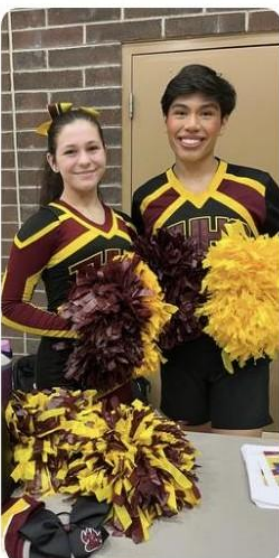


Course Catalog

2026-2027

Tolleson Union High School District #214



9801 W. Van Buren Street
Tolleson, AZ 85353
Telephone: (623) 478-4000
Website: www.tuhsd.org



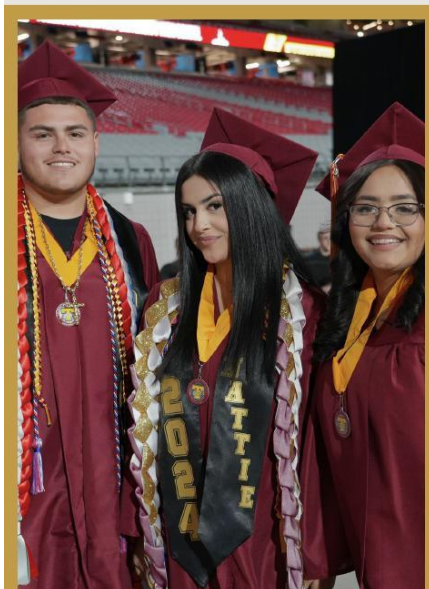
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MISSION, VISION, AND VALUES



MISSION, VISION AND VALUES

MISSION

We cultivate the future success of all students and staff so they can enrich our community.

VISION

Empowering a student-centered community of learners to be the leaders of tomorrow.

VALUES

- S** **SAFETY**
Students and staff feel connected, secure and protected, both in person and online.
- E** **EMPATHY**
We foster empathy and understanding as we create space for each member of our community.
- R** **RESPECT**
We value, care for and uplift each other.
- V** **VISIONARY**
We challenge the current reality and strive for constant improvement by taking calculated risks and preparing for a world that doesn't yet exist.
- I** **INTEGRITY**
We base our actions on strong moral and ethical principles.
- C** **CURIOSITY**
We foster an environment where students and staff feel empowered to ask thoughtful questions, and pursue knowledge with enthusiasm and an open mind.
- E** **EXCELLENCE**
We commit to the unrelenting pursuit of the highest standards of public education for our community.

EXCELLENCE
in every endeavor



DISTRICT LEADERSHIP

Tolleson Union High School District #214
9801 W. Van Buren Street Tolleson, AZ 85353
Telephone: (623) 478-4000
Website: www.tuhsd.org

Governing Board

President: Mr. Steven Chapman
Vice President: Mr. Devin Del Palacio
Dr. Elda Luna-Najera
Mr. Miguel A. Ortega-Romero
Ms. Leezah Sun

District Administration

Mr. Jeremy Calles
Dr. Rosalva Lagunas-Kuauhtli
Dr. Adam Schwartz
Ms. Joyce Council
Mr. Derek Fahleson
Mrs. Stacie Almaraz
Mr. Antonio Aguirre
Mr. Joseph Ortiz

Superintendent
Executive Director of the Office of Learning and Academic Success
Executive Director of School Leadership
Chief Financial Officer
Chief Operations Officer
Executive Director of Human Resources
Director of Information Technology
Director of Public Relations and Marketing

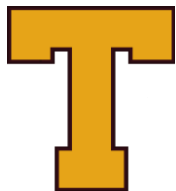
Governing Board Approval: November 18, 2025



HIGH SCHOOLS

Tolleson Union High School District #214

Tolleson Campuses



Tolleson Union High School

9419 W. Van Buren Street, Tolleson, Arizona 85353
623.478.4200 (main)
623.478.4201 (attendance) | 623.478.4222 (registration)



University High School

9419 W. Van Buren Street, Tolleson, Arizona 85353
623.478.4380 (main)
623.478.4201 (attendance) | 623.478.4380 (registration)



James Green Continuing Education Academy

9701 W. Van Buren Street, Tolleson, Arizona 85353
623.478.4100 (main)
623.478.4118 (registration)



Lighthouse Academy

9419 W. Van Buren Street, Tolleson, Arizona 85353
623.478.4377 (main)
623.478.4118 (registration)

Glendale Campus



Copper Canyon High School

9126 W. Camelback Road, Glendale, Arizona 85305
623.478.4800 (main)
623.478.4801 (attendance) | 623.478.4821 (registration)

Avondale Campuses



La Joya Community High School

11650 W. Whyman Avenue, Avondale, Arizona 85323
623.478.4400 (main)
623.478.4402 (attendance) | 623.478.4418 (registration)



West Point High School

11620 W. Encanto Boulevard, Avondale, Arizona 85392
623.474.8700 (main)
623.474.8702 (attendance) | 623.474.8706 (registration)



Westview High School

10850 W. Garden Lakes Parkway Avondale, Arizona 85323
623.478.4600 (main)
623.478.4601 (attendance) | 623.478.4621 (registration)

Phoenix Campus



Sierra Linda High School

3434 S. 67th Avenue, Phoenix, Arizona 85043
623.474.4400 (main)
623.474.7701 (attendance) | 623.474.7711 (registration)

Online Program



Distance Learning Academy

9701 W. Van Buren Street, Tolleson, Arizona 85353
623.478.4134 (main)
623.478.4134 (registration)

INTRODUCTION

The Tolleson Union High School District (TUHSD) is located in the southwestern part of the greater Phoenix metropolitan area. The district is comprised of students residing in the city of Tolleson as well as parts of Phoenix, Glendale, and Avondale. Five elementary school districts surrounding the Tolleson Union High School District provide students for our high schools.

The district has seven high schools: Tolleson Union, Westview, La Joya Community, Copper Canyon, Sierra Linda, West Point and University High. TUHSD also offers learning opportunities in an online setting through Distance Learning Academy and two alternative education schools, James A. Green Continuing Education Academy and Lighthouse Academy.

CHILD FIND NOTICE

Child find is a component of the Individuals with Disabilities Education Act of 2004 (IDEA '04) that requires states to locate, identify, and evaluate all children with disabilities, aged birth through 21. The Arizona Initiative for child find is referred to as AZ FIND.

Through Child Find processes, TUHSD is looking for any high school aged student who may need early intervention or special education services via specialized instruction and/or specialized equipment. For all students new to the district, a teacher will complete screening activities within 45 calendar days of enrollment. The teacher and counselor will look at the student's ability in the areas of academics, vision, hearing, adaptive, communication, social/emotional and motor skills. If any concerns are noted, the student may be referred for additional support.

If you are aware of a child who may need special education services, please contact the high school.

NOTIFICATION OF NON-DISCRIMINATION

Tolleson Union High School District does not discriminate on the basis of race, color, national origin, gender, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. TUHSD also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator, Office of the Superintendent, Tolleson Union High School District, 9801 W. Van Buren, Tolleson, AZ 85353, (623) 478-4000.

CONCERNS AND COMPLAINTS PROCESS

It is the objective of the Tolleson Union High School District to resolve any concerns or complaints at the lowest level, starting first with the classroom teacher before progressing to site administration, and then on to the administrators at the District Office. The district has comprehensive policies to address public concerns and complaints related to personnel, instructional resources, or facilities and services. More information on these policies and the complaint process can be found through the principal's office at your school and in the policy section KE-Public Concerns in the Governing Board Policy Manual.

The Tolleson Union Governing Board Policy Manual is available in its entirety on the Internet at <http://www.tuhsd.org/>. Select *About Us*, select *Governing Board*, select *Arizona School Boards Association*, select *School District Policy Manuals*, click on *Free Public Access*, and choose *Tolleson Union High District #214*.

GENERAL INFORMATION

This course guide contains a list of high school (9th-12th grade) courses that are offered in Tolleson Union High School District (TUHSD) Schools. Graduation requirements, course prerequisites and other pertinent information are included in this guide. Students need to carefully review their options in order to make informed decisions about courses they will take to prepare them for postsecondary opportunities. It is critical to review graduation requirements before selecting courses. Technical schools, community colleges, and universities have unique requirements for entrance that may go beyond what is required to earn a high school diploma.

When selecting courses, it is important to make sure that prerequisite requirements are met, but to also consider any postsecondary requirements as well. Student course selections are used to develop each school's master schedule as well as to hire and assign teachers. If sufficient requests are not received, a course may not be available. Students should have an alternative elective course in mind if a course is cancelled.

High School Graduation Requirements for TUHSD

Each student must successfully complete a minimum of twenty-two (22) credits. Specific requirements by subjects are as follows:

Content Area	Required Credit(s)	Content Area	Required Credit(s)
English	4.0	US/AZ	1.0
		History/Geography	
Math	4.0	Economics	0.5
Science	3.0	US/AZ Government	0.5
Wellness*	1.0	Fine Arts or CTE	1.0
World History/Geography	1.0	Electives	6.0

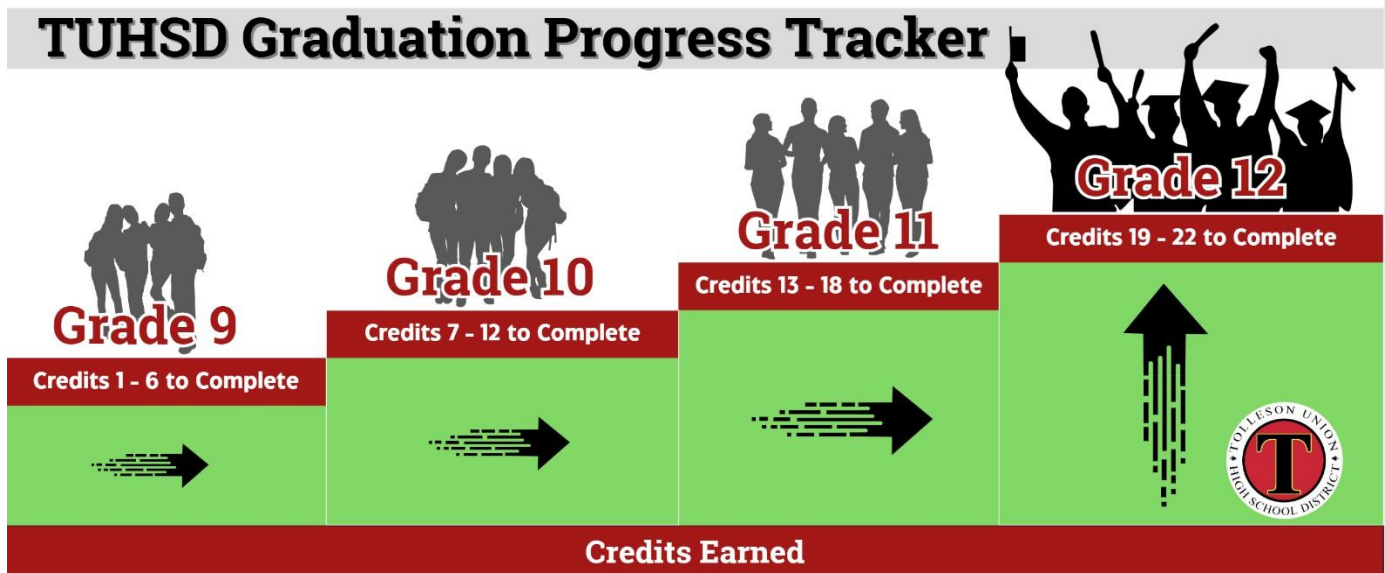
*Beginning with the TUHSD Graduating Class of 2022, the Wellness requirement can be fulfilled by the successful completion of 1 full credit of PE/Health, Varsity (Marching) Band/Flag Line, ROTC, Dance, Strength & Conditioning, Folklorico, Unified Sports, Unified Physical Education, or WPHS's Leadership Academy.

In addition to the credit requirement, students are responsible for meeting Arizona State Board of Education testing requirements as well as completing a State required Education Career Action Plan (ECAP).

Civics Assessment required. Specific passing rates for each cohort are listed below in the "Civics State Assessment Graduation Requirements" section.

Graduation Progress Tracker

TUHSD students should finish their studies in four years, starting from ninth grade. To graduate on time, they need to take six classes each semester. The chart below shows an example of how many credits students should earn each year to stay on track.



Guidelines for Completion of Graduation Requirements

A student shall successfully complete subject-area course requirements incorporating essential skills and competencies from the course of study adopted by the Governing Board and in accordance with the District adopted grading system.

In lieu of enrolling in and completing a course in the traditional fashion, a student may request to take the *district-required assessment(s)* for a course in an attempt to demonstrate knowledge and mastery of the essential skills, standards, and competencies adopted by the Governing Board and potentially receive credit towards graduation. Students who earn a 70% or better on the *district-required assessment(s)* will receive a "P" on their transcript and high school credit for their course. A "P" reflects credit was earned. "P"s are excluded from grade point average (GPA) and class rank calculations. Courses taken prior to high school enrollment may not count towards high school graduation requirements. [Click here](#) for more information on the test-out process.

The test out option is not available for Advanced Placement or Dual Enrollment courses. The test out option does not meet NCAA eligibility requirements.

To initiate this option:

- Inform counselor of desire to test out of a course.
- The Assistant Principal or designee will administer and evaluate the assessment process and report status to the counselor who will inform the student of their status.
- A student may enroll in summer school or online classes within the district. Prior approval from the school counselor must be obtained in order to determine which course(s) may be taken in order to fulfill graduation requirements. Courses taken from outside of the district and without prior approval fall within the Course Placement and Transfer Procedures found on page 8 of this guide.
- TUHSD will award a diploma to any student who completes graduation requirements by earning appropriate credit at any in-district school.

- First semester senior year transfer students must enroll in classes that place them on track for graduation and be enrolled throughout both semesters of their graduation year. Students who transfer during the final semester of their senior year must earn two (2) TUHSD credits in order to be eligible for a TUHSD diploma.
- It is the responsibility of each student to inform the Counseling Department of his/her intention to complete requirements for graduation for the purpose of participation in graduation ceremonies.
- Students who desire to graduate in **FEWER THAN FOUR (4) YEARS** must petition the administration at least one semester prior to completing the requirements necessary for graduation.
- Students may elect to return for a 9th semester or a 5th year of high school if graduation requirements are not met. At the end of four (4) years of course work, a student may pre-register for classes if it is apparent that graduation requirements will not be met. Additionally, students will be encouraged to complete coursework in the summer prior to their fifth year.

Civics State Assessment Graduation Requirements

To graduate, students must pass a Civics Test with a minimum score of 70%. The test will be offered at multiple times during the school year. Students who have a valid score from another school will receive credit for that assessment.

Registration

Registration of current eighth, ninth, tenth, and eleventh grade students for enrollment in high school for the following year will begin prior to January of the current school year. Actual registration procedures will be completed through the Parent Vue account. Counselors will visit with each high school student and students at partner elementary schools to support the registration process each fall. All questions about specific course offerings and graduation requirements should be directed to the counselors. Incoming 8th graders are required to finalize registration online at www.tuhsd.org.

Parents of all new and returning students are required to review their student information through the ParentVue portal at the beginning of the new school year. Returning students are required to review student information and sign required documentation through ParentVue.

Recommended Minimum Course of Study - for All Students

Extra-Curricular and Co-Curricular Standards Policy

Freshman Year	Credit(s)	Sophomore Year	Credit(s)
Algebra I	1.0	Geometry	1.0
English	1.0	English	1.0
Conceptual Physical Science	1.0	World History/Geography	1.0
Foreign Language	1.0	Chemistry	1.0
Health/PE	1.0	Foreign Language	1.0
Elective	1.0	Elective	1.0
Junior Year	Credit(s)	Senior Year	Credit(s)
Algebra II	1.0	Math	1.0
English	1.0	English	1.0
United States/Arizona History and Geography	1.0	United States/Arizona Government	0.5
Biology	1.0	Economics	0.5
Fine Arts or CTE	1.0	Elective	3.0
Elective	1.0		

Every college and university have their own entrance requirements.

Students need to contact the college/university they are interested in attending to learn of other entrance requirements.

TUHSD offers online courses for students to earn credit towards graduation via our Distance Learning Academy (DLA). While enrolled at DLA, students will take their academic courses using Canvas. Students will communicate with teachers through Microsoft TEAMS. Additional information can be found [here](#) as well as within the various course descriptions of where online opportunities exist. See your home school counselor for more information.

Tolleson Union High School District has a co-curricular policy for its students. If a student is interested in participating in any sport or organization, he/she should obtain information from the Administration Office at his/her school.

Course Placement and Transfer

Determining Competency for CREDITS REQUIRED FOR Graduation

It is necessary to standardize other ways by which a student may earn high school credit and satisfy graduation requirements. Transfer students who plan to graduate from a TUHSD high school will be held responsible for District graduation requirements. In addition, students who transfer during the final semester of their senior year must earn two (2) TUHSD credits in order to be eligible for a TUHSD diploma. Please refer to policy JFABC, Admission of Transfer Student (Academic Transfer Credits).

Acceptance of transfer credits from sources outside the TUHSD is not automatic. Coursework completed outside of the district may be accepted as elective credit. If a student wishes for it to be considered as core credit, he or she must request to take the End of Course Assessment within 10 days of receiving notification of courses accepted as elective credit and earn a grade of 60% or better. It is recommended that students meet with their school counselor if enrolling in courses outside the TUHSD to clarify whether the credit will be considered as an elective or core and to review the process that must be followed.

A transfer credit may or may not:

- Count toward the number of credits required for graduation
- Fulfill a subject area graduation requirement

- Be used to calculate grade point average
- Be weighted or not weighted, honors courses completed in another district must correlate with TUHSD honors courses for weighted credit to be considered
- Meet the entrance requirements for Arizona universities

Testing Out for Credit

The following guidelines are for students requesting to test out of (or challenge) a course for credit. The purpose of a test out is to allow students the opportunity to demonstrate course competencies and to earn high school credit in lieu of completing the course via an assessment process. The option is open to all enrolled high school students and may be initiated by a student, parent/guardian, school counselor, administrator, or teacher. The test out option is not available for Advanced Placement or Dual Enrollment courses.

1. Inform school counselor of desire to test out of a course.
2. The Assistant Principal or designee will administer and evaluate the assessment process and report status to the counselor who will inform the student of their status.

Advanced, Pre-AP, and Advanced Placement (AP)

All students are eligible to enroll in advanced, pre-AP and AP courses pending successful completion of prerequisite courses. Parent request, school counselor, and teacher recommendations will be key factors in placement in advanced, pre-AP and AP courses. Students will earn additional weights for grades of A, B, or C only.

By taking college-level Advanced Placement (AP) courses, students have the opportunity to explore areas that might otherwise remain unexplored. Through the AP exam system, students can earn credit or advanced standing at most colleges and universities. Students will earn additional weights for grades of A, B, or C only. All students enrolled in an AP course are highly encouraged to take the College Board's examination for that given course. There is no test out option available for AP course credit. (See Testing Out for Credit above).

Note: There is a fee to take the AP exam; payable in campus bookstore.

Dual Enrollment / Concurrent Enrollment

TUHSD offers dual enrollment college courses through Maricopa Community Colleges, taught by TUHSD staff on campus during the school day. Students who meet the Maricopa Community Colleges (MCC) prerequisite requirements may enroll in these courses, which satisfy TUHSD graduation requirements while simultaneously earning the student college credit hours from MCC.

By taking Dual Enrollment classes, a student can graduate from TUHSD with college credits, as well as the opportunity to challenge themselves academically. Students may also receive concurrent enrollment credit if accepted to and enrolled in an approved MCC program (i.e., Achieving College Education (ACE), or Hoop of Learning Program).

Dual enrollment college credit can be transferred to all Arizona state universities and most other universities. For more information on dual enrollment eligibility and credit transferal please see the following websites:

- <https://www.maricopa.edu/degrees-certificates/early-college/dual-enrollment>
- <https://www.maricopa.edu/degrees-certificates/university-transfer/partners>

There is no test out option available for Dual Enrollment course credit. (See Testing Out for Credit above).

Note: Tuition fee payments are required to enroll for dual enrollment opportunities.

Grading System

The district has adopted a two-level, weighted grading system. Advanced Placement (AP) and pre-AP earn an extra point for a “C” or higher. Approved summer school courses are included in the grade point average (GPA). The following grade point system is used to calculate GPA, Honor Roll, and Class Rank:

Letter Grade/Indicator	Percent Range	Accelerated Points	Regular Points
A – Superior	90-100%	5.0	4.0
B – Good	80-89%	4.0	3.0
C – Average	70-79%	3.0	2.0
D – Below Average	60-69%	1.0	1.0
F – Fail	59% and below	0.0	0.0
P – Pass	N/A	N/A	N/A
I – Incomplete	N/A	N/A	N/A
AU – Audit	N/A	N/A	N/A
NC – No Credit	N/A	N/A	N/A

The district includes grade points for all courses except teacher aide and those for which students earn credit through test out. For these courses, a letter grade of “P” or “F” is given. Students who pass are awarded elective credit, but no points are accumulated toward GPA.

A grade indicator of “I” may be used by a teacher at the end of the grading period whenever a student, due to illness or extenuating circumstances, has not had sufficient time to demonstrate mastery of course requirements. Students will have 15 days following the completion of a semester to make-up all work and receive a letter grade.

Progress Reports / Report Cards

Parents and students are highly encouraged to monitor student progress via Parent/Student Vue. This is available online or via an app. Final grade reports for each semester can be printed from this online resource for personal records. Those unable to print out grade reports are welcome to request a copy from the school. Only the final grade for each semester is entered on the student’s official transcript.

Repeating Courses

Though all courses may be repeated to raise a grade, core credit toward graduation is only earned once for any class. In the case of a repeated core course, only the higher grade is documented for core credit.

Qualifications for Academic Honors

A student may qualify for Academic Honors at their high school by earning a minimum weighted semester Grade Point Average (GPA).

Graduation Honors

The schools will recognize the top 1% of each school's graduation class as graduating with Highest Distinction, the top 3% with High Distinction, and the top 10% with Distinction.

Foreign Exchange Policy

Tolleson Union High School District supports and encourages its students to broaden their educational experience and cultural awareness by participating in a foreign exchange program. To ensure quality and continuity in a student's academic growth, the following rules and procedures will apply to all foreign exchange program participants:

- The foreign exchange program must be recognized and approved by the Arizona Department of Education.
- The student must obtain a recommendation from his/her advisor and permission from the principal.
- The student's grade point average is not affected by participation in a foreign exchange program.
- The student's class rank will be reinstated upon re-enrollment in the Tolleson Union High School District. During the period the student is participating in the foreign exchange program, he/she will be acknowledged for the purposes of college scholarships as being in the top five (5) or ten (10) percent of his/her class only, providing his/her class rank at the time of entering the foreign exchange program qualifies him/her for such recognition

Arizona Universities

Academic Competency Requirement

The Arizona Board of Regents, the governing body for the three state universities, has established a more detailed list of entrance requirements for their schools as noted below:

ENGLISH – 4 YEARS

Four years of English (Composition- or literature-based). Elective courses such as Journalism, Creative Writing, Speech, and any others not devoted exclusively to the study of English may not be substituted for a required English course.

MATHEMATICS – 4 YEARS

Algebra I, Geometry, Algebra II, any advanced math course in which Algebra II is a prerequisite (i.e., College Algebra, Precalculus, Calculus, Statistics).

LABORATORY SCIENCE – 3 YEARS

Biology, Chemistry, Earth Science or Physics. A laboratory-based integrated science course may be allowed to substitute for one of the three lab sciences.

Additionally, a laboratory-based advanced science course may be allowed to substitute for one of the three lab sciences. An advanced science class is a lab science such as an advanced placement course, or other honors course for which the previous lab science course is a prerequisite and is generally taken in the last few years of high school.

HISTORY & SOCIAL SCIENCES – 2 YEARS

One year of American History and one year of an additional social science, such as Geography, U.S. Government, Psychology, Anthropology, European History, World History, Economics or Sociology.

SECOND LANGUAGE – 2 YEARS

Two years of the same second language.

FINE ARTS OR CAREER AND TECHNICAL EDUCATION (CTE) – 1 YEAR

One year (or a combination of two semesters) of high school fine arts or career and technical education.

Course applicability to competency requirements will be considered on a case-by-case basis for all courses.

Maricopa Community Colleges

Admission Policy

People who meet the admissions criteria may attend any Maricopa Community College of their choice. Exceptions to the admissions policies may be requested through the Admissions and Standards Committee. Admission is determined in accordance with state law (ARS §§15-1805.01 and 15-1821) and regulations of the Maricopa Community Colleges Governing Board.

Admission of Regular Students

Admission to the community college in Arizona may be granted to any person who meets at least one of the following criteria:

- A. Is a graduate of a high school, which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.
- B. Has a high school certificate of equivalency.
- C. Is at least 18 years of age and demonstrates evidence of potential success in the community college.
- D. Is a transfer student in good standing from another college or university.

For more information about Maricopa Community College admissions, please visit:

<https://district.maricopa.edu/administrative-regulations/2-students/2-2>.

College Bound Student Athletes

The National Collegiate Athletic Association (NCAA) governs collegiate athletics. An important responsibility of this organization is to determine the eligibility of the college bound student athlete. In order to play a sport in college, high school students must meet a specific set of academic standards. Certification of eligibility will be determined by three elements, core courses, GPA and ACT/SAT test scores. Core courses are those which have been deemed as college preparatory and found in the English, Math, Science, Social Studies, and World Languages departments. A passing grade (A, B, or C) must be earned in these courses for them to count toward eligibility. It is the responsibility of the student to make sure that he/she has met any additional required standards. TUHSD courses that have been accepted as NCAA eligible are noted within this guide. 

For students entering any Division I or II college or university on or after August 1, 2018, their NCAA initial eligibility will be evaluated as described below.

DIVISION I

- Complete 16 core courses/ 10 of which must be completed prior to the seventh semester (7 out of 10 must be in English, math, or science).
 - 4 English
 - 3 Math (Algebra I or higher)
 - 2 Natural/Physical Science
 - 2 Social Science
 - 1 Additional year of English, math or natural/physical science
 - 4 Additional (World Languages or from the above listed categories)
- Earn a core-course GPA of at least 2.300
- Earn the ACT/SAT score matching your core-course GPA on the aligned sliding scale (see your counselor for this information).
- Graduate high school

DIVISION II

- Complete 16 core courses.
 - 3 English
 - 2 Math (Algebra I or higher)
 - 2 Natural/Physical Science
 - 2 Social Science
 - 3 Additional years of English, math or natural/physical science
 - 4 Additional (World Languages or from the above listed categories)
- Earn a core-course GPA of at least 2.200
- Earn the ACT/SAT score matching your core-course GPA on the aligned sliding scale (see your counselor for this information).
- Graduate high school

More information can be obtained by speaking with a high school coach or school counselor. Additional information is available by visiting the District website at www.tuhsd.org or the NCAA Eligibility Center website [here](#) or by calling toll free 1-877-622-2321.

ADDITIONAL TUHSD EDUCATIONAL OPPORTUNITIES

James A. Green Continuing Education Academy (CEA)

The James A. Green Continuing Education Academy (CEA) is an alternative education school within the District that serves students in grades 9-12, including both general education and special education students. The school is designed to support students who face challenges in a traditional school setting and require a more tailored approach to their education. CEA is specifically geared towards students who struggle due to social and emotional factors, need modifications to their daily academic schedule, or would benefit from a smaller, flexible, and shortened day schedule to accommodate their specialized needs. The school aims to provide a supportive and adaptive learning environment that meets students where they are and helps them achieve their educational goals. An administrative referral is needed for admission consideration; visit your high school's counseling office for more details. The overall goal of the program is to develop students' skills so they can be prepared to return to their home school.

Lighthouse Academy (LHA)

Lighthouse Academy (LHA) is an alternative education school designed for students who have been long-term suspended or require a more restrictive educational setting. The school also accommodates students placed in a 45-day interim educational setting through the ESS Department. It is designed to support students who face challenges in a traditional school setting and require a more structured approach to their education. Lighthouse Academy aims to address school environment issues, implement strategies to manage and improve student behavior, enhance academic performance through multiple instructional delivery models, develop social skills, and provide emotional and behavioral support. The school aims to provide a supportive and adaptive learning environment that meets students where they are and helps them achieve their educational goals. An administrative referral is needed for admission consideration; visit your high school's counseling office for more details. The overall goal of the school is to develop students' skills so they can be prepared to return to their home school.

Distance Learning Academy (DLA)

Through the District's DLA, students may engage in online learning to earn high school credit toward graduation. DLA provides online classes to students in grades 9-12 and currently offers courses in the areas of Math, Science, Social Studies, English, PVA, World Language, Health/PE, & CTE. DLA is an extension of the Tolleson Union High School District and provides students with a learning experience that is different from the typical classroom. Students will become familiar with our learning management system and the online course environment that is increasingly used in community colleges and universities. Course instructors meet Arizona teacher certification requirements for the area they teach. DLA teachers are district employees and, as such, have been cleared via appropriate hiring procedures.

Courses offered through DLA are approved by the Arizona Board of Regents. DLA courses are pending review for NCAA approval. For more information on classes and registration, please refer to the TUHSD home website at <https://www.tuhsd.org/>.

Summer School

Summer school opportunities are provided to TUHSD students. Course offerings primarily focus on core courses (e.g., English and Math). Two sessions are offered. In-person and virtual options may be available. Course offerings and locations vary by need and availability. Information on the summer school program is disseminated in the spring semester.

Credit Recovery

The Credit Recovery Program offers students a pathway to earn credit for courses not yet completed successfully. Courses are offered across core and select elective areas and are delivered either by a content-specific teacher or through a computer-based learning lab. The program emphasizes mastery of essential skills, individualized academic support, and equitable access to graduation for all students. Counselor approval is required for enrollment to ensure alignment with the student's educational plan.

University High School

University High School is a college preparatory school designed to serve students with demonstrated desire and academic ability. We are an open enrollment school. Research indicates rigorous high school experiences, which are sustained for several years, support students as they move onto further academic challenges. Sustained academic rigor provides students with distinct opportunities to develop skills, knowledge, and attitudes required for university success.

UHS welcomes students of demonstrated motivation and ability to engage in a rigorous education that fosters responsibility and the spirited pursuit of knowledge. Information regarding the competitive admission process for University High can be found by visiting our website. Students are invited to enroll based upon the following: student academic performance; standardized scores; and grade point average. Students admitted partake in rigorous courses which are comparable to the best private college preparatory schools in Arizona. To apply or receive information about University High, call 623-478-4383.

University High students who reside within the Tolleson Union High School boundaries may be provided transportation. Students residing outside the Tolleson Union High School boundaries must provide their own transportation to and from school.

