Granite School District
Senior High School
Student Manual
2018-2019

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Rick Anthony ....................................... Assistant Superintendent, Educator Support & Development Services
Junior High Schools

Bennion Junior High School .......................... 385-646-5114
6055 South 2700 West ...................... Taylorsville, Utah 84129-5134

Bonneville Junior High School ....................... 385-646-5124
5330 South 1660 East ..................... Holladay, Utah 84117-7419

Churchill Junior High School ..................... 385-646-5144
3450 East Oakview Drive ............ Salt Lake City, Utah 84124-3242

Eisenhower Junior High School ............. 385-646-5154
4351 South Redwood Road ........ Salt Lake City, Utah 84123-2221

Evergreen Junior High School .............. 385-646-5164
3401 South 2000 East .............. Salt Lake City, Utah 84109-2934

Granite Park Jr. High School .......... 385-646-5174
3031 South 200 East .............. Salt Lake City, Utah 84115-3862

Hunter Junior High School ............. 385-646-5184
6131 West 3785 South .............. Salt Lake City, Utah 84128-2546

Jefferson Junior High School .................. 385-646-5194
5850 South 5600 West .............. Salt Lake City, Utah 84118-7957

Kears Junior High School ..................... 385-646-5204
4040 West 5305 South ............. Kears, Utah 84118-4326

Kennedy Junior High School .................. 385-646-5214
4495 South 4800 West ........ West Valley City, Utah 84120-5927

Matheson Junior High School ............ 385-646-5290
3650 South 7730 West ............. Magna, Utah 84044-2522

Olympus Junior High School ............. 385-646-5224
2217 East 4800 South ........ Holladay, Utah 84117-5395

Valley Junior High School ............... 385-646-5234
4195 South 3200 West ........ West Valley City, Utah 84119-5128

Wasatch Junior High School ............. 385-646-5244
3750 South 3100 East ........ Salt Lake City, Utah 84109-3719

West Lake Junior High School .......... 385-646-5254
3400 South 3450 West ........... West Valley City, Utah 84119-2528

Senior High Schools

Cottonwood High School .................. 385-646-5264
5715 South 1300 East ............... Murray, Utah 84121-1099

Cyprus High School ......................... 385-646-5300
8623 West 3000 South ........ Magna, Utah 84044-1209

Granite Connection High School .......... 385-646-5435
501 East 3900 South ............. Salt Lake City, Utah 84107-1801

Granger High School ...................... 385-646-5320
3690 South 3600 West .......... West Valley City, Utah 84119-2569

Hunter High School ....................... 385-646-5360
4200 South 5600 West ........ West Valley City, Utah 84120-4634

Kears High School ......................... 385-646-5380
5525 South 4800 West ........ Kears, Utah 84118-5517

Olympus High School ...................... 385-646-5400
4055 South 2300 East ........ Salt Lake City, Utah 84124-1831

Skyline High School ...................... 385-646-5420
3251 East 3760 South ........ Salt Lake City, Utah 84109-3715

Taylorsville High School .............. 385-646-5455
5225 South Redwood Road ...... Taylorsville, Utah 84123-4213

Foreword

This edition of the Senior High School Student Manual contains information relating to the high school program of studies and graduation requirements for a high school diploma. Students and parents are urged to study this publication and utilize it in planning for the student’s graduation.

The Granite School District offers a rich mixture of course offerings in basic and advanced academic subjects, in physical developments, in activities which provide pre-career, exploratory experiences, and in career training. It is also possible for students to get high school credit by participating in concurrent enrollment programs at colleges and universities. Career technology courses are available through the community college, where high school and college credit toward graduation is earned. A well-trained, well-prepared staff has been employed to deliver instructional services.

We trust that this manual will be of continued use to students enrolled and that they will have a rewarding experience attending high school.

Dr. Martin W. Bates
Superintendent of Schools
<table>
<thead>
<tr>
<th>Required Areas</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
</table>
| **English/Language Arts – Three courses from the Foundation Courses plus one course for 12th grade**  
English from the Applied and Advanced Courses Foundation Courses | 4 | **Applied and Advanced Courses**  
- English 12  
- Technical and Professional Communication  
- AP Language and Composition  
- AP Literature and Composition  
- IB English  
- Business Communication  
- College Prep English  
- Approved Concurrent Enrollment Courses  
- Basic Reading Skills  
- Basic Writing Skills |
| **Math**  
1.0 credit Secondary Math 1  
1.0 credit Secondary Math 2  
1.0 credit Secondary Math 3*  
(Math course titles changed to Utah Core Mathematics Fall 2011. *Opting out of Secondary Math 3 for Applied or Advanced courses requires parent approval.) | 3 | **Applied or Advanced Courses*  
- Accounting 1 and 2  
- College Prep Math  
- Introduction to Statistics  
- Introduction to Calculus  
- Mathematical Decision Making for Life  
- Mathematics of Personal Finance  
- Modern Mathematics and Computer Programming |
| **Science - Courses from two of the four Foundation Course areas (Earth, Biological, Physics, Chemistry) plus one additional course from the Foundation Courses or Applied or Advanced Courses**  
**Foundation Courses**  
Earth Science  
AP Environmental Science  
Chemistry  
AP Chemistry  
Chemistry with Lab  
Chemistry with Lab CE  
Chemistry with Lab CE  
Biology  
Human Biology  
AP Biology  
AP Biology  
Human Biology CE  
Biology  
Human Biology  
AP Biology  
AP Biology  
Human Biology CE  
**Physics**  
Physics with Technology  
AP Physics  
Physics with Lab CE  
AP Computer Science  
**Chemistry with Lab CE**  
**Chemistry with Lab CE** | 3 | **Applied or Advanced Courses**  
- Advanced Electronics  
- Agricultural Biotechnology  
- Agricultural Science I, II, III, or IV  
- Aquaculture  
- Anatomy and Physiology  
- Animal Science I or II  
- Applied Biology and Chemistry  
- Astronomy  
- Basic Electronics  
- Biotechnology  
- Botany  
- Digital Electronics  
- Digital Electronics – PLTW  
- Ecology  
- Environmental Science  
- Geology  
- Investigation Science  
- Marine Biology  
- Material Science  
- Medical Anatomy and Physiology  
- Medical Forensics  
- Meteorology  
- Natural Resource Science I or II  
- Physics  
- Plant Science  
- Plant and Soil Science I or II  
- Pre-Engineering  
- Principles of Engineering – PLTW  
- Wildlife Management  
- Zoology  
- Concurrent Enrollment Courses*  
- International Baccalaureate |
| **Social Studies**  
Foundation Courses  
Geography for Life  
(9th) World  
Civilizations (10th)  
United States History II (11th)  
US Government & Citizenship (required in 12th) | 1 | **Advanced Courses** (substitute for foundations courses)  
- AP European History/World History/IB World Studies HL/IB History of Europe SL or HL/IB  
- European History HL2  
- AP US History/IB History of Americas SL or HL  
- AP American Government/CE  
- American National Government (POLS 1100) |
| **Fine Arts** | 1.5 | **Art**  
- Dance  
- Theatre (Drama)  
- Art History  
- Music |
| **Health** | .5 | **Health**  
- Health CC  
- Advanced Health |
| **Physical Education**  
Foundation Course  
PE Fitness for Life (0.5) | 1.5 | **PE 1-2 (Participation Skills 9th)**  
- Lifetime Sports (Wt. Training, Swim, Athletics, Aqua Aerobics)  
- (0.5 credit for two seasons of competitive sports)  
- Aerobics  
- Social Dance  
- Dance |
| **Computer Technology** | .5 | **Computer Technology**  
- Concurrent CIS 1020 (SLCC) |
| **Career and Technical Education (CTE)**  
(Courses are offered at your school and at the Granite Technical Institute – GTI) | 1 | **CTE Program Areas**  
- Agriculture  
- Information Technology  
- Business  
- Marketing  
- Family and Consumer Science  
- Skilled and Technical Science  
- Health Science and Technology  
- Technology and Engineering |
| **Financial Literacy (11th or 12th)** | .5 | **General Financial Literacy**  
- Personal Finance CE (Finance 1050)  
- Adult Roles/Financial Responsibility (full year) |
| **Electives** | 8 | **World Languages, Driver Education, Special Education**  
- Work/Service Experience, ESL, and additional courses that connect to your talents, interests, and abilities selected from the required areas. |
### SAMPLE: 4-Year CCR-Plan

<table>
<thead>
<tr>
<th>Required Areas</th>
<th>Credits</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH/LANGUAGE ARTS</td>
<td>4.0</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12 or Applied or Concurrent</td>
</tr>
<tr>
<td>MATH (Course titles are changing with new Common Core Standards)</td>
<td>3.0</td>
<td>Secondary Math 1, Algebra 1, or Geometry</td>
<td>Secondary Math 2, Geometry, or Algebra II</td>
<td>Secondary Math 3, Pre-Calculus, Calculus, Concurrent Enrollment</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3.0</td>
<td>Biology, Earth Science, Chemistry or Physics</td>
<td>Biology, Earth Science, Chemistry, Physics or Computer Science Principles</td>
<td>1.0 credit Applied or Advanced Science (student’s choice)</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3.5</td>
<td>Geography for Life</td>
<td>World Civilizations</td>
<td>United States History</td>
<td>US Gov. &amp; Citizenship (0.5 credit)</td>
</tr>
<tr>
<td>CAREER &amp; TECHNICAL EDUCATION (CTE)</td>
<td>1.0</td>
<td>Interest and career related courses taken at your high school or at the Granite Technical Institute (GTI)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPUTER TECHNOLOGY</td>
<td>.5</td>
<td>Computer Technology 9th or 10th Grade</td>
<td>- - - -</td>
<td>- - - -</td>
<td></td>
</tr>
<tr>
<td>FINE ARTS (Art, Music, Dance, Drama)</td>
<td>1.5</td>
<td>1.5 credits to be completed during grades 9-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENERAL FINANCE LITERACY</td>
<td>.5</td>
<td>0.5 credit to be completed during grades 9-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTH</td>
<td>.5</td>
<td>0.5 credit to be completed during grades 9-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>1.5</td>
<td>PE 9 (0.5 credit)</td>
<td>Fitness for Life</td>
<td>0.5 credit during grades 11 or 12</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>8.0</td>
<td>Student’s choice based on interests, abilities, and talents and may include: additional courses offered in required areas; CTE/GTI; Fine Arts; World Languages; Driver Education; Special Education; and ESL courses; Work/Service Experience, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>27 Credits</td>
<td>2.0 Cumulative Citizenship Point Average (CPA)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**As you plan, choose courses that will:**
- Complete high school graduation requirements
- Connect to your goals and plans for the future
- Prepare you for 1, 2, or 4 years of education and training
- Help you meet college and university admissions requirements
- Lead you to Centennial, Regents’ Scholarship, and/or New Century Scholarship

**Keep in mind:**
Courses cannot be repeated for credit.
There are other ways to earn high school credit outside of the school day:
- Demonstrated competency assessments in core areas:
  - Courses through Granite Connect or Utah Electronic High School; concurrent enrollment courses taken at your school or at a college or university.
  - Math course titles have changed as of Fall 2011
## 4-Year High School CCR-Plan Worksheet

Get out a pencil and create a four year CCR-Plan for graduation!

A box is provided for each required area by grade level.

<table>
<thead>
<tr>
<th>Required Areas</th>
<th>Credits</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH/LANGUAGE ARTS</td>
<td>4.0</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>Applied or Advanced</td>
</tr>
<tr>
<td>MATH (Course titles are changing with new Common Core Standards)</td>
<td>3.0</td>
<td>Secondary Math 1, Algebra 1, or Geometry</td>
<td>Secondary Math 2, Geometry, or Algebra II</td>
<td>Secondary Math 3, Algebra II, Pre-Calculus, Calculus, Concurrent Enrollment, other</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3.0</td>
<td>Biology, Earth Science, Chemistry or Physics</td>
<td>Biology, Earth Science, Chemistry, Physics, Computer Science Principles</td>
<td>1.0 Science Course Applied or Advanced (Student's Choice)</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3.5</td>
<td>Geography for Life</td>
<td>World Civilizations</td>
<td>United States History</td>
<td>US Gov. &amp; Citizenship (1/2 year)</td>
</tr>
<tr>
<td>CAREER AND TECHNICAL EDUCATION (CTE)</td>
<td>1.0</td>
<td>CTE courses are offered at your school and at the Granite Technical Institute (GTI) in the following areas: Agriculture, Business, Family and Consumer Science, Health Science and Technology, Marketing, Skilled and Technical Science, Technology and Engineering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPUTER TECHNOLOGY</td>
<td>.5</td>
<td>Computer Technology 9th or 10th Grade</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>FINE ARTS (ART, MUSIC, DANCE, DRAMA)</td>
<td>1.5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>GENERAL FINANCIAL LITERACY</td>
<td>.5</td>
<td>--</td>
<td>--</td>
<td>Financial Literacy (.5) 11th or 12th Grade</td>
<td></td>
</tr>
<tr>
<td>HEALTH</td>
<td>.5</td>
<td>--</td>
<td>--</td>
<td>Health (.5) 10th, 11th, or 12th Grade</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION (PE)</td>
<td>1.5</td>
<td>PE Fitness for Life (.5)</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES (Student's choice based on interests, abilities and may include: CTE/GTI, Fine Arts, World Languages, Driver Education, Special Education, ESL, Work/Service Experience, etc.)</td>
<td>8.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27.0</td>
<td>7.0 or 8.0 Credits</td>
<td>8.0 Credits</td>
<td>8.0 Credits</td>
<td>8.0 Credits</td>
</tr>
</tbody>
</table>
Granite School District Citizenship

Granite School District secondary school personnel subscribe to the values of the Community of Caring, a program which is part of the curriculum in our entire junior and senior high schools. Our expectations for citizenship reflect the philosophy that embraces the values of that program:

- **Families** - We begin to learn our values in our families.
- **Caring** - Caring is at the heart of a decent life. It leads us to help others and to respect ourselves.
- **Responsibility** - People who care must be willing to take responsibility, which means they are accountable for their actions.
- **Respect** - Those who take responsibility for their own actions will be respected by others.
- **Trust** - When people care for and respect each other, trust takes root and grows.

Citizenship Requirements for Graduation

I. General information and requirements for citizenship in Granite School District:

   A. Satisfactory citizenship is a graduation requirement in Granite School District. This includes behavior, attendance, punctuality, and adherence to the rules and policies of the school. Students will be required to earn a 2.000 cumulative Citizenship Point Average (CPA) on a 4.000 point scale in grades 9-12. In addition to academic grades the following citizenship grades will be awarded:
      - 4 - Honor
      - 3 - Good
      - 2 - Satisfactory
      - 1 - Poor
      - 0 - Failure

   B. Ninth grade students who earn less than a 2.000 cumulative CPA during the 9th grade year may not be permitted to participate in promotion or the year-end activities.

   C. Transfer students will be required to maintain a 2.000 CPA to meet graduation requirements from the time they enroll in Granite School District.

   D. High school students who do not achieve the required 2.000 CPA may not graduate. The final decision will be made by each high school's graduation committee.

II. Citizenship Determination:

   A. Classroom behavior should reflect the values of a caring community. Behavior should also be appropriate and consistent with each teacher's expectations. The expectations will be described in the disclosure statements received from each teacher. Teachers will be encouraged to

   B. Following are the standards for behavior, attendance, truancy, and tardiness.
      1. **Behavior** - An uncorrected series of negative behaviors or one serious incident could result in a "0" in citizenship.
      2. **Granite School District Attendance Policy** - All children of legal school age residing within the boundaries of the Granite School District shall be required to be in regular school attendance in accordance with the compulsory attendance laws of the State of Utah, (Section 53A-11-101 through 53A-11-105, Utah Code, Annotated 1965).
         a. Students must be in regular attendance to understand and successfully complete a course of study; therefore, parents and students should accept responsibility and accountability for the student's attendance. Each school has established guidelines to encourage regular attendance.
         b. Parents or guardians must provide school personnel a written excuse for each absence.
         c. Parents are encouraged to seek prior approval for their student's extended absences. If approved by the administration, those absences will not negatively reflect on the citizenship grade. The administration may require documentation for frequent or extended absences.
      3. **Truancy** - Truancy is defined as an unexcused absence. On the first truancy during any term the student will receive a grade no higher than a "1", and on the second truancy a "0".
      4. **Tardiness** - On the fourth tardy from any one class a student will not receive a grade higher than a "1". Teachers may provide the option of allowing tardies to be made up during the term being graded.

III. Appeals Procedure:

   If a student disputes a citizenship grade, it must be resolved with the issuing teacher before the end of the term following the one in which the grade was received.

IV. Due Process:

   A. The Citizenship Requirements for Graduation will be provided to each student/parent by the beginning of each school year.
   B. Each report card will reflect the citizenship grades for the term and the cumulative CPA, which will reflect progress toward graduation. Sixteen report cards are issued to students who attend school in grades 9-12.
   C. Students who fail to achieve a 2.000 cumulative CPA at the end of each year will be notified that graduation is in jeopardy. Students and parents will be invited to meet with the school administration to determine a positive course of action before the student is allowed to register for the following year.
   D. Students who fail to meet the citizenship requirement for high school graduation may enroll in the Granite School District Adult Education program and earn a Granite School District diploma.

V. Recognition of Outstanding Citizenship:

   Each school will develop ways to recognize outstanding student citizenship. These may include:

   A. recognition from the PTSA
   B. citizenship honor roll
   C. recognition on diploma
   D. recognition on transcript
   E. recognition on diploma for students who complete satisfactory community service projects
   F. recognition at graduation
Progress Reports to Students and Parents

Report cards are given to students four times during the year at regular intervals. The report card will indicate the grades earned in both subject achievement and citizenship. When it is evident that a student is failing any class, the teacher will contact the parent or guardian. Failed classes that are needed for graduation are required to be made up by taking a comparable course offering, or in some instances, retaking the class; i.e., World Geography. The counseling office should be contacted for information regarding makeup/retake classes.

Optional Eleventh Grade Graduation

Granite School District provides the option for students to graduate at the end of the eleventh grade. Students who choose this option must:

1. meet with school personnel and parents to develop a Student Educational Occupation Plan (SEOP) before ninth grade registration;
2. complete the "Modified Education Plan" application for early graduation indicating their proposed school program for the next three years;
3. during the tenth grade, meet with the High School Graduation committee for final approval of their plan.

In addition to the "Modified Education Plan," students must also complete these requirements:

1. fulfill all graduation requirements established by the Granite School District Board of Education;
2. attend six semesters in grades nine through eleven;
3. take at least three solids each semester;
4. fulfill citizenship requirements for graduation.

All credits toward graduation must be earned from institutions accredited by the Northwest Accrediting Association.

Limitation on Credit Allowed

1. Courses should be taken in sequence so that all prerequisites may be satisfied. Students may register for any class for which they have met all course prerequisites. In some cases faculty petition and parent approval are required. Students should consult teachers or counselors for help if necessary.
2. Students cannot receive credit in any course with lower proficiency requirements than a course in the same area for which credit has already been received.
3. Any course may be repeated to improve a class grade; however, both grades may appear on the transcript and be factored into the GPA.
4. A limit of one unit of credit for service as an aide or for similar duties (courses 6800 through 6940) can be earned during grades 10, 11 and 12. Library practice 6820, stage production 6860, and T.V. production are exceptions to that limit.
5. Related work based credit (to a maximum of four units) will be accepted toward graduation. This credit can be received only if the student concurrently takes and passes a course directly related to the work experience while in school and should be related to the SEOP.
6. A pass/fail grade may be offered with prior approval.

Alternative Ways of Earning Credit

Following are the acceptable alternatives for earning credit towards graduation:

1. Satisfactory performance on subject-specific Demonstrated Competency Assessments designed to assess adequate proficiency in course content. Students should contact their school counselor for application forms or contact the GSD Regional Testing Center at 385-646-4521 for more information.
2. Satisfactory completion of special courses: Granite Home/Hospital Program; correspondence and/or extension courses from accredited or approved schools; adult high school programs; special or experimental programs; young parents' program; in-school alternative classes at Granite Peaks Alternative High School. This is a separate school facility, which offers an alternative program for students who for a variety of reasons have been unable to be successful in a regular high school setting. Program entry is on a referral basis only.
3. Satisfactory completion of credit recovery coursework offered through local high school Independent Learning Centers. High school students who fail courses may recover specific units of credit (as specific by their high school counselors) for a fee of $45 per .25 units of credit.
4. Students recovering credit earn a "P" upon completion of course requirements; no letter grades are awarded for credit recovery and the original failing grade remains on the student's academic transcript.

Concurrent Enrollment

A number of arrangements make it possible for a student to be registered in more than one high school or in high school and college during the same period of time.

1. Enrollment in courses taught on the high school campus, during the school day, taught by high school teachers, for high school credit and also for Salt Lake Community College credit. There is a one-time application fee of $35. Tuition for these courses is free, but students purchase their own books. Certain criteria for entrance into these courses are specified because of their rigorous nature.
   a. Credit from these courses may be transferable to some college or universities. Students should check with the desired institution on transferability.
2. Enrollment at the high school and college or university at the same time. In this arrangement, students attend courses on both campuses and pay the full college tuition. Credit received in the college may count towards high school graduation.
3. Enrollment in two high schools within the district. Many courses are available at specific locations, which would require a home school enrollment and also enrollment in a district magnet program or academy.
4. Dual enrollment is a term specifically describing the rights of students who are being educated in their homes to participate in one or more courses and extracurricular activities at their home school.
5. Early college admission is also an option to students at the end of their junior year who desire to enroll in a college or university early. In this program students make application through their principal to the Board of Education. They attend only classes at the higher education institution and provide to their high school their qualifications to graduate.

Granite Peaks Adult Learning Center

Granite Peaks Adult Classes: Granite Peaks Adult High School offers a wide variety of adult high school unit classes at all Granite Peaks’ campuses. Classes are offered year round and are generally held after school and in the evening.

A. High School Original Credit: High school students who lack sufficient units to graduate, may, with their counselor’s and administrator’s written permission, earn original units of credit at any Granite Peaks Adult Education Program. High school counselors have permission forms, which include registration dates and fee information. Students must bring completed form and administrator’s signature to a Granite Peaks Adult Education Office. Current fees include a non-refundable $30 registration fee and an additional $45 per .25 units of original credit.
B. Early Graduation and Enrichment Units: High school students may also enroll in the Granite Peaks Adult High School program to earn enrichment units, or to earn units toward early graduation. See your counselor for a Counselor Permission Form which includes registration dates and fees. Students must bring the completed Counselor Permission Form when they come to register. Current fees are $78 for each .25 early graduation units. In the case that a textbook is required, it can be purchased at the Granite Peaks campus office, or rented for a deposit equal to the cost of the book. The deposit minus $10 will be refunded when the book is returned in good condition. Some books that are consumables must be purchased.

C. Withdrawal from High School: Students who are leaving Granite School District's regular program may earn their high school diploma through the Granite Peaks Adult High School. Prior to enrolling with Granite Peaks Adult High School, students under 18 must be exempted from compulsory attendance requirements by Granite School District's Student Services Department. This process must include counselor, administrative and parental approval. Each exempted student is given an "Exemption Card." Students must present their Exemption Card when they register at the Granite Peaks campus of their choice. Students who officially withdraw from the regular day-school program should ask for a copy of their transcript and then contact a Granite Peaks campus counselor to determine the courses that are available and make plans for continuing their education and completing graduation requirements. Work experience units and some other non-class units may be available. Upon completion of State Adult High School requirements, graduates will receive a Granite Peaks Adult High School diploma.

D. Granite Peaks Adult High School campuses reserve the right to refuse admission to any student who may pose a danger to other students, staff, administration and the physical plant. Appropriate behavior for an educational program that respects the rights and privacy of all students is expected. Violation of these conditions is grounds for expulsion.

E. Students who have withdrawn from the regular high school may enroll in Granite Connection High School. Their enrollment makes them eligible to take classes or participate in Salt Lake Tooele Applied Technology Center (SLTATC) for no fees.

Granite Peaks Adult Learning Center, Adult High School and Community Education Non-Credit Classes:
Hundreds of short, recreational and practical classes are offered in several centers throughout the district. These are for high school age students as well as for children and/or adults. No special permission is needed to register for non-credit classes.

