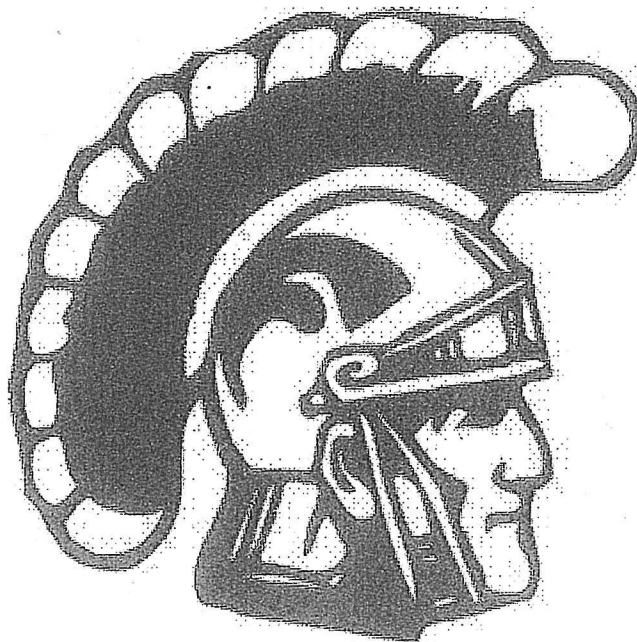


ORLAND HIGH SCHOOL



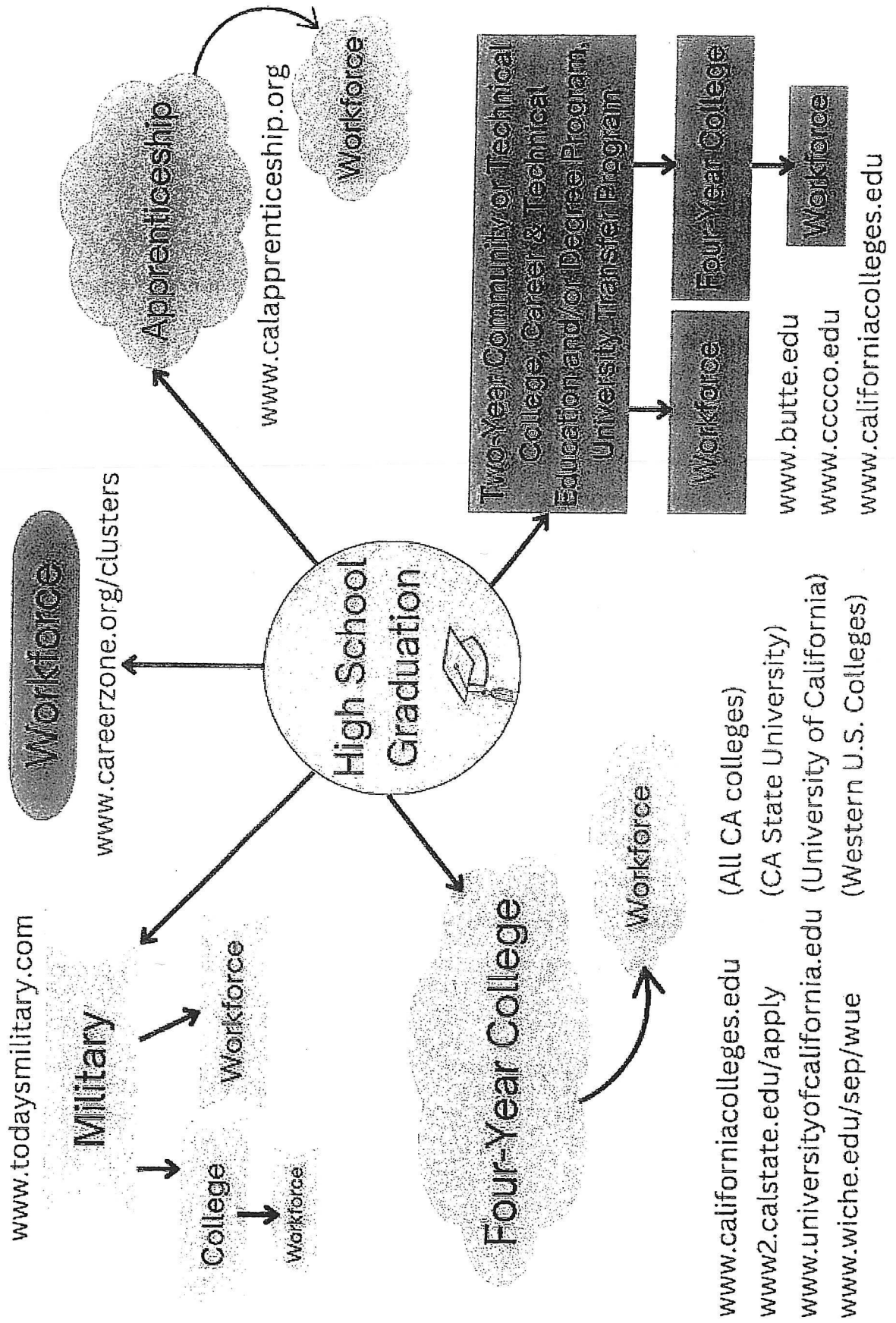
Curriculum Handbook
2026-2027

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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 I	Financial Literacy	AP Statistics
Integrated II	Math Analysis	
Integrated III	AP Calculus	

Area D – SCIENCE
2 Years Required – 3 Years Recommended

Biology	Zoology & Botany	Interdisciplinary Agriculture Science
Chemistry	Ag Biology	
Physics	Ag Chemistry	
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

Ag Floral Design	Ceramics	Woodworking in Ag Mechanics III
Band (Advanced & Intermediate)	Advanced Ceramics	Art I
Digital Art & Design	Intro. to Ag Mechanics	Studio Art
Percussion	Welding in Ag Mechanics II	Advanced Studio Art
Theater Workshop	Welding in Ag Mechanics III	Publications
Choir	Woodworking in Ag Mechanics II	

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
CTE 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

FINE ARTS

Introduction to Art
and completion of 2 additional courses
Studio Art
Advanced Studio Art
or
Digital Art and Design
Publications/Yearbook
or
Ceramics
Advanced Ceramics

CHILD DEVELOPMENT/EDUCATION

Family & Child Development
Careers with Children I & II

PATIENT CARE

Medical Terminology
Sports Medicine

TRANSPORTATION

Auto I
Auto II
Auto III

AG FLORAL

Ag Floral Design
Advanced Ag Floral Design

SUSTAINABLE AGRICULTURE

Agriculture Biology
Agriculture Chemistry
Interdisciplinary Ag Science

ANIMAL SCIENCE

Animal Science
Advanced Animal Science

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?
- a. Meet minimum college admission requirements
 - b. To enter the community, state, or university college system prepared to take college-credit courses (and avoid remedial math and/or English classes)
 - c. To be competitive for admission to an elite university
 - d. 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.

- University of California*
- Community College
- California State University*
- Private career/tech program
- Other 4-year college/university*
- Apprenticeship
- Military Academy*
- Military service
- Community College transfer**
- 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/Health	World History	U.S. History	Civics/Economics
3	Frosh. Seminar/Careers			Fine Art/Foreign Lang. (xxx)
4	PE	PE		Financial Literacy
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