The theme of University High is, "*Harnessing the Power of Dreams*." We understand that one approach to building social skills and determination is through diverse extracurricular experiences. Clubs and organizations give students an opportunity to improve leadership qualities, learn new skills, meet other students with similar interests, and have fun. Therefore, students are encouraged to participate in extracurricular activities. University High School, in conjunction with Tolleson Union High School, offers a comprehensive program of academic and extracurricular activities.

University High's successful, data driven, research-based program of study for college readiness and retention is seen below. Summer school acceptance for failing credit is determined by the principal and counseling staff. Students at UHS follow the program of study below:

Freshman Year	Credit(s)	Sophomore Year	Credit(s)
Pre AP Algebra 1	1.0	Pre AP Geometry/Statistics	1.0
AP Human Geography	1.0	Pre AP English 2	1.0
Pre AP Freshman English 1	1.0	Advanced Chemistry	1.0
Pre AP-Biology	1.0	AP World History/World History	1.0
Speech/Creative Writing	1.0	World Language	1.0

Elective: Arts Selection or JROTC or AP Study	1.0	Elective	1.0
Junior Year	Credit(s)	Senior Year	Credit(s)
AP Pre-Calculus	1.0	AP Calculus or AP Statistics	1.0
AP Literature and Composition	1.0	AP Language and Composition	1.0
Advanced Physics or AP Science Selection	1.0	AP Government	0.5
AP US History/AZ History/Geography	1.0	AP Economics	0.5
World Language – 2 nd year	1.0	Suggested additional science	1.0
Elective*	1.0	Elective: (Students who do not pass Pre-Calculus will retake the course at this time)	1.0

ADDITIONAL NOTES:

*The **Wellness** requirement may be fulfilled by the successful completion of 1 full credit of PE/Health, Varsity (Marching) Band/Flag Line, ROTC, Dance, Strength & Conditioning, or Folklorico. PE/Health is typically completed by UHS students as an independent study online during the sophomore year. Students who do not complete the Wellness requirement by the given deadline during their sophomore year will be scheduled into a P.E./Health class in their junior year.

The Leadership Academy at West Point High School

The Leadership Academy at West Point High School provides a unique "school within a school" environment, specifically designed for students who aspire to pursue a university-ready academic course of study while simultaneously honing their leadership skills. This specialized program is a beacon of opportunity for those dedicated to achieving academic excellence and developing essential life skills.

Academic Excellence

Leadership Academy students embark on a rigorous academic journey, following a challenging curriculum that includes Pre-AP and AP content courses. This demanding coursework ensures that students are well-prepared for the academic rigors of university life.

Leadership Development

To complement their academic studies, students also enroll in a Leadership Elective course. This course is integral to the program, focusing on developing crucial communication skills and providing invaluable leadership experiences. Through this elective, students learn how to lead effectively, work collaboratively, and engage in meaningful community service.

STEAM Focus

As part of the West Point High School STEAM-focused campus, students in the Leadership Academy have access to a wide array of electives that align with their college preparation and personal interests. These electives include, but are not limited to:

- Engineering
- Coding
- Media
- Spanish
- Mandarin
- The Arts

This diverse selection of electives allows students to explore and develop skills in various fields, ensuring a well-rounded education.

Preparing for the Future

Graduates of the Leadership Academy at West Point High School leave with more than just a diploma. They graduate with the academic preparation and leadership skills necessary to successfully transition to college and achieve their future goals. The program fosters not only intellectual growth but also personal development, preparing students to become the leaders of tomorrow.

The Leadership Academy at West Point High School is a distinguished program that equips students with the knowledge, skills, and experiences needed to excel in higher education and future careers.

International Baccalaureate (IB) Programme at La Joya Community High School

The International Baccalaureate programme is a comprehensive, internationally recognized curriculum framework that provides a holistic educational experience challenging students to make practical connections between their studies and the real world. Built on the philosophy of developing inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect, the IB programme encourages students to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. The curriculum addresses students' intellectual, social, emotional, and physical well-being holistically through study across eight subject groups: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design. Students engage in inquiry-based, concept-driven learning grounded in global contexts such as identities and relationships, scientific and technical innovation, and globalization and sustainability, while developing critical thinking, creativity, and communication skills applicable across disciplines and in real-world situations. The programme is flexible enough to accommodate national and local curriculum requirements while maintaining international standards, preparing students for further education, workplace success, and lifelong learning as globally conscious citizens committed to making meaningful contributions to their communities and the world.

TUHSD COURSE OFFERINGS

Courses listed in this course description guide are proposed for the 2026-2027 school year in the Tolleson Union High School District. The final decision to offer a class will be dependent on the following factors:

- Classroom space.
- Availability of a certified/highly qualified teacher.
- Meets minimum enrollment standards; and
- Ability of the District to financially support the class.

Course titles may be edited and/or courses may be added as the need arises or as they are developed and approved to best prepare TUHSD students to be well-prepared for college, careers, and the future.

Tolleson Union High School District course offerings are not available at every campus. Open Enrollment (OE) to schools within the district may be an option. Please check with school counselors for course availability by campus and for OE application information. In the event open enrollment is granted to a student, parents/guardians are responsible for providing transportation to/from school.



Sample Student Course Schedule

This sample student course schedule organizes the classes a student takes each semester, showing the order and subjects for each period. Period 7 is set aside for FLEX, which provides academic support and enrichment, while period 8 is designated for lunch. Additional periods may be included to meet specific campus needs.

The course schedule lists which classes occur during each period but does not show the actual start and end times.



TUHSD Sample High School Student Schedule

Year: 2025-2026
Report: STU202

Student Information

Student Name Student, Ima	Perm ID 000000	Gender F	Grade 09	Track
				Birth Date 01/11/2011
Phone (000)000-0000	Home Language Spanish	Resolved Race/Ethnicity Hispanic	Enter Date 07/31/2025	Leave Date
Address 123 W Anywhere Lane Tolleson, AZ 00000				

Schedule Information

Per	Term	Section ID	Course	Teacher	Room
1	S1	5121-1-001	5121 - SPANISH 1	Thompson, R	823
2	S1	3001-2-001-Co	3001 - FRESHMAN ENGLISH 1 1	Chen, M	1203
3	S1	8016-3-1	8016 - PE	Desai, P	Gym
4	S1	4009-4-003	4009 - ALGEBRA I 1	Brooks, E	1005B
5	S1	4563-5-001	4563 - Conceptual Physical Science 1	Martinez, D	1304
6	S1	3601-6-001	3601 - ART 1	Ramirez, T	307
7	YR	200-7-0001	200 - Flex	Smith, J	
8	YR	9800-8-017-Fr	9800 - LUNCH	Alvarez, A	CAFE
10	S1	0034-10-1	0034 - Advisory	Desai, P	Gym

Student, Ima

Sample Bell Schedules

For daily timing details, students and parents should consult the school's bell schedule on the school's website.

Period	Start Time	Stop Time	Total Min.	Passing Time
1	7:25 AM	8:21 AM	56 min.	7 min.
2	8:28 AM	9:24 AM	56 min.	7 min.
3	9:31 AM	10:27 AM	56 min.	7 min.
4-A Lunch	10:34 AM	11:30 AM	56 min.	7 min.
4-A Class	11:33 AM	12:29 PM	56 min.	7 min.
4-B Lunch	11:36 AM	12:32 PM	56 min.	7 min.
4-B Class	10:38 AM	11:34 AM	56 min.	-
5	12:11 PM	1:07 PM	56 min.	7 min.
6	1:14 PM	2:12 PM	58 min.	-

Early Start

**SAMPLE BELL
SCHEDULE**

Period	Start Time	Stop Time	Total Min.	Passing Time
1	8:25 AM	9:20 AM	55 min.	7 min.
2	9:27 AM	10:17 AM	50 min.	7 min.
FLEX/Advisory	10:19 AM	11:09 AM	50 min.	7 min.
3	11:11 AM	12:01 PM	50 min.	-
4-A Lunch	11:13 AM	12:03 PM	50 min.	7 min.
4-A Class	12:05 PM	12:55 PM	50 min.	7 min.
4-B Lunch	12:46 PM	1:36 PM	50 min.	7 min.
4-B Class	11:58 AM	12:48 PM	50 min.	-
5	1:25 PM	2:15 PM	50 min.	7 min.
6	2:22 PM	3:12 PM	50 min.	-

Late Start FLEX

**SAMPLE BELL
SCHEDULE**

Course Overview

Below you will find interactive course overview tables for each academic department and its course offerings. These tables provide an overview of grade level requirements/availability, course IDs hyperlinked to their course descriptions, NCAA  qualification or virtual /online  offering, course level, credits earned **per semester**, and any noted prerequisites. A list of all virtual course offerings is located at the end of this section.

Click a course ID to access the course description.

English Language Arts Courses						
9	10	11	12	Course ID	Course Title	NCAA/ Virtual
x				9131-32	Freshman English Basics 1-2	
x				Level 1 = 9131-11 Level 2 = 9131-04 Level 3 = 9733-34 Level 4 = 9763-64	Freshman English Skills 1-2	
x				3001-02 3001v-02v	Freshman English 1-2	 

Click a course title to return to the department overview table.

9131-32	Freshman English Basics 1-2
This course is an alternative course offered to meet English credit requirements. It is aligned with the standards of this general education course, but the curriculum is modified. This course provides potential successful entry into Freshman English and Sophomore English courses. Placement on consideration of student skill levels. 2 semesters (0.5 credit/semester)	

English Learner (English Language Acquisition) Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x	x	x	x	7600-01	EL 1-2 English Language Arts		Block	0.5	Students must have an AZELLA Overall Proficiency Level of Pre-Emergent/Emergent and a home language other than English. Administrative approval.
x	x	x	x	7602-03	EL 3-4 English Language Arts		Block	0.5	Students must have an AZELLA Overall Proficiency Level of Basic and a home language other than English. Administrative approval.
x	x	x	x	7604-05	EL 5-6 English Language Arts			0.5	Students must have an AZELLA Overall Proficiency Level of Intermediate and a home language other than English. Co-requisite: Students must also be enrolled in the appropriate ELA grade level class.

English Language Arts Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x				3001-02 / 3001v-02v / 3001r-02r	Freshman English 1-2	 	GEN	0.5	
x				9131-32	Freshman English Basics 1-2		ESS	0.5	Administrative Approval
x				Level 1 = 9810-11 Level 2 = 9703-04 Level 3 = 9733-34 Level 4 = 9763-64	Freshman English Skills 1-2		ESS	0.5	Administrative Approval
x				3011-12	Pre-AP English and 1-2		ADV	0.5	
	x			3101-02 / 3101v-02v / 3101r-02r	Sophomore English 1-2	 	GEN	0.5	Successful completion of Freshman English
	x			9133-34	Sophomore English Basics 1-2		ESS	0.5	Administrative Approval
	x			Level 1 = 9812-13 Level 2 = 9705-06 Level 3 = 9735-36 Level 4 = 9765-66	Sophomore English Skills 1-2		ESS	0.5	Administrative Approval
	x			3111-12	Pre-AP Sophomore English 1-2		ADV	0.5	Grade of C or better in pre-AP Freshman English
		x		3200-01 / 3200v-01v / 3200r-01r	Junior English 1-2	 	GEN	0.5	Successful completion of Sophomore English
		x		9135-36	Junior English Basics 1-2		ESS	0.5	Administrative Approval
		x		Level 1 = 9814-15 Level 2 = 9707-08 Level 3 = 9737-38 Level 4 = 9767-68	Junior English Skills 1-2		ESS	0.5	Administrative Approval
		x		3411-12	AP English Literature/Composition		ADV	0.5	Student should be able to read a college-level textbook and write grammatically correct, complete sentences.
			x	3421-22 / 3421r-22r / 3421v-22v	Senior English 1-2	 	GEN	0.5	Successful completion of Junior English
		x		9143-44	Senior English Basics 1-2		ESS	0.5	Administrative Approval
		x		Level 1 = 9816-17 Level 2 = 9709-9710 Level 3 = 9739-9740 Level 4 = 9769-9770	Senior English Skills 1-2		ESS	0.5	Administrative Approval
			x	3423-24	Advanced Senior English 1-2		ADV	0.5	
			x	3401-02	AP English Language/Composition 1-2		ADV	0.5	Student should be able to read a college-level textbook and write grammatically correct, complete sentences.

ELECTIVES - These classes do not fulfill the English Language Arts graduation requirement

x				3032-33	Reading Support 1-2		GEN	0.5	
x	x	x	x	3453	Creative Writing		GEN	0.5	
x	x	x	x	3458 / 3458r	Beginning Speech		GEN	0.5	
x	x	x	x	3454	Advanced Speech & Debate		GEN	0.5	Beginning Speech recommended, but not required
x	x	x	x	3701-02	Beginning Journalism		GEN	0.5	
x	x	x	x	3704-05	Beginning Yearbook		GEN	0.5	
	x	x	x	3721-22	Yearbook Production		GEN	0.5	Grade of C or better in English and/or Beginning

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
									Yearbook and/or instructor approval
x				5318r-19r	Introduction to Communications & Speech	V ₁	GEN	0.5	

History & Social Sciences Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
	x			7021-22 / 7021v-22v / 7021r-22r	World History/Geography 1-2	 	GEN	0.5	
x	x	x	x	9181-82	World History/Geography Basics 1-2		ESS	0.5	Administrative approval for private pay schools
x	x	x	x	Level 1 = 9840-41 Level 2 = 9727-28 Level 3 = 9757-58 Level 4 = 9787-88	World History/Geography Skills 1-2		ESS	0.5	Administrative Approval
	x			1682-83	Advanced World History/Geography 1-2		ADV	0.5	Note: This course is only offered at University High School
	x	x	x	7025-26	AP World History: Modern 1-2		ADV	0.5	
	x	x	x	7061-62	AP Human Geography 1-2		ADV	0.5	
		x		7031-32 / 7031v-32v / 7031r-32r	United States/Arizona History/Geography 1-2	 	GEN	0.5	
	x	x	x	9186-87	United States/Arizona History/Geography Basic 1-2		ESS	0.5	Administrative approval for private pay schools
	x	x	x	Level 1 = 9842-43 Level 2 = 9729-30 Level 3 = 9759-60 Level 4 = 9789-90	United States/Arizona History/Geography Skills 1-2		ESS	0.5	Administrative Approval
		x		1686-87	Advanced US History 1-2		ADV	0.5	Prerequisite: Completion of Advanced World History or AP World History Note: This course is only offered at University High School
	x	x	x	7051-52	AP United States History		ADV	0.5	
			x	7200 / 7200v / 7200r	United States/Arizona Government	 	GEN	0.5	
			x	9157	United States/Arizona Government Basics		ESS	0.5	Administrative approval for private pay schools
			x	Level 1 = 9849 Level 2 = 9731 Level 3 = 9761 Level 4 = 9791	United States/Arizona Government Skills		ESS	0.5	Administrative Approval
			x	7250 / 7250v / 7250r	Economics	 	GEN	0.5	
			x	9166	Economics Basics		ESS	0.5	Administrative approval for private pay schools
			x	Level 1 = 9848 Level 2 = 9732 Level 3 = 9762 Level 4 = 9792	Economics Skills		ESS	0.5	Administrative Approval
			x	7251	AP US Government and Politics		ADV	0.5	
			x	7252	AP Microeconomics		ADV	0.5	
			x	7254	AP Macroeconomics		ADV	0.5	The College Board recommends successful completion of AP Microeconomics.

ELECTIVES - These classes do not fulfill the Social Studies graduation requirement

	x	x	x	7011-12	Anthropology 1-2		GEN	0.5	
	x	x	x	7302	Ethnic Studies		GEN	0.5	

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
	x	x	x	7364 / 7364v	Psychology	 V ₁	GEN	0.5	
	x	x	x	7355-56	AP Psychology 1-2		ADV	0.5	
		x	x	7360 / 7360v	Introduction Sociology	 V ₁	GEN	0.5	
	x	x	x	7029-30	AP European History 1-2		ADV	0.5	
		x	x	7036-37	AP African American Studies		ADV	0.5	
x				7321r	Geography	V ₁	GEN	0.5	
x				7322r	Civics and Citizenship	V ₁	GEN	0.5	

Mathematics Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x				4009-10 / 4009v-10v / 4009r-10r	Algebra I 1-2	 	GEN	0.5	
x	x	x	x	9121-22	Algebra I Basics 1-2		ESS	0.5	Administrative Approval
x	x	x	x	Level 1 = 9818-19 Level 2 = 9711-12 Level 3 = 9741-42 Level 4 = 9771-72	Algebra I Skills 1-2		ESS	0.5	Administrative Approval
x				4070-71	Pre-AP Algebra I 1-2		ADV	0.5	
	x	x	x	4023-24 / 4023v-24v / 4023r-24r	Geometry 1-2	 	GEN	0.5	
x	x	x	x	9318-19	Geometry Basics 1-2		ESS	0.5	Administrative Approval
x	x	x	x	Level 1 = 9822-23 Level 2 = 9715-16 Level 3 = 9745-46 Level 4 = 9775-76	Geometry Skills 1-2		ESS	0.5	Administrative Approval
x	x			1644-45	Advanced Geometry 1-2		ADV	0.5	C or better grade in Pre-AP Algebra 1 Note: This course is only offered at University High School
x	x			4072-73	Pre-AP Geometry with Statistics 1-2		ADV	0.5	A grade of C or better in Pre-AP Algebra I 1-2 or a grade of B or better in Algebra I 1-2 is strongly recommended.
		x	x	4141-42 / 4141v-42v / 4141r-42r	Algebra II 1-2	 	GEN	0.5	
x	x	x	x	9316-17	Algebra II Basics 1-2		ESS	0.5	Administrative Approval
x	x	x	x	Level 1 = 9820-21 Level 2 = 9713-14 Level 3 = 9743-44 Level 4 = 9773-74	Algebra II Skills 1-2		ESS	0.5	Administrative Approval
	x	x	x	4074-75	Pre-AP Algebra II: Trigonometric Functions 1-2		ADV	0.5	A grade of C or better in Pre-AP Algebra I 1-2 and Pre-AP Geometry with Statistics 1-2 or a B or better in all prior math classes is strongly recommended. Dual Enrollment may be offered for this course.
			x	4118-19 / 4118v-19v / 4118r-19r	Financial Algebra 1-2		GEN	0.5	
			x	9336-37	Financial Algebra Basics 1-2		ESS	0.5	Administrative Approval
			x	Level 1 = 9824-25 Level 2 = 9717-18 Level 3 = 9747-48 Level 4 = 9777-78	Financial Algebra Skills 1-2		ESS	0.5	Administrative Approval
		x	x	4161-62	College Algebra 1-2		ADV	0.5	
		x	x	4076-77	AP Pre-Calculus 1-2		ADV	0.5	A grade of C or better in Pre-AP Algebra II 1-2 or a grade of B or better in Pre-AP Algebra I 1-2 and Pre-AP Geometry with Statistics 1-2 is strongly recommended. Dual Enrollment may be offered for this course.
		x	x	4186-87	AP Statistics 1-2		ADV	0.5	A grade of B or better in Pre-AP Algebra II 1-2 or AP Pre-Calculus

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
									1-2 Is strongly recommended. Dual Enrollment may be offered for this course.
		x	x	4181-82	AP Calculus AB 1-2		ADV	0.5	A grade of B or better in AP Pre-Calculus 1-2 is strongly recommended. Dual Enrollment may be offered for this course.
		x	x	4173-74	AP Calculus BC 1-2		ADV	0.5	A grade of B or better in AP Calculus AB 1-2 is strongly recommended. Dual Enrollment may be offered for this course.
			x	4165-66	College Math 1-2		ADV	0.5	
ELECTIVES - These classes do not fulfill the Math graduation requirement as defined by ABOR.									
		x	x	8930-31	AP Comp Science A 1-2		ADV	0.5	Successful completion of Algebra II

Performing & Visual Arts Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
Dance									
x	x	x	x	3894-95	Folklorico 1-2		GEN	0.5	
	x	x	x	3896-97	Folklorico 3-4		GEN	0.5	Folklorico 1-2
x	x	x	x	3813-14	Dance 1-2		GEN	0.5	
	x	x	x	3815-16	Dance 3-4		GEN	0.5	Dance 1-2 or audition
	x	x	x	3819-20	Dance 5-6		GEN	0.5	Dance 3-4 or audition
	x	x	x	3817-18	Dance 7-8 (Choreography & Performance)		GEN	0.5	Dance 1-2 or audition
x	x	x	x	3839-40	Unified Dance 1-2		GEN	0.5	
Music									
x	x	x	x	3873-74	Beginning Band 1-2		GEN	0.5	
x	x	x	x	3875-76	Intermediate Band 3-4		GEN	0.5	Beginning Band 1-2, and/or Director's approval and/or placement audition
x	x	x	x	3881-82	Varsity Band 5-6		GEN	0.5	Beginning Band 1-2, Intermediate Band 3-4, and/or Director approval. Incoming freshmen with Jr. High band experience may pre-register for this class, however, a placement audition is required. All students must be cleared for athletics to participate in Marching Band. Color Guard tryouts are held in the spring.
x	x	x	x	3833-34	Percussion Ensemble & Drum Line 1-2		GEN	0.5	Director's approval and/or placement audition
x	x	x	x	3827-28	Color Guard Techniques and Performance 1-2		GEN	0.5	All students must be cleared for athletics to participate in Color Guard. Color Guard tryouts are held in the spring. Color Guard registers for Varsity Band for the fall semester only.
x	x	x	x	3831-32	Jazz Ensemble 1-2		GEN	0.5	Director's approval and/or placement audition
x	x	x	x	3835-36	Jazz Ensemble 3-4		GEN	0.5	Jazz Ensemble 1-2, Director's approval, and/or placement audition
x	x	x	x	3811-12	Beginning Choir 1-2		GEN	0.5	
x	x	x	x	3823-24	Intermediate Choir 3-4		GEN	0.5	Beginning Choir 1-2, and/or director approval
x	x	x	x	3821-22	Advanced Choir 5-6		GEN	0.5	Beginning Choir 1-2, Intermediate Choir 3-4, audition and/or director approval
x	x	x	x	3825-26	Advanced Choir 7-8		GEN	0.5	Beginning Choir 1-2, Intermediate Choir 3-4, audition and/or director approval
x	x	x	x	3871-72	Beginning Orchestra 1-2		GEN	0.5	
x	x	x	x	3861-62	Intermediate Orchestra 3-4		GEN	0.5	Successful completion of Beginning Orchestra 1-2 or teacher approval
x	x	x	x	3867-68	Advanced Orchestra 5-6		GEN	0.5	Successful completion of Beginning Orchestra 1-2, 3-4, or teacher approval
x	x	x	x	3891-92	Mariachi Ensemble 1-2		GEN	0.5	Instrumental experience preferred, but not necessary
x	x	x	x	3841-42	Piano 1-2		GEN	0.5	
x	x	x	x	3851-52	Piano 3-4		GEN	0.5	Piano 1-2 and/or teacher approval
x	x	x	x	3801-02	Beginning Guitar 1-2		GEN	0.5	

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
	x	x	x	3803-04	Intermediate Guitar 3-4		GEN	0.5	Successful completion of Beginning Guitar 1-2 and/or teacher approval
	x	x	x	3805-06	Advanced Guitar 5-6		GEN	0.5	Successful completion of Beginning Guitar 1-2 Intermediate Guitar 3-4, and/or teacher approval
	x	x	x	3807-08	Studio Guitar 7-8		GEN	0.5	Successful completion of Beginning Guitar 1-2, Intermediate Guitar 3-4, Advanced Guitar 5-6, and/or teacher approval
x	x	x	x	3829-30	Unified Music 1-2		GEN	0.5	
	x	x	x	3885-86	AP Music Theory 1-2		ADV	0.5	Teacher approval
Photography									
	x	x	x	3641-42	Photography 1-2		GEN	0.5	
		x	x	3651-52	Photography 3-4		GEN	0.5	Photography 1-2 or teacher approval
Theatre									
x	x	x	x	3467-68	Theatre 1-2		GEN	0.5	
	x	x	x	3469-70	Theatre 3-4		GEN	0.5	Theatre 1-2 and/or teacher approval
		x	x	3471-72	Theatre 5-6		GEN	0.5	Theatre 1-2 & 3-4 and/or teacher approval
			x	3473-74	Theatre 7-8		GEN	0.5	Theatre 1-2, 3-4, & 5-6 and/or teacher approval
x	x	x	x	3843-44	Unified Theatre 1-2		GEN	0.5	
x	x	x	x	3456-57	Stage Production 1-2		GEN	0.5	
	x	x	x	3461-62	Stage Production 3-4		GEN	0.5	Stage Production 1-2
Visual Arts									
x	x	x	x	3601-02	Art 1-2		GEN	0.5	
	x	x	x	3610-11	Art 3-4		GEN	0.5	Art 1-2 and/or teacher approval
		x	x	3612-13	Art 5-6		GEN	0.5	Art 1-2 & Art 3-4 and/or teacher approval
		x	x	3631-32	Studio Art 1-2		GEN	0.5	Students must have had three years of art and/or teacher approval.
		x	x	3633-34	Studio Art 3-4		GEN	0.5	Students must have had three years of art and/or teacher approval.
		x	x	3635-36	Studio Art 5-6		GEN	0.5	Students must have had three years of art and/or teacher approval.
		x	x	3637-38	AP Drawing		ADV	0.5	Students must have had three years of art and/or teacher approval.
f		x	x	3627-28	AP 2-D Art and Design		ADV	0.5	Students must have had three years of art and/or teacher approval.
		x	x	3629-30	AP 3-D Art and Design		ADV	0.5	Students must have had three years of art and/or teacher approval.
			x	3639-40	AP Art History		ADV	0.5	
x	x	x	x	3614-15	Ceramics 1-2		GEN	0.5	
	x	x	x	3616-17	Ceramics 3-4		GEN	0.5	Successful completion of Ceramics 1-2 and/or teacher approval
	x	x	x	3618-19	Ceramics 5-6		GEN	0.5	Successful completion of Ceramics 1-2, 3-4 and/or teacher approval
x				3653r-54r	Visual Arts	V	GEN	0.5	

Physical Education and Health Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x				8015 8015v 8015r	Health	V ₁	GEN	0.5	
x	x	x	x	8019-20	Unified Physical Education 1-2		GEN	0.5	Administrative Approval
x	x	x	x	8017-18	Unified Sports 3-4		GEN	0.5	Administrative Approval
x				8016 8016v 8016r	Physical Education	V ₁	GEN	0.5	
	x	x	x	8021-22	Advanced Physical Education		GEN	0.5	Wellness graduation requirement has been met, teacher approval, and student is physically able to meet the demands of the course
	x	x	x	8041-42	Systematic Conditioning		GEN	0.5	Wellness graduation requirement has been met and teacher approval
	x	x	x	8033-34	Strength & Conditioning 1-2		GEN	0.5	Wellness graduation requirement has been met and teacher approval
		x	x	8035-36	Strength & Conditioning 3-4		GEN	0.5	Wellness graduation requirement has been met and successful completion of Strength & Conditioning 1-2
		x	x	8039-40	Strength & Conditioning 5-6		GEN	0.5	Successful completion of Strength & Conditioning 1-2 and 3-4 or is a Varsity athlete with teacher approval

Science Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x	x	x	x	4563-64 / 4563v-64v / 4563r-64r	Conceptual Physical Science 1-2	 	GEN	0.5	
x				9223-24	Conceptual Physical Science Basics 1-2		ESS	0.5	Administrative approval for private pay schools
x	x	x	x	Level 1 = 9830-31 Level 2 = 9719-20 Level 3 = 9749-50 Level 4 = 9779-80	Conceptual Physical Science Skills 1-2		ESS	0.5	Administrative Approval
x				4567-68	ADV Conceptual Physical Science	 	GEN	0.5	
x				4565-66	Physics First 1-2	 	GEN	0.5	
		x		4531-32 / 4531v-32v / 4531r-32r	Biology 1-2	 	GEN	0.5	Successful completion of freshman science course
		x	x	9320-21	Biology Basics 1-2		ESS	0.5	Administrative approval for private pay schools
		x	x	Level 1 = 9834-35 Level 2 = 9723-24 Level 3 = 9753-54 Level 4 = 9783-84	Biology Skills 1-2		ESS	0.5	Administrative Approval
x	x			1660-61	Pre-AP Biology 1-2		ADV	0.5	Note: This course is only offered at University High School.
		x	x	4533-34	AP Biology 1-2		ADV	0.5	Successful completion of advanced freshman science course or teacher recommendation
		x	x	4537-38	AP Biology Lab 1-2		ADV	0.5	Successful completion of Pre-AP Biology or teacher recommendation
x				4541-42 / 4541r-42r	General Chemistry 1-2		GEN	0.5	
x				4551-52	ADV Chemistry 1-2		ADV	0.5	Successful completion of freshman science course
		x	x	4553-54	AP Chemistry 1-2		ADV	0.5	Successful completion of advanced science course and either completion or concurrent enrollment in Algebra 2 or teacher recommendation.
		x	x	4555-56	AP Chemistry Lab 1-2		ADV	0.5	Successful completion of General Chemistry and Algebra II or teacher recommendation
		x	x	4529-30	AP Environmental Science 1-2		ADV	0.5	Successful completion of at least two science courses or teacher recommendation
x	x	x	x	4561-62 / 4561v-62v / 4561r-62r	Physics 1-2		GEN	0.5	Algebra II or concurrent enrollment in Algebra II
		x	x	4573-74	AP Physics I 1-2		ADV	0.5	Successful completion of Geometry and Algebra II; Student may be concurrently taking Algebra II.
		x	x	4575-76	AP Physics – C Mechanics 1-2		ADV	0.5	Calculus or concurrent enrollment in Calculus
		x	x	4577-78	AP Physics C Electricity & Magnetism 1-2		ADV	0.5	Must be concurrently enrolled in Calculus AB or BC
ELECTIVES - These classes do not fulfill the Science graduation requirement as defined by ABOR.									
		x	x	4539-40	Biochemistry		ADV	0.5	
		x	x	4601-02	Copper Mining in Arizona		GEN	0.5	

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
		x	x	4605-06	Environmental Science General Education		GEN	0.5	
		x	x	4609-10	Forensic Science		GEN	0.5	
	x	x	x	4527-28 / 4527v-28v / 4527r-28r	Geology 1-2	 	GEN	0.5	
	x	x	x	9161-62	Geology Basics 1-2		ESS	0.5	Administrative approval for private pay schools
	x	x	x	Level 1 = 9832-33 Level 2 = 9721-22 Level 3 = 9751-52 Level 4 = 9781-82	Geology Skills 1-2		ESS	0.5	Administrative Approval
			x	4583-84	Human Anatomy/Physiology 1-2		GEN	0.5	Successful completion of Biology
			x	9221-22	Human Anatomy/Physiology Basics 1-2		ESS	0.5	Administrative approval for private pay schools
			x	Level 1 = 9836-37 Level 2 = 9725-26 Level 3 = 9755-56 Level 4 = 9785-86	Human Anatomy/Physiology Skills 1-2		ESS	0.5	Administrative Approval
			x	4585-86	ADV Biology Human Anatomy/Physiology 1-2		ADV	0.5	Successful completion of Biology or teacher recommendation
		x	x	4706-07	Introduction to Astronomy		GEN	0.5	
		x	x	4800-01	Microbiology		ADV	0.5	
x				4595r-96r	Earth and Space Science		GEN	0.5	
	x			4597r-98r	Environmental Science		GEN	0.5	