Post High School Graduation
Every post-high school educational institution has general admission requirements. Utah's state schools usually require high school graduation, a satisfactory grade point average (as defined by the particular institution), and successful completion of an admission test, the American College Test (ACT) in the spring of the junior year or fall of the senior year. Two-year schools and applied technology programs may administer their own placement exams. Students should consult with their counselor or the desired post-high school institutions for information regarding specific entrance requirements.

Every post-high school institution also has specific admission requirements. Students planning to attend the University of Utah, for example, must complete two years of a world language, two years of math beyond elementary algebra, and three years of science - two of which must be in biology, chemistry, or physics. Students are encouraged to consult with their counselor to ensure that all entrance requirements are met. Students interested in private or out-of-state schools should investigate admission requirements no later than their junior year. Many of these institutions require the SAT I (aptitude) Test and the SAT II (achievement) Tests which should be taken in the latter part of the junior year or early in the senior year. Students should consult with their counselor or the desired post-high school institutions for information regarding specific entrance requirements.

All students are encouraged to take the PLAN (practice ACT), the PSAT (practice SAT I), and special test preparation classes offered through the high schools. Completion of a challenging and comprehensive academic curriculum remains one of the best predictors of success on these college entrance tests.

Many post-high school financial aid and scholarship opportunities are available to students based on grades, test scores, service, leadership, talents, skills, and financial need. Students should consult with their counselors on a regular basis to learn about these special opportunities.

Advanced Placement Program
The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. This program was conceived because some high school students were so well prepared in some high school subjects that they needed more advanced course work. AP exposes high school students to rigorous college-level material through involvement in an AP course, and it gives them the opportunity to show that they have mastered the course work by taking an AP exam. Colleges and universities can then grant credit, placement, or both to students who have demonstrated mastery.

Advanced Placement is taught on the high school campus, during the school day, by high school teachers for high school credit and potentially college and university credit. The cost per AP Exam is approximately $80. Reduced fees and scholarships are available for students with acute financial need.

Notice of Transfer
A transfer form is issued to all secondary students who withdraw from school. This form will be required for registration in a receiving Granite District school.

Grading and Grade Interpretation
A. No grade will be indicated for students who withdraw on the first day of the term.
B. Pass/Fail progress grades will be awarded to students who withdraw during days 2-10 of the term.
C. PROGRESS GRADES (A-F) will be awarded to students who withdraw during days 11-35 of the term. Students who attend 35 days or less at their previous school will be awarded final grades based on their progress grades and performance in their new classes. (This final grading will be based on the receiving school's ability to match the previous school's classes; otherwise, the transfer grade may be awarded.)
D. GRADES/CREDIT (A-F) will be awarded to students who withdraw from day 36 to the end of the term. The new school will award the grades/credit once it has been verified by receipt of records from the previous school.
E. An incomplete grade (I) must be made up before the end of the following term or it automatically becomes an "F".
F. Citizenship grades will be awarded by the same standard as academic grades.

Transfer Credits
1. Transcripts from US schools posting credit on a 0 to 4.0 scale will have their credit evaluated by direct comparison to Granite School District Course offerings.
2. Transcripts from foreign schools will be evaluated as follows:
   a. The transcript or other original document from the transferring institution must reflect the total educational experience.
b. This document will be evaluated against the NCAA Guide to International Academic Standards for Athletics Eligibility. Major universities use this standard to evaluate transcripts from hundreds of countries in the world.

3. A letter on the transferring institution’s letterhead certified by an officer of the institution which provides a conversion scale from that institution’s grading structure to the United States 4.0 grade scale.

4. If the original document meets the NCAA standard as a Category One or a Category Two document and the conversion scale is provided as required the grades will be converted by the receiving school. Otherwise, the credits will be transferred and given a “Pass/Fail” indicator. In case the parent or student desires a grade evaluation without the specified document the parent would submit the transcript to the International Education Research Foundation (IERF) at ierf.org. This is the procedure used by major universities to arbitrate grade conversion or ambiguous situations.

Course Listings/Offerings

The course numbers 1-2-3-4, and so on, following a course title indicate the number of semesters or work offered in that field; i.e., Concert Band 1-8 indicates that this program may be taken for credit as many as eight semesters; English Core 3-4 is a two semester tenth grade class. The numbers in parentheses attached to the course description are the course computer code numbers and are to be used for registration purposes only.

Career & Technical Education

Career & Technical Education consists of seven program areas: (1) Agriculture (2) Business & Marketing (3) Information Technology (4) Family and Consumer Sciences (5) Health Sciences (6) Skilled and Technical Sciences (7) Technology and Engineering Sciences. Students have an opportunity to take classes across all program areas or to focus on one program area through a career pathway. Participation in a Career Pathway supports the development of skills that lead to entry-level employment and/or college. Career Pathways often include industry certification testing and work-based learning opportunities such as clinicals, internships and apprenticeships. Academy programs are an example of a career pathway found in Granite School District high schools. CTE courses provide a foundation leading to post-secondary training and/or a smooth transition into a career.

Career & Technical Education programs can lead to employment right out of high school or provide a basis for students to excel in college programs. All CTE pathways are different. A student in engineering will need a bachelor's and/or a master's to be successful. Other students may choose to enter the Aerospace industry as a composites technician right out of high school. Employment in industries like aerospace offer great benefits, the possibility of movement up in the company and often offer tuition reimbursement for students desiring to enter college later in life. Students may also choose to enter an apprenticeship. Apprenticeship programs lead to work degrees that are transferrable to all states in the nation. Apprenticeships are another option that leads to high paying jobs in industries with a strong demand for skilled employees. Some pathways such as healthcare provide both school-based instruction with a work-based experience requirement. An example of this would be a student in a certified nursing assisting program. The student completes school-based instruction to prepare them for the state industry certification, which also requires clinical hours to receive state licensure.

Agricultural Science

Agriculture is the nation's largest employer, with more than 21 million people working in some phase of industry from growing food and fiber to selling it in the supermarkets. The mission of Agricultural Science and Technology Education is to prepare students for employment and/or continuing education opportunities in the field of agriculture. This is accomplished through technical instruction in the classroom, experiential education in the laboratory, the Supervised Agricultural Experience Program, and through leadership and personal development in FFA. FFA leadership training is part of the curriculum in all Agriculture Science courses. Career pathways areas include: agricultural systems technology, animal systems, food production and processing systems, natural resource systems, and plant systems.

Aquaculture Intro (Grades 9-12) Year 1pd; Semester, 2pd block
This hands-on course gives students an overview of the aquaculture industry. Students spend the majority of class time applying course content in practical ways in the greenhouse. Through raising and taking care of fish and aquaponic systems, students gain marketable skills and content knowledge with respect to breeding, production, water maintenance and monitoring as well as management. Students also have opportunity to join and compete in FFA events. This course can fulfill the third science credit requirement.

Animal Science I (Grades 9-12) Semester, 2pd block
Animal Science will provide students with the opportunity to explore the many aspects of the livestock industry. During this course, students will study breeds of dairy cattle, beef cattle, equine, sheep, swine, and poultry. Students will look at animal breeding and reproduction, housing facilities, proper management practices, and feeding and nutrition. Judging and showing of some of these livestock breeds will also be included. FFA involvement is recommended for all students enrolled in this course. This course can fulfill the third science credit requirement.

Animal Science II (Grades 11-12) Semester, 2pd block
Students will develop knowledge and skills in a wide range of animal agriculture principles, including anatomy and physiology, health maintenance, waste disposal and facilities. The efficient production and effective management of selected animal enterprises are covered, including beef and dairy cattle, swine, sheep, goats, poultry and equine. Practices in veterinary medicine and those associated with small animal care are included. FFA involvement is recommended for all students enrolled in this course. This course can fulfill the third science credit requirement. Prerequisite: Animal Science 1 (636401) or Equine Science (636601)

Biology Agricultural Science (BioAg) (Grades 9-12) Semester, 2pd block
This hands-on introductory course is a biology course with an agriculture emphasis. Students explore such biology topics as cells, inheritance, evolution, and ecology by doing hands-on experiments in the context of agriculture. Students have the opportunity to compete in FFA. This course leads to other agriculture courses such as aquaculture, as well as, animal, plant, and vet sciences. This course can fulfill a core science credit.

Floriculture and Greenhouse Management (Grades 9-12) Semester, 2pd block
This is an intensive course in greenhouse operation and management that prepares students to produce commercial plant species in a controlled environment and to manage commercial and experimental greenhouse operations. Studies will also include basic plant biological systems, soil science, plant propagation, and floral design. This course can fulfill the third science credit requirement.
Equine Science (Grades 9-12) Semester, 2pd block (636601)
This course prepares students to care for horses and horse equipment; to train horses for various work and athletic or entertainment roles; and to manage horse training, breeding, and housing programs and facilities.

Intro To Horticulture Concurrent Enrollment (Grades 11-12) Semester, 2pd block (636321)
This course is an introduction to the production of nursery, greenhouse, fruit, and vegetable crops. Residential and commercial landscape construction and management will be explored, and students will learn about interior plants, arboriculture, turf science, landscape plant materials, and home gardening. This class is one of the first requirements for the USU Horticulture Major and also fulfills a Breadth Life Science requirement at USU. The GTI and USU horticulture students share the greenhouse used for this course. Students who major in Horticulture at USU can complete their entire program here at the GTI Campus with USU's extension campus on the 5th floor. Utah State concurrent enrollment credit - PSC 1800-3 credits).

Landscape Management/Nursery Operation (Grades 9-12) Semester, 2pd block (636341, 636361)
Students will develop knowledge and skills in nursery operation and landscape management practices that will prepare them to select appropriate plant materials and to design, install, and maintain interior and exterior plantings and hardscapes. They will also learn to maintain the facilities and equipment associated with this industry.

Veterinary Assistant I (Grades 10-12) Semester, 2pd block (636501)
This course is designed to encourage students to pursue a career in large animal veterinary practice. The program will focus on the following areas of study: safety and sanitation in veterinary science, veterinary terminology, anatomy and physiology, clinical examinations, hospital procedures, parasitology, laboratory techniques, animal nutrition, principles of disease, animals in society, career exploration, and animal management. Students enrolled in the program will have leadership opportunities through the FFA, a component that will be integrated into the vet assistant course. Veterinary Assistant I provides entry-level skills for those students who want to enter an occupation right out of high school and also provides the background necessary for students interested in pursuing a professional degree. Laboratory activities provide students with the hands-on experience and skills needed to participate in the exciting field of veterinary medicine.

Business and Marketing Education

There are nearly 28 million small businesses, employing more than 47 million people. As technology in business advances and the complexity of business increases, so does the need for business and marketing professionals. Business and Marketing Education prepares students for employment and/or continuing education opportunities in business through technical instruction in the classroom, experiential education in the laboratory, student internships, and through leadership and personal development in both the FBLA and DECA student leadership organizations. Career Pathways areas include: accounting and finance, administrative and technical support, entrepreneurship and management, hospitality and tourism and marketing.

Accounting I (Grades 10-12) Semester (610801, 610805)
Students will develop skills beginning with an understanding of the basic elements and concepts of double-entry accounting systems related to servicing businesses organized as a sole proprietorship. Skills include understanding of accounting equations, analyzing business transactions, entering transactions in journals, posting to ledgers, compiling end-of-period financial statements, preparing closing entries, and managing cash.
This course can fulfill 0.5 credit for a third math requirement. Also available as Concurrent Enrollment (613011) at some high schools.

Accounting II (Grades 10-12) Semester (610811)
Students will develop advanced skills that build upon those acquired in Accounting I. Students continue applying concepts of double-entry accounting systems related to merchandising businesses. Additional accounting skills will be developed, including preparing and journalizing payroll records, calculating and recording adjusting entries, and interpreting financial information. Computer accounting software may be used.
Prerequisite: Accounting I (610801, 610805); This course can fulfill 0.5 credit for a third math requirement. Also available as Concurrent Enrollment (612621) at some high schools.

Business Communication I (Grades 10-12) Semester (610601, 610602, 610603, 610611, 610612)
Business communication affects all aspects of our lives. This introductory course will teach students to communicate in a clear, courteous, concise, complete, and correct manner on both the personal and professional levels. Competency will be developed in oral, written, interpersonal, technological, and employment communication. Listening skills will be incorporated throughout the semester. The overriding goal is to provide students with a solid communication base, so they are able to communicate effectively. This course can fulfill 0.5 credit for the fourth language arts requirement.

Business Law (Grades 10-12) Semester (610701)
Students will gain an understanding of the law as it relates to them personally now and the implication of the law in their future lives, as well as, the lives of their family and friends. Basic legal vocabulary, contract law, student rights and responsibilities as citizens, utilizations of financial transactions, employment and agency relationships, and the regulations governing different types of business organizations will be covered. The course includes an understanding of the court system at the local, state, and national levels. As a culminating project, students will participate in one or more mock trials.

Business Management (Grades 10-12) Semester (610761, 610771, 610772)
The Business Management course seeks to develop sound management skills within students, as management plays a role in any future employment opportunity. Students are able to analyze, synthesize, and evaluate data from the other functional areas of business (e.g., marketing, finance, accounting, and production) as well as focus on managing one’s time and the time and talents of others. Effective management requires decision-making abilities, long-range planning knowledge, human relations expertise, and motivational skills. Students learn leadership skills and are able to select appropriate management styles. Finally, students are taught current technological applications and the effect international trade has on management style and decisions. Also available as Concurrent Enrollment (612621, 613221) at some high schools.

Business Mathematics & Personal Finance (Grades 11-12) Semester (610671, 610661, 610662)
This course is designed to represent the standards of learning that are essential and necessary for all students. The implementation of the ideas, concepts, knowledge, and skills will create the ability to solve mathematical problems, analyze and interpret data, and apply sound decision-making skills. This will enable students to implement the decision-making skills using these skills in a hands-on manner to become wise and knowledgeable consumers, savers,
Investors, users of credit, money managers, citizens, employees, employers, inventors, entrepreneurs, and members of a global workforce and society. Students enrolled in this course receive 0.5 credit for the General Financial Literacy graduation requirement.

**Business Office Specialist (BOS) (Grades 9-12) Semester**

This course applies advanced concepts and principles using word processing, spreadsheets, databases, and electronic presentation software. Students will integrate applications learned. This course prepares the student to take Microsoft Office Specialist tests which are industry standard. This course fulfills the 0.5 computer literacy graduation requirement.

**Customer Service (Grades 10-12) Semester**

Developing customer satisfaction and loyalty is the focus of the Customer Service course. Students will gain an understanding of the skills, attitudes, and thinking patterns needed to win customer satisfaction and loyalty while learning and refining tasks necessary for success in the service industry. Additional skills include how to: work with local businesses and prepare for job opportunities, develop service strategies, refine service skills, and gain experience to calmly aid customers in decision making. Students taking marketing classes will have the opportunity to participate in the DECA organization (student marketing leadership association). DECA-related activities and curricula are part of classroom instruction in all marketing classes.

**Desktop Publishing I (Grades 10-12) Semester**

This one-semester course provides skills development in the electronic procedures of producing and editing publications. Students will create, format, illustrate, design, edit/revise, and print publications. Improved productivity of electronically produced newsletters, flyers, brochures, reports, advertising materials, and other publications is emphasized. Proofreading, document composition, and communication competencies are also included.

**Desktop Publishing II (Grades 10-12) Semester**

Desktop Publishing II is an in-depth course for the creative-minded student wanting to gain computer experience. The course provides students with the opportunity to learn basic and advanced publishing skills while creating a portfolio containing: newsletters, brochures, invitations, flyers, calendars, and proposals. Professional appearance will be evident in the quality of work produced for student portfolios. Recommended: Prior completion of Desktop Publishing I preferred (610401, 610421)

**Digital Business Applications (Grades 9-12) Semester**

The digital business world is progressively more reliant on digital technologies. The Digital Business Applications course is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Concepts include the overall digital experience, digital communications, digital media and the exploration of career choices. This course also provides practical experience in professionalism using various forms of presentation skills, including speaking, podcasting and digital portfolio relating to the globalization of business. Also available as Concurrent Enrollment (613001) at some high schools. This course fulfills the 0.5 computer literacy graduation requirement.

**Digital Marketing (Grades 10-12) Semester**

The Digital Marketing course is designed to give students a general background in digital marketing and an introduction to the rapidly growing and evolving career field. Students will be exposed to the fundamental concepts and principles of the digital experience, focus on the learning tools and skills necessary for solving business problems, and developing marketing opportunities. The course will provide practical experience in, but not limited to: e-commerce, media planning, branding, online advertising, display advertising, digital campaigns, social media marketing, and mobile media.

**Economics (Grades 10-12) Semester**

This course focuses on the study of economic problems and the methods by which societies solve them. Characteristics of the market economy of the United States and its function in the world and methods of applying economics to one's life will be explored. Also available as Concurrent Enrollment (612621, 613651) at some high schools.

**Entrepreneurship (Grades 10-12) Semester**

Students will gain an understanding of the marketing and management principles necessary to start and operate their own business. They will develop an awareness of the opportunities for small business ownership and the planning skills needed to open a small business. Students will become aware of the traits and characteristics of successful entrepreneurs, the knowledge needed in research, planning and regulations affecting the small business and the means of financing a small business. They will understand the specific strategies of business management and marketing and the economic role of the entrepreneur in the market system. Entrepreneurship is designed for students who have an interest in developing the skills, attitudes, and knowledge necessary for successful entrepreneurs.

**Leadership Principles (Grades 11-12) Semester**

This class teaches how to be an effective leader. Concepts include goal setting, motivation, team building, time management, conflict resolution, communication, ethics, diversity and much more. Also available for Concurrent Enrollment college credit at some high schools.

**Marketing I (Grades 11-12) Semester**

Marketing I is the foundation for all marketing courses. Students will learn basic principles that lead to careers in marketing, finance, hospitality, and management. Students will be introduced to the world of marketing including the free enterprise system. The seven core functions of marketing will be examined: marketing planning, marketing-information management, pricing, product/service management, promotion, channel management, and selling. A central focus throughout the course will be the development of soft skills including teamwork, oral communication, written communication, decision-making, and emotional intelligence. Students will have the opportunity to participate in DECA, a student organization that prepares emerging leaders and entrepreneurs. DECA related activities and curriculum are an integral part of all marketing classes. Also available for Concurrent Enrollment college credit (612661, 613761) at some high schools.

**Marketing II (Grades 11-12) Semester**

This project-based course allows students to develop and demonstrate management level marketing skills. Students will learn advanced marketing principles then demonstrate proficiency by completing a marketing project. The majority of class time focuses on students completing their marketing projects. Examples of projects include: creating an advertising or public relations campaign, developing a business plan, conducting market research for a business and making suggestions for improvement, or completing an official DECA written project. Each project will include a written and presentation component.

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Retailing (Grades 10-12) Semester
(612311)
Retailing is a program that will prepare the student to operate businesses that sell, rent, or lease goods and services. This course will provide insight into the theory and application of merchandise/service assortment, pricing, promotion mix, location, store layout, and customer service activities necessary for successful retail operations.

Sports & Entertainment Marketing (Grades 9-12) Semester
(612111, 612115, 612116)
This is an introductory course, which will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and sporting events. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and sports marketing plans. This course will also delve into the components of promotion plans, sponsorship proposals and the key elements needed in sports marketing plans.

BUSINESS & MARKETING CAREER ACADEMIES

Career Academies are specialized programs that provide students comprehensive learning opportunities related to specific industries and are ideal for students who have a career interest or goal in an industry represented by an academy. Academy programs have features that make them unique educational opportunities for students:

- Academy courses - Students complete eight required courses as part of the academy curriculum.
- Concurrent enrollment - Students can earn college credit through some academy courses.
- Student internship - Students can complete paid internships with participating businesses.
- Application process - Students must apply for admittance into an academy program. Pick up the application from your Career Center.

Students in the 10th, 11th, and 12th grades are invited to participate. Students who successfully complete all academy requirements can enter the work force or continue their education at a college or university.

Academy of Hospitality and Tourism

This is a two-year program for juniors and seniors with career interests in the hospitality and tourism industry. The comprehensive curriculum includes hospitality services, travel and tourism, marketing, management, business communications, desktop publishing and Accounting 1. Entrance into the program is competitive, and courses are available only to students admitted to the program. Enrollment is open to any Granite School District student who meets admission criteria. This academy is taught at the Granite Technical Institute (GTI) where students are bused from all Granite School District high schools. Contact a high school career counselor or the Academy Program Manager at 385-646-5445 for more information.

Academy of Finance

The Academy of Finance is a two-year program for juniors and seniors who are interested in pursuing a career in financial services. The comprehensive curriculum includes economics, accounting, financial planning and banking and credit. Entrance into this academy is competitive, and courses are available only to those students admitted into the program. Enrollment is open to any student in Granite School District who meets admission criteria.

For more information, contact a high school career counselor or Ruth Dallas, the Academy Program Manager at 385-646-5445.

Family and Consumer Sciences

The unique focus of Family and Consumer Sciences courses is families, work and interrelationships including a vision of empowering individuals and families across the lifespan to manage the challenges of living and working in a diverse, global society. Courses prepare students for careers in human services, education, food service, interior design, dietetics, and nutrition. Students have the opportunity to participate in the Family, Career and Community Leaders of America (FCCLA) student leadership organization. FCCLA leadership training is part of the curriculum in all Family and Consumer Sciences courses. Pathways include: Early Childhood Education, Family and Human Services, Fashion Design, Manufacturing and Merchandising, Food Science, Dietetics and Nutrition, Food Service and Culinary Arts, and Interior Design.

Adult Roles and Responsibilities (Grades 10-12) Semester
(617211, 617212)
This course prepares students to understand the nature, function, and significance of human relationships involving individuals and families. Topics include: family living, parenting, household and money management, decision-making skills, communication skills, self-awareness, crisis management, and the individual's roles and responsibilities within the family and community. Emphasis will be placed upon the uniqueness, needs, and interests of individuals and families.

Adult Roles and Financial Literacy (Grades 11-12) Year
(617251, 617252)
This course prepares students to understand human relationships involving individuals and families integrated with general financial literacy. Topics include: career and workforce preparation, dating, marriage, parenting, decision-making, communication, self-awareness, money management, saving, investing, and individual roles and responsibilities within the family, community and workforce. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering, and Math (STEM) education. Students who complete the entire 1.0 course will fulfill the General Financial Literacy graduation requirement. .5 CTE credit and .5 Financial Literacy Credit. Also available as Concurrent Enrollment (617281, 617282) at some high schools.

Apparel Design & Production I (Grades 9-12) Semester
(618401)
This course introduces students to basic sewing and pressing equipment, textiles, entry-level project construction techniques and techniques for creating seam finishes. Students will learn sewing and fabric terms, how to lay out patterns and how to read and follow pattern guide sheets. Students provide their own materials for each project.
Apparel Design & Production II (Grades 9-12) Semester (618421)
This course introduces students to intermediate techniques associated with sewing, serging and pressing equipment and reviews the types of fabric construction. Students will be able to make an intermediate level project using correct construction techniques. 
Recommended Prerequisite: Apparel Design & Production I (618401)

Advanced Fashion Design Merchandising (Grades 11-12) Semester (618531)
Advanced Fashion Merchandising is designed to provide the serious fashion student knowledge of the various business functions in the fashion industry. The following list of skill standards prepares the student in fashion merchandising with a working knowledge of promotion, textiles, merchandising math, selling, visual merchandising and career opportunities. 
Recommended Prerequisite: Fashion Design Merchandising (618521)

Advanced Interior Design (Grades 11-12) Year (618640, 618641)
This course supports the development of advanced skills in applying the elements and principles of design to interiors. Portfolio projects are integrated throughout the course to provide applications as the students continue their study of floor plans, color schemes, lighting, textures, fabrics, and furniture design and style. Appropriate computer design programs are used in this course. The students will explore the various career opportunities related to interior design. A coordinated project that allows applications of interior design skills in a residential, commercial, or school setting may be a component of this course. 
Recommended Prerequisite: Interior Design I (618601); Also available as Concurrent Enrollment (618680) in some high schools.

Child Development (Grades 9-12) Semester (617501)
This course provides students with an understanding of the aspects of human growth and development. Parenting skills are developed as positive guidance and child-related issues are studied. Learning activities and topics of study include: parenting, nurturing, prenatal development, pregnancy, neonate, infants, toddlers, preschoolers, and positive guidance.