	GRADE	PAGE		GRADE	PAGE
<u>AGRICULTURE</u>					
Ag Communications & Leadership	10-12	10			
Animal Science	9-12	10			
Advanced Animal Science	10-12	10			
Plant Science	9-12	10			
Advanced Plant Science	10-12	10			
Farm to Fork	11-12	10			
Ag Floral Design	10-12	11			
Advanced Ag Floral Design	11-12	11			
Introduction to Ag Mechanics	9-10	11			
Welding in Ag Mechanics II	10-12	11			
Welding in Ag Mechanics III	11-12	11			
Woodworking in Ag Mechanics II	10-12	12			
Woodworking in Ag Mechanics III	11-12	12			
Farm Management	12	12			
Agricultural Biology	9-12	12			
Agricultural Chemistry	10-12	13			
Interdisciplinary Ag Science	11-12	13			
<u>ENGLISH</u>					
English I	9	14			
English I Honors	9	14			
English II	10	14			
English II Honors	10	14			
English III	11	14			
AP English Language and Composition	11	15			
English IV	12	15			
AP English Literature and Composition	12	15			
SDAIE English	9-12	15			
<u>ENGLISH LANGUAGE DEVELOPMENT</u>					
ELD Emerging I/IIA	9-12	16			
ELD B Expanding	9-12	16			
ELD C Expanding	9-12	16			
ELD Advanced/Supported Study	9-12	16			
ELD Emerging IIB	9-12	16			
ELD Early Expanding A	9-12	17			
EL/RFEP Supported Study	9-12	17			
<u>FAMILY AND CONSUMER SCIENCE</u>					
Intro to F.A.C.S (Life Skills)	9-10	18			
Family and Child Development	10-12	18			
Careers with Children I & II	11-12	18			
<u>FOREIGN LANGUAGE</u>					
Spanish I	9-12	19			
Spanish II	9-12	19			
Spanish for Spanish Speakers II	9-12	19			
Spanish III	10-12	19			
AP Spanish IV	11-12	19			
<u>MATHEMATICS</u>					
Intro to Integrated Math	9	20			
Integrated Math I	9-10	20			
Integrated Math II	9-11	20			
Math III B	11	20			
Integrated Math III	10-12	21			
AP Calculus	12	21			
AP Statistics	11-12	21			
Financial Literacy	12	21			
Butte College Math	11-12	21			
<u>PHYSICAL EDUCATION</u>					
Physical Education I	9-12	22			
Physical Education II	10-12	22			
Total Body Fitness	10-12	22			
Strength Training & Conditioning	10-12	22			
Yoga/Stretch Fit	10-12	22			
<u>SCIENCE</u>					
Biology	9-12	23			
Chemistry	10-12	23			
Earth Science	9-12	23			
Life Science	9-12	23			
Anatomy & Physiology	10-12	23			
Zoology & Botany	10-12	23			
Medical Terminology	10-12	24			
Physics	11-12	24			
Sports Medicine	11-12	24			
<u>SOCIAL STUDIES</u>					
Research World	10	25			
World History/Cultures	10	25			
U.S. History	11	25			
AP European History	10-12	25			
AP U.S. History	11-12	25			
Psychology	11-12	26			
Civics	12	26			
Economics	12	26			
AP United States Government & Politics	12	26			

GRADE PAGE

TRANSPORTATION

Auto I	9-12	27
Auto II	10-12	27
Auto III.....	11-12	27

VISUAL AND PERFORMING ARTS

Intro to Art	9-12	28
Ceramics.....	10-12	28
Advanced Ceramics.....	10-12	28
Studio Art.....	10-12	28
Advanced Studio Art.....	10-12	28
Digital Art & Design	10-10	28
Publications (Yearbook).....	9-12	29
Choir.....	9-12	29
Intermediate Band	9-10	29
Advanced Band	11-12	29
Percussion.....	9-12	29
Music Appreciation.....	9-12	30
Theater Workshop	9-12	30

SPECIAL COURSES

Health	9	31
Freshman Seminar/Careers.....	9	31
Leadership (ASB).....	9-12	31
Integrated I Support.....	9-10	31
Supported Studies.....	9-12	31
Student Aide – Career Center.....	11-12	31
Student Aide – Classroom.....	11-12	32
Student Aide – Office.....	11-12	32
Student Aide – Media Center	11-12	32
Student Tutor/Bilingual Tutor	11-12	32

AGRICULTURE

anatomy and physiology. Participation in FFA student organization activities and Supervised Agricultural Experience

AG COMMUNICATIONS AND LEADERSHIP

Grades 10-12

Year Long Class (May be Repeated)

Prerequisite: Completion of 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. The course may be taken for Butte College credit.