World Languages Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x	x	x	x	5101-02 / 5101v-02v / 5101r-02r	French 1-2	 	GEN	0.5	None
	x	x	x	5103-04	French 3-4		GEN	0.5	Successful completion of French 1-2 or teacher recommendation.
		x	x	5105-06	Honors French 5-6		ADV	0.5	Successful completion of French 3-4 or teacher recommendation.
			x	5107-08	AP French Language and Culture		ADV	0.5	Successful completion of Honors French 5-6 and teacher recommendation.
x	x	x	x	5308-09	Mandarin 1-2		GEN	0.5	None
	x	x	x	5310-11	Mandarin 3-4		GEN	0.5	Successful completion of Mandarin 1-2 or teacher recommendation.
		x	x	5312-13	Honors Mandarin 5-6		ADV	0.5	Successful completion of Mandarin 3-4 or teacher recommendation.
x	x	x	x	5316-17	AP Chinese		ADV	0.5	Successful completion of Honors Mandarin 5-6 and teacher recommendation
x	x	x	x	5121-22 / 5121v-22v / 5121r-22r	Spanish 1-2	 	GEN	0.5	None
	x	x	x	5123-24 / 5123v-24v / 5123r-24r	Spanish 3-4	 	GEN	0.5	Successful completion of Spanish 1-2 or teacher recommendation.
		x	x	5125-26 or 5125v-26v	Honors Spanish 5-6	 	ADV	0.5	Successful completion of Spanish 3-4 or teacher recommendation.
x	x	x	x	5131-32	Honors Spanish for Spanish Speakers 1-2		GEN	0.5	Proficiency on Spanish language assessment or teacher recommendation.
		x	x	5133-34	AP Spanish Language & Culture		ADV	0.5	Successful completion of either Honors Spanish 5-6 or Spanish for Spanish Speakers 1-2 and teacher recommendation.
			x	5135-36	AP Spanish Literature & Culture		ADV	0.5	Successful completion of AP Spanish Language and Culture and teacher recommendation.
	x	x	x	5314-15	Spanish and Spanish-American Film 1-2		GEN	0.5	Successful completion of AP Spanish Language and Culture and teacher recommendation.
x	x	x	x	5117-18	Navajo 1-2		GEN	0.5	
	x	x	x	5119-20	Navajo 1-2		GEN	0.5	Successful completion of Navajo 1-2

Interdisciplinary Studies Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x	x	x	x	5491-92	Academic/Career Success 1-2		GEN	0.5	
x				5493-94	Academic/High School Success		GEN	0.5	
	x	x	x	7320-21	AP Seminar 1-2		ADV	0.5	Student should be able to read a college-level textbook and write grammatically correct, complete sentences.
	x	x	x	5660-61	AP Research 1-2		ADV	0.5	Successful completion of AP Seminar and teacher recommendation. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
	x	x	x	5670-71	AP Computer Sciences Principles 1-2		ADV	0.5	Successful completion of Algebra I and student should be able to read a college-level textbook and write grammatically correct, complete sentences.
	x	x	x	7056-57	AP Cybersecurity 1-2		AP		
	x			9350-51	JAG Sophomore 1-2		GEN	0.5	Application and interview process
		x		9352-53	JAG Junior 1-2		GEN	0.5	Application and interview process
			x	9354-55	JAG Senior 1-2		GEN	0.5	Application and interview process
x	x	x	x	6531-32	Leadership Academy 1-2		GEN	0.5	
	x	x	x	6533-34	Leadership Academy 3-4		GEN	0.5	Successful completion of Leadership Academy 1-2 or instructor approval
		x	x	6535-36	Leadership Academy 5-6		GEN	0.5	Successful completion of Leadership Academy 3-4 or instructor approval
			x	6537-38	Leadership Academy 7-8		GEN	0.5	Successful completion of Leadership Academy 5-6 or instructor approval
x	x	x	x	9860-61 9862-63	Daily Living Skills 1-2		ESS	0.5	Administrative Approval and may be repeated to accommodate students' needs
x	x	x	x	9864-65 9866-67	Daily Living Skills 3-4		ESS	0.5	Administrative Approval and may be repeated to accommodate students' needs
x	x	x	x	9850-51 9852-53 9854-55 9866-67	Vocational Arts Skills 1-2		ESS	0.5	Administrative Approval and may be repeated to accommodate students' needs
x	x	x	x	9310-11	Peer Counseling 1-2		GEN	0.5	
x	x	x	x	9304-05	Student Leadership 1-2		GEN	0.5	Students must meet district and school criteria.
x				9111-12	Student Skills for Transition 9 1-2		ESS	0.5	Administrative Approval
	x			9109-10	Student Skills for Transition 10 1-2		ESS	0.5	Administrative Approval
		x		9330-31	Student Skills for Transition 11 1-2		ESS	0.5	Administrative Approval
			x	9119-20	Student Skills for Transition 12 1-2		ESS	0.5	Administrative Approval
			x	9281-82	Workplace Experience 1-2		ESS	0.5	Approval by guidance and employer or volunteer coordinator
x				4804r-05r	Introduction to Computer Science	V _i	GEN	0.5	
x				4802r-03r	Computer Science Principles	V _i	GEN	0.5	
x				7323r	Personal Finance (semester)	V _i	GEN	0.5	
x				7324r	Strategies for Academic Success	V _i	GEN	0.5	

Exceptional Student Services Credit Recovery Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x	x	x	x	9880r-81r	Basic Math 1-2	V _i	ESS	0.5	Administrative Approval
x	x	x	x	9882r-9888r	Basic Algebra 1-2	V _i	ESS	0.5	Administrative Approval
x	x	x	x	9883r-9889r	Basic Geometry 1-2	V _i	ESS	0.5	Administrative Approval
x	x	x	x	9884r-85r	Reading and Writing 1-2	V _i	ESS	0.5	Administrative Approval
x	x	x	x	9886r-87r	Reading and Writing 3-4	V _i	ESS	0.5	Administrative Approval
x	x	x	x	9181r-82r 9181v-82v	World History Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
	x	x	x	9186r-87r 9186v-87v	US History Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
			x	9157r-9166r	Government and Economics Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
			x	9896r-97r	Personal Finance Essentials 1- 2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
x	x	x	x	9894r-95r	Physical Science Essentials 1- 2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
x	x	x	x	9890r-91r	Earth Science Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
x	x	x	x	9892r-93r 9892v-93v	Life Science Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY

Credit Recovery Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x				3001-02 / 3001v-02v / 3001r-02r	Freshman English 1-2	 	GEN	0.5	
	x			3101-02 / 3101v-02v / 3101r-02r	Sophomore English 1-2	 	GEN	0.5	Successful completion of Freshman English
		x		3200-01 / 3200v-01v / 3200r-01r	Junior English 1-2	 	GEN	0.5	Successful completion of Sophomore English
			x	3421-22 / 3421r-22r / 3421v-22v	Senior English 1-2	 	GEN	0.5	Successful completion of Junior English
x	x	x	x	3458 / 3458r	Beginning Speech		GEN	0.5	
x				5318r-19r	Introduction to Communications & Speech		GEN	0.5	
	x			7021-22 / 7021v-22v / 7021r-22r	World History/Geography 1-2	 	GEN	0.5	
x	x	x	x	9181r-82r 9181v-82v	World History Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
		x		7031-32/ 7031v-32v / 7031r-32r	United States/Arizona History/Geography 1-2	 	Gen	0.5	
	x	x	x	9186r-87r 9186v-87v	US History Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
			x	7200 / 7200v / 7200r	United States/Arizona Government	 	GEN	0.5	
			x	7250 / 7250v / 7250r	Economics	 	GEN	0.5	
			x	9157r-9166r	Government and Economics Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
x				7321r	Geography		GEN	0.5	
x				7322r	Civics and Citizenship		GEN	0.5	
			x	9896r-97r	Personal Finance Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
x				3653r-54r	Visual Arts		GEN	0.5	
x				8015 8015v 8015r	Health		GEN	0.5	
x	x	x	x	4563-64 / 4563v-64v / 4563r-64r	Conceptual Physical Science 1-2	 	GEN	0.5	
		x		4531-32 / 4531v-32v / 4531r-32r	Biology 1-2	 	GEN	0.5	Successful completion of freshman science course
	x			4541-42 / 4541r-42r	General Chemistry 1-2		GEN	0.5	
	x	x	x	4561-62 / 4561v-62v / 4561r-62r	Physics 1-2		GEN	0.5	Algebra II or concurrent enrollment in Algebra II
	x	x	x	4527-28 / 4527v-28v / 4527r-28r	Geology 1-2	 	GEN	0.5	
x	x	x	x	9894-95r	Physical Science Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
x	x	x	x	9890r-91r	Earth Science Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
x	x	x	x	9892r-93r / 9892v-93v	Life Science Essentials 1-2	CR	ESS	0.5	Administrative Approval Credit Recovery ONLY
x				4595r-96r	Earth and Space Science		GEN	0.5	
	x			4597r-98r	Environmental Science		GEN	0.5	
x				4804-05r	Introduction to Computer Science		GEN	0.5	
x				4802r-03r	Computer Science Principles		GEN	0.5	

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x				7323r	Personal Finance (semester)	 V ₁	GEN	0.5	
x				7324r	Strategies for Academic Success	 V ₁	GEN	0.5	
x	x	x	x	9880r-81r	Basic Math 1-2	 V ₁	ESS	0.5	Administrative Approval
x				4009-10 / 4009v-10v / 4009r-10r	Algebra I 1-2	 V ₁	GEN	0.5	
x	x	x	x	9882r-9888r	Basic Algebra 1-2	 V ₁	ESS	0.5	Administrative Approval
	x	x	x	4023-24 / 4023v-24v / 4023r-24r	Geometry 1-2	 V ₁	GEN	0.5	
x	x	x	x	9883r-9889r	Basic Geometry 1-2	 V ₁	ESS	0.5	Administrative Approval
		x	x	4141-42 / 4141v-42v / 4141r-42r	Algebra II 1-2	 V ₁	GEN	0.5	
			x	4118-19 / 4118v-19v / 4118r-19r	Financial Algebra 1-2	 V ₁	GEN	0.5	
x	x	x	x	9884r-85r	Reading and Writing 1-2	 V ₁	ESS	0.5	Administrative Approval
x	x	x	x	9886r-87r	Reading and Writing 3-4	 V ₁	ESS	0.5	Administrative Approval
x	x	x	x	5101-02 / 5101v-02v / 5101r-02r	French 1-2	 V ₁	GEN	0.5	None
x	x	x	x	5121-22 / 5121v-22v / 5121r-22r	Spanish 1-2	 V ₁	GEN	0.5	None
	x	x	x	5123-24 / 5123v-24v / 5123r-24r	Spanish 3-4	 V ₁	GEN	0.5	Successful completion of Spanish 1-2 or teacher recommendation.

Virtual Courses

The following courses are available virtually.

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
English Language Arts									
x				3001-02 / 3001v-02v	Freshman English 1-2		GEN	0.5	
	x			3101-02 / 3101v-02v	Sophomore English 1-2		GEN	0.5	Successful completion of Freshman English
		x		3200-01 / 3200v-01v	Junior English 1-2		GEN	0.5	Successful completion of Sophomore English
			x	3421-22 / 3421v-22v	Senior English 1-2		GEN	0.5	Successful completion of Junior English
x				5318r-19r	Introduction to Communications & Speech		GEN	0.5	
History & Social Sciences									
	x			7021-22 / 7021v-22v	World History/Geography 1-2		GEN	0.5	
		x		7031-32 / 7031v-32v	United States/Arizona History/Geography 1-2		Gen	0.5	
			x	7200 / 7200v	United States/Arizona Government		GEN	0.5	
			x	7250 / 7250v	Economics		GEN	0.5	
	x	x	x	7364 / 7364v	Psychology		GEN	0.5	
		x	x	7360 / 7360v	Introduction Sociology		GEN	0.5	
x				7321r	Geography		GEN	0.5	
x				7322r	Civics and Citizenship		GEN	0.5	
Mathematics									
x				4009v-10v	Algebra I 1-2		GEN	0.5	
	x	x	x	4023-24 / 4023v-24v	Geometry 1-2		GEN	0.5	
		x	x	4141-42 / 4141v-42v	Algebra II 1-2		GEN	0.5	
			x	4118-19 / 4118v-19v	Financial Algebra 1-2		GEN	0.5	
Performing & Visual Arts									
x				3653r-54r	Visual Arts		GEN	0.5	
Physical Education & Health									
x				8015 8015v 8015r	Health		GEN	0.5	
x				8016 8016v 8016r	Physical Education		GEN	0.5	
Science									
x	x	x	x	4563-64 / 4563v-64v	Conceptual Physical Science 1-2		GEN	0.5	
x				4565-66	Physics First 1-2		GEN	0.5	
x				4567-68	ADV Conceptual Physical Science		GEN	0.5	
		x		4531-32 / 4531v-32v	Biology 1-2		GEN	0.5	Successful completion of freshman science course
	x	x	x	4561-62 / 4561v-62v	Physics 1-2		GEN	0.5	Algebra II or concurrent enrollment in Algebra II
	x	x	x	4527-28 / 4527v-28v	Geology 1-2		GEN	0.5	
x				4595r-96r	Earth and Space Science		GEN	0.5	
	x			4597-98r	Environmental Science		GEN	0.5	
World Languages									

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
x	x	x	x	5101-02 / 5101v-02v	French 1-2	 V ₁	GEN	0.5	None
x	x	x	x	5121-22 / 5121v-22v	Spanish 1-2	 V ₁	GEN	0.5	None
	x	x	x	5123-24 / 5123v-24v	Spanish 3-4	 V ₁	GEN	0.5	Successful completion of Spanish 1-2 or teacher recommendation.
		x	x	5125-26 / 5125v-26v	Honors Spanish 5-6	 V ₁	ADV	0.5	Successful completion of Spanish 3-4 or teacher recommendation.
Interdisciplinary Studies									
x				4804r-05r	Introduction to Computer Science	 V ₁	GEN	0.5	
x				4802r-03r	Computer Science Principles	 V ₁	GEN	0.5	
x				7323r	Personal Finance (semester)	 V ₁	GEN	0.5	
x				7324r	Strategies for Academic Success	 V ₁	GEN	0.5	
Exceptional Student Service Credit Recovery Courses									
x	x	x	x	9880r-81r	Basic Math 1-2	 V ₁	ESS	0.5	Administrative Approval
x	x	x	x	9882r-9888r	Basic Algebra 1-2	 V ₁	ESS	0.5	Administrative Approval
x	x	x	x	9883r-9889r	Basic Geometry 1-2	 V ₁	ESS	0.5	Administrative Approval
x	x	x	x	9884r-85r	Reading and Writing 1-2	 V ₁	ESS	0.5	Administrative Approval
x	x	x	x	9886r-87r	Reading and Writing 3-4	 V ₁	ESS	0.5	Administrative Approval

La Joya Community High School International Baccalaureate Programme Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
English Language Arts									
X				1000-01	IB Language Arts 1-2		ADV	0.5	
	X			1002-03	IB Language Arts 3-4		ADV	0.5	
Mathematics									
X				1050-51	IB Math 1-2		ADV	0.5	
	X			1052-53	IB Math 3-4		ADV	0.5	
Science									
X	X	X		1100-01	IB Biology 1-2		ADV	0.5	
	X			1106-07	IB Chemistry 1-2		ADV	0.5	
	X			1112-13	IB Anatomy and Physiology 1-2		ADV	0.5	
History and Social Sciences									
	X			1200-01	IB Government/Economics		ADV	0.5	
World Languages									
X	X	X		1300-01	IB Spanish 1-2		ADV	0.5	
	X	X	X	1302-03	IB Spanish 3-4		ADV	0.5	
X				1308-09	IB French 1-2		ADV	0.5	
	X			1310-11	IB French 3-4		ADV	0.5	
Physical Education and Health									
X				1400-01	IB Physical and Health Education 1-2		ADV	0.5	
Performing and Visual Arts									
X				1420-21	IB Design 1-2		ADV	0.5	
	X			1422-23	IB Visual Arts 1-2		ADV	0.5	

Course Descriptions

Each department's course descriptions are listed below. Click the course title to return to the top of the course overview table for each subject.

English Learner (English Language Acquisition) Department

Arizona Revised Statute (A.R.S) §15-756.01 requires that all English learners (ELs) at the secondary level receive 100 minutes of English Language Development (ELD) instruction per day or a total of 500 minutes per week. The Arizona Department of Education mandates that EL students be placed in a Structured English Immersion (SEI) classroom that corresponds to their proficiency level as determined by the Arizona English Language Learner Assessment (AZELLA)

7600-01

EL 1-2 English Language Arts

This two-period block course is designed for English learners at the Pre-Emergent/Emergent proficiency level. The course provides targeted English language domains—reading, writing, listening, and speaking. Students will develop their language skills to understand how English functions in academic and real-world contexts, aligned with the Arizona English Language Proficiency Standards. Instruction is rigorous and culturally responsive, preparing students to access grade-level content with appropriate linguistic accommodations. Each semester, students will earn one-half English credit and one-half elective credit. 2 semesters (0.5 ELA/0.5 Elective per credit/semester)

7602-03

EL 3-4 English Language Arts

This two-period block is designed for English learners at the Basic proficiency level. The course focuses on further developing English language skills across the four domains—reading, writing, listening, and speaking—to help students enhance their academic language abilities. Instruction is aligned with the Arizona English Language Proficiency Standards and prepares students to engage with grade-level content, offering tailored linguistic support to meet their proficiency needs. The curriculum is rigorous and culturally responsive, helping students strengthen their English skills while progressing toward full academic proficiency. Each semester, students will earn one-half English credit and one-half elective credit. 2 semesters (0.5 ELA/0.5 Elective per credit/semester)

7604-05

EL 5-6 English Language Arts 5-6

This one-hour elective course is designed for English learners at the Intermediate proficiency level. Instruction is aligned with the Arizona English Language Proficiency Standards and focuses on developing students' ability to use reading strategies to comprehend, interpret, and evaluate a variety of texts. Students will enhance their vocabulary, analyze the author's use of literary elements and rhetorical devices, and apply these skills in various writing forms. The course emphasizes informational-explanatory writing, narrative writing, argument writing, and formal communications. 2 semesters (0.5 per credit/semester)

English Language Arts Department

Course Sequence Map				
Grade Level	Core Course	Advanced Course	Elective ELA courses	Alternative Core Course (based on Administrative Approval)
Freshman	Freshman English	Pre-AP English I	Reading Support, Creative Writing, Beginning Speech, Advanced Speech & Debate, Beginning Journalism, Beginning Yearbook, Yearbook Production	Freshman English Basics or Freshman English Skills or EL 1-2 English Language Arts or EL 3-4 English Language Arts or EL 5-6 English Language Arts
Sophomore	Sophomore English	Pre-AP English II AP English Language Seminar	Creative Writing, Beginning Speech, Advanced Speech & Debate, Beginning Journalism, Beginning Yearbook, Yearbook Production	Sophomore English Basics or Sophomore English Skills or EL 1-2 English Language Arts or EL 3-4 English Language Arts or EL 5-6 English Language Arts
Junior	Junior English	AP English Literature and Composition	Creative Writing, Beginning Speech, Advanced Speech & Debate, Beginning Journalism, Beginning Yearbook, Yearbook Production	Junior English Basics or Junior English Skills or EL 1-2 English Language Arts or EL 3-4 English Language Arts or EL 5-6 English Language Arts
Senior	Senior English	Advanced Senior English AP English Language and Composition	Creative Writing, Beginning Speech, Advanced Speech & Debate, Beginning Journalism, Beginning Yearbook, Yearbook Production	Senior English Basics or Senior English Skills or EL 1-2 English Language Arts or EL 3-4 English Language Arts or EL 5-6 English Language Arts

9131-32

[Freshman English Basics 1-2](#)

This course is an alternative course offered to meet English credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is modified. This course builds the necessary skills for potential successful entry into Freshman English and Sophomore English courses. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9810-11

Level 2 = 9703-04

Level 3 = 9733-34

Level 4 = 9763-64

[Freshman English Skills 1-2](#)

This course is an alternative course offered to meet English credit requirements. It is aligned to meet grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

3001-02 / 3001v-02v /

3001r-02r

[Freshman English 1-2](#)

Freshman English students develop literacy skills and knowledge with an emphasis on reading comprehension and the interpretation and evaluation of informational and literary texts. Students learn how genre analysis can improve understanding in both reading and writing, with attention to how writing tasks vary based on purpose, audience, and genre. Vocabulary and language skills help students learn how to speak and write with precision, clarity, and attention to detail. Freshman English students develop skill in all stages of the writing process, producing narrative,

informational, persuasive, and other types of writing, advancing speaking and listening skills through collaborative classroom activities and planning and delivering presentations. 2 semesters (0.5 credit/semester)

3011-12 [Pre-AP English-1 and 1-2](#)

This course covers the same competencies as Freshman English with more depth and using more complex literary and informational texts. The course concentrates on literary analysis and composition skills that will be demanded of students throughout their high school courses. 2 semesters (0.5 credit/semester)

9133-34 [Sophomore English Basics 1-2](#)

This course is an alternative course offered to meet English credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is modified. This course builds the necessary skills for potential successful entry into Sophomore and Junior courses. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9812-13 [Sophomore English Skills 1-2](#)

Level 2 = 9705-06

Level 3 = 9735-36

Level 4 = 9765-66

This course is an alternative course offered to meet English credit requirements. It is aligned to meet grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

**3101-02 /3101v-02v /
3101r-02r** [Sophomore English 1-2](#)

Sophomore English students continue the development of literacy skills and knowledge to comprehend, interpret, and evaluate a wide range of texts, both literary and informational, with attention to genre in approaching both reading and writing. Students learn vocabulary building skills that promote independence in literacy, along with language skills to express themselves with clarity and precision. Students write in a wide variety of genres, with particular emphasis on persuasive writing, the evaluation of rhetoric in texts, and using knowledge of text genres to make informed decisions about writing strategies through a process-oriented approach to writing. Sophomore English students develop speaking and listening skills through classroom activities and presentations. 2 semesters (0.5 credit/semester)

3111-12 [Pre-AP Sophomore English 1-2](#)

This course covers the same competencies as Sophomore English, with more depth and using more complex literary and informational texts. It is designed to provide students with a broader and deeper experience in literature, composition, and oral communication than is presented in the regular Sophomore English course. The class will read literary and informational texts of various cultures, genres, and time periods. 2 semesters (0.5 credit/semester)

9135-36 [Junior English Basics 1-2](#)

This course is an alternative course offered to meet English credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is modified. This course builds the necessary skills for potential successful entry into Junior and Senior courses. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9814-15 [Junior English Skills 1-2](#)

Level 2 = 9707-08

Level 3 = 9737-38

Level 4 = 9767-68

This course is an alternative course offered to meet English credit requirements. It is aligned to meet grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

**3200-01 / 3200v-01v /
3200r-01r** [Junior English 1-2](#)

Junior English builds on literacy skills developed in Freshman and Sophomore English courses, with attention to American literature and informational texts. Students hone skills in advanced reading comprehension, grammar, writing, and vocabulary in preparation for the ACT test and to develop college and career readiness, emphasizing increasing student independence and management of their own learning processes. Junior English deepens skill development in process-oriented writing that carefully considers genre, audience, and purpose, while engaging in a wide variety of writing tasks across multiple genres, especially persuasive and informational writing. Students advance

their speaking and listening skills through extensive collaboration and both formal and informal presentations. 2 semesters (0.5 credit/semester)

3411-12 [AP English Literature/Composition](#)

This description is from the College Board's AP Central: "The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works." 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

9143-44 [Senior English Basics 1-2](#)

This course is an alternative course offered to meet English credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is modified. This course builds the necessary skills for potential successful entry into Senior courses. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9816-17 [Senior English Skills 1-2](#)

Level 2 = 9709-10

Level 3 = 9739-40

Level 4 = 9769-70

This course is an alternative course offered to meet English credit requirements. It is aligned to meet grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

3421-22 / 3421v-22v / [Senior English 1-2](#)

3421r-22r

Senior English prepares students with the literacy skills they will use after high school. Students further develop independence and the ability to manage the growth of their reading, vocabulary, language, writing, speaking, and listening skills at the college and career readiness level. Students examine British and world literature, historical and contemporary, to further develop skill with comprehension, interpretation, and analysis. Students work extensively with informational text by developing a research project on a student-selected topic with instruction promoting information literacy and research skills. Writing development builds on prior learning about the writing process, genre, and rhetorical strategies, composing texts in a wide range of genres while encouraging students to accurately evaluate the strengths and limitations in their own writing. Students improve speaking and listening skills through extensive collaboration, planning and delivering a formal presentation at the college and career readiness level. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

3423-24 [Advanced Senior English 1-2](#)

Advanced Senior English is designed for students to improve their effective college-level writing strategies. This course will emphasize rhetoric and composition with a focus on expository, persuasive, and research-based writing, and understanding writing as a process. 2 semesters (0.5 credit/semester)

Note: Dual enrollment may be offered for this course.

3401-02 [AP English Language/Composition 1-2](#)

This description is from the College Board's AP Central: "The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods." Dual enrollment may be offered for this course. 2 semesters (0.5 credit/semester)

ELA ELECTIVES - These classes do not fulfill the English graduation requirement.

3032-33 [Reading Support 1-2](#)

This course is for students who read below grade level and need intensive reading interventions. The curriculum is aligned to research-based programs that integrate Arizona's College and Career Ready Standards with reading intervention strategies so students can master reading and writing process skills while being challenged to use critical thinking skills. Differentiated instruction will consistently be provided to target all students' needs. 2 semesters (0.5 credit/semester)

Note: Students will be co-enrolled in Freshman English 1-2

3453 [Creative Writing](#)

This course will stress the development of the individual's ability to write various types of material, such as poetry, memoirs, and short stories. 1 semester (0.5 credit/semester)

3458 / 3458r [Beginning Speech](#)

Beginning speech emphasizes the fundamentals of speech preparation, delivery, and listening skills. Current topics are used for subjects. In class research is required. 1 semester (0.5 credit/semester)

3454 [Advanced Speech & Debate](#)

This course is designed to provide students with the opportunity to continue the study and practice of oral expression and oral composition and to encourage students to compete in many tournaments throughout the state. Speaking experience will include oral interpretation of prose and poetry, extemporaneous speaking, debate and oratory. The skills of analysis, reasoning, research and leadership will be an integral part of the course. 1 semester (0.5 credit/semester)

3701-02 [Beginning Journalism](#)

This course is the study of principles and practices in the field of journalism. Students will learn the basics of story writing portfolios, opinion pieces, and producing podcasts. 2 semesters (0.5 credit/semester)

3704-05 [Beginning Yearbook](#)

Students learn techniques of layout, copy writing, photography, etc. as applied to the publication of the school yearbook. 2 semesters (0.5 credit/semester)

3721-22 [Yearbook Production](#)

Students are involved in the publication of the school's yearbook while learning and applying techniques of layout work, publications, and copy writing. Students are assigned to produce different sections of the yearbook including the academic departments, sports and clubs, faculty and staff, student sections, special events, and advertisements. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

5318r-19r [Introduction to Communications & Speech](#)

Edgenuity: Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this full-year course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches in the course. 2 semesters (0.5 credit/semester)

History & Social Sciences Department

Due to recently approved changes in the Arizona History and Social Science Standards, course revisions may occur.