Early Childhood Education I (Grades 10-12) Year, Semester (617600, 617601, 617602)
This course prepares individuals for child-related careers and/or more extensive parenting skills through personal interaction with children. Instruction is given in developing positive relationships with and learning experiences for children, childcare policies and management, guidance techniques, and health and safety concerns. Onsite preschool and/or child care experiences will be a major component of the course. Prerequisite: Child Development (617501)
Also available as Concurrent Enrollment college credit (617800, 617801) at some high schools.

Early Childhood Education II (Grades 11-12) Year, Semester (617650, 617651)
The primary focus of this class is to complete steps to apply for the Child Development Associate (CDA) credential through hands-on, on-site early childhood education experience. This course provides students with an opportunity to work with children in a professional on-site lab setting and prepares individuals for careers in early childhood education. Experiences include: Program planning and management, resource and facility management, peer mentoring, supervising recreational and play activities, and preparing, implementing and evaluating learning experiences for children. Prerequisite: Child Development (617501), and Early Childhood Education I (617600, 617601, 617602) - This class may be repeated as students work to complete their CDA requirements.

Entrepreneurship-Family and Consumer Science (Grades 9-12) Semester (617651, 617961)
Skills learned in Family Consumer Science classes are the basis for many entrepreneurs who are selling products on sites like Pinterest and Etsy. This course allows students to develop skills and experience aspects of economics as they are practiced in the free enterprise system. Activities include organizing a small business, producing products and/or providing services, and managing a small business. The Family and Consumer Sciences laboratories will be used to provide activity-oriented experiences for developing entrepreneurial skills, manufacturing products, and providing services. Business concepts will be introduced and integrated as part of the entrepreneurship experience to maximize student interest an impact.

Fashion Design Studio (Grades 9-12) Semester (618501)
This course explores how fashion influences everyday life and introduces students to the fashion industry. Topics covered include: fashion fundamentals, elements and principles of design, textiles, consumerism, and fashion related careers, with an emphasis on personal application.

Fashion Design Merchandising (Grades 10-12) Semester (618521)
Fashion Design Merchandising is an introductory course that teaches the concepts of entry-level business and fashion fundamentals. The course prepares the student in fashion merchandising with the fundamentals of: basic fashion concepts and marketing terminology, fashion cycles, key components of the fashion industry, retail merchandise categories, fashion promotion and fashion careers.

Fashion Institute (Grades 11-12) Year (618580, 618590)
The world of fashion is exciting and fast paced. Fashion Institute is a class for those interested in the fashion design careers today. Technical and artistic elements of fashion will be explored. Students will learn industry methods of construction, flat pattern design, draping and embellishments. The class will focus on the latest trends and will have a fashion show to show off student designs at the end of the year. Prerequisite: Apparel Design & Production I (615401)

Food and Nutrition I (Grades 9-12) Semester (618001, 618002, 618003)
This course is designed for students who want to develop cooking skills and are interested in understanding the principles of nutrition and maintaining a healthy lifestyle. Students learn equipment use and care, food sanitation, kitchen safety, recipe reading, and the development of good habits. Attention is given to the preparation of foods that encourage well being. This course is a foundation course for students wanting to enter Family and Consumer Sciences pathways in nutrition, dietetics, restaurant management, or food service and culinary arts.

Food and Nutrition II (Grades 9-12) Semester (618051)
Food and Nutrition II is an advanced course designed for students who enjoy cooking and wish to further develop skills related to meal planning, nutrition, entertaining, special occasions, foreign and creative foods. Instruction is given in the relationship of nutrition to health throughout the life cycle and the selection, preparation, and care of food. Meal management and good consumer economics teaches optimal use of the food dollar. This course is a foundation course for students wanting to enter Family and Consumer Sciences pathways in nutrition, dietetics, restaurant management, or food service and culinary arts. Recommended Prerequisite: Food and Nutrition I (618001, 618002, 618003)
Food and Science (Grades 9-12) Semester (618171)
This course teaches scientific principles and how those principles can be applied to improve the health of individuals and families. Instruction is given concerning the physical, microbiological and chemical principles that affect the food we eat.
Recommended Prerequisite: Food and Nutrition I or II (618001, 618002, 618003, 618051)

Culinary Arts (grades 11-12) Year, Semester (618130, 618131)
Students will be trained for career opportunities in the food service/culinary arts industry. This course provides opportunities to: learn and practice safety and sanitation, use and maintain commercial food service equipment, and practice quantity food preparation as it relates to catering, bakery, restaurant, hospitality and fast food opportunities. Recommended Prerequisite: Food and Nutrition I & II (618001, 618002, 618003)

Human Development (11-12) Semester (617841)
Human Development is a course that addresses the developmental aspects of individuals across the lifespan. Course content encompasses the study of biological, cognitive, social, and emotional developmental changes of the healthy individual in the context of the family and society. Human Development may be offered as a college concurrent credit course at some high schools.

Human Development CE (FHS1500) (11-12) Semester (617851)
This course teaches the elements and principles of design to apply to the study of interior design skills in a residential, commercial or school setting. Projects are integrated throughout the course to showcase student work as they study floor plans, color schemes, lighting, textures, fabrics, and furniture design and style. Computer design programs are used in this course to support development of industry marketable skills. A final project provides a framework for applications of interior design skills in a residential, commercial or school setting. Also available as Concurrent Enrollment (618880) at some high schools.

Interior Design I (Grades 10-12) Semester (618601)
This course enables students to explore their creativity in the field of interior design. Identification of the elements and principles of design are emphasized. Other topics included are furniture arrangement basics, floor planning evaluation, color schemes, area planning and careers. FCCLA leadership training is an integral part of this course.

Interior Design, Advanced (Grades 11-12) Semester (618601)
This course provides the opportunity to develop advanced skills in applying the elements and principles of design to interiors. Portfolio projects are integrated throughout the course to showcase student work as they study floor plans, color schemes, lighting, textures, fabrics, and furniture design and style. Computer design programs are used in this course to support development of industry marketable skills. A final project provides a framework for applications of interior design skills in a residential, commercial or school setting. Also available as Concurrent Enrollment (618880) at some high schools.

ProStart I (Grades 10-12) Year, Semester (618200, 618211)
This course prepares students for careers in the restaurant industry. Skills include: customer relations, food preparation, menu planning, cost controls, marketing, management and communication. Students will develop a professional portfolio related to food services. National certification is available upon completion of ProStart I and II. Students must have a Social Security number for certification. Prerequisite: Food and Nutrition I or II (618001, 618002, 618003, 618051); Also available as Concurrent Enrollment (618231).

ProStart II (Grades 11-12) Year, Semester (618250, 618261)
Students will continue to be trained for employment in restaurants. The basic skills taught in ProStart I will be reviewed and additional skills such as customer relations, accounting procedures and more advanced food preparation skills will be taught. FCCLA leadership and competitions are an integral part of this course. Prerequisite: Food and Nutrition I or II (618001, 618002, 618003, 618051)

Sports & Outdoor Product Design I (Grades 9-12) Semester (618461)
This course teaches students basic construction skills, but is specialized to concentrate on specific fabrics or projects such as outdoor clothing or sports clothing. Students learn basic sewing, use of pressing equipment, textiles and introductory level project construction techniques.

Sports & Outdoor Product Design II (Grades 9-12) Semester (618471)
This course teaches students intermediate construction skills, but is specialized to concentrate on specific fabrics or projects such as outdoor clothing or sports clothing. Students are introduced to more advanced techniques in sewing, serging, pressing equipment and fabric selection. Recommended Prerequisite: Sports & Outdoor Product Design I (618461)

Textile Design & Entrepreneurship (Grades 11-12) Year, Semester (618540, 618541)
This course is designed to focus on entrepreneurial opportunities and careers in design fields. Experiences may include pattern design, surface design, clothing construction and manufacturing, fitting and alteration, and interior fabrication. The study and application of textile sciences and technology in this course provides students with laboratory-based experiences that will strengthen their comprehension of concepts and standards outlined in Science, Technology, Engineering and Math (STEM) education. Recommended Prerequisite: Sports & Outdoor Production I (618471) or Apparel Design & Production I (618401)

Health Science and Health Technology

Health Science and Health Technology Education courses are designed for introduction and exploration of various aspects of the medical field and to develop marketable skills appropriate to many health careers. Transportation is available from every district high school for Health Science courses taught at the GTI. If the class is taught at a school other than the GTI or the student's home school, he/she will be responsible for providing their own transportation. Students have the opportunity to participate in the Future Healthcare Professionals (HOSA) student leadership organization. HOSA leadership training is part of the curriculum in all Health Science and Health Technology courses. Pathways include: biotechnology, diagnostic – clinical laboratory and medical forensics, health informatics – medical office administrative assistant, and therapeutic services with specialties in dental, emergency medical technician (EMT), medical assistant, nursing, pharmacy, and therapeutic rehabilitation/ exercise.

Biotechnology and Biotechnology CE (BTEC1010/15) (Grades 11-12) Year (602500, 602521, 603700, 602711, 603720)
This hands-on introductory concurrent enrollment course provides opportunities for students to explore the exciting emerging world of biotechnology. It provides a solid foundation for students who wish to pursue careers in fields such as bioengineering, biotechnology, and biological science among others. Developing marketable, hands-on lab skills is the course’s primary objective. This objective is met as students work at the lab bench on such topics as DNA structure, gene expression, protein synthesis, recombinant DNA strategies, DNA testing, DNA sequencing, forensics, and bioethics. Qualified 11th and 12th grade students may take this course through concurrent enrollment for college credit (BTEC1010, 3.0 credits, & BTEC1015, 1.0 credit). This course can fulfill the third science credit requirement.
Introduction to Health Science and Technology (Grades 9-12)  Year/Semester  (645100, 645101, 645110)
This beginning course is designed to create an awareness of career possibilities in healthcare and inform students of the educational options available for health science and health technology programs. Instruction includes beginning anatomy and physiology, medical terminology, medical ethics, diseases, and disorders. The course prepares students for the Medical Anatomy/Physiology course and/or for a variety of health technology programs.

Dental Assistant 1  (Grades 11-12)  Semester, 2pd block  (646101)
Dental Assistant 1 introduces students to the field of dental assisting. Students will learn basic patient care skills in preparation to assist a dentist or dental hygienist in the functions of a dental practice. Skills include: infection control procedures, instrument sterilization, patient preparation, examination, preventive care, and coronal polishing procedures.

Dental Assistant 2  (Grades 11-12)  Semester, 2pd block  (646151)
Must be taken and successfully completed the same year as Dental 1. Dental Assisting 2 provides students with an introduction to dental materials and restorative procedures, cosmetic and surgical procedures, dental radiographic techniques, diagnostic study models and laboratory skills. Students practice skills in a school dental lab setting. Qualified students will have the opportunity to participate in a 90-hour externship at a dental office of their choice. prerequisite: Dental Assistant 1  (646101)

Emergency Medical Responder [EMR]  (Grades 9-12)  Semester  (646401, 646402)
This semester course provides students with advanced emergency medical information and skills. The course introduces students to a variety of career options in emergency medicine along with preparing students to take nationally recognized tests for certification in Advanced First Aid, CPR and Emergency Medical Response. Students will learn basic skills prior to enrolling in EMT, nursing assisting, medical assisting and dental assisting courses. This course offers Weber State University concurrent enrollment credit (AT2300, 3.0 credits) for qualified 11th and 12th grade students. (646422).

Emergency Medical Technician [EMT]  (Grade 12-12)  Year, 2pd block  (646450)
This program prepares students to perform initial medical assessment, treatment, and comprehensive care in medical crises, under the general supervision of a coordinating physician. Instruction includes all aspects of basic health care, disease and disorder recognition, injury diagnosis, and emergency treatment procedures for various injuries and disease outbreaks. Students learn about such areas as: the emergency treatment of various cardiopulmonary problems, emergency childbirth, exposure to heat, cold, radiation and disease through theory and extensive practice sessions with EMTs. Students will be registered with the Utah Bureau of Emergency Medical Services to become a Certified EMT. The Emergency Medical Technician course prepares a student to take the EMT State Licensure Exam. Recommended prerequisite: Emergency Medical Responder  (646401, 646402); Also available as Concurrent Enrollment  (646470).

Exercise Science  (Grades 11-12)  Year, 1pd; Semester, 2pd block  (645200, 645221)
This course is designed to teach students components of Exercise Science and Sports Medicine by exploring topics such as anatomy/physiology, medical terminology, injury evaluation, nutrition, rehabilitation, and sports psychology. The course also includes many taping procedure labs and other hands-on activities. Extracurricular opportunities such as Future Doctors and job shadowing externships, allow students to further investigate areas of medicine. This course offers concurrent enrollment through Utah Valley University, PES2400, 2.0 credit hours (645250, 628251).

Introduction to Physical Therapy  (Grades 11-12)  Semester, 2pd block  (645311)
This course introduces students to the field of physical therapy through the history, medical terminology, documentation, therapy treatments, and pertinent legal and ethical considerations of the profession. Healthcare for diverse populations begins its thread in this course. Students will participate in clinical observations. Students will learn about physical therapy assistant and physical therapy doctoral programs.

Medical Anatomy and Physiology  (Grades 10-12)  Year, 1pd; Semester, 2pd block  (645500, 645510, 645530)
This course is a complex study of the anatomy, physiology, chemistry and medical terminology of body systems. On-site clinical visits, job shadowing and guest speakers help students make realistic decisions regarding educational plans for health career choices. Also available for concurrent enrollment credit at some high schools (645550, 645570, 645580) This course can fulfill the third science credit requirement.

Medical Assistant  (Grade 12)  Year, 2pd  (646000)
This program prepares students to assist physicians by performing functions related to both business administration and clinical duties in a medical office. The business aspect of instruction covers insurance, bookkeeping, medical terminology, and general office management. Clinical study includes providing physician assistance during patient examinations, treatment, administration and monitoring. Students learn to keep patient and related health record information and to perform clinical, administrative and laboratory duties. A 160-hour externship is required for completion of this course. This course serves as an introduction to a variety of health related fields. Students must be recommended for and successfully pass the national exam to work as a medical assistant. Prerequisite or co-requisite: Medical Terminology

Nursing Assistant (C.N.A.)  (Grades 11-12)  Semester, 2pd block  (646231)
Note: It is recommended that students take Medical Terminology prior to taking this course. You must be 16 yrs. old to begin the course.
This program prepares students to perform routine nursing-related services to patients in hospitals or long-term care facilities under the training and supervision of a registered nurse or licensed practical nurse. Students learn basic nursing skills such as taking and recording vital signs and recognizing abnormal changes in body functions. Basic areas of study include: basic nursing skills, personal care skills, mental health and social service needs, care of cognitively impaired residents, basic restorative services and resident rights. A 60-hour clinical experience is required in a nursing facility to complete course requirements. Students must provide a social security or IRS number in order to take the state C.N.A. exam.

Medical Terminology  (Grades 9-12)  Semester, 2pd block  (645700, 645701, 645711)
Students learn the meanings and pronunciations of prefixes, roots, and suffixes that combine to form over 11,000 medical terms. This is essential knowledge for any health career. Medical Terminology is a prerequisite for Medical Assistant and Pharmacy Technician and recommended for Certified Nurse Assisting. This course offers SLCC concurrent enrollment credit (HIT1100, 2.0 credit) for qualified 11th and 12th grade students (645750, 645761).

Pharmacy Technician  (Grade 12)  Year, 2pd block  (646300)
This program prepares students to support pharmacists by providing assistance during patient consultation, counter dispensing operations, and prescription preparation. Students will also be trained to keep patient and related health record information and to perform a wide range of practice-related duties for both retail and hospital-based pharmacies. Students must have good social skills, good attendance, and the ability to get themselves to their externship experiences. Students must maintain a “B” average and complete a 180-hour externship in addition to course work for successful licensure with the state of
Students must provide a social security number in order to take the national exam and become licensed in the state of Utah.
Prerequisite: Medical Terminology (645700, 645701, 645711)

Surgical Technician (Grades 12-12) Available through Jordan School District (646601, 646611, 646631, 646641)
Surgical Technician prepares individuals to perform general technical support tasks in the operating room before, during and after surgery. This course includes instruction in pre-operation patient and surgical team preparation, handling surgical instruments at table side, supply inventory maintenance before and during operations, sterilization and cleaning of equipment, maintaining clean and sealed environments, operating room safety procedures, and record-keeping.

Information Technology
Information technology programs include the study, design, development, implementation, support and/or management of computer hardware, software applications, multimedia, computer-based information systems, and integration services. Information technology coursework is divided into four specialty strands. These include: Information Support & Services, Interactive Media, Network Systems, Programming and Software Development. Students may choose to take a sequence of courses in one specialization strand or they may take courses across each strand to gain a broader understanding of the information technology industry. Information technology careers are found in every industry sector and are in high demand. Students have the opportunity to participate in a number of student leadership organizations in the Information Technology program area that include Future Business Leaders of America (FBLA), Skills USA, and the Technology Student Association (TSA). IT pathways include digital media, network and IT support, programming/software development, and web development and administration. Suggested IT Pathway Tracks are presented in the table below the IT course list.

3D Animation (Grades 9-12) Semester, 2pd block (640201)
3D Animation offers an entry-level study of the basic principles of 3D and 2D animation. Subject matter includes 2D animation, timing, secondary motion, stretch & squash, basic 3D modeling, lighting, UV mapping, rigging and animating a model. This course emphasizes artistic principles for those students interested in the 3D industry. Students will learn basic principles such as layout and design, color theory, and basic drawing skills. In addition, animation planning, storyboard development, and the production process will be a large part of the course.

Advanced 3D Animation (Grades 11-12) Semester, 2pd block (640251)
This semester course offers an advanced level study of the principles of 3D and 2D animation. This course is designed to prepare students for entry into an internship or a college course with the skills necessary to succeed in industry. Subject matter includes advanced polygonal modeling, nurbs modeling, advanced techniques for both game and movie industries, advanced lighting and texture, dynamics, environmental construction, advanced character rigging and animation. This course expounds on the instructional principles taught during the 3D Animation class, but gives more time for student projects and critiques. Students will continue to apply the art principles learned during the intro class, and the principles will be critiqued and applied in their final projects. Students will have the opportunity to work with college professors to seamlessly transition into college and their desired field of study.
Prerequisite: 3D Animation (640201)

A+ Computer Repair/Maintenance (Grades 9-12) Semester, 2pd block (640801)
In this course, students practice troubleshooting, maintenance, and upgrade of PCs. Course content covers setup, memory management, data back-up, and hardware/software diagnostic procedures. The course is designed to prepare students for the CompTIA A+ certification exam. A+ certification verifies the competency of entry-level (9 month’s experience) service technicians in the computer industry. Earning A+ certification means that the individual possesses the knowledge, skills, and customer relation skills essential for a successful entry-level computer service technician as defined by experts from companies across the industry.

AP Computer Science (Grades 11-12) Year (640640)
AP Computer Science is a rigorous programming course in computer science. The major theme of the course is problem solving. Prerequisite: Secondary Math 2; Recommended: Computer Programming 1 (640400, 640401), Computer Programming 2 (640520, 640501), Computer Science Principles (640610) or AP Computer Science Principles (640600)

AP Computer Science Principles (Grades 9-12) Year (640600)
AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.

Basic Networking (NETWORK +) (Grades 9-12) Semester, 2pd block (640821)
This course focuses on basic networking terms and concepts, the OSI model, transmission media, and protocols used by various vendors in LAN and WAN network implementation. The course is designed to prepare students for the CompTIA Network+ certification exam and is equivalent to 6 months of full time experience working with Peer-to-Peer and Server Client networks. Students will be introduced to CCENT (Beginning Cisco Certification), learn to describe the operation of data networks, implement small switched networks, implement an IP addressing scheme and IP services to meet network requirements for a small branch office, implement small routed networks, explain and select administrative tasks required for a WLAN, identify security threats to a network and describe ways to mitigate those threats, and implement WAN links.

Computer Programming 1 (Grades 9-12) Year, 1pd Semester, 2pd block (640400, 640401)
This course is an introduction to computer programming using C#. Students will learn problem solving and object-oriented programming as they design code and test their own programs. Students will learn C# syntax, graphical user interface (GUI) and simple control and data structures. Students will produce a graphical game as their final project.

Computer Programming 2 (Grades 10-12) Year, 1pd IB program; Semester, 2pd block (640520, 640501)
This course is designed to teach the JAVA programming language. It is a suitable class for advanced computer programmers who plan to further their information technology education in preparation for college and the workforce. In addition, this course is designed to take programming concepts and implement them in mobile device technology. Emphasis will be on completing individual and team based projects that demonstrate a student's ability to grasp new cell phone technology. Students will build customized user interactive text message, GPS map location, voice recorder, and game mobile applications. Prerequisite: Computer Programming 1 (640400, 640401)
Computer Programming Projects (Grades 11-12) Semester (640551, 640571)
Students will learn to read and code HTML web pages, program in PHP scripting language and use the relational database MySQL. This course is designed to help students acquire marketable skills. **Students wishing to take this course must make individual arrangements with the instructor. Prerequisite:** Computer Programming 1 or 2 (640400, 640401, 640520, 640501) or Web Development II (641621).

Computer Science Principles (Grades 9-12) Year (640610)
Computer Science Principles is a new course that seeks to broaden participation in computing and computer science. The course places emphasis on the principles of computer science rather than just programming. Concepts include: 1) computing as a creative activity, 2) how computing focuses on relevant concepts and the creation of knowledge, 3) algorithms that are used to develop and express solutions to computational problems, 4) programming that enables problem solving, human expression, and creation of knowledge, and 5) the internet’s role in modern computing.

Digital Media I (Grades 9 -12) Year, Semester (640000, 640001, 640011)
This course provides an entry-level experience in multimedia. Students will learn the process of planning instructional design and development of digital media. Students will create interactive computer applications using the elements of text, 2D and 3D graphics, animation, sound, video, and digital imaging.

Digital Media II (Grades 11-12) Year 1pd, Semester, 2pd block (640100, 640121)
This class is an advanced digital media course for students serious about careers in computer graphics, authoring, and other interactive computer applications. It is designed to prepare students with marketable skills for the production of instructional multimedia, presentations, computer graphics, animation, video, and other applications of multimedia. **Prerequisite:** Digital Media I (640000, 640001, 640011); Also available as Concurrent Enrollment (640050).

Digital Media II (Projects class) (Grades 12-12) Semester
This semester course offers seniors an opportunity to create and complete a portfolio necessary for internships, college programs and the job application process. Students will have the opportunity to work with real world situations, producing products for both the school district and local businesses, helping to give substance to their portfolios. Students will be critiqued every two weeks to measure their progress, quality of work, and to receive direction as to the overall layout, design and professionalism of the course. This class is designed after a senior level college studio class to prepare students for what they will encounter in college. In addition, this course will help students complete all necessary paperwork for entrance college or an internship program. **Students wishing to take this course must make individual arrangements with the instructor. Prerequisite:** Advanced 3-D Animation (640201, 640251)

Exploring Computer Science (Grades 9-12) Semester (642001)
Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing to help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today’s students. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues. **This course fulfills the 0.5 computer literacy graduation requirement.**

Exploring Computer Science II (Grades 9-12) Year (642050)
Exploring Computer Science II expands on learning from the first Exploring Computer Science course. Students will use computational thinking skills to identify connections between math and computer science. Students will take the role of a developer of web pages including documentation required for users and equipment. Data analysis and coding are key.

Gaming Development Fundamentals (Grades 9-12) Semester (641701)
This course is designed to provide students with knowledge and a project-based experience of fundamental gaming development concepts. These concepts include: game design, scripting, creation of digital assets, graphic resources, animations, understanding hardware, problem solving, critical thinking, collaboration, and project management.

Intro to Information Technology (Grades 9 – 12) Semester
Introduction to Information Technology is a one-semester course created to introduce students to the four program areas in information technology, namely information support and services, interactive media, networking systems, and programming and software development. The goal of this course is to help students interested in an information technology career decide where their interests lie.

Linux Fundamentals (Grades 9-12) Semester, 2pd block (640851)
This semester course introduces students to the SLES11 Linux operating system. Students will learn initial concepts, installation, administration, system management, the X-window system, TCP/IP, and SAMBA for both workstations and servers. This course prepares the student for the CompTIA Linux+ certification exam.