ADVANCED ANIMAL SCIENCE

Grades 10-12

Year Long Class

Course content: Advanced Animal Science course applies biological principles and understanding to animal science in order to produce or refine agricultural products. Course topics typically include but are not limited to microbiology, genetics, growth and reproduction, animal husbandry, nutrition,

(SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

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. The course may be taken for Butte College credit.

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 or Animal 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 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. The course may be taken for Butte College credit.

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 Emerging I/IIA, ELD Emerging IIB, or ELD Early Expanding A classes.

Course content: SDAIE English focuses on developing academic communication skills in reading, writing, speaking, and listening, with an additional emphasis on: fluency, vocabulary development, reading comprehension and analysis, and written response to literature. Students will read from a wide variety of text sources including: narrative, descriptive, expository, procedural or instructional, and argumentative or persuasive text. Students will write simple compositions and brief narratives. This course concentrates on building skills in reading and writing for students who are new to the English language.

ENGLISH LANGUAGE DEVELOPMENT

ELD EMERGING I/IA

Grades 9-12

Year Long Class

Prerequisite: Scoring at the Early Emerging Language Level on the ELPAC assessment

Course content: Students in this class will develop the basic English language skills of listening, speaking, reading and writing for non-native speakers of English. Students will learn to communicate orally using simple phrases and sentences. A strong emphasis will be placed on vocabulary development in English grammatical structure. In addition to developing language skills an emphasis will be placed on developing study skills: time management, note taking, supported study and test-taking strategies. Students at this level typically progress very quickly, learning to use English for immediate needs, as well as beginning to understand and use academic vocabulary and other features of academic language, with substantial language support provided.

ELD B EXPANDING

Grades 9-12

Year Long Class

Prerequisite: Scoring at the Expanding level on the ELPAC assessment, and/or Teacher Recommendation

Course content: This class focuses on developing academic 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. Students will continue to expand their academic language development for content area classes using comprehension and analysis of written and spoken texts. This class provides ample opportunities for engagement in dialogue with others, the creation of oral presentations and written texts. Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

ELD C EXPANDING

Grades 9-12

Year Long Class

Prerequisite: Scoring at the Upper Expanding level to Lower Bridging levels on the ELPAC assessment, and/or Teacher Recommendation

Course content: This class focuses on the continued development of academic 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. Students will continue to expand their academic language development for content area classes using comprehension and analysis of written and spoken texts. Students will apply knowledge of language to analyze and derive meaning from literary texts, practice composition techniques and complete research projects. Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

ELD ADVANCED WITH SUPPORTED STUDY

Grades 9-12

Year Long Class

Prerequisite: Scoring at the Bridging level on the ELPAC assessment, and/or Teacher Recommendation

Course content: Students enrolled in this course will continue to learn and apply a range of high-level English language skills for use across content areas. Increased emphasis will be placed on reading, writing, note taking, studying for tests, critical thinking, time management, memorization techniques, self-evaluation and goal setting. This course is designed to support students within the ELD program who have progressed to the Bridging level in their overall English Language Development. Students at this level can independently use a variety of English language skills to fully engage in grade-level academic tasks and activities in a wide variety of contexts, including comprehension and analysis and the production of highly technical texts.

ELD EMERGING IIB

Grades 9-12

Year Long Class

Prerequisite: Scoring at the Emerging Language Level on the ELPAC assessment

Course content: Students in this class will develop the basic English language skills of listening, speaking, reading and writing for non-native speakers of English. Students will learn to communicate orally using more complex phrases and sentences. A strong emphasis will be placed on vocabulary development and English grammatical structure. In addition to developing language skills an emphasis will be placed on developing study skills: time management, note taking, supported study and test-taking strategies. Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.