Course Sequence Map				
Grade Level	Core Course	Advanced Course	Elective Social Studies courses	Alternative Core Course (based on Administrative Approval)
Freshman	N/A	AP Human Geography 1-2	N/A	N/A
Sophomore	World History/Geography 1-2	Advanced World History/Geography 1-2 AP World History: Modern 1-2	AP Human Geography 1-2 Anthropology 1-2 Psychology AP Psychology 1-2 Introduction to Sociology	World History/Geography Basics 1-2 World History/Geography Skills 1-2
Junior	United States/Arizona History/Geography 1-2	Advanced US History 1-2 AP United States History 1-2	AP Human Geography 1-2 Anthropology 1-2 Psychology AP Psychology 1-2 Introduction to Sociology AP European History	United States/Arizona History/Geography Basics 1-2 United States/Arizona History/Geography Skills 1-2
Senior	United States/Arizona Government Economics	AP Government/Politics AP Macroeconomics AP Microeconomics	AP Human Geography 1-2 Anthropology 1-2 Psychology AP Psychology 1-2 Introduction to Sociology AP European History	United States/Arizona Government Basics 1-2 United States/Arizona Skills 1-2 Economics Basics Economics Skills

9181-82

World History/Geography Basics 1-2

Students will explore the recent human history & geography (1600-1914; Age of Enlightenment, Revolution, Nationalism and Imperialism) & discover relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in World History. It is aligned to the grade level standards of this general education course, but the curriculum is modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9840-41

World History/Geography Skills 1-2

Level 2 = 9727-28

Level 3 = 9757-58

Level 4 = 9787-88

Students will explore the recent human history & geography (1600-1914; Age of Enlightenment, Revolution, Nationalism and Imperialism) & discover relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in World History. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

7021-22 / 7021v-22v / 7021r-22r **World History/Geography 1-2**

(World History) Students analyze the recent human experience (1600-1914; Age of Enlightenment, Revolution, Nationalism and Imperialism) recognize the relationship of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in World History. (World Geography) Students analyze locations, regions, and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment. 2 semesters (0.5 credit/semester)

1682-83 **Advanced World History/Geography 1-2**

This course offers a more in-depth approach to World History. Students will critically analyze the human experience from 1600 to 1914, exploring the intricate relationships between events and influential figures. This course emphasizes a comprehensive understanding of historical contexts and the dynamic forces that have shaped our world. 2 semesters (0.5 credit/semester)

Note: This course is only offered at University High School

7025-26 **AP World History Modern 1-2**

Students in the AP World History: Modern course will investigate significant events, individuals, developments, and processes from 1200 to the present. They will develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. Students will make connections among historical developments in different times and places through the following themes: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. 2 semesters (0.5 credit/semester)

7061-62 **AP Human Geography 1-2**

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and application. 2 semesters (0.5 credit/semester)

9186-87 **United States/Arizona History/Geography Basics 1-2**

Students will explore the recent American history & geography (1876-1990; American Industrial Revolution to the Persian Gulf War) and discover relationship of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in American and Arizona history. It is aligned to the grade level standards of this general education course, but the curriculum is modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9842-43 **United States/Arizona History/Geography Skills 1-2**

Level 2 = 9729-30

Level 3 = 9759-60

Level 4 = 9789-90

Students will explore the recent American history & geography (1876-1990; American Industrial Revolution to the Persian Gulf War) and discover relationship of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in American and Arizona history. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

7031-32 / 7031v-32v / 7031r-32r **United States/Arizona History/Geography 1-2**

Students will analyze the American experience (1776-Current; American Revolution to Modern day), recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in American and Arizona History. 2 semesters (0.5 credit/semester)

1686-87 **Advanced US History 1-2**

This course provides a deeper exploration into the American experience and will critically analyze the relationships between key events and influential figures. This course emphasizes the interconnectedness of historical events and the dynamic forces that have influenced American society and culture. 2 semesters (0.5 credit/semester)

Prerequisite: Completion of Advanced World History or AP World History

Note: This course is only offered at University High School

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7051-52

AP United States History 1-2

The course is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization causation, and continuity and change over time. This course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and National identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. 2 semesters (0.5 credit/semester)

9157

United States/Arizona Government Basics

In this course, the basic structure and development of the United States/Arizona government will be explored. The topics of democracy, federalism, civil rights, and civic responsibility will be highlighted. It is aligned to the grade level standards of this general education course, but the curriculum is modified. Placement in this course is based on consideration of student skill levels. 1 semester (0.5 credit/semester)

Level 1 = 9849

United States/Arizona Government Skills

Level 2 = 9731

Level 3 = 9761

Level 4 = 9791

In this course, the basic structure and development of the United States/Arizona government will be explored. The topics of democracy, federalism, civil rights, and civic responsibility will be highlighted. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 1 semester (0.5 credit/semester)

7200 / 7200v / 7200r

United States/Arizona Government

In this course, the basic structure and development of the United States/Arizona government will be examined. The topics of democracy, federalism, civil rights, and civic responsibility will be highlighted. 1 semester (0.5 credit/semester)

9166

Economics Basics

This course provides an opportunity for understanding the free market concept in American Capitalism, with focus on micro and macroeconomics. Microeconomics studies the impact of individual economic behavior while macroeconomics focuses on the country's economy as a whole. It is aligned to the grade level standards of this general education course, but the curriculum is modified. Placement in this course is based on consideration of student skill levels. 1 semester (0.5 credit/semester)

Level 1 = 9848

Economics Skills

Level 2 = 9732

Level 3 = 9762

Level 4 = 9792

This course provides an opportunity for understanding the free market concept in American Capitalism, with focus on micro and macroeconomics. Microeconomics studies the impact of individual economic behavior while macroeconomics focuses on the country's economy as a whole. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 1 semester (0.5 credit/semester)

7250 / 7250v / 7250r

Economics

This course provides a strong practical understanding of the free market concept in American Capitalism, with focus on micro and macroeconomics. Microeconomics studies the impact of individual economic behavior while macroeconomics focuses on the country's economy as a whole. The course encourages students to make intelligent decisions about their personal economic status as well as judgments regarding broader questions of global and cultural economic policy. 1 semester (0.5 credit/semester)

7251

AP US Government and Politics

This course gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires a familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. The following topics will be examined: Constitutional Underpinnings of the U.S. Government;

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Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties. 1 semester (0.5 credit/semester)

7252 [AP Microeconomics](#)

This course is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. 1 semester (0.5 credit/semester)

7254 [AP Macroeconomics](#)

This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Topics covered include Basic Economic Concepts; Measurements of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; Economic Growth; and Open Economy (International Trade and Finance). 1 semester (0.5 credit/semester)

HISTORY AND SOCIAL SCIENCES ELECTIVES - These classes do not fulfill the Social Studies graduation requirement.

7011-12 [Anthropology 1-2](#)

This course will survey (1) physical anthropology, the study of man's origins, (2) archeology, the excavation of past cultures, and (3) cultural anthropology, the study of contemporary cultures. 2 semesters (0.5 credit/semester)

7302 [Ethnic Studies](#)

Ethnic Studies is an interdisciplinary field that examines the experiences of underrepresented racial groups in the United States. This course explores race, ethnicity, culture, and social norms, focusing on the diverse perspectives within local, state, and national communities. Students will engage in meaningful learning experiences, analyzing how historical contexts shape people's perspectives and demonstrating historical empathy towards different viewpoints. 1 semester (0.5 credit/semester)

7364 or 7364v [Psychology](#)

This introductory course will provide an overview of the history, theorists, principles, and methodologies of psychology. This course will include: learning and processing, communications, dream analysis, adolescence, aging, personality types and disorders, mental disorders/mental illness, conflicts, stress, and coping skills. 1 semester (0.5 credit/semester)

7355-56 [AP Psychology 1-2](#)

This course is designed to introduce students to the systematic and scientific study of behavior and the mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. They also learn about the ethics and methods psychologists use in their science and practice. 2 semesters (0.5 credit/semester)

7360 or 7360v [Introduction to Sociology](#)

This course will be an examination of individual, family and small group behaviors including ethnicity and women's status. The course studies human development through the life span and the behavior of individuals and families in relation to basic social institutions. 1 semester (0.5 credit/semester)

7029-30 [AP European History 1-2](#)

In this course, students will investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization causation, and continuity and change over time. This course utilizes six themes that students explore throughout the course in order to make connections among historical development in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institution of power; individual and society; and national and European identity. 2 semesters (0.5 credit/semester)

7036-37

[AP African American Studies](#)

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. 2 semesters (0.5 credit/semester)

7321r

[Geography](#)

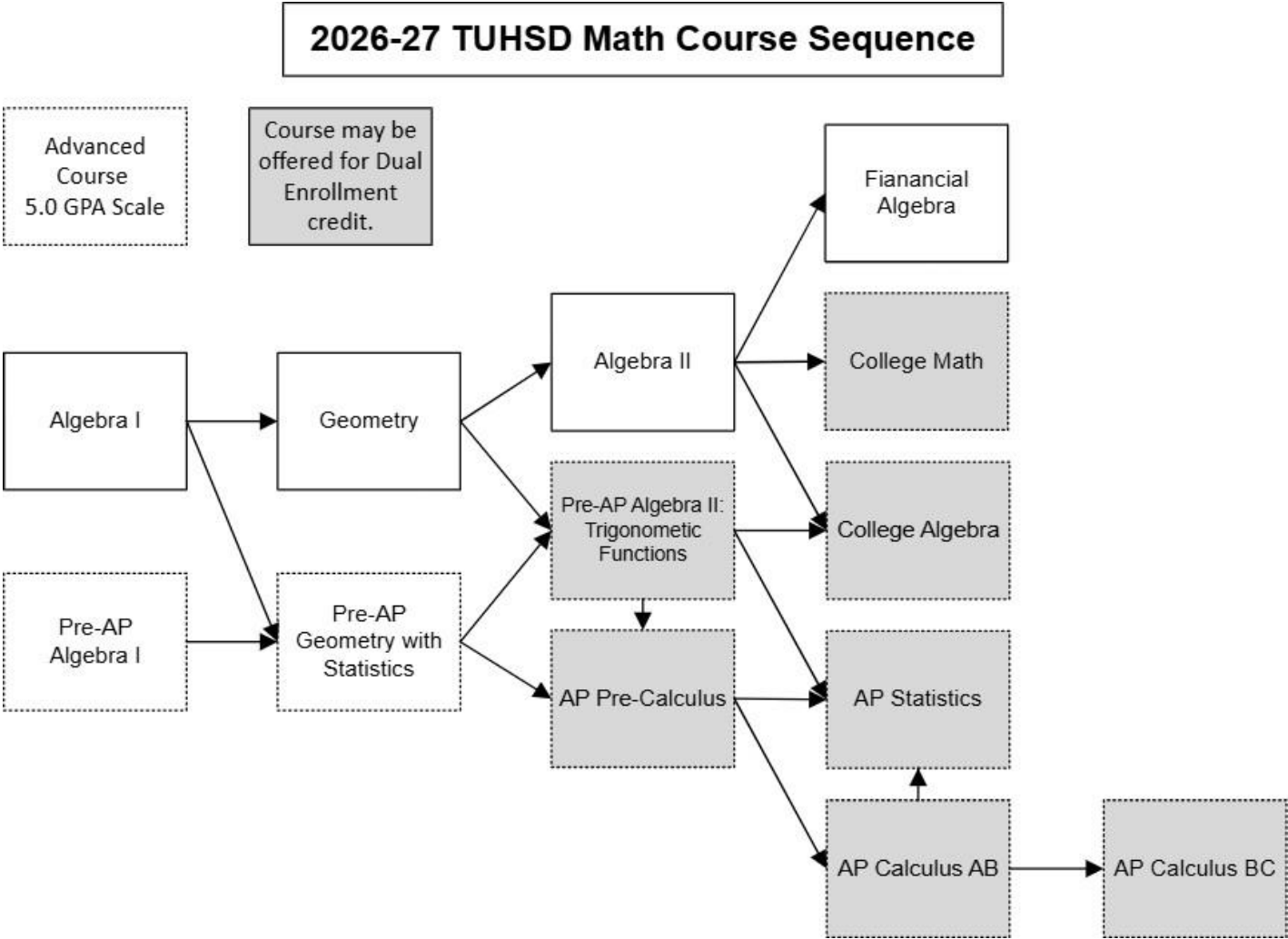
This semester-long course will address skills of history and geography, humans and the environment, population and movement, global connections, and global concerns. 1 semester (0.5 credit/semester)

7322r

[Civics and Citizenship](#)

Taking a next-generation approach to civics education, the Civics and Citizenship course teaches about US society and government from diverse perspectives. This course uses best practices in culturally relevant and culturally responsive education to equip students to navigate community and cultural norms and to critically analyze and influence their society. This semester-long course develops students' understanding of the relationships between individuals and their community and between people and their government. Students study the principles and founding ideals of US government and apply a critical lens to analyze the application of these ideals in our modern society.

Throughout the course, students are exposed to the work of activists and advocates for change to help foster a sense of civic responsibility and inspire students to get involved in their own communities. Engaging interviews bring students up close with community advocates, law enforcement officers, and teen activists, and cover topics such as paths to US citizenship, civic engagement, and advocacy. Media-literacy lessons explore the risks and benefits of social media and the role of mass media as the fourth branch of government. Students interact with mock social media posts and news articles to evaluate the bias and reliability of sources. 1 semester (0.5 credit/semester)



Grade level	Alternative Core Courses for Exceptional Student Services (Based on Administrative Approval)
Freshman	Algebra 1 Basics OR Algebra 1 Skills
Sophomore	Geometry Basics OR Geometry Skills
Junior	Algebra 2 Basics OR Algebra 2 Skills
Senior	Financial Algebra Basics OR Financial Algebra Skills

9121-22 Algebra I Basics 1-2

This course is an alternative course offered to meet Math credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is modified. This course builds the necessary skills for potential successful entry into Algebra I, Algebra II, and Geometry courses. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9818-19 Algebra I Skills 1-2
Level 2 = 9711-12
Level 3 = 9741-42
Level 4 = 9771-72

This course is an alternative course offered to meet Math credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

4009-10 / 4009v-10v / [Algebra I 1-2](#)
4009r-10r

This course includes understanding properties and operations of real numbers; evaluating rational expressions; solving and graphing linear equations and inequalities, solving, and graphing two-variable linear equations; and operations with and factoring of polynomials. 2 semesters (0.5 credit/semester)

4070-71 [Pre-AP Algebra I 1-2](#)

The Pre-AP Algebra I course focuses on patterns of change, multiple representations of functions and equations, and models of real-world scenarios to provide students with a deeper understanding of solving and graphing linear, and quadratic equations and inequalities; solving, and graphing two-variable linear equations and inequalities; and properties of exponents, roots, multiplicative patterns. 2 semesters (0.5 credit/semester)

9318-19 [Geometry Basics 1-2](#)

This course is an alternative course offered to meet Math credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is modified. This course builds the necessary skills for potential successful entry into Algebra I, Algebra II, and Geometry courses. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9822-23 [Geometry Skills 1-2](#)

Level 2 = 9715-16

Level 3 = 9745-46

Level 4 = 9775-76

This course is an alternative course offered to meet Math credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

4023-24 / 4023v-24v / [Geometry 1-2](#)
4023r-24r

This course includes properties of angles and lines, triangle relationships and congruencies, quadrilaterals, polygons, circles, similarities, surface area and volume, transformations, and basic right triangle trigonometry. Additionally, students will use deductive reasoning with proofs. Each student will develop the ability to solve real world problems using the properties and relationships of geometric figures. 2 semesters (0.5 credit/semester)

1644-45 [Advanced Geometry 1-2](#)

This course extends the skills and concepts addressed in Geometry and offers a more in-depth deductive reasoning approach with geometric proofs. Increased emphasis is placed on critical thinking and the application of geometric principles to practical scenarios. 2 semesters (0.5 credit/semester)

Prerequisite: C or better grade in Pre-AP Algebra 1

Note: This course is only offered at University High School

4072-73 [Pre-AP Geometry with Statistics 1-2](#)

Pre-AP Geometry with Statistics course focuses on the conceptual understanding of algebra, geometry, and statistics to provide students with deeper insight to the properties, relationships, transformations, compositions, and measurements, of geometric figures. 2 semesters (0.5 credit/semester)

Note: A grade of C or better in Pre-AP-Algebra I 1-2 or a grade of B or better in Algebra I 1-2 is strongly recommended.

9316-17 [Algebra II Basics 1-2](#)

This course is an alternative course offered to meet Math credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is modified. This course builds the necessary skills for potential successful entry into Algebra I, Algebra II, and Geometry courses. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9820-21 [Algebra II Skills 1-2](#)

Level 2 = 9713-14

Level 3 = 9743-44

Level 4 = 9773-74

This course is an alternative course offered to meet Math credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

**4141-42 / 4141v-42v /
4141r-42r** **Algebra II 1-2**

This course extends the algebraic topics addressed in Algebra I including problem solving, relationships, functions and relations, graphing, systems of equations, complex numbers, exponential and logarithmic functions, counting and probability, introduction to trigonometry, trigonometric graphs, and analyzing data. 2 semesters (0.5 credit/semester)

4074-75 **Pre-AP Algebra II: Trigonometric Functions 1-2**

This course offers a more in-depth approach to Algebra II.

Note: A grade of C or better in Pre-AP Algebra I 1-2 and Pre-AP Geometry with Statistics 1-2 or a B or better in all prior math classes is strongly recommended. Dual Enrollment may be offered for this course.

9336-37 **Financial Algebra Basics 1-2**

This course is an alternative course offered to meet Math credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9824-25 **Financial Algebra Skills 1-2**

Level 2 = 9717-18

Level 3 = 9747-48

Level 4 = 9777-78

This course is an alternative course offered to meet Math credit requirements. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

**4118-19 / 4118v-19v /
4118r-19r** **Financial Algebra 1-2**

This course is aligned to the state standards and relates topics from Algebra I, Geometry, Algebra II, including statistics and probability to the financial world. In this course students will apply their problem-solving skills and strategies to real-world contexts under nine financial categories: Personal Finance and Income, Budgeting and Spending, Banking and Loans, Insurance, Investments, Home and Auto Ownership, Personal and Property Taxes, Consumer Debt and Credit, and Business Ownership. This course helps students understand the relevancy of their previous college preparatory mathematics courses by allowing students the opportunity to model, relate, analyze and interpret financial conditions through algebraic, graphical, and geometrical representations. 2 semesters (0.5 credit/semester)

4161-62 **College Algebra 1-2**

This course is a study of analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations using multiple methods including matrices, modeling, and solving real world problems, and defining and illustrating sequences and series. This course is intended for college bound students whose planned course of study does not require calculus. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

4076-77 **AP Pre-Calculus 1-2**

The AP Precalculus course focuses on exploration, application, transformation, composition, inverses, and real-world models, of polynomial, rational, exponential, logarithmic, trigonometric, and polar functions to provide students with deeper, mathematical, conceptual, and contextual understanding. 2 semesters (0.5 credit/semester)

NOTE: A grade of C or better in Pre-AP Algebra II 1-2 or a grade of B or better in Pre-AP Algebra I 1-2 and Pre-AP Geometry with Statistics 1-2 is strongly recommended. Dual Enrollment may be offered for this course.

4186-87 **AP Statistics 1-2**

In addition to Statistics 1-2, the purpose of the AP course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data; Sampling and Experimentation; Anticipating Patterns; and Statistical Inference. 2 semesters (0.5 credit/semester)

Note: A grade of B or better in Pre-AP Algebra II 1-2 or AP Pre-Calculus 1-2 is strongly recommended. Dual Enrollment may be offered for this course.

4181-82

[AP Calculus AB 1-2](#)

This course is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. 2 semesters (0.5 credit/semester)

Note: A grade of B or better in AP Pre-Calculus 1-2 is strongly recommended. Dual Enrollment may be offered for this course.

4173-74

[AP Calculus BC 1-2](#)

This course is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics, but both courses are intended to be challenging and demanding and require a similar depth of understanding of common topics. 2 semesters (0.5 credit/semester)

Note: A grade of B or better in AP Calculus AB 1-2 is strongly recommended. Dual Enrollment may be offered for this course.

4165-4166

[College Math 1-2](#)

This course focuses on college-level mathematics and its applications to real-life problems. It has an emphasis on understanding mathematical concepts and their applications. Topics include proportional reasoning, modeling, finance, probability, and statistics. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

MATHEMATICS ELECTIVES - These classes do not fulfill the Math graduation requirement as defined by ABOR.

8930-31

[AP Comp Science A 1-2](#)

The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. 2 semesters (0.5 credit/semester)

Performing & Visual Arts Department

Dance

3894-95 [Folklorico 1-2](#)

Students will learn, teach, and perform Mexican dances to develop and promote an understanding and appreciation of the beauty of Mexican culture. Students will learn history and traditions as influenced by the European, Indian, and Mestizo Cultures through dance. Students will be responsible for school equipment. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. Physical activity is required in this course. **The successful completion of 1 full credit of this course fulfills the PE requirement for graduation.**

3896-97 [Folklorico 3-4](#)

Ballet Folklorico allows students from all backgrounds to experience and understand dance as a component of Mexican heritage, giving students a special opportunity to identify with and learn about the culture. This intermediate/advanced class includes more detailed concepts of Mexican Folklore including history, movement techniques, posture, footwork, rhythms, regional dance forms and styles, and cultural content. Students will continue building their knowledge of the art and culture of Mexican Ballet Folklorico. They will also gain more dance experience at a higher level than that of the 1-2 course.

Note: Physical activity is required in this course. 2 semesters (0.5 credit/semester)

3813-14 [Dance 1-2](#)

This course is designed to introduce various dance styles, movement, vocabulary and basic anatomy, and to develop basic fundamental dance techniques. This course will also provide a means for self-expression, collaboration, and creativity. This course will cover dance history, dance appreciation and beginning dance techniques with an emphasis on Ballet, Jazz, Modern and Improvisation. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. Physical activity is required in this course. **The successful completion of 1 full credit of this course fulfills the PE requirement for graduation.**

3815-16 [Dance 3-4](#)

This course is designed to introduce various dance styles, movement, vocabulary and anatomy, and to develop intermediate levels of dance techniques. This course will also provide a means for self-expression, group cooperation and creativity at an intermediate level. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. If the student has previous experience, he/she needs approval from the teacher to enroll.

3819-20 [Dance 5-6](#)

This course provides students with a means for self-expression, creativity and artistic capabilities through dance composition with an emphasis on choreography and performance. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. If the student has previous experience, he/she needs approval from the teacher to enroll.

3817-18 [Dance 7-8 \(Choreography & Performance\)](#)

Students will use dance terminology and techniques at an advanced level to choreograph dances. Students will put together dance productions learning the basics of what it means to be on a technical crew, costume crew, and publicity crew. This is both a class and a club. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. If the student has previous experience, he/she needs approval from the teacher to enroll.

3839-40 [Unified Dance 1-2](#)

This course is based on the Special Olympics Unified Sports Program. Unified dance combines students with intellectual disabilities (Dancers) and students without disabilities (Partners) for dance training and performances. Unified Sports/Dance creates unique bonds between students through dance experiences. These experiences create a culture of inclusion and fosters understanding among students of all abilities. 2 semesters (0.5 credit/semester)

Music

3873-74 Beginning Band 1-2

Beginning Band is designed for high school students who are excited to start playing an instrument in a band setting and is perfect for those with little to no prior musical experience. We create a fun and supportive atmosphere where students can learn the basics of making music, building strong foundational skills right from the start. Whether aspiring to pursue advanced music studies or seeking enjoyment in the artistic realm of music-making, this course is thoughtfully designed for a diverse range of interests and ambitions. Students will have the opportunity to choose from a variety of traditional band instruments, including but not limited to flute, clarinet, saxophone, trumpet, trombone, euphonium, tuba, and percussion. The course will focus on developing essential skills such as proper instrument technique, note reading, rhythm comprehension, and basic music theory. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. The school may have a limited number of instruments available; the rental of instruments may be necessary.

3875-76 Intermediate Band 3-4

Intermediate Band 3-4 is for high school students with prior band experience and an intermediate level of performance skill. This course offers a challenging yet supportive environment for musicians seeking to refine their instrumental technique, deepen their understanding of musical concepts, and further develop their ensemble playing abilities. As students navigate more challenging and diverse repertoire, the goal is to prepare them for more advanced music opportunities while continuing to develop a lifelong passion and appreciation for music. Intermediate Band members have several concerts and performances throughout the year. Intermediate Band is also a part of the Pep Band, which performs at football games, pep assemblies, and other school events. Students in intermediate band are encouraged to participate in marching band and/or jazz ensemble to further develop their musical skills. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. The school may have a limited number of instruments available; the rental of instruments may be necessary.

3881-82 Varsity Band 5-6

Varsity Band is for students with prior band experience with an advanced level of performance. This course puts an emphasis on wind symphony and aims for students to achieve musical mastery by preparing students for advanced studies in music beyond high school. Students in the Wind Symphony will be provided with numerous avenues to push their musical boundaries and excel through opportunities for both solo and ensemble performance. Admission to this course requires a successful audition or director's approval, ensuring that students possess the necessary skills and commitment to engage in a challenging and musically enriching experience.

Varsity Band members have several concerts and performances throughout the year, including festivals and competitions. The Varsity Band is also a part of the Pep Band, which performs at football games, pep assemblies, and other school events. Students in Varsity Band are encouraged to participate in Marching Band and/or jazz ensemble to further develop their musical skills. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. All students must be cleared for athletics to participate in Marching Band. Physical activity is required in this course. **The successful completion of 1 full credit of this course fulfills the PE requirement for graduation.**

3833-34 Percussion Ensemble & Drum Line 1-2

Percussion Ensemble and Drum Line is a course designed for students with previous instrumental experience and who are passionate about the rhythmic intricacies of percussion. This course provides a comprehensive exploration of drum line techniques, marching percussion, and ensemble dynamics, offering students an immersive experience in the art of precision drumming. Drum Line & Percussion Ensemble members have several concerts and performances throughout the year, including festivals and competitions, and will play alongside the Concert Band and Wind Symphony. Percussion Ensemble & Drum Line is also a part of the Pep Band, which performs at football games, pep assemblies, and other school events. Students in Drum Line & Percussion Ensemble are encouraged to participate in Marching Band and/or jazz ensemble to further develop their musical skills. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. The school may have a limited number of instruments available; the rental of instruments may be necessary.

3827-28 Color Guard Techniques and Performance 1-2

Color Guard Techniques and Performance is a course that immerses students in the dynamic and visually stunning world of color guard. This course is designed for students with a passion for dance, movement, and flag-spinning, offering a comprehensive exploration of color guard techniques, choreography, and ensemble performance. This course is designed for students of all experience levels, including students with no prior color

guard experience. Color Guard is also a part of the Pep Band, which performs at football games, pep assemblies, and other school events. Color Guard members are encouraged to participate in Marching Band and/or Winter Guard to further develop their performance skills. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. Color Guard registers for Varsity Band for the fall semester only. All students must be cleared for athletics to participate in Color Guard. Physical activity is required in this course. **The successful completion of 1 full credit of this course fulfills the PE requirement for graduation.**

3831-32 [Jazz Ensemble 1-2](#)

The Jazz Ensemble 1-2 course is designed for students with previous experience on a musical instrument and a passion for exploring the vibrant world of jazz music. This introductory course offers a collaborative environment where students can delve into the rich traditions of jazz, refine their instrumental skills, and explore the art of improvisation. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. The school may have a limited number of instruments available; the rental of instruments may be necessary.

3835-36 [Jazz Ensemble 3-4](#)

The Jazz Ensemble 3-4 course is designed for students who are ready to explore more advanced jazz and improvisation techniques. This advanced course offers a collaborative environment where students can continue their exploration into the rich traditions of jazz, refine their instrumental skills, and further develop their improvisational skills. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. The school may have a limited number of instruments available; the rental of instruments may be necessary.

3811-12 [Beginning Choir 1-2](#)

Beginning Choir 1-2 is open to any student who is interested in choral music and will cover the fundamentals of choral singing and the principles of reading music. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3823-24 [Intermediate Choir 3-4](#)

Intermediate Choir 3-4 can be configured as either an SSA or SABB choir, depending on the needs of the school. School concerts, certain festivals, and other performances are mandatory and a major part of the grade in this class. This course concentrates on healthy vocal development, advanced music performance skills, and historical/theoretical application of choral music with a very strong emphasis on sight singing. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3821-22 [Advanced Choir 5-6](#)

Advanced Choir 5-6 is a study of fine choral literature through performance. The Concert Choir will perform at concerts, festivals, and community events. All members are required to attend every scheduled event, concert, and rehearsal. Attendance and participation provide the basis for quarterly grades. Members of the Concert Choir will also have the opportunity to participate in both the Regional Solo and Ensemble Festival and the Honor Choir Festival. A strong desire and commitment to performance is required. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3825-26 [Advanced Choir 7-8](#)

Advanced Choir 7-8 is an ensemble of advanced students. Students expand their understanding of musical concepts, refine skills, and engage with myriad musical styles and increasingly complex repertoire. This course concentrates on fundamental concepts with and covers a wide variety of musical styles and repertoire. A strong desire and commitment to performance is required. All members are required to attend every scheduled event, concert, and rehearsal. Attendance and participation provide the basis for quarterly grades. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3871-72 [Beginning Orchestra 1-2](#)

Beginning Orchestra 1-2 is designed for high school students who are excited to start playing an instrument in a string orchestra setting and is perfect for those with little to no prior musical experience. Violin, viola, cello, and double bass fundamentals and foundational music concepts will be the focus of this course. School-owned instruments will be available and those students who need them will be the focus of this course. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. The school may have a limited number of instruments available; the rental of instruments may be necessary.

3861-62 [Intermediate Orchestra 3-4](#)

Intermediate Orchestra 3-4 is a performing ensemble for students who possess an intermediate level of playing experience on violin, viola, cello, or double bass. Students will study fine orchestra literature and perform periodically for the school and community. Students will also have the opportunity to study and perform chamber music, solos, and small string ensembles. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. The school may have a limited number of instruments available; the rental of instruments may be necessary.

3867-68 [Advanced Orchestra 5-6](#)

Advanced Orchestra 5-6 is a performing ensemble for students who possess an advanced level of playing experience on violin, viola, cello, or double bass. Students will study fine orchestra literature and perform periodically for the school and community. Students will also have the opportunity to study and perform chamber music, solos, and small string ensembles. Seniors enrolled in this course are strongly encouraged to audition for regionals. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. The school may have a limited number of instruments available; the rental of instruments may be necessary.

3891-92 [Mariachi Ensemble 1-2](#)

Mariachi Ensemble is a performance class designed to explore the literature of Mariachi music and other folk styles of Latin American music. Emphasis will also be placed on the historical and cultural backgrounds and this relationship to the music. All members are required to attend every scheduled event, concert, and rehearsal. Attendance and participation provide the basis for quarterly grades. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3841-42 [Piano 1-2](#)

Piano 1-2 is designed to cover a broad range of piano skills from basic to intermediate. Areas to be covered include piano techniques, basic music theory and sightreading. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3851-52 [Piano 3-4](#)

Piano 3-4 is designed to support students with an intermediate skill level and will focus on sight-reading, scales, piano theory, and chords. Instruction will also be given in advanced fingering techniques and styles. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3801-02 [Beginning Guitar 1-2](#)

Anyone who has an interest in music through the medium of the guitar will enjoy this class. Beginning Guitar instruction includes classical, folk, and popular music. The student's guitar is provided. 2 semesters (0.5 credit/semester)

Note: Participation in after school activities is required.

3803-04 [Intermediate Guitar 3-4](#)

This course will continue the instruction started in Guitar 1-2, focusing on developing intermediate performing skills on the guitar. Guitar 3-4 will include instruction on scales, arpeggios, chords, two-part classical style, folk strums, and popular music styles. The student's guitar is provided. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3805-06 [Advanced Guitar 5-6](#)

This course will continue the instruction from Guitar 3-4, where students will start exploring advanced playing styles and developing advanced technique on the guitar. Students may have the opportunity to explore different styles of ensemble playing, such as jazz combos, rock bands, groups, etc. The student's guitar is provided. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3807-08 [Studio Guitar 7-8](#)

Studio Guitar is tailored for students with a deep passion for guitar performance, offering an advanced exploration of solo and ensemble playing. This course is designed to elevate students' instrumental proficiency, [Return to Table of Contents](#)

nurture their creativity, and foster an appreciation for diverse genres, culminating in a portfolio that showcases their musical journey, and prepares them for advanced level guitar performance beyond high school. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3829-30 [Unified Music 1-2](#)

This course is based on the Special Olympics Unified Sports® Program. Unified Sports®/music combines students with intellectual disabilities (Musicians) and students without disabilities (Unified Partners) for musical training and competition. Unified Sports® creates unique musician bonds through musical experiences. These experiences create a culture of inclusion and foster understanding among students of all abilities (May be repeated for credit). 2 semesters (0.5 credit/semester) may be repeated for credit.

3885-86 [AP Music Theory 1-2](#)

For many students, playing or singing music is an enjoyable experience, however, understanding how music is constructed; how scales and chords are formed; the relationship between major and minor keys; and how music is composed through melody, harmony and chord progressions can enhance the musical experience even further. AP Music Theory is an advanced music course that requires students to read, notate, write, sing, and listen to music. 2 semesters (0.5 credit/semester)

Photography

3641-42 [Photography 1-2](#)

This is a beginning level course in which students will learn camera function and photographic aesthetics. Digital Lab: Students learn to store, edit, manipulate, and print color and black and white photography. Students will be required to purchase a flash drive and photo paper. Wet Lab: Students learn the techniques of exposing black and white film, processing the film in the laboratory and producing black and white photographic prints. Equipment is provided. Students purchase black and white film and photo paper. 2 semesters (0.5 credit/semester)

Note: Location will dictate whether the course is offered as a black and white, web lab photography course or a digital photography course. Students will be responsible for school equipment. Fees cover photo chemicals, ink and essential paper only. Paper usage varies by student need and preference. Extra photo paper is available at an additional charge.

