrate physical science practices and knowledge into the practice of soil science. The course is organized into six major sections which cover the following topics of instruction:

- Agriscience Practices
- The Nature of Soil
- Water and Soil Management
- Plants and Soil Management
- Animals and Soil Management
- Soil Sustainability

Within each unit, specific science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge.

INTERDISCIPLINARY AGRICULTURE SCIENCE

Grades 11-12
Year Long Class

Prerequisite: Completion of Agriculture Chemistry or equivalent Science course (with instructor approval) with a C grade or better and a minimum GPA of 2.5

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program."

ENGLISH

ENGLISH I

Grade 9
Year Long Class

Course content: English I focuses on communication skills in reading, writing, speaking, and listening, with an additional emphasis on study skills such as time management, note taking, and test-taking strategies. Writing instruction will include the Six Traits of effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions). This course concentrates on various selections from world literature through a range of genres (short story, poetry, novelette, novel, expository text, and drama). Curriculum in this course will also focus on preparation for the CAASPP administered during 11th grade. A student who receives a grade of "C" or better will earn credit toward CSU and UC admission.

ENGLISH I – HONORS

Grade 9
Year Long Class

Prerequisite: Scoring an above average or exemplary score on the admission test and writing sample

Course content: English I Honors will use the traditional pacing guide for the English I course but will move at a faster pace with the inclusion of expanded writing assignments, expanded speaking and listening assignments, and more depth to the curriculum overall. Curriculum in this course will also focus on preparation for the CAASPP administered during 11th grade.

ENGLISH II

Grade 10
Year Long Class

Prerequisite: Completion of English I

Course content: English II focuses on communication skills in reading, writing, speaking, and listening. Writing instruction will include the Six Traits of effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions). Additionally, it stresses competency through multi-paragraph papers whose topics may be persuasive, response to literature, analytical, compare/contrast, and/or autobiographical. This course concentrates on various selections from world literature through a range of genres (short story, poetry, novelette, novel, expository text, and drama). Curriculum in this course will also focus on preparation for the CAASPP administered during 11th grade. A student who receives a grade of "C" or better will receive credit toward CSU and UC Admission.

ENGLISH II – HONORS

Grade 10
Year Long Class

Prerequisite: Scoring an above average or exemplary score on the admission test and writing sample

Course content: English II Honors will use the traditional pacing guide for the English II course but will move at a faster pace with the inclusion of expanded writing assignments, expanded speaking and listening assignments, and more depth to the curriculum overall. Curriculum in this course will also focus on preparation for the CAASPP administered during 11th grade.

ENGLISH III

Grade 11
Year Long Class

Prerequisite: Completion of English I and II

Course content: English III focuses on communication skills in reading, writing, speaking, and listening with an additional emphasis on the analysis of an author's "logical argument" and the synthesis of ideas from multiple literary sources. Students will also review grammar skills, writing mechanics, and punctuation. Writing instruction will include the Six Traits of effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions). Additionally, it stresses competency through multi-paragraph papers whose topics may be persuasive, response to literature, analytical, compare/contrast, and/or autobiographical. Writing instruction encourages and develops higher levels of critical thinking compared to English I and II. This course concentrates on selections from American Literature through a range of genres (short story, poetry, novelette, novel, expository text, and drama). Curriculum in this course will also focus on preparation for the CAASPP administered during 11th grade. A unit on speech and debate focuses on the art of educated discourse and will include documented research to support the claims made. A student who receives a grade of "C" or better will receive credit toward CSU and UC Admission.

AP ENGLISH LANGUAGE AND COMPOSITION

Grade 11
Year Long Class

Prerequisite: Completion of English I and II with a B grade or better and Teacher Recommendation

Course content: English III/AP will concentrate on intensive work to prepare the college bound student for the rigors of a college English curriculum. This class will focus primarily on language and composition. Students will learn the primary modes of expository writing and will read, discuss and interpret literature with emphasis on American literature (although some European and Pacific Rim literature will be presented) in preparation for taking the Advanced Placement Language and Composition Exam. There shall be periodic practice on AP multiple choice and composition exams, and a thorough analysis of writing modalities. It is a difficult, but rewarding, English course. Currently, a student who scores three (or higher) on the AP exam will receive college credit towards first year English in most colleges and/or universities. Curriculum in this course will also focus on preparation for the CAASPP administered during 11th grade.

ENGLISH IV

Grade 12
Year Long Class

Prerequisite: Completion of English I, II, and III

Course content: English IV focuses on communication skills in reading, writing, speaking, and listening with an additional emphasis on the analysis of an author's "logical argument" and the synthesis of ideas from multiple literary sources. This course will review components of literature and writing, as well as provide instruction in research and presentation skills. Writing instruction will include the Six Traits of effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions). Additionally, it stresses competency through multi-paragraph papers whose topics are persuasive, response to literature, analytical, compare/contrast, autobiographical, and/or application essays. Writing instruction encourages and develops higher levels of critical thinking compared to English I, II, and III. There is an emphasis on the continued development of effective self-expression and communication. Students will also write an extensive research paper on a topic of choice as part of the OHS graduation requirement. This paper will be the capstone in the student's academic portfolio. This course concentrates on British and multi-cultural literature through a range of genres (short story, poetry, novelette, novel, expository text, and drama) following the guidelines in the English Language Arts Framework and Content Standards for California. A student who receives a grade of "C" or better will receive credit toward CSU and UC Admission.

AP ENGLISH LITERATURE AND COMPOSITION

Grade 12
Year Long Class

Prerequisite: Completion of English I, II, and III with a B grade or better or successful completion of AP Language and Composition and Teacher Recommendation

Course content: English IV/AP will concentrate on intensive work to prepare the college bound student for the rigors of a college English curriculum. This class will focus entirely on literature and writing. Students will read, discuss, interpret and analyze English poetry and prose in preparation for taking the Advanced Placement Literature and Composition Exam. There will be periodic practice on AP composition and multiple-choice exams, in-depth study of literary terms, and a rigorous writing component of literary analysis. It is a difficult but rewarding course. A student who scores a three or higher on the AP exam will receive college credit towards first year English in most universities.

SDAIE ENGLISH

Grades 9-12
Year Long Class

Prerequisite: Congruent Enrollment in ELD I/II for students at the emerging level and/or Teacher Recommendation

Course content: SDAIE English concentrates on building skills in reading and writing with emphasis on: fluency, vocabulary development, comprehension and response to literature for students who are new to the English Language. This class exposes students to various forms of reading and writing while developing English grammar & vocabulary skills.

ENGLISH LANGUAGE DEVELOPMENT

ELD I

Grades 9-12
Year Long Class

Prerequisite: Results from ELPAC Testing at the Emerging Level

Course content: Students in this class will develop the Basic English language skills of listening, speaking, reading and writing for the non-native speaker of English. Students will communicate orally using phrases and sentences. They will read and identify the main ideas in simple literature and expository text. Students will also write simple compositions and brief narratives.

ELD II

Grades 9-12
Year Long Class

Prerequisite: Results from ELPAC Testing at the Emerging to Expanding Level, satisfactory completion of ELD I or Teacher Recommendation

Course content: Students in this class will continue work from the beginning level in listening, speaking, reading and writing for the non-native speaker of English. Students will follow multi-step directions and orally communicate their basic needs. They will expand their vocabulary development, recognize multiple word meanings, and identify/describe basic literary elements. Students will write basic expository compositions and respond in writing to selected literature.