ELD EARLY EXPANDING A

Grades 9-12

Year Long Class

Prerequisite: Scoring at the Early Expanding to the Expanding level on the ELPAC assessment, satisfactory completion of ELD I/II, and/or Teacher Recommendation

Course content: This class focuses on developing academic 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. Students in this class will continue to develop their academic language skills in listening, speaking, reading and writing for non-native speakers of English. Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.

EL/RFEP SUPPORTED STUDY

Grades 9-12

Year Long Class

Prerequisite: Enrollment based on current, or recently reclassified, ELD status

Course content: This course is designed to assist students who have been identified as needing additional support and assistance in any of the following CORE subjects (English, math, social studies, and science). Students are enrolled in this course based on all or any combination of the following: CAASPP scores, grades, 504 plans, student and/or parent request, and EL Coordinator recommendation. The class includes a variety of lessons to support students in reading comprehension and analysis, vocabulary development, grammar, writing strategies and applications, instruction in time management, organizational skills, goal setting, note taking, test taking, and other strategies to promote self-directed learners across the curriculum.

FAMILY AND CONSUMER SCIENCE

INTRO TO F.A.C.S. (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

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.

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.

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 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 B 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

INTRO TO INTEGRATED MATH

Grade 9

Year Long Class

Prerequisite: Teacher Recommendation

Course content: Intro to Integrated Math is an intervention course that will focus on building foundational math skills needed for the CA Common Core Integrated Math I Standards. This course covers foundational skills and some of the essential standards of the Integrated Math I course. It is designed for students who need to strengthen their foundational skills and build their math confidence. Upon successful completion of this course, a student will be enrolled in Integrated Math I 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.

MATH III B

Grade 11

Year Long Class

Prerequisite: Integrated I and Teacher Recommendation

Course content: This course is designed for students to expand upon mathematical concepts gained from Integrated I and possibly II while further developing and strengthening skills necessary to progress to the next level. Through problem-solving activities students will gain knowledge in the following important areas: evaluation of algebraic equations, exponent rules and manipulation, polynomials, solving and graphing linear equations, solving and graphing two variable inequalities, solving systems of equations, radicals, word problems, solving and graphing quadratic equations, and factoring. This course meets one year of Orland High School's three-year graduation requirements for math and can be used to satisfy Algebra I credit.

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.

AP CALCULUS

Grade 12

Year Long Class (Offer as Needed)

Prerequisite: 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 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

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.

BUTTE COLLEGE MATH*

Grades 11-12

Prerequisite: Intermediate Algebra or equivalent

MATH-26 College Algebra (4.00 units) (FALL)

Transfer Status: CSU/UC

This course covers advanced algebra concepts beyond the scope of Intermediate Algebra. The topics include algebraic simplifying, conics, theory and solution of equations and inequalities, systems of equations, linear functions, exponential and logarithmic functions, polynomial and rational functions, binomial expansion and partial fractions. The course is specifically designed for preparation for first semester Calculus. The course may be taken for Butte College credit.

MATH-20 Trigonometry (3.00 units) (SPRING)

Transfer Status: CSU

This course covers the theory and applications of trigonometry. The topics include definitions of circular and right triangle trigonometric functions, graphs, identities, equations, solutions of right and oblique triangles, vectors, polar coordinates, and complex numbers. The course may be taken for Butte College credit.

***These courses will be taken asynchronously through Butte College with an Orland High math teacher as a facilitator.**

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 and Teacher/Admin Approval

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 and Teacher/Admin Approval

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 and Teacher/Admin Approval

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. I and Teacher/Admin Approval

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

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

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 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 as Needed)
Prerequisite: Completion of Biology 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*

Grades 10-12

Year Long Class Prerequisite: **Completion of a Science Class and Teacher Recommendation**

This course explores the specialized language used within the healthcare industry, with an emphasis on pronunciation, spelling, and definition of medical terms in relation to human body systems. This is a foundational course for medically related careers. This course is articulated with Butte College so students can earn college credit.