3651-52 [Photography 3-4](#)

Advanced topics in photography may be investigated as a class and on an individual basis. Digital Lab: Students purchase flash drive and photo paper for course projects. Wet Lab: Students purchase black and white film and photo paper for course projects. 2 semesters (0.5 credit/semester)

Note: Location will dictate whether the course is offered as a black and white, web lab photography course or a digital photography course. Students will be responsible for school equipment. Fees cover photo chemicals, ink and essential paper only. Paper usage varies by student need and preference. Extra photo paper is available at an additional charge.

Theatre

3467-68 [Theatre 1-2](#)

This is a beginning level course, which is designed to teach basic theatre skills and concepts. Students will learn basic acting techniques, play structure, musical theatre, and basic technical theatre skills. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3469-70 [Theatre 3-4](#)

This course is designed to teach intermediate theatre skills and concepts. Students will build on basic theatre concepts learned in Theatre 1-2. Emphasis will be placed on acting skills, technical theatre, playwriting, theatre history, children's theatre, social theatre and performance. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3471-72 [Theatre 5-6](#)

This course is designed to teach advanced theatre skills and concepts. Students will build on theatre concepts learned in Theatre 3-4. Emphasis will be placed on acting skills, theatre production and theatre performance. 2 semesters (0.5 credit/semester)

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Note: Participation in after-school activities is required.

3473-74 [Theatre 7-8](#)

Students will use theatre terminology and techniques at an advanced level to direct plays and act in culturally sophisticated theatre. Students will be expected to participate in theatre productions and take on leadership roles as necessary. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required.

3843-44 [Unified Theatre 1-2](#)

This course will introduce students to the design and technical processes necessary to visualize, design and construct stage sets for performances. This course will also research and explore production and management to support and promote stage shows of all types. Emphasis will be placed on set construction, stage lighting, sound basics, costume construction, makeup design and application, and prop construction. Students will learn and understand fundamental theatre terminology and analyze and evaluate various styles of performances. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. Dual Enrollment may be offered for this course.

3456-57 [Stage Production 1-2](#)

This course will introduce students to the design and technical processes necessary to visualize, design and construct stage sets for performances. This course will also research and explore production and management to support and promote stage shows of all types. Emphasis will be placed on set construction, stage lighting, sound basics, costume construction, makeup design and application, and prop construction. Students will learn and understand fundamental theatre terminology and analyze and evaluate various styles of performances. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. Dual Enrollment may be offered for this course.

3461-62 [Stage Production 3-4](#)

This course will develop students' depth and understanding of designing scenery, lighting, costumes, props, makeup and sound for the theatre. Students will have the opportunity to advance beyond theory into actually designing and creating their own plans for upcoming theatre productions. 2 semesters (0.5 credit/semester)

Note: Participation in after-school activities is required. Dual Enrollment may be offered for this course.

Visual Arts

3601-02 [Art 1-2](#)

This is a beginning art course designed to introduce the student to the fundamental Elements of Art and Principles of Design and critical evaluation with a broad base for visual understanding and the problem-solving aspects of art and design. The student will be exposed to a variety of art processes and materials. Projects can include drawing, printmaking, sculpture, lettering, design, and painting. 2 semesters (0.5 credit/semester)

3610-11 [Art 3-4](#)

This course is an intermediate art course with an emphasis on drawing. Students will develop a level of skill and proficiency in the use of value, composition, form, space, line, and organization. Students will gain an understanding of drawing as it relates to history and culture and will continue to build problem solving and critical evaluation skills. As value relates to other media, students may also work in print, lettering, design, and painting. During the second semester there will be even more emphasis on the organization of color through the use of various drawing and painting media and can include alternative processes. Students will continue to build problem solving and critical evaluation skills as they relate to art and design. 2 semesters (0.5 credit/semester)

3612-13 [Art 5-6](#)

This course is an advanced art course with an emphasis on two-dimensional design. Areas covered include, but are not limited to, illustration design, poster, cover and package design, with a continued focus on problem solving and critical evaluation skills as they relate to both the student's work and that of the art world. During second semester the emphasis will be color theory and usage, designed to further develop the skills and techniques of painting and may also include sculpture, experimental or alternative media, with a continued focus on critical evaluation as it relates to both the student's work and that of the art world. 2 semesters (0.5 credit/semester)

3631-32 **Studio Art 1-2**

Students will be given individual programs of study. The focus is on personal development as related to various processes and media. 2 semesters (0.5 credit/semester)

Note: Students must have had three years of art and/or teacher approval.

3633-34 **Studio Art 3-4**

Students will be given individual programs of study. The focus is on personal development as related to various processes and media. 2 semesters (0.5 credit/semester)

Note: Students must have had three years of art and/or teacher approval.

3635-36 **Studio Art 5-6**

Students will be given individual programs of study. The focus is on personal development as related to various processes and media. 2 semesters (0.5 credit/semester)

Note: Students must have had three years of art and/or teacher approval.

3637-38 **AP Drawing**

This description is from the College Board's AP Central: In AP Drawing, students will use the skills they learn in the course, along with their own ideas, to create unique works of art. Throughout the course, they will develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and others. 2 semesters (0.5 credit/semester)

Note: Students must have had three years of visual art and/or teacher approval.

3627-28 **AP 2-D Art and Design**

This description is from the College Board's AP Central: In AP 2-D Art and Design, students will use the skills they learn in the course, along with their own ideas, to create unique works of art. Throughout the course, they will develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 2-D art and design skills through graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and others. 2 semesters (0.5 credit/semester)

Note: Students must have had three years of visual art and/or teacher approval.

3629-30 **AP 3-D Art and Design**

This description is from the College Board's AP Central: In AP 3-D Art and Design, students will use the skills they learn in the course, along with their own ideas, to create unique works of art. Throughout the course, they will develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 3-D art and design skills through sculpture, architecture, jewelry, fashion and apparel design, bookmaking, game design, interior design, fibers, and others. 2 semesters (0.5 credit/semester)

Note: Students must have had three years of visual art and/or teacher approval.

3639-40 **AP Art History**

This course is an introduction to the nature of clay, glazing and firing. The process of hand building and techniques of surface treatment in good visual organization are explored. During the second semester students will be introduced to the throwing of clay forms on the potter's wheel plus continued exploration of hand building and slip casting. 2 semesters (0.5 credit/semester)

Note: Due to the materials used, students with severe asthma or other respiratory illness may have problems in this course.

3614-15 **Ceramics 1-2**

This course is an introduction to the nature of clay, glazing and firing. The process of hand building and techniques of surface treatment in good visual organization are explored. During the second semester students will be introduced to the throwing of clay forms on the potter's wheel plus continued exploration of hand building and slip casting. 2 semesters (0.5 credit/semester)

Note: Due to the materials used, students with severe asthma or other respiratory illness may have problems in this course.

3616-17 **Ceramics 3-4**

This course emphasizes the progressive development of skills on the potter's wheel, combining hand constructed and thrown pieces, hand-built form and mold making. Advanced students are expected to

to load, maintain and fire kilns, make individual glazes and actively participate in the maintenance of the entire studio. 2 semesters (0.5 credit/semester)

Note: Due to the materials used, students with severe asthma or respiratory illness may have problems in this course.

3618-19

Ceramics 5-6

This course emphasizes the advanced development of skills on the potter's wheel, combining hand constructed and thrown pieces, hand-built and glaze techniques. Advanced students will research and develop their own artistic identity through experimentation with forms, glazes and or design techniques. 2 semesters (0.5 credit/semester)

Note: Due to the materials used, students with severe asthma or respiratory illness may have problems in this course.

3653r-54r

Visual Arts

This course explores the definition of art, visual elements, art appreciation [two-dimensional art, three-dimensional media (craft), three-dimensional media (sculpture and architecture)], art culture and influence, and art history (prehistoric and ancient, Renaissance period, modern art in Europe, and modern art in America). 2 semesters (0.5 credit/semester)

Physical Education and Health Department

8015 [Health](#) 8015v 8015r

The focus of this course is on individual students and their responsibility to manage many aspects of their mental, social, and physical lives. This course will inform and equip students with decision-making skills in critical areas of their health. 1 semester (0.5 credit/semester)

Note: Health/PE are required for graduation. **The successful completion of 1 full credit (2 semesters) of this course fulfills the PE requirement for graduation.**

8019-20 [Unified Physical Education 1-2](#)

This course is based on the Special Olympics Unified Sports® Program. Unified Sports® combines students served in a specialized program and students in general education for sports training and development. Unified Sports® creates unique teammate bonds through sports experiences along with consistent opportunities to socialize, problem solve and adapt to a variety of situations. These experiences create a culture of inclusion and foster understanding among students of all abilities. Sports included are basketball, flag football, floor hockey, soccer, volleyball, and others. This course may be repeated for credit. 2 semesters (0.5 credit/semester)

Note: The successful completion of 1 full credit of this course fulfills the PE requirement for graduation.

8017-18 [Unified Sports 3-4](#)

This course is based on the Special Olympics Unified Sports® Program. Unified Sports® combines students served in a specialized program and students in general education for sports training and competition. Unified Sports® creates unique teammate bonds through sports experiences along with consistent opportunities to socialize, problem solve and adapt to a variety of situations. These experiences create a culture of inclusion and foster understanding among students of all abilities. Sports included are basketball, flag football, floor hockey, soccer, volleyball, and others. Students will have the opportunity to compete in Special Olympics Area and State Games. This course may be repeated for credit. 2 semesters (0.5 credit/semester)

Note: The successful completion of 1 full credit of this course fulfills the PE requirement for graduation.

8016 [Physical Education](#) 8016v 8016r

This course develops a basic understanding of personal fitness and knowledge of total body conditioning. Students are required to fully participate in selected physical conditioning activities. 1 semester (0.5 credit/semester)

Note: Appropriate fitness attire is required for this class and may be purchased through the school bookstore. Health/PE are required for graduation. The successful completion of 1 full credit of this course (2 semesters) fulfills the PE requirement for graduation.

8021-22 [Advanced Physical Education](#)

The goal of this course is to improve each student's skills and personal fitness. Students will participate in a variety of team and individual sports. It is physically demanding and competitive. Evaluation is based on each student's level of physical skills, fitness and observable behaviors, such as cooperation, leadership, discipline, and commitment. 2 semesters (0.5 credit/semester)

8041-42 [Systematic Conditioning](#)

The goal of this course is to develop each student's total fitness, including flexibility, cardiovascular efficiency, muscular endurance and body composition. Cardiovascular training will include walking, jogging, and running activities. Muscular fitness training will utilize calisthenics, plyometrics, free weights and machines. Students will also study the value of different sports and training programs in weight management and maintenance. Classroom instruction will emphasize activity, theories, concepts, principles and health issues. 2 semesters (0.5 credit/semester)

8033-34 [Strength & Conditioning 1-2](#)

The goal of this course is to improve each individual's cardiovascular and muscular fitness. Students will learn weight training skills, techniques and methods in strength and endurance training. This will involve demonstrating an extensive variety of exercises using calisthenics, free weights and machines. Classroom instruction will concentrate on weight training safety, anatomy, muscle physiology, training principles, and program design. Students will also pursue an aerobic

conditioning program to improve and maintain an adequate level of cardiovascular fitness. 2 semesters (0.5 credit/semester)

Note: The successful completion of 1 full credit of this course fulfills the PE requirement for graduation.

8035-36 **Strength & Conditioning 3-4**

An intermediate level course to improve each individual's muscular strength and endurance, cardiovascular fitness, and power through the completion of planned weight training programs. Students are also required to complete a running and calisthenics routine. Evaluation is based on the completion of prescribed programs and performance improvements. 2 semesters (0.5 credit/semester)

8039-40 **Strength & Conditioning 5-6**

An advanced level course to improve each individual's strength, muscular endurance, cardiovascular fitness and power through the completion of planned weight training programs. Students are also required to complete a running and calisthenics routine. Evaluation is based on the completion of prescribed programs and performance improvements. 2 semesters (0.5 credit/semester)

Science Department

Course Sequence Map

Grade Level	Core Course	Advanced Course	Electives for Science courses	Alternative Core Courses (Based on Administrative Approval)
Freshman	Conceptual Physical Science	Adv. Con. Phys/Physics First		Resource support or Co-taught Conceptual Physical Science
Sophomore	Chemistry	Advanced Chemistry AP Chemistry	Geology Human Anatomy	Resource support or co-taught Geology Resource support or co-taught Human Anatomy
Junior	Biology	Pre-AP Biology AP Biology	Geology Human Anatomy Advanced Human Anatomy Physics AP Environmental Science	Resource support or co-taught Biology Resource support or co-taught Human Anatomy Resource support or co-taught Geology
Senior	Geology or Human Anatomy	AP Chemistry and/or AP Physics AP Environmental Science	Geology Human Anatomy Advanced Human Anatomy Physics AP Environmental Science	

9223-24

Conceptual Physical Science Basics 1-2

Conceptual Physical Science introduces students to the use of chemicals, characteristic properties of materials, and simple mechanics to better describe the world and nonliving matter. The courses emphasize precise measurements and descriptive analysis of experimental results. Topics covered will include energy and motion, electricity, magnetism, heat, the structure of matter, the reaction to materials and forces, and the application to Earth and Space Sciences. This course is aligned to the grade level standards of this general education course, but the curriculum is modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9830-9831

Conceptual Physical Science Skills 1-2

Level 2 = 9719-9720

Level 3 = 9749-9750

Level 4 = 9779-9780

Conceptual Physical Science introduces students to the use of chemicals, characteristic properties of materials, and simple mechanics to better describe the world and nonliving matter. The courses emphasize precise measurements and descriptive analysis of experimental results. Topics covered will include energy and motion, electricity, magnetism, heat, the structure of matter, the reaction to materials and forces, and the application to Earth and Space Sciences. This course is aligned to the grade level standards of this general education course, but the curriculum is modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

4563-64 / 4563v-64v /
4563r-64r

Conceptual Physical Science 1-2

Conceptual Physical Science introduces students to the use of chemicals, characteristic properties of materials, and simple mechanics to better describe the world and nonliving matter. The courses emphasize precise measurements and descriptive analysis of experimental results. Topics covered will include energy and motion, electricity, magnetism, heat, the structure of matter, the reaction to materials and forces, and the application to Earth and Space Sciences. 2 semesters (0.5 credit/semester)

4565-66

Physics First 1-2

This course seeks to familiarize students with the basic laws and forces that govern all physical events in the world around them. This course uses class and laboratory experience to aid discovery, inspire curiosity, and aid understanding of the basic principles of physics. Students will use inductive and deductive reasoning along with cause-and-effect relationships to solve problems. Students in this course will gain experience, learning and following a scientific method that will provide a way of thinking that will be useful in almost all future studies. Emphasis is placed on conceptual physics: study of forces, laws of motion, energy, and simple machine function. 2 semesters (0.5 credit/semester)

4567-68

ADV Conceptual Physical Science 1-2

Advanced Conceptual Physical Science introduces students to the use of chemicals, characteristic properties of materials, and simple mechanics to better describe the world and nonliving matter. The courses emphasize precise measurements and descriptive analysis of experimental results. Topics covered will include energy and motion, electricity, magnetism, heat, the structure of matter, the reaction to materials and forces, and the application to Earth and Space Sciences. This advanced class also incorporates more of the mathematical models into the physical sciences concepts. 2 semesters (0.5 credit/semester)

9320-21

Biology Basics 1-2

This course is designed for students as a study of living things. Arizona State Standards Ready Standards include the nature of science, the scientific method, biodiversity, cell biology, genetics, and evolution. Learning and thinking skills, including problem solving, predicting, and analysis of data, evaluating and synthesizing will be emphasized. It is aligned to the grade level standards of this general education course, but the curriculum is modified. 2 semesters (0.5 credit/semester)

Note: Placement in this course is based on consideration of student skill levels.

Level 1 = 9834-35

Biology Skills 1-2

Level 2 = 9723-24

Level 3 = 9753-54

Level 4 = 9783-84

This course allows students the opportunity to develop inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The course is organized around four big ideas, which encompass the core scientific principles, theories, and processes governing living organisms and biological systems: Evolution, Cellular Processes (Energy and Communication); Genetics and Information Transfer; and Interactions. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

4531-32 / 4531v-32v /
4531r-32r

Biology 1-2

This course is designed for all students as a study of living things. Arizona State Standards include the nature of science, the scientific method, biodiversity, cell biology, genetics, and evolution. Learning and thinking skills, including problem solving, predicting, and analysis of data, evaluating and synthesizing will be emphasized. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course. Arizona Board of Regents and NCAA Clearinghouse approval is pending for Lab Science courses through TVHS.

1660-61

Pre-AP Biology 1-2

This course concentrates on the core areas of ecological systems, cellular systems, evolution, and genetics. Rather than understanding content topics in isolation, students will make meaningful connections between the structures, processes, and interactions that exist across biological systems – from cells to ecological communities. 2 semesters (0.5 credit/semester)

Note: This course is only offered at University High School.

4533-34

AP Biology 1-2

The AP Biology course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. 2 semesters (0.5 credit/semester)

4537-38

AP Biology Lab 1-2

This course will provide opportunities to explore course content in greater depth than the time constraints of a single class period allow. In particular, this course is designed to encourage the development of skills such as detailed observation, experimental design, data interpretation, and operation of technical equipment through laboratory experiences. 2 semesters (0.5 credit/semester)

Note: Students enrolled in AP Biology Lab must be concurrently enrolled in AP Biology.

4541-42 / 4541r-42r

General Chemistry 1-2

Students will formulate predictions and hypotheses based on observations and conduct controlled investigations. Students will learn to analyze and communicate data collected from investigations as well as propose further investigations. Our focus includes the following topics: atomic structure, the periodic table, physical properties of matter, chemical bonding, chemical quantities, chemical reactions, stoichiometry, the behavior of gases, thermochemistry, nuclear processes, weather and climate, and global climate change. 2 semesters (0.5 credit/semester)

4551-52

ADV Chemistry 1-2

This course is intended for students interested in any science major in college, including those whose career goals are in health professions, engineering, and the environmental sciences. An understanding of atomic structure, bonding of molecules, redox reactions and equilibria, balancing chemical equations, the mole concept, nuclear chemistry, the gas laws, acid-base reactions, and solutions are the major topics covered. Laboratory applications are conducted weekly. Daily homework is assigned. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

4553-54

AP Chemistry 1-2

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

4555-56

AP Chemistry Lab 1-2

This course will provide opportunities to explore course content in greater depth than the time constraints of a single class period allow. In particular, this course is designed to encourage the development of skills such as analytical thinking, experimental design, data interpretation, and communication of conclusions through laboratory experiences. 2 semesters (0.5 credit/semester)

Note: Students enrolled in AP Chemistry Lab must be concurrently enrolled in AP Chemistry.

4529-30

AP Environmental Science 1-2

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. 2 semesters (0.5 credit/semester)

4561-62 / 4561v-62v /

Physics 1-2

4561r-62r

This course will develop an understanding of the general principles and models of physics and the nature of scientific inquiry. The level of mathematical sophistication includes some algebra and basic geometry concepts. 2 semesters (0.5 credit/semester)

4573-74

AP Physics 1 1-2

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electrical charge and electric force, DC circuits, and mechanical waves and sound. 2 semesters (0.5 credit/semester)

4575-76

[AP Physics-C Mechanics 1-2](#)

This course is designed for students who will have a college major in engineering or science and is a calculus-based application of Newtonian Mechanics. Studies include kinematics, Newton's laws of motion, work, energy, power, systems of particles, linear momentum, circular motion, angular momentum, oscillations and gravitation. Lecture will be 3 hours/week and laboratory 2 hours/week. 2 semesters (0.5 credit/semester)

4577-78

[AP Physics-C Electricity & Magnetism 1-2](#)

This course provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. This course will utilize guided inquiry and student-centered learning to foster the development of critical thinking skills and will use introductory differential and integral calculus throughout the course. 2 semesters (0.5 credit/semester)

SCIENCE ELECTIVES - These classes do not fulfill the Science graduation requirement as defined by ABOR.

4539-40

[Biochemistry](#)

Semester 1: Organic Chemistry - This semester-long high school organic chemistry course will introduce students to the fundamental concepts of carbon-based compounds, including their structure, properties, and reactions. Students will explore various classes of organic molecules, such as hydrocarbons and acids, and learn how to predict and analyze chemical behavior. Practical laboratory work will complement theoretical learning, allowing students to conduct experiments and observe organic reactions firsthand.

Semester 2: Biochemistry - This semester-long high school biochemistry course combines the concepts of biology and chemistry in order to study the chemical processes that occur within living organisms. This course focuses on the physiological importance of macromolecules as well as the metabolic processes of organisms. 2 semesters (0.5 credit/semester)

4601-02

[Copper Mining in Arizona](#)

This course will cover a wide variety of topics all related to mining in Arizona. It will start with an introduction to climate change and sustainability and review how students currently view mining. It will then cover what is actually mined with a review of the difference between rocks, minerals, and elements. Then, it will go into how the material is actually mined and how that is done sustainably. Finally, this course wraps up with what careers are available in mining and how students can support mining. 2 semesters (0.5 credit/semester)

4605-06

[Environmental Science General Education](#)

This Environmental Science course introduces high school students to the relationships between humans and their natural environment, covering topics like ecosystems, biodiversity, and climate change. Through hands-on activities, lab experiments, and field studies, students explore real-world environmental issues and develop critical thinking skills. The course integrates biology and chemistry to demonstrate how scientific principles can address environmental challenges. Emphasizing environmental stewardship, it encourages students to consider the impact of their actions on the planet. By the end, students will be equipped to make informed decisions about environmental issues and contribute to a sustainable future. 2 semesters (0.5 credit/semester)

4609-10

[Forensic Science](#)

This course will introduce students to the principles and concepts that are used in crime scene investigation, including but not limited to: fingerprint analysis, DNA profiling, blood spatter analysis, death and rate of decomposition, hair and fire analysis and more. This allows students to apply scientific methods that they have learned in previous science classes to evidence from crime scene and simulated crime scenes. 2 semesters (0.5 credit/semester)

9161-62

[Geology Basics 1-2](#)

This course will allow students to explore the science devoted to the study of the earth, its origin, history, composition, properties, and resources. This will be a process-oriented class incorporating and integrating chemistry, physics, mathematics, engineering, and writing skills to solve problems in geology. A special unit on geology of Arizona will draw on personal experiences and interests to enhance relevancy. It is aligned to the grade level standards of this general education course, but the curriculum is modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9832-33

Level 2 = 9721-22

Level 3 = 9751-52

Level 4 = 9781-82

Geology Skills 1-2

This course allows students to explore the science devoted to the study of the earth, its origin, history, composition, properties, and resources. This will be a process-oriented class incorporating and integrating chemistry, physics, mathematics, engineering, and writing skills to solve problems in geology. A special unit on geology of Arizona will draw on personal experiences and interests to enhance relevancy. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

4527-28 / 4527v-28v /

4527r-28r

Geology 1-2

This course will take a comprehensive look at the science devoted to the study of the earth, its origin, history, composition, properties, and resources. This will be a process-oriented class incorporating and integrating chemistry, physics, mathematics, engineering, and writing skills to solve problems in geology. A special unit on geology of Arizona will draw on personal experiences and interests to enhance relevancy. 2 semesters (0.5 credit/semester)

9221-22

Human Anatomy/Physiology Basics 1-2

This course is designed to provide students with an opportunity to study the structure and function of the human body and systems. There will be a focus on disease and health maintenance topics. It is aligned to the grade level standards of this general education course, but the curriculum is modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

Level 1 = 9836-37

Level 2 = 9725-26

Level 3 = 9755-56

Level 4 = 9785-86

Human Anatomy/Physiology Skills 1-2

This course provides students with an opportunity to study the structure and function of the human body and systems. There will be a focus on disease and health maintenance topics. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

4583-84

Human Anatomy/Physiology 1-2

This course is designed to give students an in-depth study of the structure and function of the human body and systems. There will be a focus on disease and health maintenance topics. 2 semesters (0.5 credit/semester)

Note: Dissections are required.

4585-86

ADV Biology Human Anatomy/Physiology 1-2

A fast-paced study of the structure and dynamics of the human body taught at distinction level standards. Research projects, clinical applications and class projects are an integral part of the course. 2 semesters (0.5 credit/semester)

Note: Dissections are required.

4706-07

Introduction to Astronomy

This course will offer an opportunity for students to explore the fundamentals of celestial phenomena, including the life cycle of stars, the structure of galaxies, and the dynamics of our solar system. This course will cover key concepts such as the electromagnetic spectrum, astronomical observation techniques, and physics governing celestial bodies. 2 semesters (0.5 credit/semester)

4800-01

Microbiology

Students will investigate the fundamental nature of microorganisms, explore the role of microbes as model experimental subjects and examine microbiological and immunological methods in order to understand basic genetic and biological phenomena. 2 semesters (0.5 credit/semester)

4595r-96r

Earth and Space Science

This course will address topics such as earth in the universe, history and organisms, structure and plate tectonics, the hydrosphere, atmosphere, weather, climate, and the environment. 2 semesters (0.5 credit/semester)

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester. 2 semesters (0.5 credit/semester)

World Languages Department

The World Language Department offers students the opportunity to develop essential communication skills in a variety of languages, including listening, speaking, reading, and writing. Through immersive cultural experiences and practical language exercises, students gain fluency and cultural awareness, preparing them to engage confidently in our globalized world. World language courses cultivate skills in critical thinking, cultural empathy, and problem-solving, equipping students for future academic and career opportunities that require multilingual proficiency. Dual Enrollment may be offered in all World Language Courses.

5101-02 / 5101v-02v / 5101r-02r [French 1-2](#)

This first-year world language course equips students with novice-level proficiency in the four language skills: speaking, writing, reading, and listening. Students acquire foundational vocabulary and grammar to communicate in informal and formal exchanges. The course also delves into the cultural elements of the countries where the target language is spoken, incorporating various enrichment activities to foster informed, critical thinkers and engaged global citizens. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5103-04 [French 3-4](#)

This second-year world language course expands upon skills acquired in the first year, enabling students to achieve novice to intermediate proficiency in the four language skills: speaking, writing, reading, and listening. Students deepen their understanding of vocabulary and grammar, allowing them to communicate more effectively in both informal and formal contexts. The course further explores the rich cultural traditions of the countries where the target language is spoken, engaging students through a variety of enrichment activities that promote cross-cultural comparisons. This approach not only enhances language acquisition but also encourages critical thinking and global awareness. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5105-06 [Honors French 5-6](#)

This third-year world language course advances students to an intermediate level of proficiency in the four language skills: speaking, writing, reading, and listening. Students expand on their previous knowledge and interact with complex vocabulary and grammar structures to communicate effectively in diverse informal and formal contexts. The course includes a detailed exploration of various cultural products, practices, and perspectives from the countries where the target language is spoken, encouraging students to compare these with their own community. This cultural exploration fosters the development of well-informed, critical thinkers and engaged global citizens. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5107-08 [AP French Language and Culture](#)

This Advanced Placement world language course increases student proficiency in the four language skills: speaking, writing, reading, and listening. Designed to prepare students for the College Board's Advanced Placement examination, the course focuses on developing grammar and vocabulary through contextualized study. Emphasis is placed on using the target language for active communication in real-life situations. Students enhance their skills across the three modes of communication—Interpretive, Interpersonal, and Presentational—while deepening their cultural understanding through theme-based instruction. The course features a variety of authentic resources, including newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips, and literature, fostering the development of informed, critical thinkers and engaged global citizens. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5308-09 [Mandarin 1-2](#)

This first-year world language course equips students with novice-level proficiency in the four language skills: speaking, writing, reading, and listening. Students acquire foundational vocabulary and grammar to communicate in informal and formal exchanges. The course also delves into the cultural elements of the countries where the target language is spoken, incorporating various enrichment activities to foster informed, critical thinkers and engaged global citizens. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5310-11 [Mandarin 3-4](#)

This second-year world language course expands upon skills acquired in the first year, enabling students to achieve novice to intermediate proficiency in the four language skills: speaking, writing, reading, and listening. Students deepen their understanding of vocabulary and grammar, allowing them to communicate more effectively in both informal and formal contexts. The course further explores the rich cultural traditions of the countries where the target language is

spoken, engaging students through a variety of enrichment activities that promote cross-cultural comparisons. This approach not only enhances language acquisition but also encourages critical thinking and global awareness. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5312-13 [Honors Mandarin 5-6](#)

This third-year world language course advances students to an intermediate level of proficiency in the four language skills: speaking, writing, reading, and listening. Students expand on their previous knowledge and interact with complex vocabulary and grammar structures to communicate effectively in diverse informal and formal contexts. The course includes a detailed exploration of various cultural products, practices, and perspectives from the countries where the target language is spoken, encouraging students to compare these with their own community. This cultural exploration fosters the development of well-informed, critical thinkers and engaged global citizens. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5316 - 5317 [AP Chinese](#)

Advanced Placement Chinese Language and Culture is equivalent to an intermediate-level college course in Chinese. Students cultivate their understanding of Chinese language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. 2 semesters (0.5 credit/semester)

5121-22 / 5121v-22v / 5121r-22r [Spanish 1-2](#)

This first-year world language course equips students with novice-level proficiency in the four language skills: speaking, writing, reading, and listening. Students acquire foundational vocabulary and grammar to communicate in informal and formal exchanges. The course also delves into the cultural elements of the countries where the target language is spoken, incorporating various enrichment activities to foster informed, critical thinkers and engaged global citizens. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5123-24 / 5123v-24v / 5123r-24r [Spanish 3-4](#)

This second-year world language course expands upon skills acquired in the first year, enabling students achieve novice to intermediate proficiency in the four language skills: speaking, writing, reading, and listening. Students deepen their understanding of vocabulary and grammar, allowing them to communicate more effectively in both informal and formal contexts. The course further explores the rich cultural traditions of the countries where the target language is spoken, engaging students through a variety of enrichment activities that promote cross-cultural comparisons. This approach not only enhances language acquisition but also encourages critical thinking and global awareness. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5125-26 or 5125v-26v [Honors Spanish 5-6](#)

This third-year world language course advances students to an intermediate level of proficiency in the four language skills: speaking, writing, reading, and listening. Students expand on their previous knowledge and interact with complex vocabulary and grammar structures to communicate effectively in diverse informal and formal contexts. The course includes a detailed exploration of various cultural products, practices, and perspectives from the countries where the target language is spoken, encouraging students to compare these with their own community. This cultural exploration fosters the development of well-informed, critical thinkers and engaged global citizens. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5131-32 [Honors Spanish for Spanish Speakers 1-2](#)

The Spanish for Spanish Speakers course is designed for heritage speakers of Spanish seeking to enhance their language skills. Students will increase their proficiency in the four language skills: speaking, writing, reading, and listening. This course focuses on improving literacy through the study of advanced vocabulary, grammar, and writing techniques. Students engage in reading diverse texts, including literature and non-fiction, while exploring cultural aspects of Spanish-speaking communities. Through discussions, projects, and interactive activities, this course fosters a deeper understanding of the language and prepares students for higher-level courses, promoting both linguistic proficiency and cultural appreciation. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5133-34 [AP Spanish Language & Culture](#)

This Advanced Placement world language course increases student proficiency in the four language skills: speaking, writing, reading, and listening. Designed to prepare students for the College Board's Advanced Placement examination, the course focuses on developing grammar and vocabulary through contextualized study. Emphasis is placed on using the target language for active communication in real-life situations. Students enhance their skills across the three modes of communication—Interpretive, Interpersonal, and Presentational—while deepening their cultural understanding through theme-based instruction. The course features a variety of authentic resources, including newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips, and literature, fostering the development of informed, critical thinkers and engaged global citizens. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5135-36 [AP Spanish Literature & Culture](#)

This Advanced Placement world language course increases student proficiency in the four language skills: speaking, writing, reading, and listening. Designed to prepare students for the College Board's Advanced Placement examination, the course focuses on an in-depth exploration of literary works from the Spanish-speaking world, spanning various genres and historical periods. Through the analysis of novels, poetry, and plays, students develop critical reading and analytical skills while enhancing their proficiency in the Spanish language. Students enhance their skills across the three modes of communication—Interpretive, Interpersonal, and Presentational—while deepening their cultural understanding through theme-based instruction. The course emphasizes cultural context, thematic elements, and literary techniques, encouraging students to engage with texts both critically and creatively. This course is aligned with the Arizona State World and Native Language Standards. 2 semesters (0.5 credit/semester)

5314-15 [Spanish and Spanish-American Film 1-2](#)

This course offers an in-depth exploration of Spanish and Spanish-American cinema, examining films within significant historical and cultural contexts. Students will critique Spanish films from the era of government control and censorship (1936-1975) and from the era of liberation that followed (1975-present). The course highlights major Spanish and Spanish-American directors, analyzing their contributions to the art of filmmaking and their social impact. Students will also study films from South America, the Caribbean, Central America, and Mexico, applying aesthetic and cultural criteria to critique and appreciate the unique perspectives and artistic achievements of Spanish-language cinema. 2 semesters (0.5 credit/semester)

5117-18 [Navajo 1-2](#)

This introductory course provides students with a foundation in the Navajo (Diné Bizaad) language and an appreciation of Navajo culture, traditions, and worldview. Students will develop basic listening, speaking, reading, and writing skills through practical communication, storytelling, songs, and cultural activities. Instruction emphasizes correct pronunciation, sentence structure, and common conversational expressions used in daily life and traditional contexts. Students will also explore Navajo kinship terms, clan introductions, and core values such as K'é (relationships), respect, and harmony. The course integrates cultural perspectives and history to promote pride in Indigenous identity and intercultural understanding. 2 semesters (0.5 credit/semester)

5119-20 [Navajo 3-4](#)

This intermediate course builds upon skills developed in Navajo 1, expanding students' ability to communicate in Navajo with greater fluency and cultural depth. Students will refine listening, speaking, reading, and writing abilities through conversation practice, short compositions, oral presentations, and analysis of traditional and contemporary Navajo literature and media. Cultural units explore Navajo governance, philosophy, art, and the continued importance of language revitalization. The course encourages students to engage with community elders, explore Navajo Nation current events, and apply the language in authentic contexts that reflect the Diné way of life. 2 semesters (0.5 credit/semester)

Interdisciplinary Studies

5491-92 [Academic/Career Success 1-2](#)

Students will explore different career opportunities and gain computer skills including keyboarding. This course emphasizes communication skills, goal planning/setting, post high school transition skills, literacy and an introduction to Microsoft Office Suite. Students will obtain skills for career exploration. 2 semesters (0.5 credit/semester)

Note: This course does not fulfill CTE requirement for graduation.