ELD III

Grades 9-12
Year Long Class

Prerequisite: Results from ELPAC Testing at the Expanding to Bridging Level, satisfactory completion of ELD II or Teacher Recommendation

Course content: Students will progress in academic language development for content area classes and prepare for transition to grade level English courses. They will actively participate in social conversations and classroom discussions, in addition to delivering short presentations. Students will apply knowledge of language to analyze and derive meaning from literary texts. They will practice composition techniques and will complete reports.

ELD ADVANCED WITH SUPPORTED STUDY

Grades 9-12
Year Long Class

Prerequisite: Results from ELPAC Testing at the Bridging Level, satisfactory completion of ELD III & Teacher Recommendation

Course content: Students enrolled in this course will learn to develop their study habits in a variety of areas including: listening, speaking, reading, writing, notetaking, studying for tests, critical thinking, time management, memorization techniques, self-evaluation and goalsetting. This course is designed to support students within the ELD program who have progressed to the Bridging Level in their overall English Language Development.

FAMILY AND CONSUMER SCIENCE

LIFE SKILLS

Grades 9-10
Year Long Class

Course content: This course is designed to help students take responsibility for themselves while learning the skills necessary to become more independent. Instruction will include units on food and nutrition, interior design, child development, clothing (construction, care and maintenance) and consumer skills that involve the management of time, money and other resources.

This class is an introduction to several career pathways that include Child Development/Education, Fashion & Design and Interior Design.

FAMILY AND CHILD DEVELOPMENT

Grades 10-12
Year Long Class

Course content: This course is designed to help students become aware of the relationships between family members, needs of individuals within the family systems and behaviors of small children. Coping with stress and crisis within the family is covered. The first semester stresses parenting skills, the family life cycle, and behavioral patterns of children beginning with pregnancy and continuing through the childhood stages. The second semester includes units on behavior and discipline, problem situations within the family, understanding the elderly and careers within these areas. Students will have the opportunity to work with young children in order to develop a better understanding of their emotional needs, chronological development and to gain experience in the field of child care. *This course may be taken for Butte College credit if all requirements are fulfilled.

CAREERS WITH CHILDREN I & II

Grades 11-12
Year Long Class (Double Period)

Prerequisite: Passing grade in Family & Child Development or Teacher Recommendation

Course content: The primary objective of the Careers with Children program is to better prepare students for an entry-level position working with children, such as a teacher's aide, or for further education leading to one of the many career opportunities working with children. This course will combine classroom instruction with hands-on experiences working with young children within the community, such as in a childcare facility or at an elementary school. Units of study will include career awareness, employability skills, workplace policies, program regulations and policies, child development and guidance, curriculum and classroom management and additional topics relating to working with children. *This course may be taken for Butte College credit if all requirements are fulfilled.

FOREIGN LANGUAGE

SPANISH I

Grades 9-12
Year Long Class

Prerequisite: Completion of 8th grade English with a B grade or better or completion of high school English with a C grade or better

Course content: The general objective of this course is to begin to develop a proficiency in communication through the acquisition of listening, speaking, reading and writing skills of the language. The course is designed to accomplish this by student participation in paired activities, student projects and individual presentations in the classroom combined with materials such as listening-comprehension tapes, videos, workbooks and Book One of a communicative-based textbook series.

SPANISH II

Grades 9-12
Year Long Class

Prerequisite: Completion of English with a C grade or better and teacher recommendation or completion of Spanish I and Teacher Recommendation

Course content: A continuation of proficiency development in communication begun in Spanish I. Book Two of a communicative-based textbook series continues the vocabulary building, grammar concepts and cultural information of Spanish I.

SPANISH FOR SPANISH SPEAKERS II

Grades 9-12
Year Long Class

Prerequisite: Completion of English with a C grade or better and teacher recommendation or completion of placement test with a passing score

Course content: The course allows students to expand their bilingual range and moves learners beyond basic language development up to receptive and expressive language abilities. Native students will develop Spanish reading skills by being exposed to extensive reading selections taken from authentic texts and recommended readings. Students will produce writing in a variety of formats while continuing to develop skills in the correct use of grammar, spelling, punctuation, and capitalization. Students develop academic vocabulary and acquire new information in different communication modes.

SPANISH III

Grades 10-12
Year Long Class

Prerequisite: Completion of Spanish II with a C grade or better or Teacher Recommendation

Course content: Students continue to increase their skills in communication in the Spanish language. Emphasis will be on the basics of grammar, combined with an extensive vocabulary, allows for opportunity to practice and create original conversations as well as written compositions. Reading in the language is expanded. Book Three refines the grammar, increases vocabulary and adds to the cultural information of Spanish I and II.

AP SPANISH IV

Grades 11-12

Year Long Class

Prerequisite: Completion of Spanish III with a C grade or better or Teacher Recommendation

Course content: Spanish IV is a course for those students interested in advanced study of the language. It is designed to refine and expand upon the basic structure of the language as introduced in Spanish I, II and III. Students will have an opportunity to enrich their vocabulary and expand their comprehension of the grammatical structures while practicing their skills in oral expression, reading, and composition. The textbook will be supplemented and enriched by audio tapes, video tapes, the reader (Visages) and other literary selections on which will be based compositions, discussions and oral presentations.

MATHEMATICS

INTEGRATED MATH I A

Grade 9
Year Long Class

Prerequisite: Teacher Recommendation

Course content: Integrated Math IA is an intervention course that will focus on the CA Common Core Integrated Math I Standards. Integrated Math IA covers the first half of the Integrated Math I course. It is designed for students who need to strengthen their foundational skills related to the following topics: basic operations with fractions; integer operations; linear functions; transformations; statistics; sequences; and manipulation of variables. Upon successful completion of this course a student will be enrolled in Integrated Math IB the following year. This course meets one year of Orland High School's three-year graduation requirements for math.

INTEGRATED MATH I

Grades 9-10
Year Long Class

Prerequisite: Teacher Recommendation

Course content: Integrated Math I is part of a three-year math series. 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. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

INTEGRATED MATH II

Grades 9-11
Year Long Class

Prerequisite: Integrated I and Teacher Recommendation

Course content: Integrated Math II is the second year of the three year CPM math series. Integrated Math II 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. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

INTEGRATED MATH III B

Grade 11
Year Long Class

Prerequisite: Integrated I, Integrated II and Teacher Recommendation

Course content: This course is designed for students to expand upon mathematical concepts gained from Integrated Math I and II while further developing and strengthening skills necessary to progress to the next level. Through independent problem-solving activities, performance based learning, guided instruction, direct instruction, text and supplementary readings, and various homework assignments students will be able to focus and gain knowledge on the following four important areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. This course meets one year of Orland High School's three-year graduation requirements for math.

INTEGRATED MATH III

Grades 10-12
Year Long Class

Prerequisite: Integrated I, Integrated II and Teacher
Recommendation

Course content: Integrated Math III is the third course of a three course series which includes all of the common core state standards. It builds and strengthens students' conceptual knowledge of tools of geometry, similarity through transformations, symmetry, congruence through transformations, trigonometry, quadratic functions, polynomials and quadratics functions, and their inverses. Integrated Math III also includes linear relations and functions, systems of equations, polynomials and their functions, radical functions and relations, exponential and logarithmic functions, and a continued study of statistics.