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

SPORTS MEDICINE

Grades 11-12

Year Long Class

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.

***This course completes capstone for Patient Care Pathway. Does not meet a science requirement.**

PHYSICS

Grades 11-12

Year Long Class (As Needed)

Class taken online with supervision of a certificated teacher.

SOCIAL STUDIES

RESEARCH WORLD

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: B or better in previous history course or 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 think, 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: B or better in previous history course or 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. The course may be taken for Butte College credit.

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

INTRO TO ART

Grades 9-12
Year Long Class

Course content: This is the introductory course for all art pathways. Students begin with exploration of basic drawing principles such as space, value, line, form and perspective utilizing pencils, charcoal, pen and ink, pastel, watercolor and acrylic. Projects include grid, contour line and still life drawings. The class will study design principles through challenging projects making them their own. 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 Intro to Art and Teacher Recommendation.

Course content: This is the concentrator course for the Ceramics Pathway. 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. The course may be taken for Butte College credit.

ADVANCED CERAMICS

Grades 11-12
Year Long Class

Prerequisite: Completion of Ceramics 1 and teacher recommendation

Course Content: This second level ceramics is the capstone course to the Ceramics Pathway. It pushes students past the fundamental methods of forming clay. Building on the basic technique for hand building (pinch pot, slab construction, and coil construction). Special emphasis is placed on the development of the student's own style. Craftsmanship, creativity, and appreciation for the medium are emphasized in this class. All projects will include exposure to various tools, techniques and vocabulary.

DIGITAL ART AND DESIGN

Grades 10-12
Year Long Class

Prerequisite: Completion of Intro to Art

Course content: This is the concentrator course for the Communication Pathway. Graphics are all around you — print media, Internet, TV, packaging, and the document you are reading now. As our world becomes increasingly visual, graphics are impacting how information is delivered. This course provides experiences for students to use image, type, color, illustration, and photography to create dynamic media using Adobe Creative Suite. Students will focus on the design process needed to create print and digital media that effectively communicate messages and information. The course may be taken for Butte College credit.

STUDIO ART

Grades 10-12
Year Long Class

Prerequisite: Completion of Intro to Art and Teacher Recommendation

Course content: This is the concentrator course for the Fine Art Pathway. Art 2 is a demanding class specifically for the advancing 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.

ADVANCED STUDIO ART

Grades 11-12
Year Long Class

Prerequisite: Completion of Studio Art and Teacher Recommendation

Course Content: This is the capstone class for the Fine Art Pathway. Art 3 (or AP can be taken in year 4) 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 behave like professional artists and will create a professional portfolio and artist statement, as well as enter competitions, by the end of the year.

PUBLICATIONS (Yearbook)

Grades 9-12
Year Long Class

Prerequisite: Completion of Digital Art and Design and Teacher Recommendation

Course content: This is the capstone class for the Communication Pathway. Students plan, prepare, and produce the El 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. The course may be taken for Butte College credit.

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.

ADVANCED 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.

MUSIC APPRECIATION

Grades 9-12
Year Long Class

Course content: This course will introduce students to the fundamentals of reading, writing, and listening to music. Students will learn to identify, read, and write the functional building blocks of music: pitch, rhythm, and harmony. Students will learn to apply these basics using musical mediums such as the piano. Students will also explore the history of music and how the above-mentioned musical elements have been used to create music in time and place. No previous musical experience is required.

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.

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. The course may be taken for Butte College credit.

LEADERSHIP (Associated Student Body, ASB)

Grades 9-12
Year Long Class
Prerequisite: Approved Application. Mandatory Enrollment for Student Body and Class Officers

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.