5493-94 [Academic/High School Success](#)

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school freshmen to take control of their learning by exploring varying strategies for success in high school. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques. 1 semester (0.5 credit/semester)

7320-21 [AP Seminar 1-2](#)

AP Seminar is the first course in the AP Capstone program. It is a foundational course that engages student in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, student practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. 2 semesters (0.5 credit/semester)

5660-61 [AP Research 1-2](#)

AP Research is the second course in the AP Capstone program. This course allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address research questions. In this course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and presentation with an oral defense. 2 semesters (0.5 credit/semester)

5670-71 [AP Computer Sciences Principles 1-2](#)

This course is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world. 2 semesters (0.5 credit/semester)

7056-57 [AP Cybersecurity 1-2](#)

AP Cybersecurity is a broad introduction to the field of cybersecurity that aligns closely with a standard first year college introductory cybersecurity course. Students learn about common threats and vulnerabilities, and how those combine to create risk. Students study the ways that individuals and organizations manage risk, and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, governments and societies. 2 semesters (0.5 credit/semester)

9350-51 [JAG Sophomore 1-2](#)

The Jobs for Arizona's Graduate (JAG) class is an education-to-careers opportunity designed to help students understand the importance of graduating from high school, obtaining a job and/or seeking post-secondary education for the purpose of securing a pathway to a viable career. The course includes competencies that meet the needs of today's employers (i.e., Career Development, Job Attainments, Job Survival, Basic Competencies, Leadership and Self –Development, Personal Skills, Life Survival, and Workplace Competencies). They learn core life and work readiness skills to build a network for the future. JAG students are members of the National Career Association, a student led organization through which students develop teamwork, leadership skills, and participate in a variety of activities including service learning. 2 semesters (0.5 credit/semester)

9352-53 [JAG Junior 1-2](#)

The Jobs for Arizona's Graduate (JAG) class is an education-to-careers opportunity designed to help students understand the importance of graduating from high school, obtaining a job and/or seeking post-secondary education for the purpose of securing a pathway to a viable career. The course includes competencies that meet the needs of today's employers (i.e., Career Development, Job Attainments, Job Survival, Basic Competencies, Leadership and Self –Development, Personal Skills, Life Survival, and Workplace Competencies). They learn core life and work readiness skills to build a network for the future. JAG students are members of the National Career Association, a student led organization through which students develop teamwork, leadership skills, and participate in a variety of activities including service learning. 2 semesters (0.5 credit/semester)

9354-55 [JAG Senior 1-2](#)

The Jobs for Arizona's Graduate (JAG) class is an education-to-careers program designed to help students not only graduate from high school, but also obtain a job and/or seek post-secondary education and in preparation to enter the world of work. JAG programming continues to include competencies that meet the needs of today's employers and blends project-based learning, trauma-informed care practices, and employer engagement opportunities to help students address and cope with challenges they face outside of school. JAG students are members of the National Career Association, a student led organization through which students develop teamwork, leadership skills, and participate in a variety of activities including service learning. JAG teachers will provide continued support and follow-up services for graduates and non-graduates for a period of 12 months following the end of the senior year. 2 semesters (0.5 credit/semester)

6531-32 [Leadership Academy 1-2](#)

This course is designed to cultivate the individual leadership competencies and potentials of students within the WPHS Leadership Academy. This will take place via rigorous and challenging curriculum, leadership training, and service learning. 2 semesters (0.5 credit/semester)

Note: The successful completion of 1 full credit of this course fulfills the PE requirement for graduation.

6533-34 [Leadership Academy 3-4](#)

This course will continue to cultivate the individual leadership competencies and potentials of students within the WPHS Leadership Academy. This will take place via rigorous and challenging curriculum, leadership training, and service learning. The Program of Study will evolve as the programs becomes established. 2 semesters (0.5 credit/semester)

6535-36 [Leadership Academy 5-6](#)

This course will continue to cultivate the individual leadership competencies and potentials of students within the WPHS Leadership Academy. This will take place via rigorous and challenging curriculum, leadership training, and service learning. The Program of Study will evolve as the program grows. 2 semesters (0.5 credit/semester)

6537-38 [Leadership Academy 7-8](#)

This course will continue to cultivate the individual leadership competencies and potentials of students within the WPHS Leadership Academy. This will take place via rigorous and challenging curriculum, leadership training, and service learning. The Program of Study will continue to evolve in order to meet the ever-changing needs of society. 2 semesters (0.5 credit/semester)

9860-61 [Daily Living Skills 1-2](#)

9862-63

This course provides highly structured instruction in essential independent living skills. Students will learn and practice routines for personal hygiene, basic meal preparation, home safety, cleaning, and clothing care using visual supports, modeling, and repetition. Instruction is delivered in small groups with individualized supports to promote engagement and skill acquisition. Community-based experiences may be included to reinforce skills in familiar environments. The course also introduces students to post-secondary options through guided exploration of education, training, and employment pathways. 2 semesters (0.5 credit/semester)

9864-65 [Daily Living Skills 3-4](#)

9866-67

This course prepares students for adult life by developing independent living and transition skills with a focus on autonomy. Students will engage in budgeting, meal planning, job readiness, and self-advocacy. They will explore housing options, transportation, and community services while building problem-solving and decision-making skills. Instruction includes goal setting, time management, and participation in internships or volunteer experiences. Students will create

personalized transition portfolios and take part in educational opportunities that support their long-term goals in education, employment, and independent living. 2 semesters (0.5 credit/semester)

9850-51 **Vocational Arts Skills**

9852-9853

9854-9855

9866-9867

Students use the principles of effective oral, written and listening communication skills to make decisions and solve workplace problems. Students will also work individually and collaboratively within team settings to accomplish objectives. Students will demonstrate a set of marketable skills which will enhance career options. Students will explore areas of interest and possible work choices based on the Arizona State Standards for workplace skills. Students may also participate in additional educational opportunities related to their post-secondary goals for education, training, employment, and independent living. 2 semesters (0.5 credit/semester)

9310-11 **Peer Counseling 1-2**

Peer Counseling allows students to serve as leaders on their campus in order to assist in the reduction of conflict among fellow students. Students may work individually or part of a group to solve problems and promote mutual support among their peers. 2 semesters (0.5 credit/semester)

9304-05 **Student Leadership 1-2**

Student Government represents the nucleus of student leaders. Their basic function is encouraging student participation in school activities and campus culture. This class gives practical experience in the areas of planning, conducting, coordinating, and developing leadership and responsibility. In accordance with the organization's Constitution or By-laws, a student is typically elected to office; however, a student may also be appointed to serve in a specific capacity. The course may be repeated for credit. 2 semesters (0.5 credit/semester)

9111-12 **Student Skills for Transition 9 1-2**

This course is the first in a series of courses. Emphasis will be on organizational skills and social/emotional skills. Students will also develop self-advocacy skills and an understanding of their individual strengths and needs and related accommodations necessary for success. Students will have the opportunity to have additional teacher support with assignments, tests, and projects required for their academic classes, using the skills they are developing in this course. This course will also address the skills necessary for postsecondary college and career readiness. 2 semesters (0.5 credit/semester)

9109-10 **Student Skills for Transition 10 1-2**

This course is the second in a series of courses. Emphasis will be on organizational skills and social/emotional skills. Students will also develop self-advocacy skills and an understanding of their individual strengths and needs and related accommodations necessary for success. Students will have the opportunity to have additional teacher support with assignments, tests, and projects required for their other academic classes, using the skills they are developing in this course. This course will also address the skills necessary for postsecondary college and career readiness. 2 semesters (0.5 credit/semester)

9330-31 **Student Skills for Transition 11 1-2**

This course is the third in a series. Emphasis will be on organizational skills and social/emotional skills. Students will also develop self-advocacy skills and an understanding of their individual strengths and needs and related accommodations necessary for success. Students will have the opportunity to have additional teacher support with assignments, tests, and projects required for their other academic classes, using the skills they are developing in this course. This course will also address the skills necessary for postsecondary college and career readiness. 2 semesters (0.5 credit/semester)

9119-20 **Student Skills for Transition 12 1-2**

This course is the fourth in a series. Emphasis will be on organizational skills and social/emotional skills. Students will also develop self-advocacy skills and an understanding of their individual strengths and needs and related accommodations necessary for success. Students will have the opportunity to have additional special education teacher support with assignments, tests, and projects required for their other classes, using the skills they are developing in this course. This course will also address the skills necessary for postsecondary college and career readiness. 2 semesters (0.5 credit/semester)

9281-82

Workplace Experience

Students work or volunteer in a field related to their interest. Goals are set cooperatively by the student, teacher and employer/volunteer coordinator. This course may include study of the field. Students will meet with the employer or volunteer coordinator weekly and document progress, work hours and growth as a result of the experience. Each semester requires a minimum of 60 hours per half credit. 2 semesters (0.5 credit/semester)

4804r - 4805r

Introduction to Computer Science

Introduction to Computer Science is a full year introductory course designed for students with no prior programming experience. This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Throughout the course, students are provided with a variety of hands-on learning opportunities and ways to apply what they've learned. Students plan, design, and iteratively develop programs using Visual Python for a variety of audiences. Critical thinking is employed as students create a computer program, develop a web page, design a mobile app, and write algorithms. The course provides opportunities for students to collaborate with peers while building a strong foundational knowledge base. As an integral part of the course, students explore ethics, laws, and security issues associated with digital information and emerging technologies. Because students must have access to Visual Python in this course, it is not compatible with tablets. Students can use Python with Chromebooks, but they will require appropriate configuration by an IT staff. 2 semesters (0.5 credit/semester)

4802r- 4803r

Computer Science Principles

Computers are key to many aspects of daily life and many careers. Students will explore the foundations of computer science using videos, hands-on activities, programming, investigations, and projects. They will learn how computers work and how they communicate to form networks. They will experience much of what computer programmers do in planning, developing, testing, and refining software. Students will explore the need to design accessible software and how that can be accomplished. Security is a key topic, and students will learn techniques for recognizing and guarding against security threats. Every unit has two to three projects, giving students the opportunity to not only write programs, but also to develop security policies, analyze real-world data, solve network problems, plan a mobile app, and more. They will learn valuable skills working in teams. Interwoven throughout the course are spotlights on a wide variety of careers and roles in computer science. 2 semesters (0.5 credit/semester)

7323r

Personal Finance

This one-semester elective prepares students to navigate personal finance with confidence. The course opens with a study of what it means to be financially responsible, engaging students in budgeting, planning, and being a smart consumer. Students learn about the relationship between education, employment, income, and net worth, and they plan for the cost of college. Students then broaden their study to include banking, spending, investing, and other money management concepts before exploring credit and debt. In the final unit of the course, students study microeconomics and entrepreneurship, with an overview of economic systems, supply and demand, consumer behavior and incentives, and profit principles. The course concludes with an in-depth case study about starting a business. 1 semester (0.5 credit/semester)

7324r

Strategies for Academic Success

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques. 1 semester (0.5 credit/semester)

Exceptional Student Service Credit Recovery Courses

9880r-81r

Basic Math 1-2

This course is an alternative course offered to meet Math credit requirements. Students will review whole-number operations, the relationships between operations, and applications of whole-number operations to real-world problems students will encounter in their lives as consumers and citizens. Students will also review basic fraction and decimals from a conceptual and procedure lens, as well as applied to real-world problems. Students will review basic fraction and decimal concepts and procedures, with a focus on comparisons and benchmarks. Students will review and apply fraction and decimal operations to an array of real-world problems. 2 semesters (0.5 credit/semester)

9882r- 9888r

Basic Algebra 1-2

This course is an alternative course offered to meet Math credit requirements. Students will build on their knowledge of fractions and decimals as they explore ratios and rates and build the foundation for slope and linear relationships. They will also explore the concepts of variables and model real-world relationships with expressions and equations. This course will be taken through the use of the Algebra Essentials I and II course in Edgenuity. 2 semesters (0.5 credit/semester)

9883r-9889r

Basic Geometry 1-2

This course is an alternative course offered to meet Math credit requirements. Students will review perimeter, area and surface area, and volume—conceptually, procedurally, and as applied to real-world situations. This course will be taken through the use of the Geometry Essentials I and II course in Edgenuity. 2 semesters (0.5 credit/semester)

9884r-85r

Reading and Writing 1-2

This course is an alternative course offered to meet English credit requirements. Students will learn strategies for pre-reading and reading across fiction and non-fiction texts. Skill focuses on literary elements, text structure, main idea, key details, etc. Foundational skills needed for student reading comprehension. Students will also learn critical vocabulary strategies. 2 semesters (0.5 credit/semester)

9886r-87r

Reading and Writing 3-4

This course is an alternative course offered to meet English credit requirements. Students will learn strategies for pre-reading and reading across fiction and non-fiction texts. Skills focuses include fiction elements like conflict and theme, as well as non-fiction features like synthesizing ideas and evaluating media. Students will also learn critical vocabulary strategies and compose an essay analyzing poetry. In the second semester, skills focused on include fiction elements like point of view and character development, as well as non-fiction features like questioning and drawing conclusions. Students will also learn critical vocabulary strategies and compose an argumentative essay. 2 semesters (0.5 credit/semester)

9181r-82r

World History Essentials 1-2

9181v-82v

This course is an alternative course offered to meet History credit requirements. Students will explore the recent human history & geography (1600-1914; Age of Enlightenment, Revolution, Nationalism and Imperialism) & discover relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in World History. 2 semesters (0.5 credit/semester)

9186r-87r

US History Essentials 1-2

9186v-87v

This course is an alternative course offered to meet History credit requirements. Students will explore the recent American history & geography (1876-1990; American Industrial Revolution to the Persian Gulf War) and discover relationship of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in American and Arizona history. It is aligned to the grade level standards of this general education course, but the curriculum is significantly modified. Placement in this course is based on consideration of student skill levels. 2 semesters (0.5 credit/semester)

9157r-66r

Government and Economics Essentials 1-2

9157v-66v

This course is an alternative course offered to meet History credit requirements. In this course, the basic structure and development of the United States/Arizona government will be explored. The topics of democracy, federalism, civil rights, and civic responsibility will be highlighted.

This course is an alternative course offered to meet History credit requirements. This course provides an opportunity for understanding the free market concept in American Capitalism, with focus on micro and macroeconomics.

Microeconomics studies the impact of individual economic behavior while macroeconomics focuses on the country's economy as a whole. 2 semesters (0.5 credit/semester)

9896r-97r **Personal Finance Essentials 1-2**

Students will develop life skills that are essential for managing their money effectively. They will learn how to create and use a budget, save for future goals, and make smart investment choices. Additionally, students will gain the ability to evaluate financial decisions and plan for their long-term financial well-being. 2 semesters (0.5 credit/semester)

9894r-95r **Physical Science Essentials 1 and 2**

This course is an alternative course offered to meet Science credit requirements. Students will be introduced to the concepts of physical science including: energy and motion, Newtons Laws, sound waves, elements, physical and chemical reactions and properties of matter. 2 semesters (0.5 credit/semester)

9890r-91r **Earth Science Essentials 1-2**

This course is an alternative course offered to meet Science credit requirements. Students will be introduced to the concepts of earth science including Spheres of Earth, Plate Tectonics, Earths Waters, Weather and Climate and Earth's History. 2 semesters (0.5 credit/semester)

9892r-93r or 9892v-93v **Life Science Essentials1-2**

This course is an alternative course offered to meet Science credit requirements. This course is designed for students as a study of living things. Students will review concepts in classification of living things, cell biology, genetics, ecology and human biology. 2 semesters (0.5 credit/semester)

La Joya Community High School International Baccalaureate (IB) Course Descriptions

1000-1001

IB Language Arts 1-2

This foundational course introduces students to the International Baccalaureate Middle Years Programme approach to language and literature study. Students will develop critical thinking skills through the analysis of diverse literary and non-literary texts, including poetry, prose, drama, multimedia, and visual texts from various cultures and historical periods. The course emphasizes inquiry-based learning, where students explore conceptual understanding through global contexts such as identities and relationships, personal and cultural expression, and orientation in space and time. Students will develop proficiency in all six language skills: listening, speaking, reading, writing, viewing, and presenting. Through creative and analytical writing, oral presentations, and collaborative discussions, students will learn to analyze content, context, language structure, and technique while justifying their interpretations with textual evidence. The curriculum incorporates world literature components and encourages students to make connections between texts, cultures, and their own experiences. Assessment is criterion-based, focusing on analyzing texts, organizing ideas effectively, producing creative and analytical writing, and using language appropriately for various contexts and audiences.

1002-1003

IB Language Arts 3-4

Building upon foundational skills, this intermediate course deepens students' analytical and creative abilities through more sophisticated engagement with literary and non-literary texts. Students will explore complex themes and ideas across genres, cultures, and historical periods while developing advanced critical thinking skills. The inquiry-based curriculum emphasizes conceptual understanding through key concepts such as communication, connections, creativity, and perspective within meaningful global contexts. Students will demonstrate increased independence in analyzing the effects of creators' choices on audiences, comparing and contrasting features within and between genres and texts, and producing insightful creative and analytical work. The course includes substantial engagement with world literature and multimedia texts, encouraging students to make sophisticated connections between texts and their cultural, historical, and social contexts. Students will refine their ability to organize complex ideas coherently, use appropriate academic language and style, and demonstrate sensitivity and imagination in their creative work. Assessment continues to be criterion-based, with higher expectations for depth of analysis, sophistication of expression, and critical reflection on diverse perspectives and ideas.

1050-1051

IB Math 1-2

This introductory course provides students with essential mathematical skills through an integrated approach combining fundamental algebra and geometry concepts. Students will develop numerical and abstract reasoning skills while exploring spatial relationships and patterns, with emphasis on mathematical communication, real-world applications, and investigative thinking. The course covers numerical and abstract reasoning including number operations, forms of numbers (integers, fractions, decimals), estimation and approximation, basic algebraic expressions, substitution, and simple equation solving. Students will also explore spatial reasoning through geometric shapes and angles, perimeter and area calculations, coordinate systems, symmetry and reflection, and basic transformations. Throughout the course, students will focus on mathematical communication by using appropriate mathematical language, notation, and symbols while presenting information through various representations. Real-world applications are emphasized as students learn to identify relevant elements in authentic situations and apply mathematical strategies to solve practical problems. Students will demonstrate their ability to select and apply appropriate mathematics, investigate simple patterns, communicate mathematical ideas clearly, and solve problems in both familiar and unfamiliar contexts, with particular emphasis on developing logical reasoning skills and making connections between mathematical concepts and real-world situations.

1052-1053

IB Math 3-4

Building upon Year 1 foundations, this course deepens students' mathematical understanding through advanced algebraic concepts and comprehensive geometric principles while developing more sophisticated problem-solving techniques and strengthening their ability to investigate patterns and communicate mathematical reasoning. The course covers advanced numerical and abstract reasoning including linear equations and systems, quadratic expressions, factoring, formula manipulation, sequences and patterns, and proportional reasoning using ratios and percentages. Students will engage in comprehensive spatial reasoning through advanced angle properties, triangle relationships, Pythagorean theorem, volume and surface area calculations, coordinate geometry with gradients and intercepts, and geometric transformations including rotation and enlargement. Mathematical modeling is introduced through linear functions, graphical representations, and basic data analysis, while enhanced communication skills are developed by moving between different forms of mathematical representation and organizing information using logical structures. Students will select appropriate mathematics for complex problems, investigate and describe patterns as general rules, communicate complete and coherent mathematical reasoning, and apply mathematical strategies to authentic real-life contexts. The course emphasizes analytical thinking, pattern recognition, and the development of mathematical proof and

justification skills, providing essential preparation for higher-level IB Mathematics courses by developing the conceptual understanding and problem-solving skills necessary for success in the full IB Diploma Programme.

1100-1101

IB Biology 1-2

This foundational Middle Years Programme sciences course introduces students to the fundamental principles of biological science through inquiry-based learning. Students explore the unity and diversity of life across multiple scales, from molecular processes to ecosystem interactions, while developing conceptual understanding through the key concepts of change, relationships, and systems. Core topics include cell biology, molecular biology, genetics, ecology, evolution, and human physiology, with emphasis on the related concepts of balance, consequences, energy, environment, evidence, form, function, interaction, models, movement, patterns, and transformation. Through hands-on laboratory investigations and scientific inquiry, students develop critical thinking skills aligned with MYP sciences objectives: knowing and understanding, inquiring and designing, processing and evaluating, and reflecting on the impacts of science. The course emphasizes the nature of science, ethical considerations in biological research, and the connections between biological systems and global contexts including scientific and technical innovation, globalization and sustainability, and identities and relationships. Students engage in practical work that builds laboratory skills, scientific reasoning, and approaches to learning while preparing them for advanced IB sciences courses.

1106-1107

IB Chemistry 1-2

This comprehensive Middle Years Programme sciences course provides students with a solid foundation in chemical principles through structured inquiry within global contexts. Students investigate atomic structure, chemical bonding, stoichiometry, thermodynamics, kinetics, equilibrium, and acids and bases while developing conceptual understanding through the key concepts of change, relationships, and systems. The course emphasizes related concepts including balance, conditions, consequences, energy, evidence, form, function, interaction, models, patterns, and transfer. Through extensive laboratory work including quantitative analysis and synthesis experiments, students develop skills aligned with MYP sciences objectives: knowing and understanding, inquiring and designing, processing and evaluating, and reflecting on the impacts of science. Mathematical problem-solving is integrated throughout the curriculum, connecting chemical concepts to real-world applications and global contexts such as scientific and technical innovation, globalization and sustainability, and fairness and development. Students explore the role of chemistry in addressing global challenges including climate change, materials science, and pharmaceutical development while developing scientific literacy and approaches to learning. The course prepares students for advanced study in IB Chemistry HL or SL and provides essential background for other IB sciences through the development of critical thinking, ethical reasoning, and scientific communication skills.

1112-1113

IB Anatomy and Physiology 1-2

This specialized sciences course provides students with comprehensive knowledge of human body systems through inquiry-based exploration and hands-on investigation. Students examine the intricate relationships between anatomical structures and physiological processes while developing conceptual understanding through the key concepts of change, relationships, and systems. Core topics include musculoskeletal anatomy, cardiovascular and respiratory physiology, nervous system function, endocrine regulation, and metabolic processes, with emphasis on the related concepts of balance, energy, form, function, interaction, movement, patterns, and transformation. Through detailed laboratory investigations including microscopy, physiological measurements, and biomechanical analysis, students develop critical thinking skills aligned with MYP sciences objectives: knowing and understanding, inquiring and designing, processing and evaluating, and reflecting on the impacts of science. The course emphasizes human performance, health optimization, and the connections between body systems and global contexts including scientific and technical innovation, identities and relationships, and personal and cultural expression. Students engage in practical work that builds analytical skills, scientific reasoning, and approaches to learning while exploring career pathways in healthcare, sports science, and allied health fields. Mathematical concepts are integrated throughout the curriculum as students analyze physiological data, calculate metabolic parameters, and model human movement. This course specifically prepares students for advanced study in IB Sports, Exercise and Health Science while providing essential foundational knowledge for understanding human performance, injury prevention, and wellness optimization through the development of scientific literacy, ethical reasoning, and evidence-based decision-making skills.

1200-1201

IB Government/Economics

This one-year course provides high school sophomores with a comprehensive introduction to the fundamental principles of American government and economic systems, designed to develop informed and engaged citizens. Students explore the structure and function of federal, state, and local governments, examining the Constitution, the three branches of government, federalism, civil rights and liberties, and the electoral process while analyzing how political decisions impact daily life. The economics component introduces students to basic economic concepts including supply and demand, market systems, the role of government in the economy, personal finance, and global economic interdependence.

Through interactive simulations, current events analysis, debates, and project-based learning, students develop critical

thinking skills to evaluate political and economic issues, understand the rights and responsibilities of citizenship, and make informed decisions as consumers and future voters. The course emphasizes civic engagement through mock elections, budget simulations, and community connections while building essential skills in research, analysis, and communication that prepare students for advanced social studies coursework and active participation in democratic society.

1300-1301

IB Spanish 1-2

This foundational one-year beginning course introduces students to the Spanish language and Hispanic cultures through an integrated approach emphasizing communication, cultural understanding, and global perspectives. Students develop proficiency in listening, speaking, reading, and writing while exploring themes such as identities, experiences, human ingenuity, social organization, and sharing the planet. The course progresses from basic to intermediate communication skills through contextualized learning of grammatical structures and vocabulary, interactive oral activities including individual presentations and conversations, and written tasks that advance from simple paragraphs to structured essays. Students explore Hispanic cultures through authentic texts, media, and cultural products while developing A2-B1 level proficiency on the Common European Framework of Reference, enabling them to communicate effectively in familiar contexts and express opinions on topics of personal interest.

1302-1303

IB Spanish 3-4

This foundational one-year beginning course introduces students to the Spanish language and Hispanic cultures through an integrated approach emphasizing communication, cultural understanding, and global perspectives. Students develop proficiency in listening, speaking, reading, and writing while exploring themes such as identities, experiences, human ingenuity, social organization, and sharing the planet. The course progresses from basic to intermediate communication skills through contextualized learning of grammatical structures and vocabulary, interactive oral activities including individual presentations and conversations, and written tasks that advance from simple paragraphs to structured essays. Students explore Hispanic cultures through authentic texts, media, and cultural products while developing A2-B1 level proficiency on the Common European Framework of Reference, enabling them to communicate effectively in familiar contexts and express opinions on topics of personal interest.

1308-1309

IB French 1-2

This one-year beginning course provides students with a solid foundation in French language and Francophone cultures through communicative methodology and cultural exploration while developing essential language skills and gaining appreciation for the diversity of French-speaking communities worldwide across the five IB core themes. Students experience progressive development of listening, speaking, reading, and writing skills alongside grammar and vocabulary acquisition through meaningful contexts, exploration of Francophone cultures through authentic materials and media, and interactive activities including role-plays, presentations, and group discussions. Written assignments range from personal narratives to informational texts, complemented by cultural projects that connect language learning to real-world applications. Students reach A2-B1 proficiency levels, enabling effective communication in routine situations and the ability to describe experiences, events, and aspirations in French.

1310-1311

IB French 3-4

This one-year continuation course challenges students to achieve near-native proficiency in French while developing sophisticated understanding of Francophone cultures and contemporary issues through engagement with complex literary and media texts, independent research, and demonstration of mastery through advanced oral and written communication. The curriculum encompasses advanced linguistic structures and idiomatic expressions, literary analysis of Francophone authors and works, current events and contemporary issues in French-speaking countries, formal debates, extended presentations, and spontaneous conversations. Students complete academic writing including argumentative essays and research reports alongside independent inquiry projects on specialized topics while preparing intensively for Higher Level IB examinations. Upon completion, students achieve B2-C1 proficiency, demonstrating ability to understand nuanced texts, articulate complex ideas with precision, and engage confidently in academic and professional discourse in French.

1400-1401

IB Physical and Health Education 1-2

IB Physical and Health Education is a comprehensive program for students aged 11-16 that empowers learners to understand the value of being physically active while developing motivation for healthy life choices. The course focuses on learning both about and through physical activity, fostering knowledge, skills, and attitudes that contribute to balanced, healthy lifestyles. Students explore how physical activity and health create meaningful connections among people, nations, and cultures while building intercultural understanding. The course develops students through four core objectives: Knowing and Understanding physical and health concepts; Planning for Performance by designing improvement strategies; Applying and Performing skills and techniques effectively; and Reflecting and Improving Performance through evaluation and social development. Students engage with diverse curriculum content including fitness and health knowledge, aesthetic movement activities like gymnastics and dance, team sports, individual sports,

and international movement traditions from various cultures. Assessment occurs through four equally weighted criteria aligned with the objectives, requiring a minimum of 50 hours annually with at least 50% dedicated to physical activity. Learning happens through inquiry-based approaches organized around key concepts such as change, communication, development, and relationships, incorporating global contexts to understand physical activity's broader significance. The program prepares students for further IB study, particularly Sports, Exercise and Health Science, while developing foundations for lifelong physical activity engagement and healthy living as responsible global citizens.