MATH ANALYSIS

Grades 11-12
Year Long Class

Prerequisite: Completion of Integrated III with a C
grade or better and Teacher Recommendation

Course content: The course includes the study of the following topics: Review of Algebra II concepts, sequences and series, polynomial functions, exponential and logarithmic functions, circular functions and trigonometry, complex numbers, vectors, probability and statistics, analytical geometry and matrices.

AP CALCULUS

Grade 12
Year Long Class (Offer as Needed)

Prerequisite: Completion of Math Analysis with a B
grade or better and Teacher Recommendation

Course content: This is an Honors class for students covering the first semester of a college calculus course. Students will work extensively with the graphing calculator, functions, derivatives, integrals and their applications. The main goal is to prepare students to pass the AP Calculus Exam and receive college credit at most colleges or universities. Students who take this course are expected to take the AP Exam in May.

AP STATISTICS

Grades 11-12
Year Long Class (Offer As Needed)

Prerequisite: Completion of Integrated III or Math
Analysis with a B grade or better and Teacher
Recommendation

Course content: Statistics is focused on reasoning and logic and less oriented around computation. Frequently the problems require students to be able to develop a mathematical hypothesis and then investigate the evidence to support or reject that hypothesis. It has daily homework and quizzes, with tests that are intended to help students prepare for the AP test. Statistics is a course that is a prerequisite for many college majors beyond just in mathematics or engineering. It includes the use of technology in the form of extensive use of a graphing calculator and additionally the use of computer data outputs in a variety of forms.

FINANCIAL LITERACY

Grades 12
Year Long Class

Prerequisite: Completion of Integrated II, III or IIIB
with a C- or better and Teacher Recommendation

Course content: The curriculum focuses on the individual student and the ways they use math in their daily lives. Topics include: being informed and prepared to be effective managers of financial resources; enabling them to achieve long- and short-term financial goals and security; being engaged in establishing career goals that will provide adequate income and personal fulfillment; demonstrating an understanding of personal financial planning and money management skills; and understanding personal and societal consequences of financial decisions. This course meets one year of Orland High School's three-year graduation requirements.

MATH CREDIT RECOVERY

Grade 12
Year Long Class

Prerequisite: Teacher or Counselor Recommendation

Course content: This course is taken to make up credits in mathematics. Lessons, assessments and instructional tools are designed to equip learners with resources for academic success, incorporating a mix of grade-appropriate text, direct instruction videos, learning activities. Online lessons also integrate numerous instructional supports to address diverse learning styles and allow ongoing collaboration between learners and teacher.

PHYSICAL EDUCATION

PHYSICAL EDUCATION I

Grades 9-12
Year Long Class

Prerequisite: (Required for all freshmen)

Course content: This course is designed to provide students the opportunity to learn through a comprehensive drill/skill oriented curriculum aligned with the California Model Content Standards for Physical Education and by implementing common core assignments. Daily classes will involve and stress the major fitness components; flexibility, cardiovascular, muscular strength, muscular endurance and body composition, and the importance of the California mandated physical fitness test. This course will also provide a variety of activities to ensure that the students acquire skills for present use and carryover value. Activities include, but are not limited to: soccer, flag football, circuit and interval training, basketball, volleyball, ultimate Frisbee, splatterball, softball, track and field. Daily emphasis will be placed on the importance of sportsmanship, teamwork, respect, and physical fitness/activity for a healthy lifetime. Daily rubrics, observational assessments, and written assessments will be administered.

PHYSICAL EDUCATION II*

Grades 10-12
Year Long Class

Pre-Requisite: Completion of P.E. I with a C or Better and Teacher Recommendation

Course content: The purpose of this course is to further educate students through physical activity. This course provides instruction in the fundamentals of individual and team sports and promotes physical fitness with special emphasis on sports and exercises that will carry over into later life.

TOTAL BODY FITNESS*

Grades 10-12
Year Long Class

Prerequisite: Completion of P.E. I with a C or Better and Teacher Recommendation

Course content: This course is designed for total body fitness. It will include strength and core workouts, cardio kickboxing, step and power step, interval and circuit training, boot camp

and proper nutritional information. The students will develop an understanding of the importance of exercise for the

cardiovascular system and strength training. Observation and written assessments will be administered.

STRENGTH TRAINING AND CONDITIONING (WEIGHT TRAINING)*

Grades 10-12
Year Long Class

Prerequisite: Completion of P.E. I with a B grade or better and Teacher Recommendation

Course content: Students will be given the correct information and techniques of weight training, power training, cardio fitness, and core training. Students will be given knowledge of how to develop different muscle groups and how to structure their own programs. Workout programs will be developed, and student progress will be monitored. This is a coeducational class.

YOGA/STRETCH FIT*

Grades 10-12
Year Long Class

Pre-Requisite: Completion of P.E. 1 with a C or Better and Teacher Recommendation

Course content: This course is designed to introduce students to the basic postures, breathing techniques, and relaxation methods of yoga and Pilates. Low impact aerobic exercise and basic nutrition are also included. This class will feature light aerobic activity, stretches for the entire body, and will conclude with a relaxation segment. Students can balance their routine with flexibility training, for enhanced sports performance and reduced risk of injury. The aim of this course is for students to be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

***This course meets the additional 10 credits of Physical Education credits required for graduation after student has passed one year of Physical Education I.**

SCIENCE

BIOLOGY

Grades 9-12
Year Long Class

Prerequisite: Completion of a previous Science class with a B grade or better and a minimum academic G.P.A of 2.5

Course content: This course is designed for college preparatory students as an overview of living organisms. Topics covered include ecology, biochemistry, cell structure, genetics, and evolution. Lectures, demonstrations, labs, and group presentations are used to emphasize these scientific concepts.

CHEMISTRY

Grades 10-12
Year Long Class

Prerequisite: Completion of Biology and Integrated 1 with a B grade or better and Teacher Recommendation

Course content: This course is designed for college preparatory students as an overview of principles of inorganic chemistry. Topics covered include atomic structure, matter & energy, chemical & physical changes, chemical composition, and chemical reactions. Laboratory experiments and demonstrations are used to present scientific procedures and concepts.

EARTH SCIENCE

Grades 9-12
Year Long Class

Course content: This course focuses on astronomy, dynamic earth processes, atmosphere, weather, and California geology. Lectures, demonstrations, and laboratory activities will reinforce the general concepts in earth science. This course satisfies the high school graduation requirement for physical science but **does not** meet the California State University or the University of California lab science requirement.

LIFE SCIENCE

Grades 9-12
Year Long Class

Course content: The course is an introduction to the study of living organisms. Lectures, demonstrations, and laboratory activities will reinforce the general concepts in the life sciences. This course satisfies the high school graduation requirement for life science but **does not** meet the California State University or the University of California lab science requirement.

ANATOMY & PHYSIOLOGY

Grades 10-12
Year Long Class (Offered Every Other Year)

Prerequisite: Completion of Biology with a B grade or better or Teacher Recommendation

Course content: This advanced science course focuses on the structures of the human body as well as the functions of those structures. Students explore the various organs and organ systems to develop a better understanding of their own body. Lectures, labs, group presentations, dissections, and field trips are used to emphasize the scientific concepts.