INTEGRATED I SUPPORT

Grades 9-10
Year Long Class
Prerequisite: Teacher Recommendation

Course content: Integrated I Support is an intervention course taken in addition to Integrated Math 1, that will focus on the CA Common Core Integrated Math I Standards. This course follows the pace of an Integrated Math 1 class giving the students an extra opportunity to see and practice the Common Core Integrated Math I Standards in addition to having extra time to work on math assignments with the help of a math teacher.

SUPPORTED STUDIES

Grades 9-12
Year Long Class

Course content: This course provides tailored support for students to successfully complete homework and classwork assignments. Through individualized guidance, students will receive assistance in understanding lesson material, developing organizational and study skills, and managing time effectively. The course is designed to foster confidence and independence in academic tasks while providing a structured environment for completing assignments and addressing any areas of difficulty. Students will benefit from personalized attention and targeted strategies to enhance their learning experience and academic performance.

STUDENT AIDE – CAREER CENTER

Grades 11-12
Year Long Class
Prerequisite: 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: 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: 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: 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/BILINGUAL TUTOR

Grades 11-12
Year Long Class

Prerequisite: Staff Recommendation and Administration Approval and for Bilingual Tutor, Must be Bilingual

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 summer school based on credits needed. Credits will be posted to transcripts at the completion of the course.

Repeat Course: If a student fails a semester of a required class, they 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 the online credit recovery platform, Acellus. Students enrolled in Acellus may work independently following specific guidelines to complete their credit recovery. Prior to enrollment in Acellus, a credit recovery contract outlining course completion deadlines must be signed by the student, parent/guardian, and counselor. **Failure to meet set deadlines may result in loss of extracurricular activities (i.e. athletics, FFA, dances, off-campus lunch, etc.)**

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
- 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 counselor will review the request form and necessary endorsements with the students. The endorsements will include the teachers involved, the principal and 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.

SAT – The SAT is a college admissions test administered in October. The SAT measures critical reading, writing and math.

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).

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; Welding in Ag Mechanics III and Medical Terminology/Global Health.

BUTTE COLLEGE - COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)

Dual Enrollment

These are classes taken at Orland High School during the regular school day and are taught by high school teachers who meet the minimum qualifications to teach at Butte College. Dual enrollment courses become part of a student's permanent college transcript and can be used at any college that accepts them.

Concurrent Enrollment

Concurrent Enrollment allows you to take Butte College courses online while still attending high school (or an equivalent program), earning college credits that can also fulfill your high school requirements. Your enrollment and service fees are waived, though you'll still need to cover course material fees and textbooks.

CTE Transitions

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.

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


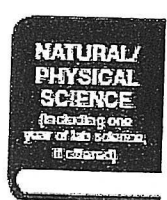
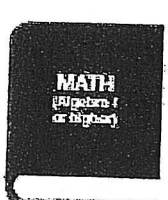

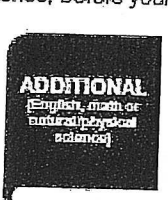

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA, and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES






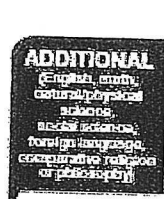
Visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

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

 ENGLISH 4 years	 NATURAL/ PHYSICAL SCIENCE (including one year of lab science, if offered) 2 years	 MATH (Algebra I or higher) 3 years	 SOCIAL SCIENCE 2 years	 ADDITIONAL (English, math or natural/physical science) 1 year	 ADDITIONAL (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy) 4 years
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DIVISION II

 ENGLISH 3 years	 NATURAL/ PHYSICAL SCIENCE (including one year of lab science, if offered) 2 years	 MATH (Algebra I or higher) 2 years	 SOCIAL SCIENCE 2 years	 ADDITIONAL (English, math or natural/physical science) 3 years	 ADDITIONAL (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy) 4 years
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GRADE-POINT AVERAGE