Security Fundamentals (Grades 9-12) Semester (640881)
This course will provide students with information on network security including industry wide topics on communication security, infrastructure security, cryptography, access control, authentication, external attack and organizational and organization security. The course will also prepare students for the MTA Security Fundamentals and the CompTIA Security+ IT industry certification exams.

Web Development I (Grades 9-12) Semester, 2pd block (641601)
Web Development I is designed for students who desire an introduction to web development pages using HTML, XHTML, Dynamic HTML, tables, frames, input forms and cascading style sheets. Prior web development is not a requirement for this course. Students will build their own personal websites and maintain their on-going structure and design changes.

Web Development II (Grades 9-12) Semester, 2pd block (641621)
This course is designed to take fundamental concepts and technologies used in web development such as XML, XHTML and create more sophisticated web sites. Focus will be on completing team web-based projects that incorporate multimedia, JavaScript and Java Applets. Students will analyze different web designs and use more complex web tools that may include other technologies and mobile devices. Students in this class will maintain a real world website and be responsible for providing new content and functionality. **Prerequisite:** Web Development I (641601)
**Suggested IT Pathway Tracks**

**Programming/Software Development**

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<tr>
<td>9th Computer Programming I</td>
<td>Computer Science Principles</td>
<td>AP Computer Science Principles</td>
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<td>10th Computer Programming II</td>
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<tr>
<td>11th Gaming Development Fundamentals</td>
<td>Computer Programming II</td>
<td>AP Computer Science</td>
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<td>12th Computer Programming Projects</td>
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<td>AP Computer Science</td>
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**Network and IT Support**

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<td>10th Basic Networking (Network+)</td>
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<tr>
<td>11th Linux Fundamentals</td>
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<td>12th Security Fundamentals</td>
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**Digital Multimedia**

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<td>11th Advanced 3D Animation</td>
<td>Gaming Development Fundamentals</td>
<td>Web Development I</td>
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<td>12th Digital Media II (Projects)</td>
<td>Advanced 3D Animation</td>
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**Web Development and Administration**

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**Skilled and Technical Sciences**

**Skilled and Technical Sciences (STS) Education** prepares students for employment and/or continuing education opportunities in skilled trades and other technical occupations, as well as promoting quality programs based on recognized industry standards. The major areas of Skilled and Technical Science are construction, manufacturing, transportation, communication, personal services, and protective services. People who work in technical fields are found everywhere. They are the contractors who build your new home and the factory workers who assemble your tablet. They are the pilots who fly you to your vacation destination and the news anchors who bring you the news. They are the police officers who keep you safe and the auto technicians who use the latest technology to figure out why your car isn’t working. Students who train in Skilled and Technical Sciences areas are in high demand.

Students in Skilled and Technical Sciences programs have the opportunity to participate in the SkillsUSA student leadership organization. SkillsUSA is a student run leadership organization. This organization encourages quality educational experiences for students in teamwork, leadership, service, citizenship, and work skills. Students build self-confidence, superior work skills, and a plan for future lifelong learning. Granite School District offers seventeen pathways under Skilled and Technical Sciences. Pathways are grouped under the major areas identified above. These include: Building Trades (carpentry, electrician, HVAC, plumbing); Communication (television broadcasting technician); Mechanics and Repairs (automotive collision repair, automotive service technician, electronics); Precision Production Trades (cabinetmaking/millwork, design technology, graphics/printing, machine tool, welding); Protective Services (law enforcement); Transportation and Material Moving (aviation technology) and Visual Arts (commercial art, commercial photo).

**Automotive**

**Introduction to Automotive** (Grades 9-12) Year, Semester (627020, 627021, 627022)

This beginning automotive course will concentrate on the servicing and maintenance portion of the industry. Students will use and operate the major tools and equipment that today’s master automotive technicians use. Students will be introduced to various computer-controlled systems, safety, diagnostic tools and automotive systems. Students will taught the requirements for preparation for advanced professional certifications, professional employment and further skill development.
Collision Refinishing and Painting

A Structural Technician restores vehicles dimensions and structural integrity to collision damaged vehicles. Students will delve deeper into how these systems work and how to repair them instead of just solely focusing on the maintenance side of these systems. Prerequisite: Introduction to Automotive (627020, 627021, 627022)

Structural Repair Technician

This course is designed for students that potentially would like to enter the automotive industry. This is a continuation of the AUTO 2 course focusing on engines, engine performance, electrical and the HVAC systems in today's vehicles. Not only will students be maintaining and repairing the modern vehicles of today; this class will focus on introducing the basic diagnostic skills that are in high demand for the maintenance and research industries in today's economy. Prerequisite: Automotive MLR Chassis (Auto 2) (627140)

Maintenance & Light Repair Fundamentals CE (AUTO1010) (Grades 11-12) Year, 2pd block

This concurrent enrollment course is worth 6 credit hours. This course is for students that are interested in moving on to post secondary automotive education. The course, along with work, introduces students to all phases of the industry such as brakes, suspension, steering, engine performance, computer controlled systems, fundamentals of operation and maintenance procedures. Student will participate in hands-on education that includes researching service information, shop safety, tools and equipment use, maintenance and light repair service procedures. Prerequisite: Intro to Automotive (627020, 627021, 627022)

Small Engine Repair (Grades 9-12) Semester (627081)

This semester class prepares students to apply technical knowledge and skill to maintain and repair small internal-combustion engines used on portable power equipment, such as lawn mowers, chain saws, rotary tillers, motorcycles, ATV vehicles and snowmobiles.

Auto Body

Basic Automotive Collision Repair (Grades 10-12) Year (627600)

If you enjoy working with your hands, have a mechanical aptitude, take pride in your work, and are passionate about cars, then you might consider a career in collision repair. An experienced technician has high technical potential, excellent job security and ample opportunities for career advancement within the automotive industry. A 2013 survey from the Collision Repair Education Foundation found that collision repair technicians average nearly $53K income. Almost one in five technicians earned $70K or more. This course prepares students to repair and finish uni-bodies and fenders of automobiles. Industry work ethic and productivity are an important part of the classroom and laboratory experience.

Collision Non-Structural Repair (Grades 10-12) Semester (627221)

This course prepares students to perform non-structural repair, replacement, and adjustment of automotive outer body panels and uni-body components. The course is based on industry-recognized standards including: the Automotive Service Excellence (ASE) automotive collision task list and the I-CAR training program. Work ethics and productivity are an integral part of the classroom and laboratory activities of this program.

Structural Repair Technician (Grades 10-12) (627241)

A Structural Technician restores vehicles dimensions and structural integrity to collision-damaged vehicles. Students use three-dimensional measuring and straightening equipment to diagnose and return damaged frames or unibody parts to manufacturer's specifications. Hand tools and power tools are used to remove or repair damaged parts, weld as needed, properly install new parts, and estimate damage. Prerequisite: Basic Automotive Collision Repair (627600) or Collision Non-Structural Repair (627221)

Collision Refinishing and Painting (Grades 11-12) (627661)

A refinish technician prepares and applies paint to repaired vehicles. This individual works with potentially hazardous materials, so attention to safety and personal protection is essential. Vehicles must be correctly prepared and refinished to ensure proper adhesion, color match, and overall appearance. Students that pass the I-CAR requirements received an I-CAR Pro Level 1 Refinish Technician. Prerequisite: Collision Non-Structural Repair (627221)

Aviation (Professional Pilot Program)

In cooperation with Salt Lake Community College, high school students may enroll in the Aviation courses listed below and receive concurrent enrollment credit from SLCC. Students will typically enroll for two courses each semester.

Suggested order of classes: Sophomore year 2nd semester: Air transportation, Aviation History Junior or Senior year (must be 17 years old) 1st half: Private Pilot, Aircraft Systems, Air Transportation & Aviation History.

Aircraft Systems CE (Grades 11-12) Semester, 2pd block (629471)

This is an introductory course that provides pilots with an understanding of aircraft systems, components, and basic operations general to all aircraft. Included will be information about power plants, fuel, and electrical systems. This course must be taken for SLCC concurrent enrollment credit (PILT1420, 3.0 credits).

Aviation History CE (Grades 11-12) Semester, 2pd block (629511)

This course covers the history of aviation from the earliest times through the modern jet age. Students will discover significant aviation developments and how they came about. This course must be taken for SLCC concurrent enrollment credit (PILT1050, 2.0 credits) for qualified 11th and 12th grade students.

Air Transportation CE (Grades 11-12) Semester, 2pd block (629411)

This course will introduce students to the development of aviation from earliest beginnings to modern day. Students will understand the relevance of significant aviation events, contributions from specific individuals, aircraft development, deregulation, administrative bodies and commercial companies. This course must be taken for SLCC concurrent enrollment credit (PILT1010, 3.0 credits) for qualified 11th and 12th grade students.

Private Pilot Simulator Lab CE (Grades 11-12) Semester, 2pd block (Taught in conjunction with Private Pilot Ground School) (629521)

Practical application in a simulation lab to apply the information for private pilot flight maneuvers, procedures, and regulations for takeoff, cruise, traffic
pattern operations, approach, emergencies, and cross-country operations. One hour per week lab time is required. SLCC concurrent enrollment credit (PILT1110, 1.0 credit).

Private Pilot Ground School CE (Grades 11-12) Semester, 2pd block
This course focuses on the study of aviation fundamentals, principals of flight, aircraft and engine operations, weather, navigation, and radio communications as required by FAA regulations. Students will be prepared to begin flight training. This course must be taken for SLCC concurrent enrollment credit (PILT1100, 4.0 credits). Student receive practical application in a simulation lab to apply the information for private pilot flight maneuvers, procedures, and regulations for takeoff, cruise, traffic pattern operations, approach, emergencies, and cross-country operations - one hour per week lab time is required.

Building Trades
Construction Trades Foundation (Grades 9-12) Semester, 2pd block
Construction Trades Foundation is designed to introduce students to the basic skills needed for an entry-level position in the construction industry. Students will be exposed to basic safety, which complies with OSHA-10 training. Students will work with construction math. They will be adding, subtracting, dividing, and multiplying whole numbers, fractions, and decimals, and explain their application to the construction trades. Students will learn about the safe use of hand and power tools used in the industry and will become familiar with reading, interpreting, and applying construction drawings. Students will be taught about basic rigging. They will also be introduced to material handling and recognizing hazards associated with the construction industry. The communication skills needed for job interviews and working with co-workers and supervisors will be emphasized. This class will be a great experience for those interested in the construction industry.

Construction Technology 2 (Grades 9-12) Semester, 2pd block
Construction Technology provides students with the opportunity to explore many areas of the construction industry. Licensed contractors teach this class, and students will be able to work through learning modules at their own pace and in several areas. Students will be exposed to site lay out and distance measurements; concrete and masonry; floor systems; wall, ceiling, and roof framing; and roofing applications. They will be taught basic stair layout and exterior finish and will learn about electrical safety and residential electrical installation. Students will also be introduced to drain, waste and vent systems using plastic and copper pipe and fittings for residential construction. This is an excellent class for those who want to learn about the construction industry.

Electrical Trades (Grades 10-12) Year, 2pd block
This is a comprehensive electrical experience where students are under the supervision of an experienced and licensed electrical contractor. Students will be engaged in the wiring of a home, which includes: the rough and finish wiring, electrical service, and all phone and data. Students will also experience many commercial projects around the district where they will learn conduit bending and the differences between residential and commercial wiring. In addition to hands-on projects, students will also learn the National Electrical Code and Electrical Theory. This class provides a great experience for those interested in electricity and those who may want to be part of basic electrical installations and remodeling. Apprenticeship programs are available. This course may be taken for SLCC concurrent enrollment credit (ELI 1110, 5.0 credits) for qualified 11th and 12th grade students (625990).

Homebuilding/Carpentry 1 (Grades 10-12) Year, 2pd block
This is both an introductory and second year class that is designed to provide the student with a solid base of understanding and experience in the carpentry trade. Students will be exposed to this trade by constructing a residential home off site (bussing provided). This course will involve students with hands-on and learning activities in the building process from digging the foundation to shingling the roof. Other opportunities include: plan reading, concrete work, all phases of framing, insulation, drywall, electrical, plumbing, hanging doors & windows, interior doors and trim work, exterior finishes, and painting. Construction Management is addressed. The class is fun and will provide valuable training and experience that can be used in a career or for personal remodeling or construction projects. This course may be taken for SLCC concurrent enrollment credit (CMGT1320, 4.0 credits and CMGT 1330, 4.0 credits, CMGT 1410, 2.0 credits) for qualified 11th and 12th grade students (625840, 625870). A total of 10 concurrent enrollment credits are offered.

Plumbing (Grades 10-12) Year, 2pd block
This is a comprehensive construction experience where students, under the supervision of an experienced, licensed contractor, participate in a variety of commercial construction projects. Students may specialize in plumbing with the opportunity to participate in all trades. This is an excellent experience for those interested in construction-related careers, including construction management, or for those who want building and remodeling experience. Apprenticeship programs are available. This course may be taken for SLCC concurrent enrollment credit (PLI 1110, 5.0 credits) for qualified 11th and 12th grade students (625950).

Cabinet Making/Woodworking
Cabinet Making & Millwork (Grades 11-12) Year
This course prepares students to apply technical knowledge and skills needed to create custom cabinets, fine furniture, and architectural millwork. Class content stresses the safe use of trade hand tools and machinery used in the production of millwork items. Furniture and cabinets, such as kitchens and vanities are constructed, finished and installed as part of the program. Prerequisite: Woodwork 1 (625001, 625011)

Furniture Design and Manufacturing (Grades 10-12) Year
Furniture Design is the second course in the Cabinetmaking and Millwork pathway. This course helps students gain a more in-depth understanding of and skill in designing, planning, building, and finishing furniture. The safe and correct use of hand and power equipment will also be taught and emphasized. In this course, students will have the opportunity to design and build a number of woodworking projects to help them learn and practice these principles. Prerequisite: Woodwork 1 (625001, 625011)

Woodworking (Grades 9-12) Semester
Woodworking is the first woodworking course in the Cabinetmaking and Millwork pathway sequence. This course teaches students basic woodworking skills and processes such as tool and machine safety, project planning, material planning and cutting, joinery, project assembly and finishing. Using this knowledge and skill, and beginning with rough materials, students will mill, cut, and assemble materials into specified projects.
Communication

Television Broadcasting 1 (Grades 9-12) Year, Semester  
(628200, 628201)
This course is designed to provide students with the basic knowledge and skills related to the television broadcasting industry. The course includes instruction and hands-on assignments in the following areas: camera operation, audio systems, lighting systems, pre-production, studio operations, control room operations, visual effects and graphics, and copyright laws.

Television Broadcasting 2 (Grades10-12) Semester  
(628211)
This course builds on the skills developed in TV Broadcasting 1. The course is designed to provide students with the advanced knowledge and skills related to the television broadcasting industry. This course includes instructions and hands-on assignments in the following areas: camera operation, audio systems, lighting systems, pre-production, studio operations, control room operations, visual effects and graphics, and copyright laws.

Prerequisite: Television Broadcasting 1 (628200, 628201)

Video Production 1/Video Production 1 Yearbook (Grades 9-12) Semester  
(628301, 628302, 628303, 628304)
The demand for video is everywhere and the use of video by businesses is increasing. Videos uploaded to YouTube in November 2015 generated over 51.4 billion views with music and sports channels having the highest view counts. This course is designed to provide students with the basic knowledge and skills related to the growing video production industry. The course includes instruction and hands-on assignments in the following areas: camera operation, audio systems, lighting systems, pre-production, studio operations, control room operations, visual effects and graphics, and copyright laws.

Prerequisite: Video Production 1 (628301, 628302, 628303, 628304)

Video Production 2/Video Production 2 Yearbook (Grades 9-12) Semester  
(628311, 628312)
This course builds on the skills learned in the Video Production 1 course. This course is designed for students who want to further enhance their filmmaking knowledge and abilities. This course is an application of the skills learned in Video Production 1 with an additional emphasis on advanced techniques in cinematography, audio production, postproduction, and storytelling. Students are expected to create a portfolio by the end of the course.

Prerequisite: Video Production 1 (628301, 628302, 628303, 628304)

Graphics

Introduction to Graphic Communications (Grades 9-12) Year, Semester  
(626500, 626501, 626502, 626503, 626521)
This course is designed to provide students with the basic knowledge and skills related to the graphic design and printing industries. This course includes instruction and hands-on assignments in the following areas: design and layout, safety, printing operations, related computer and software, and professional skills. Students will create their own projects such as buttons, note pads, booklets, stickers, T-shirts, posters and more! Training will be provided in the use of Adobe Photoshop, Illustrator, and InDesign software. This course is for students who want to explore printing, publishing and computer graphics design careers.

Intermediate Graphic Communications (Grades 10-12) Year, Semester  
(626600, 626601, 626605, 626606)
This course is designed to be a continuation of Introduction to Graphic Communications; the students will build on their experience. The course prepares individuals to apply technical knowledge in the areas of design & layout, related computer and software, safety, printing processes, finishing & binding, and professional skills. This course includes instruction in printing, printing equipment and operation, computer hardware and software, digital imaging, print preparation, and electronic prepress. Students will gain further experience in Adobe Photoshop, Illustrator, and InDesign. Projects will include binding, business cards, multicolor vinyl stickers, multicolor T-shirts, digital printing, and large format printing.

Prerequisite: Introduction to Graphic Communications (626500, 626501, 626502, 626503, 626521)

Advanced Production Graphics (Grades 11-12) Year, Semester  
(626650, 626600)
In this advanced course in Graphic Communications, students will build on their experience from previous Graphic Communications courses and is intended for those interested in a career in the graphics industry or related occupations. In this course students will create, produce, and reproduce visual graphics that communicate to an audience. Students will also develop knowledge and skills relative to the graphic design & printing industries. Students will also apply effective principles and techniques to project designs. Students will also print various projects for themselves and customers. This course provides an over-view of the publishing and print industries on the commercial level. Instruction includes the use of industry standard graphics software with the Adobe Creative Suite.

Prerequisite: Introduction to Graphic Communication (626600, 626601, 626602, 626603, 626621) and/or Intermediate Graphic Communications (626600, 626601, 626605, 626606); Also available as Concurrent Enrollment (626671, 626681, 626691)

Digital Print Design CE (ART 1200) (Grades 11-12) Semester  
(626651, 626671)
In this course, students will create and produce digital print projects that communicates and promotes graphic communication. Students will develop knowledge and skills relative to the graphic design & printing industries. Students will have hands-on experiences in design and layout, instruction will include the use of industry standard graphics software with the Adobe Creative Suite.

Prerequisite: Intermediate Graphic Communications (626600, 626601, 626605, 626606)

Screen Printing Technology CE (ART 1240) (Grades 11-12) Semester  
(626681)
This course is designed to provide student with the knowledge to create, produce and reproduce visual graphics that communicate to an audience. Students will develop knowledge and skills relative to the graphic design & screen-printing industries. This includes instruction and hands-on experiences in design & payout, digital prep of designs, and multiple color printing processes on various substrates. This course provides an overview of the screen-printing and print making industries on the commercial level. Instruction includes the use of industry standard graphics software with the Adobe Creative Suite.
Metalworking/Welding

Metalworking 1 (Grades 9-12) Semester (627761)
This is an entry-level course in Metalworking. Students create projects using metalworking equipment, tools, materials and technology from various trades. Students will learn about such metalworking processes as sand casting, welding, metal bending, lathing, milling, and plasma cutting. Students will be taught to interpret engineering drawings, properly perform measurement/inspection, the different hand tools needed for different manufacturing materials and processes, and the use of equipment found in industry.

Welding Technician – Entry Level (Grades 9-12) Year, Semester (627800, 627801)
Students participating in this course will learn the principals of electric arc welding, gas welding, gas torch cutting, and general welding shop safety. The correct use of welding equipment and technical information concerning the various types of materials will be stressed. Students will also learn how to read blue prints and welding symbols.

Welding Technician – Intermediate Level (Grades 10-12) Year, Semester (627850, 627851)
This intermediate level course builds on the skills developed in Entry Level Welding. Students will learn skills that will prepare them to apply technical knowledge in the workplace and in project construction. Students will learn and practice knowledge, attitude, skills, and habits required for performing tasks autonomously, including the selection and use of appropriate techniques and equipment with minimum supervision. Students will be introduced to different welding processes including: Flux Cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW) and Carbon Arc cutting (CAC-A). Prerequisite: Welding Technician – Entry Level (627800, 627801)

Welding Technician – Advanced Level (Grades 11-12) Year (627930, 627950)
This course will prepare students for advanced training in related fields at a University or a technical college. Skills gained will also prepare the welder for an entry-level job in the welding industry. The advanced welding course covers SMAW, GMAW, GTAW, oxy/acetylene welding in all positions, brazing, plasma cutting and AC/AC gouging. New welding processes are also taught. Welding coupons and individual projects will be constructed to practice welding skills. Prerequisite: Welding Technician – Intermediate Level (627850, 627851); Also available as Concurrent Enrollment (627950, 627951, 627970)

Protective Services

Criminal Law (Grades 11-12) Semester (629061)
This course examines the evolution of constitutional law, crimes, defenses, and the historical origins and functions of criminal law in our society. Topics include sources of the United States Supreme Court cases. Also available as Concurrent Enrollment Criminal Justice 1330 (629071)

Introduction to Corrections (Grades 11-12) Semester (629051)
This course prepares individuals to perform the duties of correction officers on a local, state, or federal level. Students will learn the history basic functions and administration of corrections in our criminal justice system. The purpose is to introduce students to the basics of rehabilitation, methodology, prison/jail system; probation/parole systems, sentencing, appeals, basic crime prevention methods, equipment operation, equipment maintenance, and other routine correction enforcement responsibilities are also included. Also available as Concurrent Enrollment Criminal Justice 1300 (629041)

Introduction to Criminal Justice (Grades 11-12) Semester (629031)
This course exposes students to the three components of the criminal justice system: Police, Courts, and Corrections and their place in American Society. Also Available as Concurrent Enrollment Criminal Justice 1010 (629021)

Law Enforcement (Grades 11-12) Semester (629001)
This course prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control, public relations, witness interviewing, evidence collection and management, court procedures and the law in general. Students will also learn about basic crime prevention methods, weapons and equipment operation, equipment maintenance, and other routine law enforcement responsibilities are included.

Visual Arts

Advanced Commercial Photography (Grades 10-12) Year, Semester (628030, 628031)
This course is designed for students who want to further enhance their photographic knowledge and abilities. It is an application of the skills learned in Basic Digital Photography with an emphasis on professional jobs and assignments used in commercial photography. A portfolio of each student’s work is expected at the end of the course.
Prerequisite: Basic Digital Photography (628000, 628001, 628027)

Basic Digital Photography (Grades 9-12) Semester (628001, 628011)
This course is an introduction to the field of commercial photography. This course will cover a number of basic concepts, including what to look for when purchasing a digital camera; image capture; editing photos in Adobe Photoshop and Lightroom; and image output. These concepts will help students skillfully use cameras and prepare them to enter the field of commercial photography. If available, students are advise to continue on with the Advanced Commercial Photography course.
Also available as Concurrent Enrollment Art 1050 (628027)

Commercial and Advertising Art (Grades 10-12) Semester (628101)
This is a course in the applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via illustrations and other forms of digital or printed media. Instruction includes training in concept design, layout, and techniques such as screen printing, drawing, cartooning, painting, collage, and computer graphics.
**New Skilled & Technical Courses**

**Composites 1** (Grades 10-12) Semester (629900)
Strength, stealth and speed – these are key words related to the composites industry. This course focuses on the properties and manufacturing of fiberglass reinforced plastics and advanced composites. Composites 1 is the first in a two-part sequence of courses focusing on advanced materials and processing used in planes, cars, bicycles and many other products. Composites are replacing aluminum, steel, concrete and wood as building materials for today and the future.

**Technology & Engineering Education**

Technology and Engineering Education prepares individuals to participate and adapt to a changing society. Students use the engineering design process to invent, innovate, design, test, model, evaluate, build and sometimes market solutions to simple and complex problems. Nationally, engineering is one of the largest professions and is the basis for all man made products used in the past and today. Students in technology and engineering courses learn to interpret technology – its past, present and future. Students learn about the processes, evolution, limitations, impacts, products and problems that form the basis of technological innovation. Technology and engineering education is an action-based discipline devoted to the application of human ingenuity and innovation. Participating in these courses allows the student to increase their understanding of the world in which they live while preparing them for the future.