1420-1421

IB Design 1-2

The IB Design course for introduces freshman students to the fundamental principles of design thinking and creative problem-solving. Students learn to identify real-world problems, conduct research, develop innovative solutions, and create functional prototypes using both digital and product design approaches. The course is structured around the four-stage Design Cycle: inquiring and analyzing, developing ideas, creating solutions, and evaluating outcomes. Through hands-on projects, students develop technical skills in computer-aided design, materials manipulation, and manufacturing techniques while exploring key concepts such as communication, communities, development, and systems. Students work on 2-3 major design projects that connect to global contexts including scientific innovation, sustainability, and cultural expression. The course emphasizes the iterative nature of design, encouraging students to refine their ideas through prototyping, testing, and evaluation. Assessment is criterion-based, equally weighing students' abilities to research and analyze problems, develop feasible design ideas, demonstrate technical skills in creating solutions, and evaluate their work against design specifications. No prior design experience is required, making this course accessible to all students who are curious about how things work and eager to engage in creative problem-solving. The course provides essential foundation skills for continued study in design, technology, and engineering while developing critical thinking, creativity, and collaborative skills valuable across all academic disciplines.

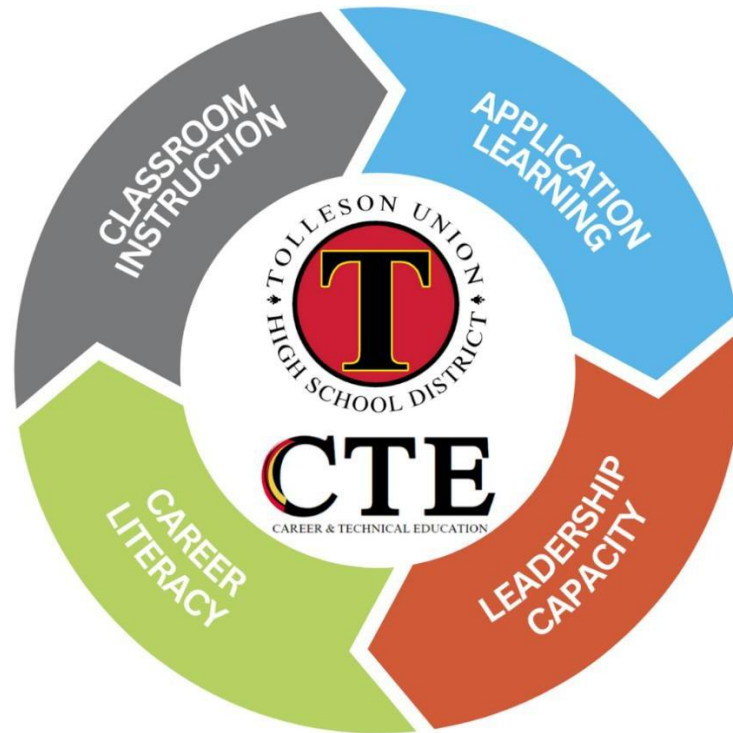
1422-1423

IB Visual Arts 1-2

IB Visual Arts 1-2 is a comprehensive one-year foundation course that introduces students to the creative and analytical study of visual arts within the International Baccalaureate Middle Years Programme framework. This course develops students' understanding of visual arts as both a form of personal expression and a means of exploring cultural identity and global perspectives. Students engage in hands-on studio practice while developing critical thinking skills through the investigation of art movements, genres, and individual artworks in their cultural, historical, and social contexts. The course emphasizes the creative process, encouraging students to experiment with various materials, techniques, and visual arts elements as they develop their own artistic voice and intentions. Through practical exploration, students learn to critique and analyze visual works using subject-specific terminology while applying skills and techniques to create original artworks. Student progress is assessed through four equally weighted criteria: investigating art movements and artworks, developing ideas through practical exploration, creating final artworks, and evaluating their own work and artistic development. Throughout the course, students maintain an arts process journal documenting their creative journey, research, experimentation, and reflections. The course develops essential approaches to learning skills including creative and critical thinking, communication, research, self-management, and social collaboration, preparing students for continued study in visual arts while fostering creativity, cultural understanding, and personal expression.

Career and Technical Education (CTE)

Tolleson Union High School District Career and Technical Education (CTE) teachers respond to the needs of the ever-changing global economy by better training and preparing future employees through the use of the CTE Total Program Delivery Model (below). Through the CTE Total Program Delivery Model, students are prepared for a wide range of careers. These careers require varying levels of education - from high school diplomas and industry or post-secondary certificates to college degrees. Many of the CTE programs in TUHSD offer the opportunity for students to earn community college credit upon successful completion of their class.



CTE Programs of Study and Career Pathway Opportunities

Career & Technical Education covers a variety of challenging fields, which are constantly evolving due to the changing global economy. Some of the career areas that students may enter through Career & Technical Education in the Tolleson Union High School District include:

Automotive Technology	Business Operations	Carpentry	Culinary Arts
- Automotive maintenance - Automotive repair - Auto engineer	- Data entry - Management - Filing - Record management - Entrepreneurship - Insurance - Risk management	- Carpenter - Framer - Exterior Siding Installer - Construction Foreman - Job Estimator - Tool and Equipment Maintenance Technician - Blueprint Construction Specialist	- Personal/pastry chef - Prep cook - Executive chef - Food & beverage handler - Recipe developer & taster - Food critic - Restaurant publicist - Food service manager - Food stager - Dietary journalist - Dietician
Digital Communications	Digital Photography	Early Childhood Education	Education Professions
- Photographer - Graphic designer - Newscaster - Videographer - Writer/author - Producer - Radio - Editor	- Magazine photographer/editor - Studio photographer - Fashion photographer/editor - Photojournalist - Food photographer/stylist - Commercial photographer - Forensic/medical photographer - Architect/real estate photographer - Imager processor/re-toucher	- Childcare provider - Preschool teacher / director - Paraprofessional - Nanny - Teaching assistant - K-2 teacher - Special services teacher - School counselor - Educational administrator - Social worker - Pediatric physical/ speech therapist - Parent educator	- Elementary or high school teacher - School counselor - Principal - Professor - Speech therapist - Instructional assistant
Engineering	Fashion Design & Merchandising	Finance	Graphic Design
- Mechanical / industrial / audio / optical / analog / design/ structural / field / civil/ computer / ergonomic / electronics engineer - Project manager - Product developer - Safety architect - City planner - Transportation designer - Data scientist	- Costume / fashion designer - Graphic artist - Pattern maker - Accessory designer - Fashion journalist / illustrator / stylist - Trend forecaster - Clothing buyer - Merchandiser - Showroom manager - Display coordinator - Retail buyer/manager - Textile designer	- Finance - Banking - Real estate - Bookkeeping - Insurance - Economist - Financial analyst - Stockbroker	- Advertising associate - Creative director - Design consultant - Digital designer - Graphic artist - Illustrator - Logo designer - Marketing and promotions manager - Social media specialist

Hospitality Management	Law & Public Safety	Medical Assistant Services	Marine Corps Junior ROTC
Prepares students for entry-level employment, further training, and/or post-secondary education for these and other occupations: • Porter • Front Desk Clerk • Room Attendant • Food and Beverage Service	• Criminal justice and law enforcement teacher • Investigation and security service • Intelligence analyst • Loss prevention manager • Protection officer • Asset protection specialist	• Medical assistant • Medical office assistant • Medical insurance coding/billing • Patient prep • X-ray technician • Phlebotomist • Nursing assistant • Nurse • Pharmaceutical representative	• Officer & enlisted service • Infantry • Field artillery • Linguist • Logistics • Intelligence • Navigation • Communications • Personal & administration • Public affairs • Legal services
Marketing	Software Development & App Design	Sports Medicine & Rehabilitation Services	Welding Technologies
• Business owner • Entrepreneur • Advertising • Public relations • Brand developer/manager • Media or communications director	• Software developer • Computer programmer • Code developer/writer • Hardware / software support t/ analyst • Software engineer	• Athletic trainer • Physical therapist • Therapist assistant • Physical therapist technician • Occupational therapist • Physician assistant • Personal trainer • Chiropractic assistant technician • Massage therapist • Chiropractor • Doctor	• Welder • Solder • Metal cutter • Welding engineer • Construction welder • Plumber • Ironworker • Pipe fitter • Metal engineer • Metallurgist • Fabricator • Artist

Programs are reviewed annually and updated to reflect alignment with business/industry standards. Rigorous Arizona academic standards are also taught to prepare students to meet the demands of our changing economy. CTE classes develop the skills most sought after by employers including strong academic and critical thinking skills, strong technical skills, and employability skills of teamwork, communication, and effective work habits.



Scan this QR code
or [click this link](#) to access our CTE webpage.

Career and Technical Education Course Overview Tables

Business, Marketing, and Management Courses

9	10	11	12	Course ID	Course Title	NCAA Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
Business Operations									
 Distance Learning Academy  Sierra Linda High School  Tolleson Union High School  University High School  West Point High School  Westview High School									
x	x	x	x	8700-01	Business Operations 1-2		CTE	0.5	None
	x	x	x	8702-03	Business Operations 3-4		CTE	0.5	Successful completion of Business Operations 1-2 Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
			x	8704-05	Business Operations Internship		CTE	0.5	
Hospitality Management									
Schools TBD									
x	x	x		5290-5291	Hospitality Management 1-2		CTE	0.5	None
	x	x	x	5922-5923	Hospitality Management 3-4		CTE	0.5	Successful completion of Hospitality Management 1-2 Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
			x	8901-8902	Hospitality Management Internship		CTE	0.5	
Finance									
 La Joya Community High School									
x	x	x	x	8615-16	Personal Finance 1-2		CTE	0.5	None
	x	x	x	8653-54	Finance in the World of Work 3-4		CTE	0.5	Successful completion of Personal Finance 1-2 Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
			x	8657-58	Financial Services Internship		CTE	0.5	
Graphic Design									
 Copper Canyon High School  La Joya Community High School									
x	x	x	x	8976-77	Graphic Design 1-2		CTE	0.5	None
	x	x	x	8978-79	Graphic Design 3-4		CTE	0.5	Successful completion of Graphic Design 1-2 Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
			x	8980-81	Graphic Design Internship		CTE	0.5	

own transportation and insurance if working off site.

Marketing



Distance Learning Academy
Sierra Linda High School
Tolleson Union High School
University High School
West Point High School

x	x	x	x	8571-72	Marketing 1-2	CTE	0.5	None
	x	x	x	8573-74	Marketing & Economics 3-4	CTE	0.5	Successful completion of Marketing 1-2
			x	8577-78	Marketing Internship	CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.

Communication & Information Technology Systems Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
Coding  Distance Learning Academy Tolleson Union High School University High School West Point High School									
x	x	x		8911-12	Coding Fundamentals 1-2		CTE	0.5	None
	x	x	x	8923-24	Coding Applications 3-4		CTE	0.5	Successful completion of Information Technology Fundamentals 1-2
			x	8618-19	Information Technology Internship		CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.

Digital Communications



La Joya Community High School
Sierra Linda High School
Tolleson Union High School
University High School
Westview High School

x	x			8956-57	Introduction to Media Communications 1-2		CTE	0.5	None
x	x	x	x	8958-59	Digital Communications 3-4		CTE	0.5	Successful completion of Introduction to Media Communications
x	x	x	x	8960-61	Digital Communications 5-6		CTE	0.5	Successful completion of Digital Communications 3-4
			x	8962-63	Digital Communications Internship		CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
Digital Photography									
 Copper Canyon High School  La Joya Community High School  Sierra Linda High School  Tolleson Union High School  University High School  West Point High School  Westview High School									
x	x	x		8950-51	Digital Photography 1-2		CTE	0.5	None
	x	x	x	8952-53	Digital Photography 3-4		CTE	0.5	Successful completion of Digital Photography 1-2
		x	x	8954-55	Digital Photography 5-6		CTE	0.5	Successful completion of Digital Photography 3-4
							CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment
			x	8948-49	Digital Media Internship				Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
Film and TV									
 La Joya Community High School  West Point High School  Westview High School									
x	x	x	x	8903-8904	Film and TV 1-2		CTE	0.5	None
	x	x	x	8905-8906	Film and TV 3-4		CTE	0.5	Successful completion of Film and TV 1-2
							CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment
			x	8901-8902	Film and TV Internship				Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.

Human Services & Resources Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
Culinary Arts									
 Copper Canyon High School  La Joya Community High School  Sierra Linda High School  Tolleson Union High School  University High School  Westview High School									
x	x			5541-42	Culinary Basics 1-2		CTE	0.5	None
	x	x		5544-45	Culinary Production 3-4		CTE	0.5	Culinary Basics 1-2 and teacher recommendation
	x	x		5548-49	Professional Chef 5-6		CTE	0.5	Culinary Production 3-4 and teacher recommendation
			x	5552-53	Culinary Arts Internship		CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
Early Childhood Education									
 Sierra Linda High School  Westview High School									
x	x	x		5560-61	Early Childhood 1-2		CTE	0.5	None
	x	x	x	5570-71	Early Childhood 3-4		CTE	0.5	Successful completion of Early Childhood 1-2
			x	5572-73	Early Childhood Internship		CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
Education Professions									
 La Joya Community High School  Sierra Linda High School									
x	x			5501-02	Future Teacher Education 1-2		CTE	0.5	None
	x	x		5503-04	Future Teacher Education 3-4		CTE	0.5	Successful completion of Future Teacher 1-2
			x	5505-06	Future Teacher Education Internship		CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
Fashion Design & Merchandising									
 Sierra Linda High School  Westview High School									
x	x	x		5531-32	Fashion 1-2		CTE	0.5	None
	x	x	x	5533-34	Fashion 3-4		CTE	0.5	Successful completion of Fashion 1-2

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
			x	5535-36	Fashion Internship		CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
Law & Public Safety									
 Copper Canyon High School La Joya Community High School Tolleson Union High School University High School West Point High School									
x	x	x		8970-71	Criminal Justice 1-2		CTE	0.5	None
	x	x	x	8972-73	Law & Public Safety 3-4		CTE	0.5	Successful completion of Criminal Justice 1-2 Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment
			x	8974-75	Law & Public Safety Internship		CTE	0.5	Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
Marine Corps Junior ROTC									
 Tolleson Union High School University High School Westview High School									
x	x	x	x	6511-12	MCJROTC Leadership 1-2		CTE	0.5	Be physically qualified per Marine Corps Order P.1533.6
	x	x	x	6513-14	MCJROTC Leadership 3-4		CTE	0.5	MCJROTC Leadership 1-2 and be physically qualified per Marine Corps Order P.1533.6
		x	x	6515-16	MCJROTC Leadership 5-6		CTE	0.5	MCJROTC Leadership 34 and be physically qualified per Marine Corps Order P.1533.6
			x	6517-18	MCJROTC Leadership 7-8		CTE	0.5	MCJROTC Leadership 56 and be physically qualified per Marine Corps Order P.1533.6

Health Services Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
Medical Assistant Services Program									
					     				
x	x	x		8118-19	Medical Assistant 1-2		CTE	0.5	None
	x	x	x	8132-33	Medical Assistant 3-4		CTE	0.5	Successful completion of Medical Foundations 1-2
							CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment
			x	8134-35	Medical Assistant Internship				Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
Sports Medicine and Rehabilitation Services									
					     				
x	x	x		8122-23	Sports Medicine 1-2		CTE	0.5	None
	x	x	x	8124-25	Sports Medicine 3-4		CTE	0.5	Successful completion of Medical Foundations 1-2
							CTE	0.5	Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment
			x	8126-27	Sports Medicine Internship				Note: Students must be a minimum age of 16, and they MUST provide their own transportation and insurance if working off site.

Industrial, Manufacturing, & Engineering Systems Courses

9	10	11	12	Course ID	Course Title	NCAA/ Virtual	LEVEL	Credits Earned Per Semester	Prerequisite(s)
Automotive Technology									
 Tolleson Union High School									
University High School									
x	x	x		6211-12	Automotive Technology Core 1-2		CTE	0.5	None
	x	x	x	6213-14	Automotive Technology 3-4 (blocked)		CTE	1.0	Successful completion of Automotive Technology Core 1-2 Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment
			x	6215-16	Automotive Technology Internship		CTE	0.5	Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
Engineering									
 Tolleson Union High School									
University High School									
West Point High School									
x	x			6501-02	Engineering 1-2		CTE	0.5	None
	x	x		6503-04	Engineering 3-4		CTE	0.5	Successful completion of Engineering 1-2
		x	x	6507-08	Engineering 5-6		CTE	0.5	Successful completion of Engineering 3-4 Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment
			x	6505-06	Engineering Internship		CTE	0.5	Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
Welding Technology									
 Westview High School									
x	x	x		6481-82	Welding Technology 1-2		CTE	0.5	None
	x	x	x	6483-84	Welding Technology 3-4		CTE	0.5	Successful completion of Welding Technology 1-2
	x	x	x	6485-86	Welding Technology 5-6		CTE	0.5	Successful completion of Welding Technology 3-4 Successful completion of program area coherent sequence and the aligned ADE End of Program Assessment
			x	6487-88	Welding Internship		CTE	0.5	Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.
Carpentry									
x	x	x	x	6489-90	Carpentry 1-2		GEN	0.5	
	x	x	x	6493-94	Carpentry 3-4		GEN	0.5	Successful completion of Carpentry 1-2
			x	9991-92	Carpentry Internship 1-2		GEN	0.5	Successful completion of Carpentry 1-2 & 3-4

Career and Technical Education Course Descriptions

Business, Marketing, and Management Program

Students must successfully complete a sequence of course work within a program area to be considered as a prospective Program Concentrator.

- Business Operations
- Financial Services
- Graphic Design
- Marketing

Business Operations

Students who successfully complete the Business Operations Program will be adequately prepared to perform the duties of administrative assistants and/or business owners. The program includes instruction in business communications, principles of business law, word processing and data entry, office machines operations and maintenance, office procedures, public relations, bookkeeping, filing systems and records management, and report preparation. Students will also have opportunities to earn a RISE UP Certification (Retail Industry Fundamentals). This program is designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grade 9-11: Business Operations 1-2
- Grade 10-12: Business Operations 3-4
- Grade 12: Business Operations Internship

Courses in this program are available on the following campus(es).



Distance Learning Academy
Sierra Linda High School
Tolleson Union High School
University High School
West Point High School
Westview High School

8700-01

Business Operations 1-2

AZ12002

Students will participate in a small business community work-flow simulation. By managing one of the businesses, students are responsible for the daily operations of that business and will learn to interact with other business managers. Students will become familiar with the structure of all businesses, large and small. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

8702-03

Business Operations 3-4

AZ12004

Students will utilize business operations skills developed in the course to complete business projects for the faculty, staff and community business owners. The course will review business ethics, the development of appropriate human relations skills and managing a staff in a business environment. Students will also have opportunities to earn a RISE UP Certification (Retail Industry Fundamentals). 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

8704-05

Business Operations Internship

AZ12049

This course provides students with an opportunity to apply previously developed knowledge and skills into a structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credits per semester. 2 semesters (0.5 credit/semester)

Hospitality Management

The Hospitality Management program prepares students for employment in positions that provide customer-focused services in such facilities as hotels, resorts, convention centers, national parks, travel agencies and cruise lines. A student completing this program will possess the knowledge and skills associated with reservations and front desk operations, meeting and banquet room support services, food and beverage support services, housekeeping, laundry operations, supervisory functions, and environmental functions. Throughout the Hospitality Management instructional program,

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students will develop advanced employability skills including critical and conceptual thinking, communications, applied academics and technology.

Recommended Courses:

- Grade 9-11: Hospitality Management 1-2
- Grade 10-12: Hospitality Management 3-4
- Grade 12: Hospitality Management Internship

Courses in this program are available on the following campus(es).

- Schools TBD

5920-5921

Hospitality Management 1-2

AZ16001

The Hospitality Management program prepares students for employment in positions that provide customer-focused services in such facilities as hotels, resorts, convention centers, national parks, travel agencies and cruise lines. A student completing this program will possess the knowledge and skills associated with reservations and front desk operations, meeting and banquet room support services, food and beverage support services, housekeeping, laundry operations, supervisory functions, and environmental functions. Throughout the Hospitality Management instructional program, students will develop advanced employability skills including critical and conceptual thinking, communications, applied academics and technology. 2 semesters (0.5 credit/semester)

5922-5923

Hospitality Management 3-4

AZ16101

This second course within the Hospitality Management program prepares students for employment in positions that provide customer-focused services in such facilities as hotels, resorts, convention centers, national parks, travel agencies and cruise lines. A student completing this program will possess the knowledge and skills associated with reservations and front desk operations, meeting and banquet room support services, food and beverage support services, housekeeping, laundry operations, supervisory functions, and environmental functions. Throughout the Hospitality Management instructional program, students will develop advanced employability skills including critical and conceptual thinking, communications, applied academics and technology. 2 semesters (0.5 credit/semester)

8901-8902

Hospitality Management Internship

AZ16149

This course provides students with an opportunity to apply previously developed knowledge and skills into a structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credits per semester. 2 semesters (0.5 credit/semester)

Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.

Finance

Students who successfully complete the Finance Program of instruction will be adequately prepared to understand personal business-economic issues, solve problems, and enter the labor market in financial institutions, including banking, insurance, and investments. Students will also have opportunities to earn a QuickBooks Certification. This program is designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grade 9-11: Personal Finance 1-2
- Grade 10-12: Finance in the World of Work 3-4
- Grade 12: Financial Services Internship

Courses in this program are available on the following campus(es).



**La Joya Community High
School**

8615-16

Personal Finance 1-2

AZ12101

Students will develop workplace job competence using the ten-key touch method; solve common business and personal math problems using a calculator and Excel; understand the value and importance of calculators in business; improve basic arithmetic skills; and develop skills for personal budget, check writing, reconciliation, credit, etc. 2 semesters (0.5 credit/semester)

8653-54

[Finance in the World of Work 3-4](#)

AZ12103

This course introduces students to personal business-economic issues and problem-solving related to financial institutions including banking, insurance and investments. Students may be involved in a school site enterprise as part of the course. Students will also have opportunities to earn a QuickBooks Certification; opportunities to test via online exams will be available. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

Successful completion of the Financial Services coherent sequence of courses may meet the Economics graduation requirement.

8657-58

[Financial Services Internship](#)

AZ12122

This course provides students with an opportunity to apply previously developed knowledge and skills into a structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credits per semester. 2 semesters (0.5 credit/semester)

Note: Students must be a minimum of age 16, and they MUST provide their own transportation and insurance if working off site.

Graphic Design

The graphic design instructional program prepares students to use technical expertise, creativity, and esthetic principles of design and create visual concepts that meet specific commercial or promotional needs, as well as inspire, inform, and captivate consumers. This program is designed and delivered as a coherent sequence of courses. Students who successfully complete this program will have the opportunity to earn the Adobe Certified Associate industry certification.

Recommended Courses:

- Grade 9-11: Graphic Design 1-2
- Grade 10-12: Graphic Design 3-4
- Grade 12: Graphic Design Internship

Courses in this program are available on the following campus(es).



Copper Canyon High School



La Joya Community High School



Sierra Linda High School

8976-77

[Graphic Design 1-2](#)

AZ11902

This course is designed to give students an opportunity to explore and learn about technical expertise, creativity, and aesthetic principles of design and visual concept design and development. Students will explore the history and societal and economic impact of the graphic design industry and will examine legal and ethical considerations and business best practices unique to graphic design and related industries. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

8978-79

[Graphic Design 3-4](#)

AZ11153

The second course in this program will afford students the chance to develop an understanding of the operation and maintenance of specialized computer hardware and design-related technology tools. Throughout the program, students will learn and practice valuable real-world skills using industry standard graphic design software to create professional-grade design projects. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

8980-81

[Graphic Design Internship](#)

AZ11917

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Marketing

Students will acquire technical skills as well as skills in critical thinking, applied academics, career development, and life management. There will be opportunities to learn business, economic and leadership skills required for entry into marketing, management, and entrepreneurial occupations. Students will also have opportunities to earn a RISE UP Certification (Business of Retailing). This program is designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grade 9-11: Marketing 1-2
- Grade 10-12: Marketing & Economics 3-4
- Grade 12: Marketing Internship

Courses in this program are available on the following campus(es).



Distance Learning Academy

Copper Canyon High School

Sierra Linda High School

Tolleson Union High School

University High School

West Point High School

8571-72

[Marketing 1-2](#)

AZ12916

This course is designed to give students opportunities to explore and understand marketing, management, and entrepreneurial principles. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

8573-74

[Marketing & Economics 3-4](#)

AZ12202

This year-long course is designed to prepare students for employment in various sales, customer service, advertising and promotion, and first-line supervisory positions in wholesale, retail, and service establishments. 2 semesters (0.5 credit/semester)

Note: Successful completion of Marketing 1-2 (#8571-72) and Marketing & Economics 3-4 (#8573-74) may meet the Economics graduation requirement.

8577-78

[Marketing Internship](#)

AZ12922

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Communication & Information Technology Systems Program

The Communication and Information Technology Systems program is designed to prepare students for employment related to the information technology industry. The program options are Webpage Design or Software Development (Programming). Students must enroll in year-long classes within the same option of this program to be considered as a prospective program concentrator. See recommended course sequence for specific course names. Students must successfully complete a sequence of course work within a program area to be considered as a prospective Program Concentrator. Digital Communication students will have opportunities to earn Adobe Certified Associate (ACA) credentials (ACA). Students in Software Development & App Design will have opportunities to earn Information Technology Specialist -Python. Students must successfully complete a sequence of course work within a program area to be considered as a prospective Program Concentrator.

- Coding/Software Development & App Design
- Digital Communications
- Digital Photography

Coding

The Coding program prepares students for a career as a software developer. The program prepares students to design and develop software, build apps for phones, tablets, and websites, and write and test computer code. These programs are designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grade 9-11: Coding Fundamentals 1-2
- Grade 10-12: Coding Applications 3-4
- Grade 12: Information Technology Internship

Courses in this program are available on the following campus(es).



Distance Learning Academy

Tolleson Union High School

University High School

West Point High School

8911-12

Coding Fundamentals 1-2

AZ10906

The Coding Fundamentals instructional program prepares students to apply basic engineering principles and technical skills to support engineers in developing, implementing, and evaluating computer software and program applications. Throughout this program, students learn the following: program, programming languages, databases, user interfaces, networking, warehousing, encryption, security, software testing, and customization. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

8923-24

Coding Applications 3-4

AZ10151

This course is an introduction to fundamental principles of computer science and algorithmic problem-solving. This course prepares students to apply software theory and programming methods to the solution of business data problems. It includes an exploration of contemporary topics in information technology. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

8618-19

Information Technology Internship

AZ10918

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Digital Communications

Recommended Courses:

- Grades 9-10: Introduction to Media Communications 1-2

- Grades 10-11: Digital Communications 3-4
- Grade 12: Digital Media Internship

Courses in this program are available on the following campus(es).



La Joya Community High School



Sierra Linda High School



Tolleson Union High School



University High School



Westview High School

8956-57

[Introduction to Media Communications 1-2](#)

AZ11903

This introductory course is designed for students who have an interest in writing, editing, design and other types of media communications. Students will engage in hands-on activities including but not limited to the planning and publication of the school newspaper and yearbook and will also be members of the school's SkillsUSA Digital Communications chapter. The first part of the course will focus more on history and the foundational basics of the media industry and production. Students will create a resume and portfolio that showcases their best work (writing, photography, design, new media, etc.). This portfolio will be updated throughout the course and will continue to be so as part of the required work for both the Digital Communications programs. Students will also explore careers in multimedia journalism, digital communications, and digital photography related fields. ADE CTE Technical Standards for Digital Communications, Arizona Workplace Employability Skills, and Arizona State Standards will be integrated throughout the course. 2 semesters (0.5 credit/semester)

8958-59

[Digital Communications 3-4](#)

AZ11101

The students will have hands-on involvement in the planning and publication of the school newspaper and yearbook and will also be members of the school's Skills USA Multimedia branch. The midterm for the course will be an "industry standard" style test from the Walter Cronkite School of Journalism and Mass Communications at Arizona State University. The final exam is an assessment from the state CTE department that has yet to be developed. Both will have pretests with them. ADE CTE Technical Standards for Digital Communications, Arizona Workplace Employability Skills, and Arizona State Standards will be integrated throughout the course. 2 semesters (0.5 credit/semester)

8960-61

[Digital Communications 5-6](#)

AZ11102

The students will have hands-on involvement in the planning and publication of the school newspaper and yearbook and will also be members of the school's Skills USA Multimedia branch. The final exam is an assessment from the state CTE department that has yet to be developed. Both will have pretests with them. ADE CTE Technical Standards for Digital Communications, Arizona Workplace Employability Skills, and Arizona College and Career Ready Standards will be integrated throughout the course. 2 semesters (0.5 credit/semester)

8962-63

[Digital Communications Internship](#)

AZ11918

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Digital Photography

Recommended Courses:

- Grades 9-10: Digital Photography 1-2
- Grades 10-11: Digital Photography 3-4
- Grade 12: Digital Photography Internship

Courses in this program are available on the following campus(es).