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

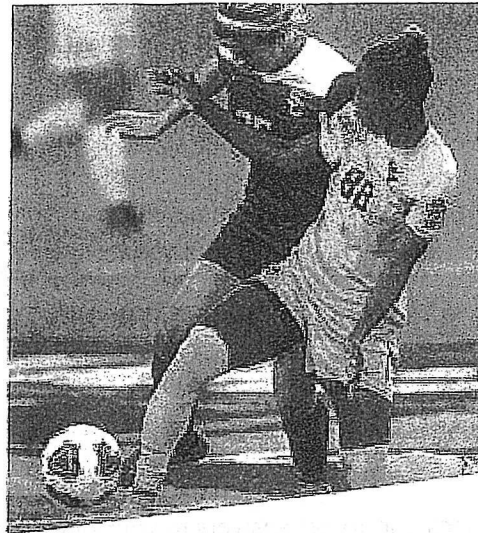
- DI requires a minimum 2.3 GPA
- DII requires a minimum 2.2 GPA

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/studentfsq

Follow us on Twitter:

@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. Parents and students should check Aeries for updates on grades and progress, and students should check email daily.
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 Aeries regarding grades and progress, and check your email daily.
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 Aeries regarding grades and progress, and check your email daily.
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. 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 Aeries for grades and progress, check your email daily, communicate with your teachers & families, and explore websites for career and college ideas and opportunities.
3. **DO NOT MISS DEADLINES:** Senior portraits, ordering invitations and gowns, testing dates, application deadlines, FAFSA/California Dream Act Application (CADA) (financial aid).
4. Register for SAT if you haven’t done so already.
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)/California Dream Act Application becomes available (CADA)
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 Orland High School, Chapter No. 180n



Name _____ (Last) _____ (First) _____ (Middle)

Address _____ City _____ Student ID#: _____

Phone (____) _____ - _____ Current grade level (circle one) 9 10 11 12 Semester: Fall Spring

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

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

GRAND TOTAL of POINTS from all LISTS: (must be at least 10) _____

D. You must staple a copy of last semester's report card or transcript to this application form.

****Applications must be submitted each semester. 4 hours of community service is required every semester.****
Membership during four of your last six semesters qualifies you for life membership, and the honor of becoming a CSF Sealbearer.

Orland High School CSF Course List: 2025-26

List I	List II	List III
Ag. Biology	Ag. Chemistry	Adv. Agriscience
Biology	Earth Science	Ag. Leadership
Chemistry	Life Science	Animal Science
Physics	Medical Terminology/ Global Health	Interm/ Adv. Ag. Floral Design
Anatomy/ Physiology	Psychology	Plant Science/ Adv. Plant Science
Zoology/ Botany	Intro to Integ Math (Integ Math 1A/ 1B)	Adv. Interdisciplinary Ag.
English I, II, III, IV	Financial Literacy	Farm Management
Honors English I & II	Family & Child Development	Farm to Fork
AP English III (Lang & Comp)	English ELD Expanding B	Intro to Ag Mech
AP English IV (Lang & Lit)		Welding (in Ag) II, III
Civics/ Economics		Woodshop (in Ag) II, III
AP Civics/ Econ		Auto Shop I, II, III
AP European History		Int. / Adv. Band
U.S. History		Percussion
AP U.S. History		Theater Workshop
World History		Music Appreciation
Integrated Math I, II, III		Leadership
Math Analysis		Publications
AP Calculus		Freshman Seminar/ Careers
AP Statistics		Research World/ Health
Spanish I, II, III		Life Skills
Spanish IV AP		Careers with Children I, II
Spanish for Spanish Speakers II		Art I & Studio Art
		Ceramics
		Art Appreciation
		Digital Art & Design
		Digital Photo
		Sports Medicine
		English ELD Expanding A
		English ELD I/ II/ IIB
		SDAIE English