ZOOLOGY & BOTANY

Grades 10-12
Year Long Class (Offered Every Other Year)

Prerequisite: Completion of Biology with a B grade or better or Teacher Recommendation

Course content: This advanced science course focuses on the study of both plants and animals. Botany involves learning about the structures of plants, whereas zoology concentrates on the many animal groups. Lectures, labs, group presentations, dissections, and field trips are used to emphasize the scientific concepts.

MEDICAL TERMINOLOGY/GLOBAL HEALTH*

Grades 10-12

Year Long Class (Offered Every Other Year)

Prerequisite: B or Better in Biology or Teacher Recommendation

Course content: This college preparatory course introduces students to basic human anatomy and explores the specialized language used within the healthcare field, with an emphasis on pronunciation, spelling, and medically related definitions. Knowledge of basic anatomy and medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care. This course also provides students with an overview of the most important health challenges facing the world's populations today and examines the efforts taken to improve human health at a global level. *This course may be taken for Butte College credit if all requirements are fulfilled.

***This course fulfills the CTE graduation requirement and is a science elective course.**

PHYSICS

Grades 11-12

Year Long Class (Offered Every Other Year)

Prerequisite: Completion of Biology and Integrated III with a B or better or Teacher Recommendation

Course content: This advanced science course deals with applications of science & mathematics principles in understanding physical concepts. Topics include forces, motion, atomic structure, heat, sound, light, and electricity. Laboratory experiments and demonstrations are used to emphasize the importance and validity of the physical laws.

SOCIAL STUDIES

RESEARCH OF GEOGRAPHY & WORLD EVENTS

Grade 9
Semester Long Class

Course content: This course is structured to give the student an understanding of current issues in many areas of a political, social, and economic nature. The course emphasizes research done by the student since the topics chosen are very fluid in their nature, meaning that the topics and the amount of coverage on the topics will fluctuate on any given day, week, or month depending on topics current in the media and using technology to research and present on various topics.

WORLD HISTORY/CULTURES

Grade 10
Year Long Class

Course content: In this course students will examine major turning points in the shaping of the modern world from the late eighteenth century to the present. Examples of topics to be studied would be: English domination of India, changes in Russia, World War I, etc. This is a required course for graduation.

U.S. HISTORY

Grade 11
Year Long Class

Course content: This course is designed to help the student understand the various influences which have resulted in the development of American institutions such as the political systems of the United States, the economic system of the United States, and the position of labor, business, and agriculture in the United States. All juniors must be enrolled in this class and must pass this course for graduation requirements.

AP EUROPEAN HISTORY

Grades 10-12
Year Long Class

Prerequisite: Teacher Recommendation

Course content: The AP course in European History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in European History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement European History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

AP U.S. HISTORY

Grades 11-12
Year Long Class

Prerequisite: Teacher Recommendation

Course content: The AP course in U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Passing the AP United States History exam may earn college credit.

PSYCHOLOGY

Grades 11-12
Year Long Class

Prerequisite: Completion of 10th or 11th grade English (depending on what grade you are currently in) with a B or better

Course content: This course concentrates on individual behavior and why an individual thinks, feels, and reacts the way they do. Some of the major topics studied will be human behavior, stages in childhood, personality, psychological testing, psychological disorders, and current problems in society. In addition to classwork, a student will be expected to complete certain outside readings, small projects, and short research papers.

Note: This is a college-prep course and requires advanced reading and critical thinking skills. Requires an English teacher's signature and is only offered to 11th & 12th graders.

CIVICS

Grade 12
Semester Long Class

Course content: The main emphasis is understanding the student's responsibilities and rights as a citizen of the United States. Time is also spent on opportunities available for students upon graduation, as is time spent on current events affecting the United States. The course includes four units: The U.S. Constitution, the Congress of the United States, the Executive Branch and the Judicial Branch. Upon completion of this course, students will know the inner workings of the United States Government. This is a required course for graduation.

ECONOMICS

Grade 12
Semester Long Class

Course content: Students become familiar with the free enterprise system in the United States and how it relates to other economies. How our society handles its money and commerce is vital information for voters who wish to understand government actions and financial issues. This course will cover such topics as supply and demand; business organizations; competition; financing, producing, and distributing goods; the labor market; economic performance; money, banking, and the FED; unemployment and inflation; and trading with other nations. Each student will also be involved in a unit on his or her personal career assessment.

AP UNITED STATES GOVERNMENT & POLITICS (AP CIVICS/ECON)

Grade 12
Year Long Class

Prerequisite: Teacher Recommendation

Course content: The advanced placement course in Civics (American Government) is designed to provide students with the analytical skills and factual knowledge necessary for an in-depth study of American government. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of semester length college courses. Students learn to assess political materials - their relevance to a given interpretative problem, their reliability, and their importance. Students will weigh the evidence and interpretations presented in political science scholarship. The advanced placement American government course thus develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in both an essay format and orally in a mock congressional hearing format. This course requires that students read college level works which introduce them not only to understanding facts, concepts, and theories associated with American Government and politics, but also various interpretations of the patterns and consequences of political processes and behaviors. What sets this course apart from an "honors level" course is the extensive reading of college texts combined with a heavy emphasis upon analytical skills that include forming and presenting various arguments based off of research/evidence. Major themes of this course include: the Constitutional foundation of American democracy; the behaviors and beliefs of political participants; political parties and interest groups; the federal system: Congress, presidency, bureaucracy, and courts; civil liberties and civil rights.

In the second phase of this course students will transition into Economics and become familiar with the free enterprise system in the United States and how it relates to other economies. How our society handles its money and commerce is vital information for voters who wish to understand government actions and financial issues. This course will cover such topics as supply and demand; business organizations; competition; financing, producing, and distributing goods; the labor market; economic performance; money, banking, and the FED; unemployment and inflation; and trading with other nations. Each student will also be involved in a unit on his or her personal career assessment.

TRANSPORTATION

AUTO I

Grades 9-12
Year Long Class

Course content: The course is designed so students can become a better automobile consumer by learning about service and repair of different automotive systems. Students will develop basic automotive service skills through lecture and practical laboratory assignments.

AUTO II

Grades 10-12
Year Long Class

Prerequisite: Completion of Auto I and Teacher Recommendation

Course content: Using classroom lecture and lab assignments, students will learn about the following topics: tools and equipment, vehicle service information, preparing a vehicle for service, engine repair, fundamentals of automatic transmissions and transaxles, and fundamentals of manual transmission and transaxles.

AUTO III

Grades 11-12
Year Long Class (May be Repeated)

Prerequisite: Completion of Auto I and II and Teacher Recommendation

Course content: This course builds on the skills learned in Auto I and II. Using classroom lecture and hands on lab assignments, students will demonstrate the ability to diagnose and repair suspension and steering components, braking systems, electronic/electrical systems, heating and air conditioning, and engine performance. *This course may be taken for Butte College credit if all requirements are fulfilled.

VISUAL AND PERFORMING ARTS

ART I

Grades 10-12
Year Long Class

Course content: Students begin with exploration of basic drawing principles such as space, value, line, form and perspective utilizing pencils, charcoal, pen and ink, and conte crayon. Projects include grid, contour line and still life drawings. The class will study design principles through challenging projects in linoleum block printing, paper sculptures and Escher-like tessellations. Color studies and projects will be done in paint, Prismacolors and pastels. Students will complete the year with a portfolio of unique projects and a clear concept of the importance and value of art, color and design in our daily lives.