**Biomanufacturing 1** (Grades 10-12) Semester, 2pd block (623001)
Learn how to improve and save lives. Utah’s medical device life sciences industry is growing. This course offers hands-on projects designing and building prosthetic heart valves, delivery catheters, prosthetic arm and infusion devices using 3D computer design, plastic injection molding and 3D printing. Field trips to Utah’s most elite medical device manufacturing and laboratory testing companies. Understand why FDA regulations and quality systems are important to the medical device industry. This course may be taken for CTE credit or to fulfill a third science credit requirement.

**Biomanufacturing Capstone** (Grades 11-12) Semester, 2pd block (623071)
It is all about innovation and teamwork. As a team member, work with industry partners from the life sciences industry to identify a current problem or existing product/process. Develop an engineering/laboratory design process using criteria that result in improved or saved lives. Develop and test the prototype part or process. Prepare a life impact analysis, marketing plan, and production plan. Present your team’s start-up pitch to an industry expert/venture capital panel. Course prerequisites: Biomanufacturing 1 and Manufacturing Principles 1 or Biotechnology. Participation in the Medical Innovations Pathway is recommended.

**Engineering Capstone** (Grades 11-12) Semester (622800, 622801)
Students will develop products using the engineering design process. The course will require the use of 3D computer aided design (CAD) software, 3D prototype, model machinery (3D printer), and other shop equipment to design, prototype, and test their product. This course may also be taken to fulfill a third science credit. Students wishing to take this course must make individual arrangements with the instructor. Prerequisite: Materials Processes or Robotics and Automation (622901, 622911, 622921)

**Engineering Principles 1** (Grades 9-12) Semester (622401)
This “hands-on” course is the first in a sequence of courses in the Engineering Pathway. In this course, students will complete projects in seven different engineering disciplines: Biomedical, Chemical, Civil, Electrical, Environmental, Mechanical, Computer. Students will use basic math, and science principles to work on these projects. By applying problem-solving skill in hands-on activities, students will gain a greater understanding of the world of engineering.

**Engineering Principles 2** (Grades 9-12) Semester (622421)
This “hands-on” course is the second in a sequence of courses in the Engineering Pathway. This course ties observations and concepts common to a variety of different engineering disciplines in order to develop a better understanding of basic math and science principles used in engineering. Engineering Principles 2 completes the overview of the different engineering disciplines, which were discussed in Engineering Principles 1.

**CAD Architectural Design 1** (Grades 10-12) Semester (622561)
The first in a sequence of courses that prepares individuals for careers in the Architecture, Engineering, and Construction (AEC) industries. This course includes instruction in 2D or 3D Computer-Aided Design (CAD) software to draw a small residential home with an emphasis on blueprint reading. If architecture, building construction, interior design, or civil engineering is your interest then this is the class for you.

**CAD Architectural Design 2** (Grades 10-12) Semester (622571)
The second in a sequence of courses that prepares individuals for careers in the Architecture, Engineering, and Construction (AEC) industries. This course includes instruction in 3D Computer-Aided Design (CAD) software to design and model a small residential home with an emphasis on residential methods and materials of construction, codes, and Building Information Modeling (BIM). Prerequisite: CAD Architectural Design 1 (622561)

**CAD Architectural Design 3** (Grades 11-12) Semester (622581)
The third in a sequence of courses that prepares individuals for careers in the Architecture, Engineering, and Construction (AEC) industries. This course includes instruction in 3D Computer-Aided Design (CAD) software to model a small commercial building with an emphasis on commercial methods and materials of construction, codes, and Building Information Modeling (BIM). Prerequisite: CAD Architectural Design 2 (622571)

**Electronics 1** (Grades 10-12) Semester (622701)
This course is the first in a sequence of courses that prepares individuals to apply technical knowledge and skills to assemble and operate electrical/electronic equipment used in business, industry, and manufacturing. Instruction includes training in safety, electrical theory, parallel and series circuits, Kirchoff’s Laws, schematic diagrams, electrical components, and soldering. This course focuses on DC circuits.
Electronics 2 (Grades 10-12) Semester
(622711)
The second in a sequence of courses that prepares individuals to apply technical knowledge and skills to assemble and operate electrical/electronic equipment used in business, industry, and manufacturing. Instruction includes training in safety, numbering systems, Boolean algebra, logic diagrams, digital devices, and combinational logic circuits. This is a digital electronics course. Prerequisite: Electronics 1 (622701)

Electronics 3 (Grades 11-12) Semester
(622721)
The third in a sequence of courses that prepares individuals to apply technical knowledge and skills to assemble and operate electrical/electronic equipment used in business, industry, and manufacturing. Instruction includes training in safety and passive AC circuits with topics addressing waveforms, transformers, capacitors, inductors, reactance, impedance and resonance. This course focuses on AC circuits. Prerequisite: Electronics 2 (622711)

Engineering Technical Design 1 (CAD) (Grades 9-12) Semester
(622521)
The first in a sequence of courses that prepares individuals to develop technical knowledge and skills required to plan and prepare scale pictorial interpretations and technical documentation of engineering and design concepts. This includes instruction in the use of 2D computer-aided design (CAD) software, sketching, drawing layout, geometric construction, orthographic projection, and dimensioning.

Engineering Technical Design 2 (CAD) (Grades 9-12) Semester
(622531)
The second in a sequence of courses that prepares individuals with an emphasis in developing technical knowledge and skills to develop 3D models in support of mechanical and industrial engineers, and related professionals. This includes instruction in the use of 3D Computer-Aided Design (CAD) software, model creation, and technical communication.

Engineering Technical Design 3 (CAD) (Grades 10-12) Semester
(622541)
The third in a sequence of courses that prepares individuals with an emphasis in developing technical knowledge and skills to develop working drawings in support of mechanical and industrial engineers, and related professionals. This includes instruction in the use of 3D Computer-Aided Design (CAD) software, threads & fasteners, welding symbols, geometric dimensioning & tolerancing, and assemblies.

Engineering Technology (Grades 9-9) Semester
(622051, 622052)
A foundational engineering design course that introduces basic problem-solving and documentation skills. Students will learn the engineering design method. Various aspects of engineering will be explored along with technology’s environmental, societal, political, and economic impacts on our world. By utilizing problem-solving skills, students will develop essential abilities and attitudes that will in turn expand their occupational opportunities in the world of engineering.

Home Wiring and Repair (Grades 10-12) Semester
(626291)
In this beginning electricity class, students learn how houses are wired, to make electrical repairs around the house and trouble shoot simple electrical devices. This is a good introduction for future homeowners and those considering a career as an electrician. Currently offered at Hunter High.

Information & Communications Technology (Grades 8-9) Semester
(622301)
This activity-oriented course explores the technology of the communications industry. Instructional units include computer systems, CAD, 3D modeling, graphic design, print production, digital photography, satellite communication, electronics, audio and video systems, and career related opportunities. Activities will incorporate problem solving, creative thinking, independent learning, group interactions, and applications of math, science, and English concepts.

Manufacturing Principles 1 (Grades 10-12) Semester
(622251)
(Taken with Composites 1 + 2 period block) The first in a sequence of courses offering “hands-on” experience producing useable items from wood, plastic, and composite material rough stock that meet a given set of design specifications. Students will use basic tools, equipment and operations found in manufacturing industries. Students will create engineering drawings, use precision measuring instruments, manufacturing equipment, machines, and materials to improve an existing design or manufacture original products. Products will comply with quality control standards. This course allows students to experiment with new technologies and assess application of processes, materials and products.

Manufacturing Principles 2 (Grades 10-12) Semester
(622281)
The second in a sequence of courses offering a “hands-on” experience in producing useable items from metal and ceramic material rough stock that meets a given set of design specifications. Emphasis is placed on selecting and using processes optimizing strength, cost, and overall quality. Students will learn Lean Manufacturing and Six Sigma processes and practice the processes as part of manufacturing teams in the classroom.

Manufacturing Technology (Grades 9-9) Semester
(622211)
Manufacturing Technology is designed to provide students with exposure to various occupations and pathways in Advanced Manufacturing. This course will help students develop an understanding of the general steps involved in the manufacturing process and practice skills to be an effective team member in a manufacturing production setting. Projects will expose students to the diverse career opportunities found in Advanced Manufacturing supporting more focused course choice in high school. Students will gain an understanding of how manufacturing impacts all aspects of their lives and the world including politics, the environment, society, and the economy.

Robotics 1 (Grades 10-12) Semester
(622901, 622911)
This is the first course in a sequence of courses that offers students a lab-based, hands-on curriculum combining electrical, mechanical and engineering principles. Students will learn to design, build, program, and control robotic devices. A study and application of electrical concepts will include: sources of energy, electrical safety, use and identification of basic electronic components, sensors and actuators. Engineering concepts taught in this course will include: mechanical design, prototype development, design testing, programming, and proper engineering documentation.

Robotics 2 (Grades 10-12) Semester
(622921)
Robotics 2 is the second in a sequence of courses that provides a more rigorous lab-based, hands-on curriculum. Robotics 2 combines electrical, mechanical and engineering principles. Students will learn advanced procedures required in the to design, programming, and control of robotic devices. A rigorous study and application of electrical concepts will include: sources of energy, electrical safety, use and identification of basic electronic components, sensors and actuators. Engineering concepts will include: mechanical design, prototype development, design testing, programming, and proper engineer documentation.
Physics With Technology (Grades 9-12) Year or 2-period Semester (602300, 602310, 620320, 620361, 602380)
This STEM course uses a hands-on learning approach to the principles of force, work, rate, resistance, and energy in four energy systems (mechanical, fluid, electrical, and thermal). About half of class time is spent in lab activities that provide essential skills for students interested in technical and engineering professions. Previous completion of Secondary Math 1 is suggested. The course fills either a core science or a CTE elective credit requirement and is a Regents’ Scholarship accepted course.

Financial Literacy

General Financial Literacy (690801)
The General Financial Literacy course for juniors and seniors encompasses standards that are essential to the development of basic financial literacy. Students will gain the information and skills to implement a life-long plan for financial success.

Career Academies

Career Academies are specialized programs that provide students comprehensive learning opportunities related to specific industries and are ideal for students who have a career interest or goal in an industry represented by an academy. Academy programs have features that make them unique educational opportunities for students:
- Academy courses - Students complete eight required courses as part of the academy curriculum.
- Concurrent enrollment - Students can earn college credit through some academy courses.
- Student internship - Students can complete paid internships with participating business partners.
- Application process - Students must apply for admittance into an academy program.

Pick up the application from your Career Center. Students in the 11th and 12th grade are invited to participate. Students who successfully complete all academy requirements can enter the work force or continue their education at a college or university.

Academy of Hospitality and Tourism

This is a two-year program for juniors and seniors with career interests in the hospitality and tourism industry. The comprehensive curriculum includes hospitality services, travel and tourism, marketing, management, business communications, desktop publishing and Accounting 1. Entrance into the program is competitive, and courses are available only to students admitted to the program. Enrollment is open to any Granite School District student who meets admission criteria. This academy is taught at the Granite Technical Institute (GTI) where students are bused from all Granite School District high schools. Contact a high school career coordinator or the Academy Program Manager at 385-646-5445 for more information.

Introduction to Hospitality (2810)
This course focuses on the domestic tourism industry and includes such topics of instruction as transportation, lodging, food service and recreation. Students visit local tourism sites and businesses.

Travel and Tourism (2840)
The Travel and Tourism course provides the student with an understanding of one of the largest industries in the world. Specific applications include the evolution of the tourism industry, destination geography, airlines, international travel, rail travel, car rentals, and cruising. Students also learn about world travel in this course. Major world travel destination sites, unique social customs and business etiquette are topics of instruction.

Client Care (3 credits) CC through Weber (2850)
An introduction to customer service and how to keep clients happy in the world of business is the main focus of this course.

Marketing Semester (6 credits) CC (2860)
These courses introduces the fundamentals of marketing with special emphasis on the marketing mix. Terminology, channels of distribution, opportunities in marketing and the relationship of marketing to the overall world of business are studied.

Business Management 1600 (3 credits) CC (2370)
This course seeks to develop sound management skills within students. Students will learn to analyze, synthesize, and evaluate data, as well as learn time-management, communication, planning, leadership and study skills.

Business Communications (2400)
Business communications impacts all aspects of our lives. This introductory course will teach students to communicate in a clear, courteous, concise, and correct manner on both personal and professional levels. Competency will be developed in oral, written, interpersonal, technological and employment communication. Listening skills will be incorporated throughout the semester. The overriding goal is to provide students with a solid communication base so they are able to communicate effectively.

Academy of Finance

The Academy of Finance is a two-year program for juniors and seniors who are interested in pursuing a career in financial services. The comprehensive curriculum includes economics, accounting, financial planning and banking and credit. Entrance into this academy is competitive, and courses are available only to those students admitted into the program. Enrollment is open to any student in Granite School District who meets admission criteria. This academy is taught at Cottonwood High School and if you don’t go to Cottonwood you can attend at the Granite Technical Institute (GTI) where students are bused from all Granite School District high schools. For more information, contact a high school career coordinator or Ruth Dallas, the Academy Program Manager at 385-646-5445.
College Accounting 1110 (3 credits) CC
This course covers the basic structure of accounting and includes understanding asset, liability, capital, revenue and expense accounts as well as the accounting cycle, special journals, receivables, payables, payroll, worksheet, adjustments, reversing and closing entries.

College Accounting 1120 (3 credits) CC
Students study inventories, plant assets, depreciation, current and long-term liabilities, partnerships, corporation organization, operation and finance, and the statement of cash flow.

Business Management 1600 (3 credits) CC
This course seeks to develop sound management skills within students. Students will learn to analyze, synthesize, and evaluate data, as well as learn time-management, communication, planning, leadership and study skills.

Business Communications
Business communications impacts all aspects of our lives. This introductory course will teach students to communicate in a clear, courteous, concise, and correct manner on both personal and professional levels. Competency will be developed in oral, written, interpersonal, technological and employment communication. Listening skills will be incorporated throughout the semester. The overriding goal is to provide students with a solid communication base so they are able to communicate effectively.

Financial Planning / Personal Finance (3 credits) CC
This course explores the principles and skills necessary for individual and family financial growth including financial planning and goal setting, spending and budgeting, adequacy of insurance, investments, borrowing and banking, savings programs, home and automobile purchases, taxes and estate planning. (Fulfills the .5 Financial Literacy requirement for graduation)

International Finance / Economics (3 credits) CC
This course covers the global approach to the economy dealing primarily with aggregate economic data, national income statistics, labor force, full employment and inflation. Simple models are used to develop a basic understanding of income and monetary theories.

Marketing - Semester (3 credits) CC
This course teaches business and marketing fundamentals: selling, product planning, purchasing, promotion, selling, finance, communications, human relations, and other marketing operations. This course gives students an understanding of consumer-to-business relationships and how marketing is an integral part of any business.

Academy of Education
This academy is new for the 2017-18 school year at the GTI. Students interested in pursuing a career in elementary or secondary education are invited to take the classes during their junior and senior years. The classes will be concurrent through Salt Lake Community College. The focus will be on exposing students to the roles of teachers, the activities, and the culture in education as they explore this career pathway. Hands on learning and experience in the classroom will be part of this academy. Classes are subject to change depending on credentials of the teachers.

EDU 1010- Orientation to Education (3 credits) CC
Teaching as a career- challenges and rewards, history, philosophies, social issues, legal issues, job availability, and governance. Preparation for acceptance into a teacher education program. Field experience required.

EDU 2140- Technology in the Classroom (2 credits) CC
Examines the fundamental concepts, knowledge, skills and attitudes for technology in the classroom

EDU 2110 Ed Psych Learning and Literacy (3 credits) CC
Development, application and assessment of learning; how theory guides classroom instruction; how Assessments determine instructional effectiveness

EDU 2150 Intro to Multicultural Ed (3 credits) CC
Students explore historical and theoretical aspects of diversity in elementary and secondary class- Rooms. Students learn how to create a climate for understanding and acceptance.

EDU 2410 Educational Law and Policy (3 credits) CC
Introduces laws and policies affecting professional educators in elementary and secondary schools.

FHS 1500 Lifespan Human Development (3 credits) CC
Fundamentals of growth and development from preconception to old age and death are explored. The domains of physical cognitive and social-emotional growth for each age in the life cycle are Studied in a variety of contexts.

FHS 2640 Home, School & Community Relations (3 credits) CC
The relationship between home, school and the community are explored. Emphasis is placed on Building effective communication between parents and teachers.
Teaching and Learning

Driver Education

The purpose of driver education is to improve the quality of life in our community, not only for students but all citizens, by improving the quality of driver. The goal of driver education is to produce skilled, knowledgeable, responsible drivers through a course covering the following: awareness of problems that exist in traffic safety, checks and procedures important in operating a vehicle safely, effective driving decisions and visual habits, knowledge of the laws of man and nature which affect driving, basic vehicle maneuvers, basic vehicle maintenance, financial and legal aspects of operating an automobile, and physical and mental preparedness while driving a motor vehicle.

Students may take driver education only one semester during their regular high school career. If students fail the course during the regular school year they may take driver education during the summer program. Ninth grade students who turn sixteen on or before October 30 may take summer driver education at the high school in their attendance areas.

Behind-the-Wheel Driving* (60830)
This is made up of two different portions of driving; one being six hours of off-street, multiple-car driving range experience; and three hours of on-street instruction in a dual-control car. In addition, each student spends six hours in the car observing another student operating the automobile under normal traffic conditions. Students also drive 40 hours with a parent or guardian, including 10 of those hours at night. All students must obtain a learners’ permit from the DMV prior to the class start date. A learners permit can be obtained when a student is 15 years old.

Classroom Instruction
This is a one-semester course to develop the fundamental skills and knowledge necessary for assuming one's responsibilities as a driver. The course emphasizes four areas of study: (1) The role of the driver (2) One's personal responsibilities in driving an automobile (3) Traffic laws (4) Sound practices when driving in heavy traffic.

To be eligible for driver education the first semester a student must be 16 on or before February 23. For second semester a student must turn 16 on or before July 18, and for the summer program the student must turn 16 on or before October 30. There is a $140 student fee for this class.

English Language Arts

The English/Language Arts program includes English, speech, and reading as well as other communication courses. High school students are required to take a course in English during each of their secondary years because of the importance of spoken and written communication in daily living. Students explore literature, non-fiction, and composition through reading, writing, speaking, listening, and language activities. They develop and refine these skills through the writing process, reading strategy use, creative and critical thinking skills, and individual and collaborative experiences. Students should choose wisely among the available English courses and be sure to include a balance of experiences to prepare themselves for career and college readiness. The Utah State Core Standards for English language Arts provides the curricular framework for all 9-12th grade ELA courses.

All 9-11th grade students must take a grade level appropriate English course. 12th grade students must also take an English course or choose from an English qualifying course.

- Junior students working on early graduation requirements may take senior English classes but must be enrolled in their junior English course as well.
- Seniors should discuss goals and interests with their counselors before choosing which English option is right for them.
- Speech, drama, journalism, publications, and some content specific courses are elective classes and will not generally fulfill English requirements.
- For students not planning to attend a four-year college or university, taking debate or a world language, including American Sign Language, during the senior year, may fulfill the required senior English credit.

Note: Not all courses are offered at all schools. Check with counselors and the school catalogue for options at individual schools.

English Classes

English 9 Fundamentals (566900)
Students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies to increase reading comprehension in both informational and literary text, learn to write more clearly and effectively, and strengthen critical thinking skills. The skills outlined in the Utah State Core provide the curricular framework.

English 9 Core (567000, 567001, 567002, 567003, 567004, 568010, 568020)
Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop creating a deeper understanding of 21st century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

HN (Honors) English 9 (568100, 568101, 568102, 568110)
Students will gain advanced skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah State Core, they will pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for future honors and AP classes.

English 9 - GT (568150, 568151, 568152)
Students accelerate their creative and critical thinking and enhance their reading, writing, speaking, listening, and language usage skills with additional rigor and complexity than in an honors course. They pursue challenging literacy interests and individual projects while magnifying the skills described in the Utah State Core. This rigor will prepare students for future honors and AP classes. Prerequisite: District Testing
English Literacy 10 (568460)
Designed for students who need extra instruction and time at the Tier 2 level. This course is devoted to increased comprehension of curriculum, vocabulary increase, and extended time on reading for comprehension and the grammar and structure of writing. This course focuses on students attaining appropriate grade level skills as determined by the Utah State Core.

English 10 Fundamentals (568400, 568401, 568402)
Students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies to increase reading comprehension in both informational and literary text, learn to write more clearly and effectively, and strengthen critical thinking skills. The skills outlined in the Utah State Core provide the curricular framework.

English 10 Core (568500, 568501, 568502, 568510, 568520, 568530)
Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21st century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

HN (Honors) English 10 (568600, 568601, 568602, 568610)
Students will gain advanced skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah State Core, they will pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for future honors and AP classes.

HN (Honors) English 10 (SOH) (568620)
Students will gain advanced skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah State Core, they will pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for future honors and AP classes.

English 11 Fundamentals (568800, 568801, 568802)
Students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies to increase reading comprehension in both informational and literary text, learn to write more clearly and effectively, and strengthen critical thinking skills. The skills outlined in the Utah State Core provide the curricular framework.

English Core 11 (568900, 568901, 568902, 568910, 568920, 568930)
Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21st century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

HN (Honors) English 11 (568950, 568951, 568952, 568960)
Students will gain advanced skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah State Core, they will pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for AP classes.

English 12 Fundamentals (56900, 569001, 569002)
Students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies to increase reading comprehension in both informational and literary text, learn to write more clearly and effectively, and strengthen critical thinking skills. The skills outlined in the Utah State Core provide the curricular framework.

English Core 12 (569010, 569011, 569012, 569020, 569030, 569040)
Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21st century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

College Preparation English (12) (571300, 571301, 571302)
A senior English Arts course specifically designed to prepare students for the rigors of college level reading, writing, listening, speaking, and language. The skills outlined in the Utah State Core provide the curricular framework.

English 12 CE (ENGL 1010) (574001, 574002)
A beginning course in expository and academic writing. Development of critical reading, writing, and thinking, and rhetorical strategies form the curricular base for this course. This is a college level course with advanced level expectations. College credit is available for those who pass the course at a prescribed level of competency. Prerequisite: Placement Test – See counselor or CE teacher for information.

Intro Writing CE (ENGL 1010) (11-12) (574101)
A beginning course in expository and academic writing. Development of critical reading, writing, and thinking, and rhetorical strategies form the curricular base for this course. This is a college level course with advanced level expectations. College credit is available for those who pass the course at a prescribed level of competency. Prerequisite: Placement Test – See counselor or CE teacher for information.

Professional Reading & Writing (12) (569300, 569301, 569302)
The purpose of this course is to introduce students to technical and professional communication and its application to problem solving. Students will define and produce technical and professional communication. They will use inquiry based learning and service learning in applying knowledge to real-world situations. This course is designed to prepare students for success in the world and in college level courses of all content areas.

Advanced Placement English Literature (11-12) (569100, 569101, 569102)
Students participate in college-level literature and composition, which emphasizes analysis, critical thought, and appreciation of sophisticated literary works. Many colleges and universities grant up to 12 hours of credit to those students who complete the course and pass the A.P. exam.
Advanced Placement English Language (11-12)  
(569150, 569151, 569152, 569160)  
Students participate in college-level language and composition, which emphasizes close reading, critical thought, and analysis of informational and other non-fiction text. Many colleges and universities grant up to 12 hours of credit to those students who complete the course and pass the A.P. exam.

IB (International Baccalaureate)  
(573650, 573670)  
IB courses are taught only at Skyline High. For information on IB and prerequisites, please contact the school.

**Elective Courses**

**Broadcast Journalism (11-12)**  
(569551)  
Designed to teach students journalistic skills in television broadcasting. Students not only learn how to write their own television news broadcasts, but how to present them on camera. Students develop camera presence and microphone technique, and have the opportunity to work with cameras and video editing. Students will gain practical experience producing both news and feature programs.

**Creative Writing (11-12)**  
(569351, 569352)  
An exploration of the wide variety of writing opportunities. Short stories, poetry, stream of conscience, parody, and children’s literature are just of few of the areas that may be studied. Reading as well as extensive writing will be required.

**Debate 1-2 (9-12)**  
(570700)  
This is a beginning course introducing the fundamentals of individual speech and formal and informal argumentation. Organization and research skills are stressed. Competition is encouraged.