Copper Canyon High School



La Joya Community High School



Sierra Linda High School



Tolleson Union High School
University High School
West Point High School
Westview High School

8950-51

Digital Photography 1-2

AZ11904

This is a beginning level course in which students will learn camera function and photographic aesthetics. Digital Lab: students learn to store, edit, manipulate, and print color and black and white photography. Students will be required to purchase a flash drive and photo paper. Photography 1-2 will prepare students to be educated digital camera users as well as teach them the skills to manipulate digital pictures to enhance images and create desired effects. Students will learn to create interesting and strong compositions using the camera as their medium. Students will expand their knowledge and vocabulary as it relates to both contemporary and traditional photography. Students will apply these new understandings toward creating original, strong, interesting digital images. Students will have the opportunity to use technology to explore information on basic camera parts and functions, post-processing techniques, and careers. 2 semesters (0.5 credit/semester)

8952-53

Digital Photography 3-4

AZ11156

Advanced topics in photography will be investigated as a class and on an individual basis. Digital Lab: students will need to purchase a flash drive and photopaper for course projects. This course is designed to expand your understanding on the many features of digital cameras as well as shooting for various purposes. You will also further your knowledge in photo manipulation. It is necessary for you to put effort into the class in order to expand your creativity and photo composition techniques. Photography 3-4 will further prepare students to be educated digital camera users as well as teach them intermediate skills in manipulating and enhancing digital images to create desired effects. Students will use intermediate techniques to create interesting and strong compositions using the camera as their medium. Students will expand their knowledge and vocabulary as it relates to both contemporary and traditional photography. Students will expand these intermediate understandings toward creating original, strong, interesting digital images. Students will have the opportunity to use technology to explore information on basic camera parts and functions, post-processing techniques, and careers. 2 semesters (0.5 credit/semester)

8954-55

Digital Photography 5-6

AZ1157

In this course students will begin implementing photography business skillsets. The students will be required to organize a personal show for their work for the public. Advanced topics in photography and about the photography business will be investigated as a class and on an individual basis. Digital Lab: students will need to purchase a flash drive and photopaper for course projects. This course is designed to continue to expand your understanding of the many features of digital cameras as well as shooting for various purposes. Students will also further their knowledge of photo manipulation. It is necessary for you to put effort into the class in order to expand your creativity and photo composition techniques. Students will also be creating work and submitting their work to various shows to be juried. Photography 5-6 will further prepare students to be educated digital camera users as well as teach them advanced skills in manipulating and enhancing digital images to create desired effects. Students will use advanced techniques to create interesting and strong compositions using the camera as their medium. Students will expand their knowledge and vocabulary as it relates to both contemporary and traditional photography. Students will expand these advanced understandings toward creating original, strong, interesting digital images for display to the general public. Students will also be expected to compete in competitions and gallery shows. Students will organize a show of their own work for the public as a final project. Students will have the opportunity to use technology to explore information on basic camera parts and functions, post-processing techniques, and careers. 2 semesters (0.5 credit/semester)

8948-49

Digital Photography Internship

AZ11920

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Film and TV

Recommended Courses:

- Grades 9-11: Film and TV 1-2
- Grades 10-12: Film and TV 3-4
- Grade 12: Film and TV Internship

Courses in this program are available on the following campus(es).



La Joya Community High School

Tolleson Union High School
University High School

8903-8904

Film and TV 1-2

AZ11168

The Film and TV Production instructional program prepares students to produce digital films and videos (including news broadcasts, commercials and public service announcements, feature films and documentaries, episodic serials, music videos, educational videos, and others) and to work in a variety of on- and off-camera positions within traditional and emerging video production industries. This course will develop foundational skills where students prepare for the subsequent courses in the program (Film/TV 2, Film/TV 3 and Film/TV 4) and video related contest opportunities. 2 semesters (0.5 credit/semester)

8905-8906

Film and TV 3-4

AZ11925

Students will develop advanced techniques in digital video capturing, editing, multi-camera usage, lighting techniques, green-screen methods, basic news gathering, teleprompter management, microphone utilization, and pre/post-production work with an emphasis on teamwork and leadership as it relates to a video production set. Students will also be introduced to studio functions in the production of live and pre-recorded media. These students will be responsible for the production of news packages, commercials, public service announcements and features for the school's daily/weekly video announcements, in conjunction with the students' location and studio projects. Career and Technical Student Organization (CTSO) standards will be an integral part of this class. 2 semesters (0.5 credit/semester)

8901-8902

Film and TV Internship

AZ11049

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Human Services & Resources Program

Students must successfully complete a sequence of course work within a program area to be considered as a prospective Program Concentrator.

- Culinary Arts
- Early Childhood Education
- Education Professions
- Fashion Design & Merchandising
- Law & Public Safety
- Marine Corps Junior ROTC

Culinary Arts

Students successfully completing this program will be prepared to apply the technical knowledge and skills required for food production and service occupations in institutional and commercial food establishments. Skills developed in this program include food identification, selection, and storage; safety and sanitation; personal hygiene; and use of commercial equipment. Nutrition, special diets, and management of food establishments will also be addressed. Students will have opportunities to earn their Food Handlers Card and ServeSafe® Food Protection Manager certification. This program is designed and delivered as a coherent sequence of courses.

Recommended Course Sequence for Culinary Arts:

- Grades 10-11: Culinary Basics 1-2
- Grade 11-12: Culinary Production 3-4
- Grade 11-12: Professional Chef 5-6
- Grade 12: Culinary Arts Internship

Courses in this program are available on the following campus(es).



Copper Canyon High School



La Joya Community High School



Sierra Linda High School



Tolleson Union High School



University High School



Westview High School

5541-42

Culinary Basics 1-2

AZ16058

This course is designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts; laboratory practice will support classroom instruction/learning. Essential terminology, knowledge and skills/techniques are covered with an emphasis on basic kitchen safety, sanitation, and equipment maintenance and operation procedures. Students will have the opportunity to explore careers in the culinary industry as well as to practice professionalism and basic workplace employability skills. Students will have opportunities to earn their Food Handlers Card. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

5544-45

Culinary Production 3-4

AZ16059

This course is designed to allow students to complete the Culinary Arts Program of Study leading them to post-secondary education and/or workforce opportunities in a food service field. Safety and sanitation procedures, the use of commercial equipment, and serving techniques will be reinforced and applied throughout the course. Students will apply technical knowledge and skills required menu planning, selecting, purchasing, storing, preparing, and serving quality food products. Students will prepare and test to earn a ServeSafe® Food Protection Manager certification. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

5548-49

Professional Chef 5-6

AZ16900

This course is an advanced and in-depth continuation of study in Culinary Arts for those students who have a sincere desire to pursue a postsecondary certificate or degree in the field or to enter the food service industry as a proficient employee. A strong focus is placed on refining hands-on production and service within a commercial kitchen. Students will have the opportunity to plan and participate in multiple work-based learning experiences and catering functions that will include both front and back of-the-house hospitality operations. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

5552-53

Culinary Arts Internship

AZ16099

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Early Childhood Education

The Early Childhood Education program is designed to prepare students for employment in early childhood settings. The program includes instruction in child growth and development, child health, nutrition, safety, planning and supervision of developmentally appropriate play and learning activities. Child guidance, family relationships, parenting and applicable legal and administrative requirements are addressed, as well. Preparation for the development and management of effective early childhood programs and facilities is included. Students in this program will have opportunities to earn CPR/AED Certification to organize a portfolio of work aligned to the ParaPro credential. This program is designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grades 9-11: Early Childhood 1-2
- Grades 10-12: Early Childhood 3-4
- Grade 12: Early Childhood Internship

Courses in this program are available on the following campus(es).



Sierra Linda High School

Westview High School

5560-61

Early Childhood 1-2

AZ19052

This is a year-long course designed to explore the physical, emotional, social and intellectual growth of children from the prenatal period to six years of age. It includes topics from the perspective of being a current/future parent and from the perspective of an early childhood professional. Units include preparing for parenthood, prenatal development, labor and delivery, and child development. Students will explore care and safety issues of young children. The class may also include a six-week session of playschool and/or an elementary school visit. This course prepares students for a career in early childhood education or other related careers. 2 semesters (0.5 credit/semester)

5570-71

Early Childhood 3-4

AZ19153

This is an advanced course designed for students to gain specific information necessary for a successful career in early childhood education, such as childcare, teaching, nursing or any other career associated with children. Course participants will be familiar with the types of early childhood settings, creation of learning centers, and licensing and safety requirements for centers and personnel. They will also explore the legal and ethical aspects of working with young children. School-based learning experiences may include CPR training, elementary school experience and play school experience. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

5572-73

Early Childhood Internship

AZ19171

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Education Professions

The program provides instruction in education career choices, education structure and systems, theory, pedagogy, developmental stages, learning styles and methodology. The program also provides interactive experiences with students at different age levels, in a variety of content areas in educational environments. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential/service-learning, supervised work-based learning and the student organization, FCCLA. This program is designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grade 10-11: Future Teacher Education 1-2
- Grade 11-12: Future Teacher Education 3-4
- Grade 12: Future Teacher Education Internship

Courses in this program are available on the following campus(es).



La Joya Community High School



Sierra Linda High School

5501-02

Future Teacher Education 1-2

AZ19151

This course provides students interested in becoming teachers or coaches with instruction in education career choices, education structure and systems, legal and ethical responsibility of educators. Students will learn about the developmental stages of children and education theory. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

5503-04

Future Teacher Education 3-4

AZ19152

This course prepares students to work in an educational environment. Students will interact with others while using equipment and technology to prepare and deliver lessons. Students will work in classrooms to prepare and present lessons. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

5505-06

Future Teacher Education Internship

AZ19161

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Fashion Design & Merchandising

Students successfully completing this program will be prepared for employment or advanced post-secondary coursework in apparel design and production, apparel manufacturing, apparel marketing and merchandising, and sales in the fashion industry. In addition to technical knowledge and skills, students completing this program will also develop advanced critical thinking, career development, applied academic, life and employability skills, basic business practices and leadership skills required for entry into fashion and merchandising occupations. This program is designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grade 9-11: Fashion 1-2
- Grade 10-12: Fashion 3-4
- Grade 12: Fashion Internship

Courses in this program are available on the following campus(es).



Sierra Linda High School

Westview High School

5531-32

Fashion 1-2

AZ19924

The course is designed to prepare students with knowledge and skills associated with apparel design, apparel production, as well as apparel selection, purchase, sales and merchandising. The course will help prepare students for employment in various entry level positions in the apparel industry. 2 semesters (0.5 credit/semester)

5533-34

Fashion 3-4

AZ19207

This course is designed to prepare students to apply technical knowledge and skills for entry and intermediate level positions in the fashion industry and to pursue a degree in Fashion Design and Merchandising. This course emphasizes apparel design and construction, advanced illustration, draping, pattern making, computer assisted design, store operations and customer service. Students will also prepare a career and design portfolio, plan and prepare a fashion show featuring their own collections and participate in work-based learning. Students may have the opportunity to visit fashion businesses to experience real world fashion industry opportunities. 2 semesters (0.5 credit/semester)

5535-36

Fashion Internship

AZ19249

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Law & Public Safety

The Law, Public Safety and Security program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of Law, Public Safety and Security services. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with careers in this growing field. Students completing this program will be prepared to participate in teams, solve problems, think critically, and implement effective solutions. Students will also have opportunities to prepare for and earn industry aligned credentials.

Recommended Courses:

- Grade 9-11: Criminal Justice 1-2
- Grade 10-12: Law & Public Safety 3-4
- Grade 12: Law & Public Safety Internship

Courses in this program are available on the following campus(es).



Copper Canyon High School



La Joya Community High School



Tolleson Union High School



University High School



West Point High School

8970-71

Criminal Justice 1-2

AZ15101

This course emphasizes constitutional as well as practical law while providing opportunities for students to investigate topics such as the history and theory of law enforcement, the legal system including criminal law and juvenile justice. Additionally, this course will allow students to explore careers in law and public safety and exposes them to a variety of pathway options. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

8972-73

Law & Public Safety 3-4

AZ15103

This course prepares students to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. Students will learn about organizational and operational command leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership. Students will engage in preparation for the industry credentials. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

8974-75

Law & Public Safety Internship

AZ15099

This course provides students with an opportunity to apply previously developed knowledge and skills to structured work experience with a local business or industry. Students spend at least five hours per week working in the internship and will earn 0.5 credits per semester. 2 semesters (0.5 credit/semester)

Marine Corps Junior ROTC (TUHS & WHS only)

The MCJROTC Programs in the Tolleson Union High School District will develop character in our students allowing them to become informed citizens prepared to willingly accept the responsibilities of citizenship. It is a unique program that stresses the learning of leadership skills that will enhance the lives of the young adults who participate. Instructors focus on the four basic indicators of leadership: morale, proficiency, esprit de corps, and most importantly, discipline. The program provides students with an appreciation for the origin, advantages and responsibilities of citizenship, develops an understanding of leadership skills and the advantages of strong moral character, promotes an understanding for the need and application of national security, develops a sense of pride and personal discipline and responsibility, and develops an understanding and respect for constitutional authority as the foundation of a democratic society.

Courses in this program are available on the following campus(es).



Tolleson Union High School

University High School

Westview High School

6511-12

MCJROTC Leadership 1-2

AZ09908

This course includes instruction in leadership and wellness. The areas of focus are patriotism, leadership fundamentals, followership, discipline, drill and ceremonies, Marine Corps history and organization, rifle safety, familiarization firing, money management, civic environmental responsibilities and wellness to include health, nutrition, first aid, stress, responsible lifestyles, etiquette, conflict resolution, substance abuse, physical fitness (present and lifelong). 2 semesters (0.5 credit/semester)

Note: Physical activity is required in this course. **The successful completion of 1 full credit of this course fulfills the PE requirement for graduation.**

6513-14

MCJROTC Leadership 3-4

AZ09909

This course expands the skills learned in MCJROTC Leadership 12 to include, but not limited to, leadership principles, problem solving, inspection procedures, unit drill, sword manual, map reading, role of officers, physical fitness testing. 2 semesters (0.5 credit/semester)

6515-16

[MCJROTC Leadership 5-6](#)

AZ09910

This course will extend the skills learned in MCJROTC Leadership 34 and will include techniques of military instruction, fundamentals of command, group dynamics, world ideologies, physical fitness testing, and National Security Organization. 2 semesters (0.5 credit/semester)

6517-18

[MCJROTC Leadership 7-8](#)

AZ09911

This select group will be given a special course in techniques of military instruction and subsequently assigned as assistant military instructors who will be required to teach military subjects and supervise in training underclassman in the MCJROTC Program. 2 semesters (0.5 credit/semester)

Note: Cadet selection is based on academic accomplishments and leadership abilities with the approval of the Senior Marine Instructor. Cadets not considered to possess the attributes of an Assistant Marine Instructor will be notified individually in writing by the Senior Marine Instructor and will not be eligible to enroll.

Health Services Program

Medical Assistant Services

Students participating in this program will be prepared with foundations in knowledge and the technical skills needed to help them continue their education in the field of Medical Assisting Services by successfully completing an appropriate postsecondary program. This program is designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grade 9-11: Medical Assistant 1-2
- Grade 10-12: Medical Assistant 3-4
- Grade 12: Medical Assistant Internship

Courses in this program are available on the following campus(es).



Copper Canyon High School



La Joya Community High School



Tolleson Union High School



University High School

8118-19

Medical Assistant 1-2

AZ14918

This course is designed for all students interested in allied health care such as athletic training, medical assisting, emergency medical technician, nursing, physical therapy doctor, and many others. It approves a foundation in allied health services, including administrative and clinical skills, medical ethics, HIPAA, anatomy and physiology as well as medical terminology, abbreviations, acronyms and symbols, patient scenarios, OSHA standards, first aid and CPR. Students will also explore careers in health-related fields. 2 semesters (0.5 credit/semester)

8132-33

Medical Assistant 3-4

AZ14151

This course allows students to apply skills learned in Medical Foundations 1-2 and prepares students for college and career opportunities in the allied health services industry. Students will learn about various body systems and illness/disease that affect them as well as be provided additional opportunities to learn about patient preparation, care, and treatment, drug classification, common side effects, medication & immunization records, diagnostic testing, lab safety procedures, urinalysis, blood components, skin puncture, culture preparation, specimen microscope use, professional attributes and job readiness skills. Upon completion of the Medical Assisting Services program students will have the opportunity to earn industry certifications. 2 semesters (0.5 credit/semester)

8134-35

Medical Assistant Internship

AZ14933

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Sports Medicine and Rehabilitation Services Program

Students participating in this program will perform the technical services involved with planning, organizing, researching, directing, and controlling functions and processes related to the provision of select health care services. This program is designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grade 9-11: Sports Medicine 1-2
- Grade 10-12: Sports Medicine 3-4
- Grade 12: Sports Medicine Internship

Courses in this program are available on the following campus(es).



Copper Canyon High School



La Joya Community High School



Sierra Linda High School



Tolleson Union High School



University High School



Westview High School

8122-23

Sports Medicine 1-2

AZ14917

This course is designed for all students interested in allied health care such as athletic training, medical assisting, emergency medical technician, nursing, physical therapy doctor, and many others. It approves a foundation in allied health services, including administrative and clinical skills, medical ethics, HIPAA, anatomy and physiology as well as medical terminology, abbreviations, acronyms and symbols, patient scenarios, OSHA standards, first aid and CPR. Students will also explore careers in health-related fields. 2 semesters (0.5 credit/semester)

8124-25

Sports Medicine 3-4

AZ14062

This course is designed for all students interested in health care careers such as athletic training, nursing, physical therapy, doctor, and many more. It covers an understanding of human anatomy and basic body functions along with medical terminology. Students will have an introduction to x-rays, treatments, evaluation, and rehabilitation of athletic injuries. 2 semesters (0.5 credit/semester)

8126-27

Sports Medicine Internship

AZ14932

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Industrial, Manufacturing, & Engineering Systems Program

Students must successfully complete a sequence of course work within a program area to be considered as a prospective Program Concentrator.

- Automotive Technology
- Engineering
- Welding Technology

Automotive Technology (TUHS only)

The Auto Tech program is designed to prepare individuals for jobs in the maintenance and mechanical repair of cars and light trucks. Students in this program will have opportunities to become Snap-On and ASE certified in G1, A1-A8, and AST. This program is designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grades 9-10: Automotive Technology Core 1-2
- Grades 10-12: Automotive Technology 3-4 (blocked)
- Grade 12: Automotive Technology Internship

Courses in this program are available on the following campus(es).



Tolleson Union High School
University High School

6211-12

Automotive Technology Core 1-2

AZ20900

This course will introduce the student to standards in general automotive repairs, assessment and diagnostics. It is the prerequisite for Automotive Technology 3-4. 2 semesters (0.5 credit/semester)

6213-14

Automotive Technology 3-4 (blocked)

AZ20104

This 2-period block course gives students an opportunity to apply the skills learned in the first automotive course. This course emphasizes diagnosis and repair of different automotive systems while building good work habits and employability skills. The course prepares students completing this program to continue their education in an automotive program at a community college, technical school or university. 2 semesters (1.0 credit/semester)

6215-16

Automotive Technology Internship

AZ20122

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Engineering

The Engineering program is designed to develop students' understanding of engineering problem-solving and design practices. The program will prepare students to apply fundamental scientific and mathematical laws and principles relevant to engineering and technology. Students will learn to use systems of measurement, apply engineering technologies and tools as well as learn about the different disciplines and opportunities within the field of engineering. The program is designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning, supervised occupational experience and leadership and personal development through the Career and Technical Student Organization, SkillsUSA.

Recommended Courses:

- Grade 9-10: Engineering 1-2
- Grade 10-11: Engineering 3-4
- Grade 11-12: Engineering 5-6
- Grade 12: Engineering Internship

Courses in this program are available on the following campus(es).



Tolleson Union High School
University High School
West Point High School

6501-02

Engineering 1-2

AZ21001

This course will teach the basic knowledge of Engineering principles and systems such as the engineering process, design process, system analysis and control, focusing on the application of mathematical laws and principles. 2 semesters (0.5 credit/semester)

6503-04

Engineering 3-4

AZ21024

This course provides an opportunity for students to apply the fundamentals in the world of new technologies emerging from engineering research such as nanotechnology, chemical, environmental, or mechanical engineering. Basic electrical, mechanical, environmental and industrial engineering concepts will be learned. This includes the use of machine tools, computer aided tools, and measurement systems. Students will learn how to link theory to hands-on real-world applications. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

6507-08

Engineering 5-6

AZ21003

This course prepares students to use critical thinking skills and apply formulations from pre-calculus to basic innovative engineering job functions of research, design, development, testing and analysis when preparing product. Students will apply concepts of math and science, and problem-solving skills to the different systems using input, process, output and feedback. Students will further demonstrate the fundamentals of engineering and mechanics using scientific principles from materials to construction projects with consideration to environmental factors, economics, and safety. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

6505-06

Engineering Internship

AZ2999

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Welding Technology (WHS only)

Students successfully completing this program will be prepared to apply the technical knowledge and skills to join or cut metal surfaces. Included is instruction in arc welding, soldering, and cutting metal according to applicable codes and standards. After completing the course sequence, students will be ready for entry level positions in the welding industry or continuing education in the field. This program is designed and delivered as a coherent sequence of courses.

Recommended Courses:

- Grades 9-11: Welding Technology 1-2

- Grades 10-12: Welding Technology 3-4
- Grade 12: Welding Internship

Courses in this program are available on the following campus(es).



Westview High School

6481-82 [Welding Technology 1-2](#)

AZ13207

This course provides the student with an overview of the welding industry, stressing design, materials estimation, working drawings and safe equipment usage. It emphasizes reading, writing and math skills along with career awareness. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

6483-84 [Welding Technology 3-4](#)

AZ13241

This second level course provides the student a focused experience with welding technology. This course covers safety, design, project construction, advanced weld practice, and analysis of weld techniques. Students work cooperatively in the following areas: oxy-fuel welding, stick welding, MIG welding, TIG welding principals, plasma arc cutting, and fabrication techniques. Completion of this course will enable the student to be a welding program completer which may allow for further employment placement and/or intern opportunities. The mechanical application portion of this program is appropriate for those students seeking careers in the engineering related fields. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

6485 -86 [Welding Technology 5-6](#)

AZ13910

This third level course provides the student additional experience with welding technology. This course covers safety, design, project construction, advanced weld practice, and analysis of weld techniques. Students work cooperatively in the following areas: oxy-fuel welding, stick welding, MIG welding, TIG welding principals, plasma arc cutting, and fabrication techniques. Completion of this course will enable the student to be a certified welder to further employment placement and/or intern opportunities. The mechanical application portion of this program is appropriate for those students' seeking careers in the engineering related fields. Students will earn .05 credit per semester. 2 semesters (0.5 credit/semester)

Note: Dual Enrollment may be offered for this course.

6487-88 [Welding Internship](#)

AZ13242

This course provides students with an opportunity to apply previously developed knowledge and skills into structured work experience on campus or off site at a local business. Students spend at least five hours per week working in the internship and will earn 0.5 credit per semester. 2 semesters (0.5 credit/semester)

Carpentry

6489-90 [Carpentry 1-2](#)

AZ17931

The Carpentry program prepares individuals to apply technical knowledge and skills to lay out, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. The Carpentry program includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards. Students also develop leadership, social, civic, and career skills through their participation in the state-recognized Career and Technical Student Organization, SkillsUSA. 2 semesters (0.5 credit/semester)

6493-94 [Carpentry 3-4](#)

AZ17004

The Carpentry courses build on foundational skills, delving into advanced topics like site and building layout, rough carpentry (framing, foundations, wall and roof systems), interior construction, finishing techniques, and even advanced millwork and cabinetry using industrial woodworking machinery. This program will prepare students for specialized roles like site carpenters or foremen, focusing on both practical skills and the ability to plan and estimate projects.

Students also develop leadership, social, civic, and career skills through their participation in the state-recognized Career and Technical Student Organization, SkillsUSA. 2 semesters (0.5 credit/semester)

9991-92

Carpentry Internship 1-2

AZ17942

This course is a coordinated work-based learning program which provides students authentic work experience in Construction/Carpentry. This course allows the student to participate in a structured work environment off campus and involves the application of technical skills gained in earlier Carpentry program classes. This paid or unpaid internship helps the student to practice and improve employability skills in the construction/carpentry industry. Appropriate internship placement is secure with the assistance of the teacher/Work Base Learning (WBL) Coordinator. Students will be required to comply with industry-specific regulations. 2 semesters (0.5 credit/semester)

Western Maricopa Education Center (West-MEC) CENTRAL PROGRAMS



Western Maricopa Education Center (West-MEC) is a public school district dedicated to providing innovative career and technical education (CTE) programs that prepare students to enter the workforce and pursue continuing education. West-MEC CTE programs are offered at a campuses locations throughout the Western Maricopa Education Center member-district attendance area. West-MEC CTE programs provide students opportunities to earn college credit and industry credentials while remaining enrolled in and attending their home high school.

West-MEC currently offers the following central program opportunities:

Aesthetics	Hairstyling
Air Conditioning Technology	IT Security
Automotive Technology	Law & Public Safety
Aviation Maintenance Technology	IT Security
Aviation Maintenance Technology	Medical Laboratory Science
Biomedical Science	Medical Assisting
Coding	Medium/Heavy Diesel Technology
Collision repair and refinishing	Nursing Services
Culinary Arts	Pharmacy Science
Dental Assisting	Physical Therapy
Electrical Trade Specialty	Powersports Technician
Emergency Medical Technician	Precision Machining
Energy & Manufacturing Systems	Veterinary Sciences
Fire Science	Welding Technology
General Construction Technology	Water Systems

Students who attend school in TUHSD may apply for West-MEC central programs. Students are accepted via an online application process. Program information, locations, requirements, associated costs as well as applications can be accessed at <https://west-mec.edu/central-programs/>.

SPECIAL PROGRAMS AND CLASSES

Students wishing to participate in any of the programs listed below should seek guidance from their counselor.

Gifted and Talented Program

The Tolleson Union High School District (TUHSD) offers a gifted and talented program for identified and qualified students. Appropriate and approved screening instruments are utilized in accordance with the regulations of the State Board of Education to effectively identify eligible students. Annual screening of freshman students occurs in the fall based on teacher recommendations. Students and parents may request screening for the program by contacting the school's Gifted Advisor.

Identified gifted students and their parents are provided the opportunity to develop an individual educational plan that is designed to meet the unique academic needs of each student in the program. A detailed explanation of program services and procedures can be found in the Gifted and Talented Program Scope and Sequence, which is available for review at each school site and at the District office.

The goals of this TUHSD program are:

- To support the development of self-directed, autonomous learners.
- To enhance and expand the opportunity for learning both during high school and in preparation for postsecondary transition.
- To develop the student's ability to think and reason critically.
- To develop and foster effective communication skills and abilities of students.
- To facilitate communication between and among students, school staff, and parents relative to gifted and talented program issues and information.

Peer Tutoring Program

A peer-tutoring program is available in the Tolleson Union High School District. Student tutors are eligible to earn one half elective pass/fail credit per semester. Tutors will assist the instructor in providing individualized and small group instruction to select student(s). The tutors will work in the content areas in which they have demonstrated successful completion of the program competencies as evidenced by a grade average in the content area of "B" or better.

Exceptional Student Services

TUHSD provides a comprehensive program of special education classes and services in compliance with the Individuals with Disabilities Education Act, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. A copy of parental and student rights (Procedural Safeguards) are available on the district's website at www.tuhsd.org and in the Tolleson Union High School District's Exceptional Student Services division and in each school's Exceptional Student Services office.

The special education department offers programs, services and classes within the district for the following areas of identified disability:

Mild Intellectual Disability	Hearing Impaired
Moderate Intellectual Disability	Vision Impaired
Severe Intellectual Disability	Other Health Impaired
Specific Learning Disability	Speech/Language Impairment
Multiple Disabilities	Orthopedic Impaired
MD with Severe Sensory Impairment	Autism
Emotional Disability	Traumatic Brain Injured

The district is looking for any student who may need specialized instruction, therapy services or specialized equipment. If you are aware of a student who has any special needs such as speech, emotional, motor, visual, hearing or substantial learning deficits, call your child's counselor or the Director of Special Services.

Placement: Students who have been determined to be eligible for special education and related services, which must include the need for specially designed instruction, may be enrolled in general education courses with supplementary aids and services. Based upon the IEP team's recommendation, students may also be placed in classes exclusively for students with disabilities. The IEP specifies the level of special education service to be provided as well as the type of setting that is needed by the student (examples include, but are not limited to: inclusion, inclusion with modifications, special education classes and self-contained). Enrollment in certain classes is restricted to students with disabilities. More information about the various options for special education classes will be provided to families with disabilities when discussing scheduling options.

Teacher Assistant

The credit earned for one (1) semester assignment as a Teacher Assistant shall be one half (1/2) unit. In addition, a student may earn a maximum of one (1) unit of Teacher Assistant credit to fulfill graduation requirements at Tolleson Union High School District.

ARIZONA DEPARTMENT OF EDUCATION GRADUATION SEALS

The Arizona Department of Education offers a variety of graduation seals to honor students who excel in specific areas, showcasing their academic proficiency and commitment to further learning. These seals are added to diplomas and transcripts, representing excellence and preparedness for future educational or career paths. <https://www.azed.gov/standards-practices/welcome-diploma-seals>

Seal of Arts Proficiency

The Seal of Arts Proficiency celebrates students who excel in the fine and performing arts, recognizing their creativity, collaboration, and mastery in disciplines such as visual arts, music, dance, and theater. To achieve this seal, students must meet the following requirements:



- All qualifying Arts and Career and Technical Education (CTE) courses with a GPA of 3.0 or better on a 4.0 scale.
- Minimum credit requirements in one of the following ways:
 - 4 credits in one artistic discipline – dance, music, theatre, visual arts, media arts – or
 - 3 credits in one artistic discipline and 1 credit in a qualifying creative industries CTE program or separate artistic discipline – or
 - 2 credits in one artistic discipline and 2 credits in a creative industries CTE program or separate artistic discipline.
- 80 hours of arts-related extracurricular activities.
- A student capstone project.

More information can be found at <https://www.azed.gov/artseducation/arizona-state-seal-of-arts-proficiency>

Seal of Biliteracy

The Seal of Biliteracy acknowledges high school graduates who have attained proficiency in English and at least one additional language. It promotes language diversity, intercultural competence, and global citizenship. To achieve this seal, students must meet the following requirements:



- All qualifying English Language Arts (ELA) courses with a GPA of 2.0 or better on a 4.0 scale.
- Demonstrate English proficiency on an assessment such as the ACT, College Board AP assessment, dual enrollment end of course assessment, etc.
- Demonstrate other language proficiency on an assessment such as the AAPPL, ACTFL OPI & WPT, College Board AP assessment, etc.

More information can be found at <https://www.azed.gov/standards-practices/seal-biliteracy>

Seal of Civics Literacy

The Seal of Civics Literacy rewards students who are deeply involved in their community and demonstrate a strong understanding of democratic principles, fostering leadership and citizenship. To achieve this seal, students must meet the following requirements:

- All qualifying Social Studies courses with a GPA of 3.0 or better on a 4.0 scale.
- Obtain a passing score of 70% on the [Arizona Civics Test](#).
- Complete specific requirements from each of these categories:
 - Civics Learning (Complete/Participate in 3)
 - Civics Engagement (Complete 30 hours)
 - Written Reflection (Demonstrate Civic Knowledge)

More information can be found at <https://www.azed.gov/diplomaseals/sealofcivicslit>



Seal of Personal Finance

This seal is awarded to high school students who demonstrate proficiency in financial literacy. The seal prepares students for responsible financial decision-making in both their personal and professional lives. To achieve this seal, students must meet the following requirements:

- All qualifying Social Studies courses with a GPA of 3.0 or better on a 4.0 scale.
- Complete 1 activity from each of these categories:
 - Completion of an approved personal finance program (Curriculum)
 - Participation in a co-curricular or extracurricular program (Outside of School)
 - Completion of a college and/or career readiness (Readiness Plan and Written Reflection)
 - Passage of an assessment of personal finance (Test)

More information can be found at <https://www.azed.gov/diplomaseals/sealofperfinance>



The TUHSD Course Catalog is an
Office of Learning and Academic Success (OLAS)
publication.