CERAMICS

Grades 10-12
Year Long Class

Prerequisite: Completion of Art I with a B grade or better and Teacher Recommendation

Course content: This introduction to ceramics introduces students to fundamental methods of forming clay. The basic technique for hand building (pinch pot, slab construction, and coil construction) will be demonstrated. Special emphasis is placed on the development of the basic technique for throwing pots on the potter's wheel. Craftsmanship, creativity, and appreciation for the medium are emphasized in this class. Students will also engage in fundamentals of glazing and firing. All projects will include exposure to various tools, techniques and vocabulary.

STUDIO ART

Grades 10-12
Year Long Class

Prerequisite: Completion of Art I with a B grade or better and Teacher Recommendation

Course content: Studio Art is a demanding class specifically for the advanced artist. It is treated primarily as a studio workshop; students are expected to be self-motivated and to do high quality work. Mediums include acrylic, watercolor, oil paint, prisma colors, pastels, intaglio, silkscreen silversmithing and ceramics, among others. Students will also study artists and their techniques.

CHOIR

Grades 9-12
Year Long Class

Prerequisite: Teacher Recommendation

Course content: Choir is an ensemble that has the opportunity to learn, sing, and perform a variety of choral literature from various styles and periods in music. Students in Choir must be able to match pitch and have good control of their voices. This course includes the study of music theory, ear training, and sight singing as well. Students are expected to participate in scheduled concerts and any extra-curricular rehearsals.

INTERMEDIATE BAND

Grades 9-10
Year Long Class

Prerequisite: Teacher Recommendation

Course content: The Trojan Band is the performing instrumental musical organization of Orland High School. The Trojan Band includes the marching band and concert band. Intermediate Band, as part of the Trojan Band, is for 9th-10th grade students who have experience performing on a wind instrument. Wind instruments include flute, clarinets, saxophones, trumpet, F horn, trombone, euphonium, and tuba. Students will develop intermediate performance skills specific to their respective instrument and will be expected to demonstrate those skills both individually and within the ensemble. Students will demonstrate mastery through informal assessment during regular rehearsal and formal performance assessment. Consistent home practice is expected. The Trojan Band will perform at home football games, home basketball games, parades, school concerts, and local band festivals. Attendance at all performances is mandatory.

BAND

Grades 11-12
Year Long Class

Prerequisite: Teacher Recommendation

Course content: The Trojan Band is the performing instrumental musical organization of Orland High School. The Trojan Band includes the marching band and concert band. Band, as part of the Trojan Band, is for 11th-12th grade students who have completed at least one year of participation in the Trojan Band playing a wind instrument. Wind instruments include flute, clarinets, saxophones, trumpet, F horn, trombone, euphonium, and tuba. Students will develop advanced performance skills specific to their respective instrument and will be expected to demonstrate those skills both individually and within the ensemble. Consistent home practice is expected. The Trojan Band will perform at home football games, home basketball games, parades, school concerts, and local band festivals. Attendance at all performances is mandatory.

PERCUSSION

Grades 9-12
Year Long Class

Prerequisite: Teacher Recommendation

Course content: The Trojan Band is the performing instrumental musical organization of Orland High School. The Trojan Band includes the marching band and concert band. Percussion, as part of the Trojan Band, is for students who have who have experience performing on a percussion instrument. Students will develop performance skills on snare drum, bass drum, timpani, mallet instruments, and auxiliary percussion. Consistent home practice is expected. The Trojan Band will perform at home football games, home basketball games, parades, school concerts, and local band festivals. Attendance at all performances is mandatory.

THEATER WORKSHOP

Grades 9-12
Year Long Class

Prerequisite: Teacher Recommendation or Recommendation from Student's Middle School Theater Teacher

Course content: The goal of this course is to produce plays for the school and community. The student will develop skills in advanced acting techniques, lighting, costuming, and stagecraft. Class members will be expected to head and control all areas of theater production. There will be two full public performances per year. The structure of the class emphasizes the building of a student-run "company" that can grow and change with each new addition of members, but will strive toward "good theater" practice with productions of value to the performers and their audience.

PUBLICATIONS (Yearbook)

Grades 10-12
Year Long Class

Prerequisite: Completion of English with a B grade or Better

Course content: Students plan, prepare, and produce the EI Trojan. Activities include preparation of thumbnail and rough sketches of page layouts, arrangement of photographs, copy writing, desktop publishing and participation in money-raising projects such as student book and ad sales. Students are also expected to research page topics, interview participants, and write interesting copy. Writing skills are crucial to having good copy in the finished publication. Also helpful are knowledge and interest in photography. Extra time outside of class time is required to complete all assignments and is used in the calculation of grades.

SPECIAL COURSES

HEALTH

Grade 9
Semester Long Class (Required for All Freshmen)

Course content: This course focuses on physical, mental, social, and emotional aspects of total wellness. Topics include stress management, healthy emotions, nutrition, fitness, state-mandated comprehensive sex education curriculum (Teen Talk High School), aging, infectious diseases (including STI's), noninfectious diseases, substance abuse, and first aid.

FRESHMAN SEMINAR/CAREERS

Grade 9 (Required for All Freshman)
Year Long Class

Course content: The goal of this required ninth grade course is to ensure student engagement in the first year of becoming an Orland High School student. Students will develop a sense of inclusion in the school environment and gain an understanding of what it takes to be successful in all classes. The portfolio that is a graduation requirement is started in this course.

Students complete a year-long freshman comprehensive guidance course (Get Focused, Stay Focused) that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career. The course culminates with the development of an online, skills-based, 10-year career and education plan (portfolio) that is updated each year and used by advisors for counseling and instructors for academic coaching.

LEADERSHIP (Associated Student Body, ASB)

Grades 9-12
Year Long Class

Prerequisite: Mandatory enrollment for student body officers and class officers or Teacher Recommendation for other students

Course content: Students will learn basic leadership skills of oral and written communication, debate, group dynamics, time management, development of ideas, and evaluation. Students will learn the democratic process of government by participating in and developing an understanding of a constitution, parliamentary procedure, budget, expenditure of funds, and their roles as student body officers. Students will learn how to plan and organize student activities. Student participation and involvement are of prime interest.

SPORTS MEDICINE

Grades 11-12
Year Long Class

Prerequisite: Completion of Anatomy/Physiology with a B grade or Better and Teacher Recommendation

Course Content: This course is designed for students who are interested in fields such as athletic training, physical therapy, medicine, nursing, fitness, physiology of exercise, kinesiology, nutrition, EMT, and other sports medicine related fields. It is offered as a classroom and lab course to provide students with an avenue through which to explore these fields of study. This course focuses on the basic information and skills important in the recognition of, care, prevention, and preliminary rehabilitation of athletic injuries. The course includes class work and hands-on application.

STUDENT AIDE – CAREER CENTER*

Grades 11-12
Year Long Class

Prerequisite: Minimum academic G.P.A. of 3.0, Staff Recommendation and Administration Approval

Course content: Instruction will be given in regard to attitudes and procedures necessary to perform the duties required. This is a work experience type opportunity. The tasks are varied and provide experience for a typical beginning office position. This environment requires student aides practice confidentiality. Breach of confidentiality can result in removal from the student aide class.