**Debate 3-4 (10-12) Year**  
(570730)  
This intermediate course builds on the fundamentals of speech and debate covered in Debate 1-2. Competition is encouraged.  
**Prerequisite:** Debate 1-2

**Debate 5-6 (11-12) Year**  
(570760)  
Advanced speech and debate techniques are practiced, and competition is required. The debate teams develop from this class.  
**Prerequisite:** Debate 3-4

**Debate 7-8 (grades 11-12) Year**  
Advanced speech and debate techniques are practiced, and competition is required. The debate teams develop from this class.  
**Prerequisite:** Debate 5-6

**English Fundamentals Lab (9-12)**  
(566890, 566891)  
Designed for students who need extra instruction and time at the Tier 2 level. This course is devoted to increased comprehension of curriculum, vocabulary increase, and extended time on reading for comprehension and the grammar and structure of writing.

**English Fundamentals Lab II (9-12)**  
(566910, 566911, 566912)  
Designed for students who need extra instruction and time at the Tier 2 level. This course is devoted to increased comprehension of curriculum, vocabulary increase, and extended time on reading for comprehension and the grammar and structure of writing.

**English Literacy Lab (9-12)**  
(566920, 566921, 566922)  
Designed for students who need extra instruction and time at the Tier 2 level. This course is devoted to increased comprehension of curriculum, vocabulary increase, and extended time on reading for comprehension and the grammar and structure of writing.

**Interpersonal Communications CE (COMM 1010) (11-12)**  
(574201)  
Business Communications impacts all aspects of our lives. This introductory course will teach students to communicate in a clear, courteous, concise, and correct manner on both personal and professional levels. This is a college level course and may carry credit for those who meet the criteria.  
**Prerequisite:** See counselor or instructor for information.

**General Fiction**  
(57900, 579091, 579092)  
This course focuses on improving reading and writing skills. Using vocabulary, comprehension and interpretation, students will discuss general works of fiction including short story, drama, novel and film. Both writing to learn and process writing will enhance learning and thinking.  
**Prerequisite:** See school counselor or English Department Chair for information.

**Humanities (12)**  
(570801, 570802, 570803)  
This course examines works from different historical periods through reading, writing, listening, speaking, and discussing. The course will explore the development of art, music, philosophy, literature, architecture and film.  
**Prerequisite:** English 11

**Humanities 1 CE (HUMA 1100) (12)**  
(574301)  
Concentrates on all genres of art: dance, music, literature, art--and its connection to culture. This is a college level course and may carry credit for those who meet the criteria.  
**Prerequisite:** See counselor or instructor for information.

**Journalism 1 (9-12)**  
(569500, 569511, 569512)  
This class is an introduction to newspaper writing. Students will study the four types of journalistic writing: news, features, sports, and editorials. Students will practice fundamental skills necessary to proofread and edit copy and will learn basic layout procedures using production software. Students will brainstorm ideas for news stories and features and the focus and goals associated with the newspaper. Students will learn about how a news agency is run and who some of the premier reporters and editors in the news world are. Students will be expected to write for the school newspaper as well as accomplish other tasks as assigned. Fee: Variable – See school/teacher for fee details.

**Journalism 2 (10-12)**  
(569520)  
This workshop class produces the school newspaper. Good grades, good writing skills, and dependability are necessary. Attendance is mandatory. Computer skills and photography experience are helpful. Students will focus on leading the news team, designing the layout of the newspaper, continuation of photojournalism, continuation of writing skills, and the completion of a portfolio. Editors will plan and participate in activities, help direct first year students, and produce the final layout and design of the newspaper. Fee: Variable – See school/teacher for fee details.  
**Prerequisite:** Journalism 1 - Apply with school journalism advisor.
Journalism 3 (10-12)  
This workshop class produces the school newspaper. Good grades, good writing skills and dependability are necessary. Attendance is mandatory. Computer skills and photography experience are helpful. Students will focus on leading the news team, designing the layout of the newspaper, continuation of photojournalism, continuation of writing skills, and the completion of the portfolio. Editors will plan and participate in activities, help direct first year students, and produce the final layout and design of the newspaper. Fee: Variable – See school/teacher for fee details.  
Prerequisite: Journalism 2 - Apply with school journalism advisor.

Journalism 4 (10-12)  
This workshop class produces the school newspaper. Good grades, good writing skills and dependability are necessary. Attendance is mandatory. Computer skills and photography experience are helpful. Students will focus on leading the news team, designing the layout of the newspaper, continuation of photojournalism, continuation of writing skills, and the completion of the portfolio. Editors will plan and participate in activities, help direct first year students, and produce the final layout and design of the newspaper. Fee: Variable – See school/teacher for fee details.  
Prerequisite: Journalism 3 - Apply with school journalism advisor.

Literary Magazine Writing (10-12)  
This class produces the literary magazine. Students will learn appropriate photography, writing, interviewing, and design. Dependability is mandatory.  
Prerequisite: See advisor.

Public Speaking (10-12)  
Teaches the skills and strategies of good public speaking

Public Speaking CE (COMM 1020) (11-12)  
Communication principles and practice applied in group, written, electronic, and oral presentation assignments. Listening, perception, verbal clarity, nonverbal, diversity, conflict management and interviewing in workplace and interpersonal settings. This is a college level course and may carry credit for those who meet the criteria. Prerequisite: See counselor or instructor for information.

Publications 1-2 (9-12)  
This class produces the yearbook and/or the literary magazine. Students must have a background in writing, computers, business or photography. Students are required to fill out an application which may also include an interview. Prerequisite: Apply with school advisor.

Publications 3-4 (10-12)  
This class produces the yearbook and/or the literary magazine. Students must have a background in writing, computers, business or photography. This course is designed for editors and experienced yearbook/magazine staff. Prerequisite: Publications 1-2 - Apply with school advisor.

Publications 5-6 (10-12)  
This class produces the yearbook and/or the literary magazine. Students must have a background in writing, computers, business or photography. This course is designed for editors and experienced yearbook/magazine staff. Prerequisite: Publications 3-4 - Apply with school advisor.

Publications 7-8 (10-12)  
This class produces the yearbook and/or the literary magazine. Students must have a background in writing, computers, business or photography. This course is designed for editors and experienced yearbook staff. Prerequisite: Publications 5-6 - Apply with school advisor.

Reading (Developmental Reading) (9-12)  
An intervention class (Tier 2) for students diagnosed as reading on grade levels 4-6. The class will focus on comprehension, fluency, and vocabulary. Metacognitive control of comprehension and learning will also be a focal point in the class.

Reading Fundamentals (9-12)  
An intensive intervention class (Tier 3) for students diagnosed as reading on grade levels 1-3. The class will focus on developing decoding skills, fluency, and comprehension. Writing to respond to and understand reading will be included. Prerequisite: Diagnostic Test

Speech (9-12)  
Teaches the skills and strategies of good public speaking. Students will practice the art of writing and delivery.

Yearbook (9-12)  
This class produces the yearbook. Students will learn appropriate photography, writing, interviewing, and design. Dependability is mandatory.

Yearbook – (Advanced Yearbook) (9-12)  
Further experience in yearbook photography, writing, interviewing, and design. Students are responsible for all aspects of production. Prerequisite: Yearbook - Apply with yearbook advisor.

Fine Arts  
Fine Arts are made up of the following four separate areas: Dance, Music, Theatre, and the Visual Arts. Students may take any of the following core classes to fulfill the 1.5 credit high school requirement for graduation. Fine Arts credit may be earned from the State "Core" classes. All other classes that are offered by the four Fine Arts departments may be taken for elective credit or other credit as stipulated.
**Dance**

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual aspects of students who participate. It encourages intuitive, verbal, and non-verbal responses; it sharpens perceptions and encourages self-evaluation and critical judgment. Dance is one of the most direct means to understand and value the world in which we live. It has the power to both conserve and expand culture; it is truly a record of human expression and has been a part of the life of every culture throughout the span of human existence. Dance also has the power to enhance the quality of life for performer, creator, and audience member alike.

**Core Courses:** Students may earn FINE ARTS or PE credit for the following classes if the teacher has the proper endorsement, however these classes do not fulfill the Fitness requirement for Life P.E. core required class.

**Core Courses**

Dance 1 (grades 9-12) Year (500000)
Students are provided with experience in dance technique and the development of such things as physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins.

Dance 1A (grades 9-12) Semester (500001)
This course is a prerequisite for all other dance course.
Students are provided with experience in dance technique and the development of physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins.

Dance 1B (grades 9-12) Semester (500011)
Students are provided with experience in dance technique and the development of such things as physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins.

Dance 2 (grades 9-12) Year (500100)
Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student’s progress through the program. Classes must be taken in sequence. **Prerequisite: Dance 1**

Dance 2A (grades 9-12) Semester (500101)
Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student’s progress through the program. Classes must be taken in sequence. **Prerequisite: Dance 1**

Dance 2B (grades 9-12) Semester (500111)
Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student’s progress through the program. Classes must be taken in sequence. **Prerequisite: Dance 1**

Dance 3 (grades 9-12) Year (500200)
Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student’s progress through the program. Classes must be taken in sequence. **Prerequisite: Dance 2**

Dance 3A (grades 9-12) Semester (500201)
Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student’s progress through the program. Classes must be taken in sequence. **Prerequisite: Dance 2**

Dance 3B (grades 9-12) Semester (500211)
Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student’s progress through the program. Classes must be taken in sequence. **Prerequisite: Dance 2**

Dance 4 (grades 10-12) Semester (500250)
Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student’s progress through the program. Classes must be taken in sequence. **Prerequisite: Dance 3**

Dance Company (grades 9-12) Year (500450)
This course is for advanced performing dancers. **Teacher approval / audition**

**Elective Courses**

Beginning Social Dance (grade 9-12) Year (500300)
Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in traditional and contemporary dance activities that students may use in life.

Beginning Social Dance (grade 9-12) Semester (500301)
Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in traditional and contemporary dance activities that students may use in life.

Intermediate Social Dance (grade 9-12) Semester (500351)
Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in traditional and contemporary dance activities that students may use in life. **Prerequisite: Beginning Social Dance**
**Advanced Social Dance (grade 10-12) Year**
(500400)
Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in ballroom and Latin dances on the advanced level. Students will perform for various audiences. Prerequisite: Beginning and Intermediate Social Dance

**Advanced Social Dance (grade 9-12) Semester**
(500401)
Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in ballroom and Latin dances on the advanced level. Students will perform for various audiences. Prerequisite: Beginning and Intermediate Social Dance

**MUSIC**

**AP Music Theory (grades 11-12) Year**
(507180)
Students develop the ability to recognize and understand the elements and processes of music that are heard and read in musical scores. They experiment with intervals, scales, chords, metric/rhythmic patterns and gain ease in using the terms that describe them. Students learn how to use repetition, imitation and sequence in melody writing. Students compose, arrange, and develop skills in both harmonic and structural analysis. Study of contemporary and pop rock harmonies are included. Students may receive credit at some colleges for successful completion of the AP exam.

**SL (IB) (grades 11-12) Year**
International Baccalaureate Music Course.
(520800) and (520810)

**HL (IB) (grade 12) Year**
International Baccalaureate Music Course. Prerequisite: Music SL (IB)
(520820) and (520830)

**Listening and Literature (Aesthetics) (9-12) Semester**
(507201) or (507231-ESL)
Students develop listening skills, familiarity with a variety of music, and a vocabulary for describing music elements and events as they occur in the music. Students will discover meaning in music by examining how it relates to personal life, the enjoyment of life, and how it connects to history, culture, heritage, and community. Students will explore the expressive effects and potential of the voice, body, and instruments to communicate an idea or a thought to someone else. Students will study the production and/or transmission of musical sounds, and develop the ability to make reasoned, extemporaneous statements of personal opinion regarding specific pieces and/or performances of music.

**Composition (grades 9-12) Semester**
(507110)
Students will create arrangements of existing music and/or original compositions for instrumental soloists or groups, vocal soloists or groups, and/or scores for film soundtracks, commercials, power points, video games, TV programs, school programs, community events, etc.

**Independent Study (grades 9-12) Year (507260)**
Semester
(507261) (507262)
Music students may study/practice individually under the supervision of the music teacher assigned to their school. Where class schedules are irreconcilable, the instructor may or may not utilize this class period to prepare a student to participate in upcoming concerts. No Art Credit received. (Art credit is achieved through implementation of State Core Music Curriculum and related policies and guidelines that are not accomplished via independent study.) Prerequisite: Teacher approval.

**INSTRUMENTAL MUSIC**

**ORCHESTRA**

**String Orchestra (grades 9-12) Year**
(509610)
Semester
(509611) (509612)
Members of this non auditioned string ensemble develop their technical skills, sight reading abilities, and perform exciting string literature from various musical styles. Special attention given to students who need individual assistance. This class helps prepare students for auditioning to gain entrance into more advanced string groups.

**Small Ensembles (grades 9-12) Year**
(509700)
Semester
(509701)
Members of these auditioned small string ensembles expand their technical skills, broaden their familiarity with various musical styles, increase sight reading fluency, and experience more varied performance opportunities.

**Concert Orchestra (grades 9-12) Year**
(509800)
Semester
(509801) (509802)
This is the school's most advanced orchestra. Membership in the concert orchestra provides opportunities for the serious music student to become acquainted with the best music literature selected from standard symphonic works and contemporary orchestral literature. Students perform at numerous concerts and festivals, may accompany the school musical and perform at commencement exercises. Audition and/or teacher signature required.

**BAND**

**Advanced Band (9-9) Year**
(509220)
Semester
(509221) (509222)
This class is for students who are not ready for the Symphonic Band. This class is a great way to prepare to move into one of the more advanced bands.
Marching Band (9-12) Year
Students in the Marching Band prepare for parades and performances at athletic events and competitions.
Pre-requisite: Teacher Approval.

Small Ensembles (9-12) Year
Students play in various small ensembles, studying the elements of contemporary styles and developing the skills to evaluate and perform it authentically. Pre-requisite: Teacher Approval.

Percussion Ensemble (9-12) Year
Percussion students study and perform exciting percussion literature in this class and develop advanced techniques on a variety of percussion instruments. Pre-requisite: Teacher approval.

Symphonic Band (9-12) Year
Students in this band study and perform standard and symphonic music as well as works by composers now writing specifically for the symphonic band. Members of this band may also perform with the school's orchestra. This class prepares students to audition for Concert Band.

Jazz Ensemble (9-12) Year
This special instrumental ensemble offers experience in playing the more intricate and complex rhythms and harmonies characteristic of jazz. Sight-reading and improvisation skills are important in this class and will be developed to an advanced level. Enrollment in band or orchestra is encouraged as a continued reinforcement of fundamental skills is essential. A high level of commitment is needed to meet performance and rehearsal requirements. Pre-requisite: Successful audition and/or teacher approval.

Concert Band (9-12) Year
This is the school's most advanced large band. Auditioned woodwind, brass and percussion players make up this ensemble. Students explore and perform exciting standard and contemporary band literature with emphasis placed on achieving excellence in all aspects of performance and continued progress in sight reading skills. Pre-requisite: Successful audition and/or teacher signature

OTHER INSTRUMENTAL
Advanced Guitar One (9-9) Year
Students in this guitar course learn to tune and take care of the guitar, chord symbols and chord fingerings, accompaniment patterns in a strumming style. They play single note melodies by reading tablature and standard notation, and gain knowledge of various types of guitars. In this non-audition, non-performing class students learn to play music in a wide variety of styles and have the opportunity to play solos, duets, and ensemble pieces.

Guitar Two (grades 9-12) Year
This course emphasizes the development of guitar skills, the playing of chords and melodic techniques, various strumming and picking techniques, reading skills in tablature and traditional music notation, and music theory, knowledge of various types of guitars. Students learn to perform songs with chordal accompaniments, simple guitar solos, and group pieces. Pre-requisite: Teacher approval.

Advanced Piano One (9-9) Semester
Students learn how to take care of electronic musical keyboards, gain knowledge about the various types of keyboard instruments and develop the ability to play simple songs on the instrument. They learn to read music notation, including key signatures and time signatures.

Piano Two (9-12) Semester
Advanced piano students learn to prepare accompaniments to perform with musicals, large and small ensembles in the school, as well as solo performance and performance with other pianists. Pre-requisite: Teacher approval.

VOCAL MUSIC
Men's Chorus - Beginning (9-12) Semester
This is a great class for male students who are interested in singing. Students will learn basic music reading and singing skills in an ideal setting. This non-audition, non-performing choir class is a pre-requisite for Concert Choir and will prepare students for auditions to get into auditioned singing groups. The repertoire will be both educational and exciting with selections from Bach to Pop.

Men's Chorus – Advanced (9-12) Year
This is a class for all male students who have completed the first semester Beginning Men's Chorus course OR who have had serious choral training. Students enrolling in this class should have a sound foundation in rhythmical dictation, key signatures and vocal technique. This choir will enjoy good achievement musically and vocally while learning an exciting variety of music. The course is a pre-requisite for all auditioned groups. This non-audition choir class is the ideal setting for male students to improve vocally. The repertoire will be both educational and exciting with selections from Bach to Pop. Students seeking instruction targeting a beginning level should enroll in this first semester class. Students already at an intermediate level should enroll in this second semester course.
Women’s Chorus - Beginning (9-12) Year
Semester (510800) (510801)
This class is an excellent course for all female students who wish to improve vocally. Serious attention will be given to music fundamentals and music reading skills. Through exciting music the students will enjoy learning sound principles of singing, thereby enabling each student to increase her vocal talent. This course is a pre-requisite for auditioned groups.

Women’s Chorus - Advanced (9-12) Year
Semester (510810) (510811)
This is a class for all female students who have completed the first semester Beginning Women’s Chorus course OR who have had serious choral training. Students enrolling in this class should have a sound foundation in rhythmic dictation, key signatures and vocal technique. This choir will enjoy great achievement musically and vocally while learning an exciting variety of music. This non-audition choir class is the ideal setting for female students to improve vocally, and is a requisite for all auditioned groups. The repertoire will be both educational and exciting. Students seeking instruction targeting a beginning level should enroll in the first semester class. Students already at an intermediate level should enroll in this second semester course.

Mixed Chorus (9-12) Year
Semester (510600) (510601)
Students develop singing skills through the study and performance of music written for mixed voices. Emphasis is placed on attaining greater vocal maturity through the application of correct principles of voice production, breath control and diction with special attention given to reading musical notation. This class is recommended for ninth and tenth grade students but is not limited to them. This class has limited performing expectations. Prerequisite: Teacher approval.

Vocal Ensembles (9-12) Year
Semester (510100) (510101) (510102)
Students continue specializing in vocal music. Course content focuses on strengthening vocal production, sensitive musicianship, increased ability to read musical notation and a growing connection with the music of great choral composers. This also refers to select groups such as Chamber Choir, Show Choir, Jazz Singers, etc. Via auditions in May, students may be placed in these select performing groups. Teacher signature required.

Madrigals (9-12) Year
Via auditions in May, students may be placed in this select performing group. Teacher signature required.

Concert Choir (9-12) Year
Semester (510900) (510901)
This is the most advanced large choir. The repertoire provides each student with the opportunity to learn fun, exciting and great music. The course work enables students to improve their music reading ability and understand mood, form and style in choral music. Audition required. Teacher signature required.

Musical Theatre (9-12) Semester
This is a specialized class for students who have been cast in the school musical. This class consists of learning advanced musical-theatrical skills through research-based character development, characterized vocals, and technical ensemble skills. They will experience many avenues of understanding and communication through connecting the performing arts to personal growth, culture and history. Teacher signature required.

Theatre
The theatre arts program is an integral part of every school's academic curriculum. Students develop internal and external personal resources, create drama/theatre through artistic collaboration, and relate drama/theatre to its social context and form aesthetic judgments. The diversity of activities encompassed in drama/theatre curriculum provides opportunities for the involvement of all students, regardless of experience, cultural background, or disability. Students will develop self-esteem, self-discovery, and artistic discipline. They will also develop the ability to empathize, to take and give criticism, and to relate positively with peers. Students will develop skills in problem-solving, decision-making, and critical thinking. The development of multiple intelligences occurs as students take individual responsibility in the collaborative process.

Theatre High School Core Courses

Theatre 1 (grades 9-12) Year
(520100)
This course emphasizes speech techniques and oral presentation. Students are exposed to characterization, acting techniques and stage production while learning to appreciate the stage and developing interpersonal communication skills. The reading of plays and the history of the theatre are included.

Theatre Foundations 1A (grades 9-12) Semester
This class is a prerequisite for all other drama courses.
(520101)
This course will emphasize speech techniques and oral presentation. Theatre/Drama will provide experiences in characterization, acting techniques and stage production. In addition to increasing the student's appreciation for the stage, this class will emphasize ways in which young people can develop interpersonal communication skills.

Theatre Foundations 1B (grades 9-12) Semester
This class is a prerequisite for all other drama courses.
(520111)
This course emphasizes speech techniques and oral presentation. Students are exposed to characterization, acting techniques and stage production while learning to appreciate the stage and developing interpersonal communication skills. The reading of plays and the history of the theatre are included.
Theatre 2 (grades 9-12) Year
This course emphasizes advanced speech techniques and oral presentation. Students are exposed to characterization, acting techniques and stage production while learning to appreciate the stage and developing interpersonal communication skills. The reading of plays and the history of the theatre are included.

(520200)

Theatre 2A (grades 9-12) Semester
This course emphasizes advanced speech techniques and oral presentation. Students are exposed to characterization, acting techniques and stage production while learning to appreciate the stage and developing interpersonal communication skills. The reading of plays and the history of the theatre are included. This class is a prerequisite for all other drama courses.

(520201)

Theatre 2B (grades 9-12) Semester
This course emphasizes advanced speech techniques and oral presentation. Students are exposed to characterization, acting techniques and stage production while learning to appreciate the stage and developing interpersonal communication skills. The reading of plays and the history of the theatre are included.

(520211)

Theatre 3 (grades 9-12) Year
This course gives students further training in advanced characterization, the dramatic arts and provides experience in one-act, and three-act plays. Prerequisite: Theatre 2

(520300)

Theatre 4 (grades 9-12) Year
This course gives students advanced training in the dramatic arts and provides additional experience in one-act and three-act plays, advanced characterization, direction of plays and voluntary contest work. Prerequisite: Teacher approval

(520350)

Play Production (grades 11-12) semester (520601) or year (520600)
This course gives students advanced training in the dramatic arts and provides additional experience in one-act and three-act plays, advanced characterization, direction of plays and voluntary contest work. Prerequisite: Teacher approval

Elective Courses

Musical Theatre (grades 11-12) Year
Semester
This course gives students training in drama, dance and music. Students will combine music, singing, acting and dance to create refined art. Students will be encouraged to create, work, study, practice, improve, evaluate and excel for a final performance.

(520400)

(520402)

Stage Production (grades 9-12) Year
Semester
Students design stage sets, build props, construct, cover and paint frames and learn to arrange a stage to produce a visually appropriate setting for a play or musical. Students learn all aspects of running the stage lights, curtains, and sound. Prerequisite: Teacher approval

(520500)

(520501)

Visual Arts
The visual arts influence and enhance every aspect of our lives. They encourage and help us develop humanistic behavior in our personal relationships, self-discipline and study habits. Art develops and increases an individual’s problem solving and critical thinking skills. Visual skills developed through art study can open up a world of beauty and understanding and can accelerate students’ progress in many subject areas. Some art classes are provided for students who have not yet developed their art skills, while others permit students to refine their basic art skills, expand their development in visual arts and intensify their abilities to make aesthetic judgments.

*Concurrent Enrollment Classes* Concurrent enrollment classes are college level classes offered to high school students for both high school and college credit. Concurrent enrollment students are enrolled for classes at both the high school and the College. Students register through their high school instructor. Instructors are responsible for registering their students each term. While students earn high school credit, they also earn college credit, therefore reducing duplicated classes. Concurrent enrollment students are high school seniors and some qualified juniors. Eligibility requirements shall be selective enough to predict a successful experience.

Visual Arts – High School

Core Courses

Art Foundations 2 (grades 9-12) Semester
Instruction expands the concepts taught in Foundations 1 with emphasis on representative and interpretive drawing with further emphasis on color and design concepts, proportion, value, depth, and the use of creative expression as they apply to drawing landscapes, portraits, animals, cartoons and manmade devices. Aesthetics, higher level thinking skills, divergent production, and art criticism are addressed as well.

(5012001)

Art History & Criticism (grades 9-12) Semester
This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and appreciation of the Visual Arts. With an overview of studio production, this course is designed to develop higher level thinking, art-related technology skill, art criticism, art history, and aesthetics. Prerequisite for this course is Foundations 1 or 2.

(501601)

*Exploratory Art CC (grades10-12) Semester* (ART 1010) SLCC
This course is a glimpse into the world of art for the non-art major. There will be some non-judgmental, hands-on producing of art. Some reading and writing will be required.

(530001)
Drawing 1-2 (grades 9-12) Year
(502000)
Instruction expands the concepts taught in Foundations 1 with emphasis on representative and interpretive drawing using such media as pencil, ink and charcoal. Concepts emphasized include principles of design, proportion, value, depth, color and the use of creative expression as they apply to drawing landscapes, portraits, animals, cartoons and manmade devices.

Drawing 1 (grades 9-12) Semester
(502001)
Instruction expands the concepts taught in Foundations 1 with emphasis on representative and interpretive drawing using such media as pencil, ink and charcoal. Concepts emphasized include principles of design, proportion, value, depth, color and the use of creative expression as they apply to drawing landscapes, portraits, animals, cartoons and manmade devices.

Drawing 2 (grades 9-12) Semester
(502101)
Instruction expands the concepts taught in Drawing I with emphasis on representative and interpretive drawing using such media as pencil, ink and charcoal. Concepts emphasized include principles of design, proportion, value, depth, color and the use of creative expression as they apply to drawing landscapes, portraits, animals, cartoons and manmade devices. *Prerequisite: Drawing

*Basic Drawing CC (grades 10-12) Year
(ART 1020) SLCC
An introductory drawing course for non-majors: line, shape, perspective and light logic will be discussed. Using these techniques, students will develop their drawing skills. Some reading and writing will be required.

Drawing 3-4 (grades 9-12) Year
(502300)
This class has been designed to increase a student's representational skills by providing advanced instruction in the use of such media as pencil, ink, color pencils, conte and pastels in drawing such subjects as landscapes, mechanical devices, live models and still-life. Higher level thinking skills, art criticism and problem solving skills are increased. *Prerequisite: Art Foundations 2 or Drawing 2 (501001)

Drawing 3 (grades 9-12) Semester
(502301)
This class has been designed to increase a student's representational skills by providing advanced instruction in the use of such media as pencil, ink, color pencils, conte and pastels in drawing such subjects as landscapes, mechanical devices, live models and still-life. Higher level thinking skills, art criticism and problem solving skills are increased. *Prerequisite: Art Foundations 2 or Drawing 2

Drawing 4 (grades 9-12) Semester
(502401)
This class has been designed to increase a student's representational skills by providing advanced instruction in the use of such media as pencil, ink, color pencils, conte and pastels in drawing such subjects as landscapes, mechanical devices, live models and still-life. Higher level thinking skills, art criticism and problem solving skills are increased. *Prerequisite: Drawing 3

Drawing 5-6 (grades 9-12) Year
(502450)
Students receive special instruction in various drawing techniques to prepare them for highly advanced training or career opportunities in art. *Prerequisite: Drawing 3-4

Painting 1-2 (grades 9-12) Year
(503000)
Students are introduced to various painting media, techniques and styles. Instruction helps students utilize such media as watercolor, tempera, acrylics and oil in rendition of a wide range of subjects. *Prerequisite: Art Foundations 2

Painting 1 (grades 9-12) Semester
(503001)
Students are introduced to various painting media, techniques and styles. Instruction helps students utilize such media as watercolor, tempera and, acrylics of a wide range of subjects. *Prerequisite: Art Foundations 2

Painting 2 (grades 9-12) Semester
(503011)
Students are introduced to various painting media, techniques and styles. Instruction helps students utilize such media as acrylics and oil in rendition of a wide range of subjects. *Prerequisite: Art Foundations 2

Painting 3-4 (grades 9-12) Year
(503100)
Students receive guidance in self-expression through a wide variety of painting media and studio experience in the rendition of such subjects as landscapes, portraits, figure studies and still-life. *Prerequisite: Painting

Painting 5-6 (grades 9-12) Year
(503150)
Students receive special instruction in painting using various media to prepare them for highly advanced training or career opportunities in art. *Prerequisite: Painting 3-4

Photography 1-2 (grades 9-12) Year
(505000)
Students are introduced to the basic mechanical aspects of the camera and correct darkroom procedures as well as instruction in methods for developing negatives, making contact prints and enlargements, and mounting prints for display. Most darkroom work is restricted to black and white photography. Higher level thinking skills and art criticism are emphasized. *Prerequisite: Art Foundations 2

Photography 1 (grades 9-12) Semester
(505001)
Students are introduced to the basic mechanical aspects of the camera and correct darkroom procedures as well as instruction in methods for developing negatives, making contact prints and enlargements, and mounting prints for display. Most darkroom work is restricted to black and white photography. Higher level thinking skills and art criticism are emphasized. *Prerequisite: Art Foundations 2

Photography 2 (grades 9-12) Semester
(505051)
Students are introduced to the basic mechanical aspects of the camera and correct darkroom procedures as well as instruction in methods for developing negatives, making contact prints and enlargements, and mounting prints for display. Most darkroom work is restricted to black and white photography. Higher level thinking skills and art criticism are emphasized. *Prerequisite: Photography 1
Photography 3-4 (grades 9-12) Year (505100)
The principles taught in the first semester course are expanded to increase compositional skills using the elements and principles of art, manipulation and presentation of photographs, and guidelines for critiquing photographs. Prerequisite: Photography

*Basic Digital Photography CC (Art 1050 SLCC) (grades 10-12) (530311)
Discussion and operation of film and digital SLR cameras, along with film and digital lab techniques. Fully adjustable digital or film SLR camera and other photo equipment required. Prerequisite: Students in the high schools must take a basic photo class before they take ART 1050.

Film Making (grades 9-12) Semester (504001)
This course is designed to provide an overview and introduction to the four most basic phases of filmmaking: development, pre-production, production, and post-production. This course covers higher-level thinking skills and art-related technology skills with an emphasis on the creation of films in either traditional or electronic media. Prerequisite: Art Foundations 2

Film Making 2 (grades 9-12) Year (504110) or semester (504111)
This course is designed to provide an overview and introduction to the four most basic phases of filmmaking: development, pre-production, production, and post-production. This course covers higher-level thinking skills and art-related technology skills with an emphasis on the creation of films in either traditional or electronic media. Prerequisite: Film Making

Commercial Art/Computer Graphics 1 (grades 9-12) Semester (505701)
Students examine the place of art in advertising by studying a variety of commercial art techniques and skills relating to lettering, layout, illustration, and mechanics. Cartooning, illustration, packaging and methods of display using higher level thinking skills and art criticism will also be addressed. Prerequisite: Art Foundations 2 Teacher must have a Visual Arts, Fine Arts Endorsement.

Commercial Art/Computer Graphics 2 (grades 9-12) Year (505730) or semester (505731)
Students gain a background in advertising techniques including page layout, illustration and color separation through such applications as designing cards, covers, logos, letterheads, brochures and cartooning. Emphasis is placed on reproductive quality. Prerequisite: Commercial Art and Electronic Media

Commercial Art/Electronic Media 3 (grades 9-12) Semester (505761)
Students receive instruction and practice in the application of sound compositional principles employing a wide range of media to create individualistic works of art. Emphasis is on development of pieces, which can be included in a portfolio or displayed in competition. Prerequisite: Commercial Art and Electronic Media 3-4

3-D Design 1-2 (grades 9-12) Year (505500)
Students will be exposed to basic processes or techniques relating to wood design, leather design, floral and glass design, paper craft, metal design, tile murals, mosaics and mobile sculpture. Higher level thinking skills, divergent production, and art criticism are also emphasized. Prerequisite: Art Foundations 2

3-D Design 1 (grades 9-12) Semester (505501)
Students will be exposed to basic processes or techniques relating to wood design, leather design, floral and glass design, paper craft, metal design, tile murals, mosaics and mobile sculpture. Higher level thinking skills, divergent production, and art criticism are also emphasized. Prerequisite: Art Foundations 2

3-D Design 2 (grades 9-12) Semester (505551)
Students will be exposed to basic processes or techniques relating to wood design, leather design, floral and glass design, paper craft, metal design, tile murals, mosaics and mobile sculpture. Higher level thinking skills, divergent production, and art criticism are also emphasized. Prerequisite: Art Foundations 2

3-D Design 3-4 (grades 9-12) Year (505600)
Extended experience in the production of two-and three-dimensional 3-D Design is provided in this course as students explore the diverse range of media comprising this vast area of creative expression. Prerequisite: 3-D Design

3-D Design 5-6 (grades 9-12) Year (505650)
Students receive instruction and practice in the application of sound compositional principles employing a wide range of media to create individualistic works of art. Emphasis is on development of pieces, which can be included in a portfolio or displayed in competition. Prerequisite: 3-D Design 3-4

Printmaking (grades 9-12) Semester (505801)
Students learn how to make fine art prints using studio processes such as relief, intaglio, planographic, and stencil. With an emphasis on studio production, this course is designed to develop higher level thinking, art-related technology skill, art criticism, art history, and aesthetics. Prerequisite for this course is Foundations

Jewelry 1 (grades 9-12) Semester (505851)
Students are taught basic jewelry making skills such as filing, sawing, soldering, casting, and stone setting. With an emphasis on studio production, this course is designed to develop higher level thinking, art-related technology skill, art criticism, art history, and aesthetics. Prerequisite for this course is Foundations 2

Jewelry 2 (grades 9-12) Semester (505861)
Students are taught basic jewelry making skills such as filing, sawing, soldering, casting, and stone setting. With an emphasis on studio production, this course is designed to develop higher level thinking, art-related technology skill, art criticism, art history, and aesthetics. Prerequisite for this course is Jewelry 1
Ceramics 1-2 (grades 9-12) Year
Students learn the basic procedures for preparing, kneading, forming, glazing and firing ceramic clay. Skills are applied to hand-built, wheel-thrown functional and decorative forms and to representational and abstract sculptural forms. Students will develop the ability to make judgments about the aesthetic quality of ceramic forms by using higher level thinking skills, divergent production, and art criticism.
Prerequisite: Art Foundations 2

Ceramics 1 (grades 9-12) Semester
Students learn the basic procedures for preparing, kneading, forming, glazing and firing ceramic clay. Skills are applied to hand-built, wheel-thrown functional and decorative forms and to representational and abstract sculptural forms. Students will develop the ability to make judgments about the aesthetic quality of ceramic forms by using higher level thinking skills, divergent production, and art criticism. Prerequisite: Art Foundations 2

Ceramics 2 (grades 9-12) Semester
Students learn the basic procedures for preparing, kneading, forming, glazing and firing ceramic clay. Skills are applied to hand-built, wheel-thrown functional and decorative forms and to representational and abstract sculptural forms. Students will develop the ability to make judgments about the aesthetic quality of ceramic forms by using higher level thinking skills, divergent production, and art criticism. Prerequisite: Ceramics 1

*Beg Pottery CC (grades 11-12) (Art 1610 SUU)
This course is an introduction to the use of the potter's wheel. Beginning students become familiar with terms, tools, and techniques used to create functional objects with the potter's wheel.

Ceramics 3-4 (grades 9-12) Year
Students learn refinements and advanced techniques for producing hand-built, wheel-thrown and sculptural forms of functional, representational and abstract pieces of art. Prerequisite: Ceramics 2

Ceramics 3 (grades 9-12) Semester
Students learn refinements and advanced techniques for producing hand-built, wheel-thrown and sculptural forms of functional, representational and abstract pieces of art. Prerequisite: Ceramics 2

Ceramics 4 (grades 9-12) Semester
Students learn refinements and advanced techniques for producing hand-built, wheel-thrown and sculptural forms of functional, representational and abstract pieces of art. Prerequisite: Ceramics 3

Ceramics 5-6 (grades 9-12) Year
Students work in a closely supervised setting for individual study and experimentation in clay art. Help is provided to prepare for art careers or for study at institutions for advanced art study. Prerequisite: Ceramics 3-4

Sculpture (grades 9-12) Semester (506401) or Year (506400)
Students learn basic sculpture, fabricating and casting techniques and have opportunities to produce realistic and abstract forms in such materials as plaster, clay, wood, stone, metal and plastic. Higher level thinking skills, divergent production, and art criticism are also emphasized. Prerequisite: Art Foundations 2

2-D Studio—Drawing Art AP (grades 11-12) Year
Serious art students focus on the development of art portfolios, which meet the objectives of the students but will be focused on Studio Art - General Portfolio. The course emphasizes a sense of quality in student work, concentration on a particular visual interest or problem, and the need for breadth of experience in the formal, technical and expressive means of the artist. This course is intended for the highly motivated who are seriously interested in the study of art. Prerequisite: Teacher approval

2-D Studio-Design Art AP (grades 11-12) Year
Serious art students focus on the development of art portfolios, which meet the objectives of the students but will be focused on Studio Art 2-D Design. The course emphasizes a sense of quality in student work, concentration on a particular visual interest or problem, and the need for breadth of experience in the formal, technical and expressive means of the artist. This course is intended for the highly motivated who are seriously interested in the study of art. Prerequisite: Teacher approval

3-D Studio Art AP (grades 11-12) Year
This course is for serious art students and will focus on the development of 3-D AP art portfolios. The course emphasizes a sense of quality in student work, concentration on a particular visual interest or problem, and the need for breadth of experience in the formal, technical and expressive means of the artists. This course is intended for the highly motivated who are seriously interested in the study of art. Prerequisite: Teacher approval

Art History AP (grades 11-12) Year
This course is equivalent to a university freshman art history course and prepares students to take the AP college exam. Art history, criticism and appreciation from the beginning of time to the present are covered showing how art impacts personal lives and the world in which we live. This course is academically oriented and requires no artistic background.
Health Education

One half unit of health education is required in grades nine through twelve.

Health Education II (Grades 9th-12th)

Health education provides opportunities for students to develop knowledge, skills and attitudes necessary for practicing lifelong, health-enhancing behaviors. The Health II Curriculum focuses on what students can do for themselves to meet the objectives of the six state core standards and illustrates the impact their attitudes and behaviors have on the world around them. The curriculum builds on the foundation established in Health I with advanced, age-appropriate focus. Students will learn that they are responsible for their personal well-being and that building a solid foundation of health literacy and decision-making skills can contribute to positive health choices throughout life. In addition, they will explore the impact their personal health has on society as a whole.

Mathematics

Mathematics is the key that opens the door to success in the world of work. Regardless of the career, being able to do the math required for the job is essential to finding and keeping a well-paying job. Now is the time to learn skills and develop confidence in the ability to "be good" at mathematics.

Students planning on graduating will need three years of mathematics (Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III or one course from the Advanced and Applied Course list) for graduation from Granite School District, minimally, Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III. Parents can choose to opt their student out of Secondary Math III and into an AAF Course for the third math credit. Students who take courses Secondary Mathematics III and above are rated more favorably when being ranked for entrance and scholarships by most colleges and universities. Students must take one year of mathematics beyond Secondary Math III to qualify for a Regent's Scholarship.

Core Courses

Secondary Mathematics I 1 Year

The fundamental purpose of Secondary Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Secondary Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended. Prerequisite: 8th Grade Mathematics

Secondary Mathematics I Honors 1 Year

The fundamental purpose of Mathematics I Honors is to formalize and extend the mathematics that students learned in the middle grades. This course will compact Secondary I topics to allow time to cover Pre-Calculus topics including vectors and matrices. The critical areas of Secondary I, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Secondary Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Another unit in the course ties together the algebraic and geometric ideas studied. Students who continue in the Honors track will be prepared for Advanced Placement Calculus their senior year of high school. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended. Prerequisite: 8th Grade Mathematics Honors

Secondary Mathematics II 1 Year

The focus of Secondary Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I as organized into 6 critical areas or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles with their quadratic, algebraic representations round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject. A graphing calculator is recommended. Prerequisite: Secondary Mathematics I

Secondary II Honors 1 Year

Secondary II Honors will compact Secondary II topics to allow time to cover Pre-Calculus topics. Students who continue in the Honors track will be prepared for Advanced Placement Calculus their senior year of high school. The focus of Secondary II Honors is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I as organized into 6 critical areas or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Additional honors’ topics for this course include extending work with complex numbers, expanding on probability to include permutations and combinations, using probability to make decisions, constructing and studying tangent lines, and additional Pre-Calculus topics. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended. Prerequisite: Secondary Mathematics I Honors

Secondary Mathematics III 1 Year

It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The
Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

A graphing calculator is recommended. Prerequisite: Secondary Mathematics II

Secondary III Mathematics Honors 1 Year
(577600)
It is Secondary III Honors will compact Secondary III topics to allow time to cover Pre-Calculus topics. Students who continue in the Honors track will be prepared for Advanced Placement Calculus their senior year of high school. It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended. Prerequisite: Secondary Mathematics II Honors

Pre-Calculus 1 Year
(57900)
The main goal of Pre-Calculus is for students to gain a deep understanding of the fundamental concepts and relationships of functions. Students will expand their knowledge of quadratic, exponential, and logarithmic functions to include power, polynomial, rational, piece-wise, and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and, and use graphing calculators and mathematical software to build understanding, make connections between representations, and provide support in solving problems. Students will analyze various representations of functions, sequences, and series. Students will analyze bivariate data and data distributions. Students will apply mathematical skills and make meaningful connections to life’s experiences. Pre-Calculus highly recommended preparation for students who plan to continue their formal education beyond high school. A graphing calculator is recommended. Prerequisite: Secondary Mathematics III

Pre-Calculus - Honors 1 Year
(579100)
The main goal of Pre-Calculus is for students to gain a deep understanding of the fundamental concepts and relationships of functions. Students will expand their knowledge of quadratic, exponential, and logarithmic functions to include power, polynomial, rational, piece-wise, and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use graphing calculators and mathematical software to build understanding, make connections between representations, and provide support in solving problems. Students will analyze various representations of functions, sequences, and series. Students will analyze bivariate data and data distributions. Students will apply mathematical skills and make meaningful connections to life’s experiences. Pre-Calculus is highly recommended preparation for students who plan to continue their formal education beyond high school. A graphing calculator is recommended. Prerequisite: Secondary Mathematics III

Applied Advanced and Supplemental Courses

Accounting I
Students will develop skill beginning with an understanding of the basic elements and concepts of double-entry accounting systems. Skills will include knowledge of the accounting cycle, entering transactions in journals, posting to ledgers, compiling end-of-period worksheets, adjusting and payroll systems, and writing and communication examples. Proficiency of automated accounting procedures is encouraged.

Accounting II
Students will develop advanced skills that build upon those acquired in Accounting I. Additional accounting skills such as reconciling uncollectible accounts, calculating depreciation on assets, interpreting financial information, and calculating notes and interest will be developed. Computerized accounting will again be incorporated as an essential tool where resources are available.

Advanced Placement Calculus (A/B or B/C) 1 Year
(579350-60)
Students learn the concepts covered in beginning differential and integral calculus on the post-high school level. Upon passing the advanced placement examination, students may receive up to 12 hours of college credit. A graphing calculator is recommended. Prerequisite: Secondary Mathematics III

Advanced Placement Statistics 1 Year
(57920)
This is a non-calculus based statistics course meant to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Upon passing the advanced placement examination, students may receive up to 12 hours of college credit. A graphing calculator is recommended. Prerequisite: Secondary Mathematics II

Mathematical Decision Making for Life
Mathematical Decision Making is a four-quarter course for seniors. The course includes mathematical decision making in finance, modeling, probability and statistics, and making choices. The four quarters of instruction are independent of each other, allowing students to enter and exit the course quarterly. Students will make sense of authentic problems and persevere in solving them. They will reason abstractly and quantitatively while communicating mathematics to others. Students will use appropriate tools, including technology, to model mathematics. Students will use structure and regularity of reasoning to describe mathematical situations and solve problems. A graphing calculator is recommended. Prerequisite: Secondary Mathematics II

Introduction Statistics and Probability
(579501)
Statistics and Probability is an introductory project- and activity-based course where students critically analyze information about their world. Students will pursue questions based on their own experiences and gather data from media, their own experiments, and common objects. Students will practice critical thinking skills as they gather and interpret information about their world. Students will learn how to collect data, organize their own and others’ data, and display the data in graphs and charts that will be useful in answering their questions and forming conclusions. Students will estimate probabilities in experiments, and compare experimental and theoretical probabilities. All topics should be included in either a semester or a year-long course, differentiated by the depth of the material covered. A graphing calculator is recommended. Prerequisite: Secondary Mathematics II
The Mathematics of Personal Finance Year (579600)
The Mathematics of Personal Finance Core is designed for junior and senior students and represents those standards of learning that are essential and necessary for all students. The implementation of the ideas, concepts, knowledge, and skills contained in the Mathematics of Personal Finance Core will enable students to implement the mathematical and decision-making skills they must apply and use to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Instruction will incorporate a “hands-on” approach involving techniques such as problem solving, reasoning, simulation, representing and interpreting data, and application of related mathematical topics. Direct application of the concepts of this Core to the world in which students live will empower them to incorporate the concepts of the Mathematics of Personal Finance Core into their lives. The Mathematics of Personal Finance Core will also incorporate skills from language arts, social studies, applied technology, character education, and applied service learning. Successful completion of this course will fulfill 1 credit toward the supplemental or applied mathematics requirements. This course does not fulfill the General Financial Literacy graduation requirement.

A graphing calculator is recommended. Prerequisite: Secondary Mathematics II

College Prep Mathematics Year (580121)
Students will acquire the skills needed to be successful in Math 1050 (College Algebra). The focus of the course will be on analysis and use of functions. Emphasis will be given to collecting data to motivate the development of the analytical model of each function that will be studied.

A graphing calculator is recommended. Prerequisite: Secondary Mathematics III

Modern Mathematics (579700-01)
This course introduces students to topics in modern mathematics as they apply to real-world contexts. The course extends students’ understanding of the mathematics developed in Algebra 1 and Geometry. The course is intended to help students develop an understanding of how mathematics describes and explains the world in which they live. Students will extend their mathematical literacy, problem-solving skills, and enthusiasm for the power and beauty of mathematics as a tool for quantifying their world. Teachers will select a minimum of five objectives per semester to explore, and may modify indicators to meet those objectives. Teachers are encouraged to select topics which are of particular interest to their students. Because the topics within the course are not intended to build on one another, students may enter or exit the class throughout the academic year. A graphing calculator is recommended. Prerequisite: Secondary Mathematics II

Math 1030: Quantitative Reasoning
This course helps students to use advanced mathematical concepts to make decisions and communicate ideas, apply abstract reasoning, apply quantitative skills to make decisions, and communicate decision using mathematical argument. A graphing calculator is recommended. Prerequisite: Secondary Mathematics III

**Computer Science**

Introduction to Computer Science Term (5425)
Students focus on traditional topics in computer science, while writing object-oriented programs. The course covers programming basics, data and information processing, object-oriented programming, and graphical user interfaces. No prior programming experience is needed.

Prerequisite: Concurrent enrollment in or prior completion of Geometry

Computer Science AP Year (5431)
The major emphasis in this course is on programming methodology, algorithms and data structures with the JAVA language. Applications are used to develop student awareness of the need for particular data structures and algorithms. Upon passing the AP exam, students may receive up to eight semester hours of college credit. Prerequisite: Introduction to Computer Science

Computer Programming I/A Semester

An introduction to computer programming/software engineering and applications

Reviews and builds on the concepts introduced in CPI/A. Introduces students to more complex data structures and their uses, including sequential files, arrays, classes, and recursive processes. Students will learn to create more powerful programs. Prerequisites: Algebra I, keyboarding proficiency, computer technology, and successful completion of CPI/A. Note: Computer Programming I/A and Computer Programming I/B can be combined and offered as a full-year course.