STUDENT AIDE - CLASSROOM*

Grades 11-12
Year Long Class

Prerequisite: Minimum academic G.P.A. of 3.0, Staff Recommendation and Administration Approval

Course content: A limited number of opportunities are available in classrooms for students to work with and assist high school faculty members in specialized teaching areas. This is a work experience type opportunity and instructions will be given in regard to the procedures necessary to perform the duties required. This environment requires student aides practice confidentiality. Breach of confidentiality can result in removal from the student aide course.

STUDENT AIDE – OFFICE*

Grades 11-12
Year Long Class

Prerequisite: Minimum academic G.P.A. of 3.0, Staff Recommendation and Administration Approval

Course content: Instruction will be given in regard to attitudes and procedures necessary to perform the duties required. This is a work experience type opportunity. The tasks are varied and provide experience for a typical beginning office position. This environment requires student aides practice confidentiality. Breach of confidentiality can result in removal from the student aide course.

STUDENT AIDE - MEDIA CENTER*

Grades 11-12
Year Long Class

Prerequisite: Minimum academic G.P.A. of 3.0, Staff Recommendation and Administration Approval

Course content: Instruction will be given in regard to attitudes and procedures necessary to perform the duties required. This is a work experience type opportunity. The tasks are varied and provide experience for a typical beginning media center/library position. This environment requires student aides practice confidentiality. Breach of confidentiality can result in removal from the student aide course.

STUDENT TUTOR*

Grades 11-12
Year Long Class

Prerequisite: Minimum academic G.P.A. of 3.5, Staff Recommendation and Administration Approval

Course content: This is a work experience type opportunity where you will assist students in improving academic achievement by meeting with them on a regular basis. Assistance may include: reviewing class material, discussing the text, predicting test questions, formulating ideas for papers, and working on solutions to problems. This environment requires student aides practice confidentiality. Breach of confidentiality can result in removal from the student aide course.

STANDARDS FOR STUDENT PROGRESS

All students are expected to make continued progress toward graduation.

The following are the minimum credit requirements for the end of each year in order to be in good standing at Orland High School. Students who drop below the minimum credit requirements must make up credits through Online Credit Recovery Curriculum, Summer School, and/or in special circumstances, repeat a course. Failure to attend or to pass a class(es) taken through any one of these programs will result in: 1) not being on track to graduate; 2) not being eligible to participate in extracurricular activities; 3) possible transfer to an Alternative Education Program.

Minimum Credits Required by Grade Level to stay on Track for Graduation

	<u>Minimum Required</u>	<u>Total Possible</u>
9th Grade	55 credits	70 credits
10th Grade	125 credits	140 credits
11th Grade	195 credits	210 credits
12th Grade	265 credits	280 credits

OPTIONS FOR MAKING UP CREDITS

Summer School: Students take classes during summer school to make up credit deficiency due to failing a required course. Students will be signed up for online credit recovery and be enrolled in a two-week in person and/or two-week virtual sessions, depending on completion of credits. All credits earned during summer school will be posted at the end of summer school.

Repeat Course: If a student fails a semester of a required class, he/she may repeat the class in a subsequent year during either fall or spring semester (whichever semester the class was failed in). **This option is available on a case by case basis and only if there is available space in the class and with teacher and counselor approval.**

Online Credit Recovery Curriculum: Orland High School uses an online credit recovery platform. Students enrolled in online credit recovery may work independently following specific guidelines to complete their credit recovery.

SPECIAL PHYSICAL EDUCATION EXEMPTIONS

Two Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352, 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Permanent Exemptions

The Superintendent or designee may grant a student permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than the student would have attended if enrolled in a physical education course.
2. All students completing 10th grade will be offered this exemption via passive content.

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352)

SCHEDULE CHANGE PROCEDURES

All students must be enrolled in seven classes. Each spring, students request classes for the following year. Students must make sound decisions at the time they register for classes. Changing a student's schedule after a semester begins is generally counter-productive and places students at a disadvantage if they enter a class late. Generally, requests for changes will be denied as the decisions students and their parents make at the time of registration determine both the number of sections of classes and the assignment of teachers.

A Counselor is available by appointment to discuss student class schedules a week before school begins in the fall. Spring semester changes are rarely made due to the fact that OHS classes are yearlong.

Prior to the beginning of the school year, schedule changes may be made for the following reasons:

- a) There is a scheduling conflict
- b) You are enrolled in a course you have completed
- c) You have already had a teacher, and would like to see if you can try another one
- d) You need to meet a graduation requirement
- e) You DO NOT meet a course prerequisite, if required, i.e. grades
- f) The OHS administration has determined that classes or class sizes need to be adjusted
- g) The OHS staff determines a level change is required, i.e. Integrated I to Integrated II
- h) You need to repeat the fall/spring semester or year of a course to meet a graduation requirement that you previously failed and there is no other way to make up the credit (subject to class availability, number of students, and you have taken advantage of other remediation opportunities, i.e. summer school)
 - a. Must have the permission of the principal to repeat a course
 - b. You are planning to go a university and have earned less than a C in an "a-g" class

Once school has begun, changes will be made only for compelling reasons. Class changes are only approved by academic counselors and administration. After school has started, the steps to pursue a class change are as follows:

1. Schedule change requester/recommender expresses the need for the schedule change with the academic counselor.
2. Upon review of the reason for the schedule change, the academic counselor will list the reason for the change in the comments section on the request form.
3. The academic counselor will then review the student's schedule to determine the necessary class changes to accommodate the change.
4. The academic counselor will then list the class on the request form.
5. The academic counselor will review the request form and necessary endorsements with the students. The endorsements will include the teachers involved, parent, principal, and academic counselor.
6. Once the student has obtained the necessary endorsements for the class change, the students will return the request form to the academic counselor and the schedule change will occur.
7. Once the course change has been completed, the academic counselor will provide the student with a print-out of their new schedule. The academic counselor will sign and date the bottom of the request form. *The date of completion is the date the schedule change will go into effect.*
8. When the change form has been completed, the schedule change will be documented on the Schedule Change Tracker and filed.

Notes:

Student must be enrolled in a class ample time in order to receive a grade/credits for the class.

You cannot use repeated courses to meet CSF eligibility, or after your 7th semester to meet NCAA eligibility.

TESTING

The following tests are given at Orland High School:

California State Mandated Testing – These assessments are administered in the Spring through the CAASPP (California Assessment of Student Performance and Progress) System and may include the Smarter Balanced Assessments for English Language Arts (ELA) and mathematics, CAST (California Science Tests) and CAAs (California Alternate Assessments). The CAASPP System is intended to provide parents and students more accurate and actionable information about what students are learning. Results from these assessments are just one piece of information to help teachers, parents/guardians, and students understand how well a student is meeting the grade-level standards.

Advanced Placement (AP) – AP tests are designed to measure student achievement in specific, college level courses offered through the high school. Colleges may grant transfer credit for each AP exam completed with a score of 3, 4, and 5.

PSAT – The PSAT is given in October to any interested junior (and may be taken by sophomores if there is space available) as preparation for the SAT Reasoning Test that is taken in the spring of the junior year or early in the fall of the senior year. Eligibility for the National Merit Scholarship is dependent on the results of the PSAT. Colleges may use the results for scholarship awards.

Armed Services Vocational Aptitude Battery (ASVAB) – The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple choice test, administered free of charge by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces. It is offered to students when they are in the 10th, 11th and 12th grade, though anyone eligible for enlistment may take it. Although the test is administered by the military, it is not (and never has been) a requirement that a test-taker with a qualifying score enlist in the armed forces. The results are integrated with personal preferences to identify and prioritize possible career alternatives to explore further, whether entering the military or not.

Information on the following tests will be made available in a timely manner throughout the year to juniors and seniors. For the four-year college-bound student, it is important that these tests be taken in the late spring of the junior **and no** later than December of the senior year.

ACT – The ACT is a college admissions test. It is used as one factor when considering a student's application for admission. Students are awarded scores on four sub-tests: English, Reading, Math, and Science. An optional writing test is available if the college the student is considering requires a writing test.

SAT Reasoning Test – The SAT Reasoning Test is also a college admissions test. The SAT Reasoning Test measures Critical Reading and Math. An optional writing test is available if the college the student is considering requires a writing test.

SAT Subject Tests – These tests measure student achievement in specific areas of study. SAT Subject Tests are not required by the University of California but may be recommended for certain majors. Check the university's website to determine if a particular SAT Subject Test is recommended for your planned major.

SPECIAL PROGRAMS

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

California Scholarship Federation is a fun-loving group that is very involved around Orland High School. Over fifty years of tradition make this a strong organization. Good grades in the right courses are necessary for membership, and application must be made each semester. Membership during four of your last six semesters qualifies you for life membership and entitles you to a gold seal on your diploma and a permanent notation on your transcript.

GIFTED AND TALENTED EDUCATION (GATE)

The identification process for the Gifted and Talented pupil may include one or more of the following categories: intellect, specific academic area of achievement, overall achievement, leadership, and creativity. Once students have been classified as members of GATE they then have access to weekly support, tutoring and additional enrichment through field trips and other activities. Additional enrichment for GATE students is achieved through classes conducted by CSU Chico or Butte College, or participating in College Entrance Examination Board Advanced Placement (AP) programs and/ Honors Programs.

ADVANCED PLACEMENT (AP)

The students at Orland High School should have an equal opportunity to compete for admissions at major universities. They should also have the challenge placed before them to take a broadened course of study. The Advanced Placement program does this for our students. Participation in AP classes allows a student's grade point average to be calculated at above the traditional 4.0 range (if a student successfully completes an AP course with a C or better, they gain an additional grade point). A student who takes the AP test at the end of the year and earns a 3 or higher may be awarded college credit by the university/college he/she attends in the fall. A Parent/Student/Teacher contract is required for enrollment. Students will not be allowed to drop an AP class.

The following list of AP courses may be offered: AP English Language and Composition; AP Literature and Composition; AP European History; AP U.S. History; AP U.S. Government & Politics; AP Spanish IV; and AP Statistics & AP Calculus (offer as needed).

BUTTE COLLEGE CONCURRENT ENROLLMENT

Students who meet the minimum college concurrent eligibility requirement may take college courses to enhance or enrich their educational experience while earning college credit. Counselor and Principal permission is required. See the OHS counselor for more information.

PORTFOLIO & COMMUNITY CONNECTION PROJECT

Students are required to have a completed portfolio to graduate. The portfolio requirements are determined by Administration and provided by the Career Center, and the portfolio is maintained from the freshman to the senior year in the Career Center. Students will have access to computers and other various materials in the Career Center needed to complete their portfolio.

Students are required to volunteer in their community. The organization(s) they volunteer for must be approved by the school. They must complete a total of 25 hours. The amount of hours that can be volunteered during each year (freshman, sophomore, junior and senior) is determined by Administration and provided by the Career Center. Orland High School will provide time cards to be completed as proof of community service.

During their senior year, students will be required to complete a mock job interview. This will be done outside of school hours, and the student will be required to dress nicely.

BUTTE COLLEGE TRANSITIONS

The Butte College CTE Transitions Program is a cooperative effort between Butte College and Orland High School. Selected high school courses are Articulated with Butte College. Students who enroll in Articulated courses and who meet performance criteria will receive Butte College credit for the courses they take in high school. The minimum qualifications include earning a "B" grade for both semesters and passing the Butte College final exam/assessment. **The following is a list of Articulated courses offered:** Family and Child Development; Ag Business; Careers with Children I & II; Auto III; Advanced Agriscience; Fashion; Advanced Interior Design; Welding III and Medical Terminology/Global Health.

DETERMINATION OF VALEDICTORIAN AND SALUTATORIAN

Orland High School Class Valedictorians and Salutatorians represent the top academic performers of the graduating class, determined by the total weighted grade point average (GPA) according to California State University (CSU) and University of California (UC).

All high school courses will be included in the calculation of the GPA. "High school level courses" taken during middle school and college courses taken during high school will not be included in GPA calculation. The GPA will be weighted by adding one point for Advanced Placement courses.

Transfer students from schools in California, out-of-state, or out of country, will only be assigned weighted grades for Advanced Placement courses offered at Orland Unified School District. Students must be enrolled at Orland High School by the beginning of the first semester of their senior year to be considered for class Valedictorian/Salutatorian.

Potential Valedictorian/Salutatorian candidates will be identified after the first semester report card is issued in the fall of their senior year and a meeting will be held with these candidates. Students may be removed from the Valedictorian/Salutatorian list if it is determined by the administration that they do not meet acceptable Orland High School standards of academics and citizenship.

The student with the highest cumulative GPA in a graduating class becomes the Valedictorian. The student with the second-highest cumulative GPA becomes the Salutatorian. In the event that two or more students have the same total weighted GPA at the fall semester of their senior year, all students with the highest GPA will be named Valedictorians and all students with the second highest GPA will be named Salutatorians.

ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA, and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

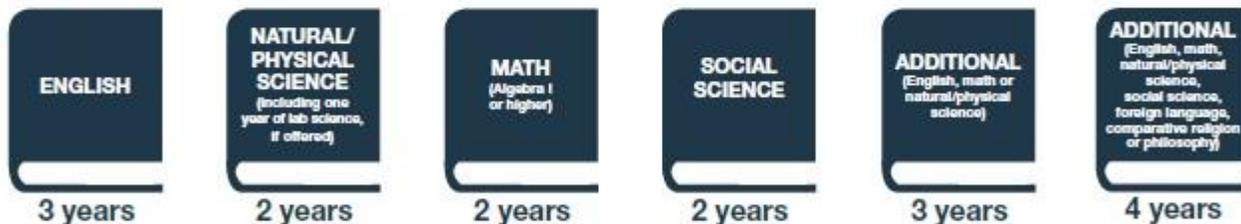
Visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.



DIVISION II



GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA
- DII requires a minimum 2.2 GPA

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at ncaa.org/playcollegesports.

TEST SCORES

Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code **9999**) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will choose the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. Remember to apply the College Board concordance table for SAT tests taken in March 2016 and after.



HIGH SCHOOL TIMELINE

GRADE 9

Plan

- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at eligibilitycenter.org/courselist.

GRADE 10

Register

- Register for a Certification Account or Profile Page with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

GRADE 11

Study

- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT, and make sure we get your scores by using code **9999**.
- At the end of the year, ask your counselor to upload your official transcript.

GRADE 12

Graduate

- Take the ACT or SAT again, if necessary, and make sure we get your scores by using code **9999**.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

Core Courses

This simple formula will help you meet Division I and II core-course requirements.

4x4=16

- + 4 English courses (one per year)
- + 4 math courses (one per year)
- + 4 science courses (one per year)
- + 4 social science courses (one per year)
- = 16 NCAA CORE COURSES**

For more information:

ncaa.org/playcollegesports
eligibilitycenter.org

Search Frequently Asked Questions

ncaa.org/studentfaq

Follow us on Twitter:

[@NCAAEC](https://twitter.com/NCAAEC)



PREPARING FOR COLLEGE **A FROSH – SENIOR TO DO LIST**



Freshman Year:

1. Meet with your high school counselor to get answers to your questions. Visit the OHS counseling website: <http://orlandhigh.orlandusd.net/>
2. Now is a good time to start volunteering in the community and become involved in school extracurricular activities. Join a club! Become part of a Trojan Athletic or Academic Team!
3. Start strong with good study habits, an organized planner and a study space with no distractions (Social Media, phones and video games are rewards for getting the work done!) Remember: C's or better will get you to college!
4. The transition to high school is a big transition! Some students glide through making friends easily, pass classes and meet their goals. Other students hit bumps in the road. **Communication** is the key to overcoming these bumps. Meet with a counselor or trusted teacher when things are tough.
5. Know your Portal password. Parents and students should check the Portal for updates on grades and progress.
6. Start a reading list. Independent reading and study will help you prepare academically for college. This is a good way to develop interests, expand knowledge, and improve your vocabulary and reading comprehension skills needed for college and the SAT or ACT.
7. Meet with your counselor to develop your 4-year plan.

Sophomore Year:

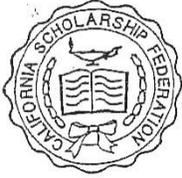
1. Continue with the good habits of studying and communication you started in your Freshman year. Grades count in the 10th and 11th grade for your college GPA for most CSU/UC (check admissions for other colleges).
2. Check in with your counselor for guidance with your course plan and goal setting.
3. Keep checking Portal regarding grades and attendance.
4. Continue volunteering in the community.
5. Be involved in school extracurricular activities, clubs and sports.
6. Visit colleges and the work place with a parent or friend of the family.

Junior Year:

1. Continue good study and communication habits. Grades count in the 10th and 11th grade for your college GPA for most CSU/UC (check admissions for other colleges), and for CALGrants.
2. Check in with your counselor for guidance with your course plan and goal setting AND testing dates and deadlines!
3. Keep checking Portal for grades and attendance.
4. Register in September to take the Preliminary Scholastic Aptitude Test (PSAT). This test is given in October only. This is an excellent practice for the SAT and ACT.
5. Start narrowing your career and college choices by visiting colleges work places with a parent or friend of the family. Explore websites for career and college ideas and opportunities. Research technical schools, community colleges & universities for “fit”: Do your GPA and test scores match? Do you like the environment of the campus? Can you afford it? Does it have the best program/s for you?
A good website to begin exploring colleges is www.californiacolleges.edu
6. Register in early spring to take the SAT and/or ACT in April, May, or June.
7. Begin to search the internet for scholarships.

Senior Year:

1. Meet with your counselor make sure you are on track for graduation and special program requirements.
2. Continue checking Portal, communicating with your teachers & families, and exploring websites for career and college ideas and opportunities.
3. **DO NOT MISS DEADLINES:** Senior portraits, ordering invitations and gowns, testing dates, application deadlines, FAFSA/Dream Application (financial aid).
4. Register for SAT and/or ACT if you haven’t done so already. Most universities require these tests be completed no later than October or December (check with your colleges for more information).
5. Submit fall college applications: **SEPTEMBER-OCTOBER** for “Early Admission” & “Early Decision”; **NOVEMBER** for University of California; **OCTOBER-NOVEMBER** for California State University; **WINTER** for community colleges; and for Private universities, check their websites.
6. Continue searching for scholarships (internet, OHS Scholarship Bulletin, parent’s workplace, etc.)
7. **OCT 1** – The Free Application for Federal Student Aid (FAFSA)/Dream Application becomes available.
8. **MARCH 2** – FAFSA/Dream Application must be completed to be considered for a Cal Grant.
9. **DO NOT FALL VICTIM TO “SENIOR-ITIS”.** Enjoy your time as a senior but work hard. You are in the final stretch to meeting your goals. Don’t forget the Senior Attendance Requirement!



California Scholarship Federation, Inc.

CSF Semester Membership Application



for _____ High School, Chapter No. _____

Name _____

(Last)

(First)

(M.I.)

Address _____ City _____

Home Phone (_____) _____ - _____

Current grade level (circle one) 9 10 11 12

A. To qualify for CSF membership this semester, follow these guidelines:

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

B. Also remember:

1. Semester membership is based on work done in the *previous* semester. (Under very limited circumstances summer school may also be used; you should check with your advisor before listing any summer school work.)
2. You must reapply *each* semester.
3. Courses you may use are listed on the reverse side. They are divided into LISTS I, II, and III.

C. List the course you are using to qualify in the proper location below. Consult the LISTS on the reverse side.

LIST I Courses	Grade	Points	LIST II Courses	Grade	Points	LIST III Courses	Grade	Points

TOTAL POINTS from LIST I:

TOTAL POINTS from

GRAND TOTAL of POINTS

(must be at least 4, except for seniors applying in February or June) _____

LISTS I and II: (must be at least 7) _____

from all LISTS: (must be at least 10) _____

D. You must staple last semester's report card or transcript (or a photocopy of either) to this application form. Originals will be safely kept and may be claimed as soon as the membership lists have been posted.

Application must be made each semester. *4 hours of community service is required every semester. Membership during four of your last six semesters qualifies you for life membership.

USEFUL WEBSITES

Homework Websites

www.khanacademy.org
www.kidsclick.org
www.BJPinchbeck.com
www.BillNye.com

College & Career Information

www.californiacolleges.edu	Explore colleges, career information, admission
www2.calstate.edu/apply	College planning, admissions to CSUs, Campus Tours
www.universityofcalifornia.edu	College Planning, admissions to UC
www.butte.edu	Information about Butte college
www.ncaaclearinghouse.net	Info about NCAA requirements

Scholarship Info

www.calgrants.org
www.fastweb.com
www.fastaid.com
www.hsf.net
www.scholarshare.com
www.collegenet.com
www.finaid.org
www.wiredscholar.com
www.collegequest.com
www.scholarships.com
www.petersons.com

Financial Aid

www.fafsa.ed.gov	Free Financial Aid Application (FAFSA)
www.studentaid.ed.gov	To create an FSAID for FAFSA
www.cadreamact.org	Undocumented Students Apply for the Dream Act instead of FAFSA
www.chafee.csac.ca.gov	Foster Care Scholarship
www.csac.ca.gov	Cal Grant

SAT/ACT Websites

www.actstudent.org	For ACT registration and information
www.collegeboard.com	For SAT subject registration and information

More websites on these topics can be found at:

<http://orlandhigh.orlandusd.net/> —> Counseling —> *OHS* and *After High School*