Computer Programming I/B Semester

An intermediate class in computer programming/software engineering and applications

Elective Courses

UBSCT Math Prep Term (51311)
Students will improve their understanding and develop the skills related to the standards and objectives outlined in the Utah Basic Skills Competency Test Framework. These standards include arithmetic, algebraic reasoning, basic geometry concepts, basic computational skills, collecting and organizing data, and creating and analyzing graphs. Test-taking skills will be taught throughout, and the Reference Sheet will be used to build familiarity. The course outline is correlated to the UBSCT Framework. A graphing calculator is recommended.
Physical Education

Physical Education seeks to make students active players in life through a sequential, broad-based activity curriculum. It enables students to see the importance of proper nutrition and exercise in maintaining a healthy lifestyle. The curriculum emphasizes individual differences, and grading is based on participation and personal improvement. All physical education courses are coeducational.

Students are required to take three (3) semesters of physical education during grades nine through twelve. The one required course is Fitness for Life (6130) and it should be taken in either the ninth or tenth grade year. The other two required semesters of credit can be taken anytime in grades nine through twelve from course offerings numbered 6050-6280 and course number 6360. Students may also receive one semester of physical education credit for the successful completion of two seasons of competitive sports participation during the years nine through twelve. See your school counselor for help in receiving credit in this manner.

The physical education requirement may not be waived except for a significant medical reason outlined in a report from a physician. Pep Club, Cheerleading, ROTC, Marching Band or Rodeo may not be used to fulfill the physical education requirement but may be used to earn general elective credit for graduation. Students are limited to taking one P.E. class per semester.

Two non-traditional options for P.E. credit are available. On-line course of Fitness for Life are available through Granite Connect. For more information about on-line course selection, please visit http://graniteconnect.org/. A second non-traditional route to credit is The Demonstrated Competence testing option. The Demonstrated Competency Assessment Program was designed to allow students who are already competent in a subject area to "test out" of coursework for that subject area – earning credit without needing to take the class. Fitness for Life and Participation Skill and Techniques (PST) testing is available. This option allows a student to receive credit by demonstrating a competency in two areas; a traditional written test, and performed physical tasks to a certain proficiency level. For more information regarding Demonstrated Competency go to:

http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/testingcenter/Pages/default.aspx .

Participation Skills and Techniques (grade 9) Semester

Students develop knowledge and skills in a variety of individual and team sports with emphasis on sportsmanship and leadership skills. Students work to improve fitness levels and are measured by the Presidential Physical Fitness Test. Students are introduced to keeping a journal and/or portfolio.

Ninth Grade Athletics - Advanced Participation Skills and Techniques (grade 9) Semester

Students cover the requirements of P.E. 6050 in a more intense and challenging atmosphere.

Ninth Grade Weight Training/Conditioning (grade 9) Semester

Students learn how to keep physically fit through weight training and conditioning programs.

Dance 1 (grade 9-12) Semester

This course is prerequisite for all other dance courses. Students are provided with experience in dance technique and the development of such things as physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins. This class does not fulfill the 9th grade P.E. requirement.

Aerobics 1-4 (grades 11-12) Semester/Year

Students develop cardiovascular fitness through a variety of aerobic activities. Prerequisite: Fitness for Life (6130)

Fitness for Life (grade 10) Semester

Students become involved in and adopt a personal lifestyle of regular physical fitness. They identify and understand all components of fitness including weight control, nutrition, caloric expenditure and stress management. Core requirement

Lifetime Sports 1-2 (grades 11-12) Semester

Students develop skills in a variety of lifetime activities including dance. Prerequisite: Fitness for Life (6130)

Sports Activities (grades 11-12) Semester

Students in this course compete in several team sports activities such as football, basketball, soccer, volleyball and softball. Prerequisite: Fitness for Life

Competitive Athletics 1-6 (grades 10-12) Semester

This course meets the needs of the athlete on competitive teams with advanced instruction in strategy, sportsmanship, conditioning and skill development. Prerequisite or concurrent enrollment: Fitness for Life (6130)

Social Dance (grades 9-12) Year

Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in traditional and contemporary dance activities that students may use in life. This class does not fulfill the 9th grade P.E. requirement.

Weight Training/Conditioning 1-4 (grades 11-12) Semester

In this course students learn the importance of weight training, the physiology involved and methods of designing a personal fitness program. Prerequisite: Fitness for Life (6130)

Swimming 1-6 (grades 10-12) Semester

Students improve individual strokes and receive instruction in diving and lifesaving. Classes must be taken in sequence. Prerequisite or concurrent enrollment: Fitness for Life (6130)

Competitive Swimming 1-6 (grades 10-12) Semester

This course is for members of the swimming team and emphasizes competitive stroke development and conditioning. Prerequisite or concurrent enrollment: Fitness for Life (6130)
Aquatic Aerobics (grades 11-12) Semester  
Students improve aerobic fitness levels through a variety of water activities. (6235)

Dance 2-6 (grades 9-12) Semester  
Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as students progress through the program. Classes must be taken in sequence. Prerequisite: Dance 1 (62410) or concurrent enrollment: Fitness for Life (6130) (6242-6244)

Dance Company (grades 11-12) Year  
This course is for advanced, performing dancers. Prerequisite: Fitness for Life (6130) and audition. (6249)

Sports Medicine, Athletic Training (grades 11-12) Year  
Students learn practical applications of anatomy and physiology. They learn CPR and how to prevent, evaluate and treat athletic injuries. Advanced students are assigned to the high school athletic program to tape and work with rehabilitation of sports injuries. All students are required to participate in exercises designed to prevent and rehabilitate injuries and to develop a personal fitness program. (6360) or (9855)

Science  
Students are required to take three (3) years of science during grades 9-12 in order to meet state graduation requirements. Two years of science must be from the Science Foundation classes; the third year may be from the Applied, Advanced Courses or an additional Foundation Course.  
Students pursuing post-high school education should check with the institutions they want to attend for specific science entrance requirements. Most in-state institutions require or recommend two or three years of science for entrance, two lab courses from the foundations list plus an additional course.

Science is an inclusive field of inquiry - not just for those who will seek science related careers. In a world of rapidly expanding knowledge and technology, all young people must be science literate. Literacy includes the understanding and skills to function responsibly and successfully in a changing world. Science is a way of knowing and understanding the natural world.

Honors Science Courses  
Honors science courses are for students who have the interest and motivation to pursue science knowledge and skills with greater depth and rigor than regular science courses. Students will engage in learning activities that emphasize inquiry, problem solving, critical thinking, technology application and research skills. Students will be provided opportunities to demonstrate understanding through a variety of instructional methods, which may include writing, research projects, reading of complex science material, discussions and lab work to develop science process skills. Investigations and meaningful real-world applications will increase focus on depth and complexity of science concepts. Offered in Earth Science, Biology, Chemistry and Physics.

Gifted & Talented Science Courses  
This course is provided for students who are identified by evaluation as gifted and talented. The intent of the course is to include opportunities to master core content, develop science process skills, stretch thinking, and emphasize individual pursuits as well as apply acquired knowledge to real world issues. The course will stress inquiry, problem solving, critical thinking, and creativity through student-centered research, products and projects. The common core and state standards will be used as a base for compacting and acceleration of grade-level content. Offered in Biology.

Foundation Courses  
Earth Science Area  
Earth Science (grades 9-12) Full Year  
This course emphasizes concepts and inquiry skills needed to understand how earth came into existence, has changed over time and how it functions today. Standards include: Astronomy, Earth’s Structure and Geology, Weather/Meteorology, and Earth’s water. Course is also available as Honors (500650) (600800)

Environmental Science, Advanced Placement (grades 10-12) Full Year  
The content of this course is equivalent to that of a college freshman environmental science class. The course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students are expected to take the A.P. Environmental Science exam at the end of the course. Prerequisite: Biology or Chemistry. Course is also available as non-AP (602560). (602570)

Biology Area  
Biology (grades 9-12) Full Year  
A course designed to cover biological topics and use inquiry skills. Standards include: living organisms as they interact with one another and their environment; structure of organisms including cell structure, organs and functions; relationships between structure and function or organs and organ systems; the structure of DNA, which is coded with genetic information; and biological diversity is a result of evolution. Also available as Honors (601100), 9th grade Gifted and Talented (601160), IB-SL (603300), IB-HL (603310) (601000)

Biology, Agriculture Science & Technology (grades 9-12) Full Year  
A course designed to be a hands-on way to earn biology credit with an emphasis on agriculture as it relates to nursery operation and landscape management. The same standards and objectives from Biology are used in this course. Course can count as science or CTE graduation credit, but not both. (636000)
Biology, Human (grades 10-12) Full Year
A course designed to cover the biological topics from a human perspective. The same standards and objectives from Biology are used in this course.

Biology, Advanced Placement (grades 9-12) Full Year
The content of this course is equivalent to that of a college freshman biology class. Students will be encouraged to take the A.P. Biology Lab (601220). Students are expected to take the A.P. Biology exam at the end of the course.

Biology, Human, Concurrent Enrollment (grades 10-12) Year
A course designed to cover biological topics from a human perspective. Standards include: living organisms as they interact with one another and their environment; structure of organisms including cell structure, organs and functions; relationships between structure and function or organs and organ systems; the structure of DNA, which is coded with genetic information; and biological diversity is a result of evolution. Recommended prior coursework: Biology

Chemistry Area
Chemistry (grades 9-12) Year
A conceptual course designed to cover chemistry using inquiry. Standards include: matter in the universe has common origins and is made of atoms that have structure and can be systematically arranged on the Periodic Table; the relationship between energy changes in the atom; chemical bonding and the relationship of the type of bonding to chemical and physical properties of substances; in chemical reactions, matter and energy change forms, but the amounts of matter and energy do not change; many factors influence chemical reactions and some reactions can achieve a state of dynamic equilibrium; and the properties that describe solutions in terms of concentration, solutes, solvents and the behavior of acids and bases. Also available as Honors (601600), IB-SL (603350).

Chemistry, Advanced Placement (grades 9-12) Year
This course provides an in-depth, mathematics-intensive coverage of the chemistry concepts that are taught in first year university chemistry courses. Students are expected to take the A.P. Chemistry exam at the end of the course. Recommended prior coursework: Chemistry Chemistry, Concurrent Enrollment (grades 11-12) Year

Fundamentals of Inorganic Chemistry, Concurrent Enrollment, CHEM 1210 Atomic structure chemical bonding, chemical reactions, solution chemistry, stoichiometry, periodic table, thermochemistry, kinetics, gases, and kinetic molecular theory will be covered. The course is coupled with a lab course (601710) that includes 10 labs. Pre-requisite: Chemistry

Physics Area
Physics (grades 9-12) Full Year
A conceptual course designed to cover physics using inquiry. Standards include: measuring, calculating and describing the motion of an object in terms of position, time, velocity and acceleration; relationship between force, mass and acceleration; factors that determine the strength of gravitational and electric forces; transfer and conservation of energy; and properties and application of waves. Also available as Honors (602100), IB-SL (603360). Recommended prior coursework: Secondary Math 1 (or concurrently enrolled)

Physics with Technology (grades 9-12) Full Year
This is a conceptual course designed to cover physics using technology. Content includes: measuring, calculating and describing the motion of an object in terms of position, time, velocity and acceleration; the relationship between force, mass and acceleration; factors that determine the strength of gravitational and electrical forces; transfer and conservation of energy; and properties and applications of waves. Recommended prior coursework: Secondary Math 1 (or concurrently enrolled)

AP Physics 1, Advanced Placement (grades 9-12) Full Year
This is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Students are expected to take the A.P. Physics 1 exam at the end of the course. Recommended prior coursework: Secondary Math 1

AP Physics 2, Advanced Placement (grades 10-12) Full Year
This is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Students are expected to take the A.P. Physics 2 exam at the end of the course. Pre-requisite: Physics or AP Physics 1

AP Physics C, Advanced Placement (grades 10-12) Full Year
There are two sections of Physics C. Each section corresponds to approximately a semester of college work. Mechanics is typically taught first, and some AP teachers may choose to teach this course only. If both courses are taught over the course of a year, approximately equal time should be given to each. Both courses should utilize guided inquiry and student-centered learning to foster the development of critical thinking skills and should use introductory differential and integral calculus throughout the course. Students are expected to take the A.P. Physics C exam at the end of the course. Recommended prior coursework: Physics, AP Physics 1 or 2, Secondary Math III or Calculus

Physics C: Mechanics, 602150/602151 should provide instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Physics C: Electricity and Magnetism, 602170/602171 should provide instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

Computer Science Area
Computer Science, Advanced Placement (grades 11-12) Year
The major emphasis in this course is on programming methodology, algorithms and data structures with the JAVA language. Applications are used to develop student awareness of the need for particular data structures and algorithms. Upon passing the AP exam, students may receive up to eight semester hours of college credit. Prerequisite: Introduction to Computer Science
Computer Science Principles Year (grades 9-12)  
Computer Science Principles is a new course that follows a project to develop a computer science course that seeks to broaden participation in computing and computer science. The course places emphasis on the principles of computer science rather than just programming. Big ideas and concepts include: Computing is a creative activity, Abstraction reduces information and detail to facilitate focus on relevant concepts, Data and information facilitate the creation of knowledge, Algorithms are used to develop and express solutions to computational problems, Programming enables problem solving, human expression, and creation of knowledge, The Internet pervades modern computing. Computing has global impacts.

Computer Programming II Year (grades 10-12)  
This is an advanced course in computer programming/software engineering and applications. It reviews and builds on the concepts introduced in Computer Programming I. It introduces students to dynamic data structures, advanced utilization of classes, and applications of recursion through the application of mathematical concepts. **Prerequisite:** Computer Programming I

**Advanced or Applied Science Courses**

Not all courses are available at every high school.

**Anatomy & Physiology (grades 9-12) Semester/Year**  
(603151)

The Anatomy and Physiology course study the structure and function of the human body system. This course replaces the previous course titled “Human Biology.” Also available as Concurrent Enrollment (603760), CTE (645500) - **Prerequisite:** Biology

**Astronomy (grades 9-12) Semester**  
(603000)

The underlying principles of life, earth, and physical science are integrated in this study of the universe. Historical astronomy, the solar system, comets, constellations, extraterrestrial life, and the evolution of stars are the major topics of study. Observational astronomy skills and critical thinking are fostered through the use of laboratory and field activities.

**Biotechnology (grades 9-12) Year**  
(602500)

A hands-on course that introduces students to applied biology and technology. Curriculum includes: biochemistry; DNA structure; gene expression; protein synthesis; human genetic disease; recombinant DNA strategies; DNA testing; DNA sequencing; forensics; and bioethics. The course is designed to provide a foundation of knowledge and skills marketable for the private sector; i.e., medicine, microbiology, genetics, and bioengineering. Also available as Concurrent Enrollment (603700) or CTE (602551). **Prerequisite:** Biology

**Botany (grades 9-12) Semester**  
(602600)

In this course, students will focus on plant organs and tissues and how they function. Specific attention will be paid to the structure and function of roots, stems and leaves. In addition, students will learn about plant growth, reproduction, environmental response and diseases while becoming aware of the importance of plants in our daily lives. Various laboratory exercises will be utilized to accompany class material, including possible outdoor studies. **Recommended prior coursework:** Biology

**Environmental Science (grades 9-12) Semester/Year**  
(602560)

This course is a study of the human impacts on nature. The course will focus on environmental problems and solutions, ecological principles, cycles and systems, population growth and dynamics, pollution, energy production and consumption as well as biodiversity. Students will be engaged in discussions, labs and field studies. Also available as Advanced Placement (602570)

**Forensics (grades 9-12) Semester**  
(602881)

This is a biology elective course that focuses on the science and technology of crime scene investigation. Students will learn how to observe, collect, analyze and evaluate evidence found at crime scenes. Some of the many topics covered are fingerprint analysis, hair and fiber comparison, serology and crime scene analysis.

**Geology (grades 9-12) Semester/Year**  
(602751)

Basic concepts of geology will be studied. Formation of rocks, erosion and landscape evolution, plate tectonics, interpretation of earth processes from geological data are the foundation of this course.

**Human Physiology (grades 9-12) Semester/Year**  
(603100)

This course explores the life processes and functions of the human body under healthy and diseased conditions with an emphasis on form, structure and physiology. **Recommended prior coursework:** Biology

**Marine Biology (grades 9-12) Year**  
(602800)

The marine biology course is designed to introduce students to marine ecosystems, including the great diversity of marine organisms and their coastal and oceanic environments. The emphasis is on basic principles that help us to understand the processes that shape life in marine environments.

**Ornithology (grades 9-12) Semester**  
(602950)

This is a specialized zoology course of the study of the identification, biology, and ecology of birds. Students will investigate relevant areas of ornithology including bird behavior, anatomy, flight, habitat use, nesting and reproduction, and migration. **Recommended prior coursework:** Biology

**Wildlife Biology (grades 10-12) Semester/Year**  
(602850)

This course covers the interactions and their effects between man, wildlife and the environment.

**Zoology (grades 9-12) Semester/Year**  
(602900)

The study of the animal kingdom initiated in Biology is continued in this course with the concepts of classification, evolution, anatomy, physiology, adaptation and behavior. **Recommended prior coursework:** Biology
Social Studies

Every student is required to take three and one half years of social studies in grades 9-12. One year of Geography for Life must be taken in the 9th grade. One year of World Civilizations and one year of United States History II must be taken in grades 10-12. All 12th grade students are required to take one semester of United States Government and Citizenship.

Core Courses

Geography for Life (grade 9 only) Year (7090)
This course focuses on the interaction between our physical and cultural environments. Students study the six themes of location, place, and movement and region, human and environmental interaction.

Geography for Life, Gifted and Talented (grade 9 only) Year (7990)
This course is for students who have been specifically identified for participation by formal evaluation and is designed to provide acceleration, extensive experience and guided investigation in world geography.

World Civilizations 1 (grades 10-12) Semester (7100)
This course emphasizes the history, achievements and contributions of ancient civilizations and non-Western culture by looking at political, economic, social, philosophical and religious, scientific and technological, artistic, and architectural aspects of civilizations.

World Civilizations 2 (grades 10-12) Semester (7110)
This course includes important developments in history, science, industry and culture of the modern world from the Renaissance to the present.

World Civilizations 1-2, Honors (grades 10-12) Year (7200)
This program is an accelerated course specifically designed to prepare students for advanced placement courses or college work. The primary focus is on ancient civilizations, non-Western culture, and important developments that history, science, industry and culture played in the development of the modern world.

United States History II 1 (grades 10-12) Semester (7300)
This survey course briefly reviews early American History from the colonial period through Reconstruction and expands student knowledge of United States History through the early twentieth century.

United States History II 2 (grades 10-12) Semester (7310)
The second half of this survey course concentrates on the United States’ domestic and foreign roles from the early 1900’s, to the present.

United States History II 1-2, Honors (grades 10-12) Year (7340)
This is an accelerated program specifically designed to prepare students for advanced placement and college work.

Advanced Placement American History (grades 11-12) Year (7510)
This is a college-level course created for highly motivated students. It involves intensive reading with discussion and research to help students read historical material analytically, weigh evidence and interpretations, and arrive at conclusions on the basis of facts.

United States Government and Citizenship (12th grade) Semester (7350)
Good citizenship is essential to the preservation of democracy in the United States. By learning the role of a well-informed, responsible citizen, students will demonstrate an understanding of the protections, privileges, government structures and economic systems affecting his/her daily life.

General Financial Literacy (grades 11-12) Semester (6550)
This course is designed to teach students about choices and challenges of today’s markets. It will give students a better understanding of personal finance that will help them to move into adulthood making more informed monetary decisions, realizing a greater potential for personal wealth, and fostering a stronger state and national economy. It will include information about becoming a wise and knowledgeable consumer, saver, investor, user of credit, money manager, citizen and member of a global workforce and society.

Electives

American West (grades 10-12) Semester (7530)
This course emphasizes such topics of Manifest Destiny, exploration, mountain men, Spanish west, Native Americans and the Texas-Mexican-American War.

Law Enforcement and the Courts (grades 10-12) Semester (7560)
This course includes courtroom and trial procedures, important court cases, rights of the accused, criminal law, juvenile law, family law, consumer law and the problems related to law enforcement.

Advanced Placement European History (12th grade) Year (7600)
This is a college-level course created for highly motivated students. It involves intensive reading with discussion and research to help students read historical material analytically, weigh evidence and interpretations, and arrive at conclusions on the basis of facts.

Contemporary Social Problems (grades 11-12) Semester (7630)
This course explores in-depth problems related to economics, government, family, community, and personal life.

Sociology (grades 10-12) Semester (7640)
The study of human society is introduced in this course. Content is designed to help students understand society, one's role in society, social change and current social issues.
AP American Government and/or Comparative Government (12th grade) Year
The focus of this course is American government and the major roles of the presidency, Congress and the Supreme Court. The role of political parties is stressed.

Economics (grades 11-12) Semester
This course covers economic scarcity and choice, specialization, market economy, economic growth and stability, and the United States in the world economy.

Psychology (grades 11-12) Semester
This course introduces students to the study of individual behavior. It emphasizes the manner in which the individual can apply various psychological theories and concepts to better understand oneself, one's motives and one's relationships with other people.

AP Psychology (grades 11-12) Year
The concepts covered in this course are similar to a college freshman course in psychology and will prepare students to take the AP Psychology examination.

World Languages
In Granite School District, world languages are elective subjects. French, Spanish, German, Italian, Chinese, Japanese, Latin and American Sign Language (ASL) are offered in various schools throughout the district. During a possible six-year sequence, students receive training in listening, speaking, reading and writing; they are also exposed to the culture of the people whose language they study. World Language courses are full year classes and should be taught 90-100% of the time in the target language.

The University of Utah and many out-of-state universities require a minimum of two consecutive years of language study for college entrance. Students that are interested in reaching a point where they can speak, read, write and understand the language in a useful way may begin the study in the 7th grade and continue through the 12th grade. Under special circumstances, after counseling and with approval of the principal, a world language may be substituted to meet a student's 12th grade English requirement.

French 1 (grades 9-12) Year
This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills though reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family and others, tell about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Culture and geography of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice Mid.

French 2 (grades 9-12) Year
This course is designed to continue the development of speaking, listening, reading and writing skills. Through this course, students will learn to talk about their daily routines and preferences, discuss food and entertainment, extend an invitation to someone to attend an event as well as be able to handle basic survival needs in the language including buying clothes, talking to a doctor about an injury or illness, and asking for and giving directions. Culture and history of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice High. Prerequisite: French 1 (560100) or equivalent

French 3 (grades 9-12) Year
This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Through this course, students will learn to discuss relationships, talk about their past and future, compare artistic interests, discuss environmental concerns and propose solutions and ask and answer questions about travel. Culture and history of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Low. Prerequisite: French 2 (560150) or equivalent

French 4 (grades 9-12) Year
Through this course, students will learn to narrate in the past and future and discuss healthy lifestyles, conservation and disaster preparation, their role in the community, the ethics of technology and social media, and fashion. It includes reading literary excerpts, novels and plays, preparing presentations, class discussions and debates, and learning to cite evidence to support an opinion. The end-of-year proficiency target is Intermediate Mid. Prerequisite: French 3 (560200) or equivalent

French 5 (grades 9-12) Year
This course offers advanced studies and is a continuation of French 4 with emphasis on conversation, reading of the classics and cultural presentations. The course is intended to develop fluency and mastery of idiomatic expressions. The end-of-year proficiency target is Intermediate Mid to Intermediate High. Prerequisite: French 4 (560300) or equivalent

French 5 DLI Honors (grade 9) Year
This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of French-speaking countries are taught through authentic reading selections. The end-of-year proficiency targets are Intermediate High (Reading, Writing and Speaking) and Advanced Low (Listening). Students have the option to take the AP French Language and Culture Exam and the end of the year. For Dual Language Immersion (DLI) students only. Prerequisite: French 4 DLI Honors (560310)

French CC 1010 Concurrent Enrollment (grades 10-12) Year
This course demands the responsibility and maturity of a college-level student. It is an intense course, which focuses on the skills of listening, speaking, reading, writing and culture to develop functional language ability in survival and social situations. The emphasis is on proficiency. Students may earn a total of 4 college credits through USU. Course content, text and final exams are identical to on-campus classes. Previous experience in Spanish is strongly encouraged but not required. Participation in the concurrent enrollment begins the student's college experience and a permanent college transcript.
This course demands the responsibility and maturity of a college-level student. It is an intense course, which focuses on the skills of listening, speaking, reading, writing and culture to develop functional language ability in survival and social situations. The emphasis is on proficiency. Students may earn a total of 4 college credits through USU. Course content, text and final exams are identical to on-campus classes. Previous experience in Spanish is strongly encouraged but not required. Participation in the concurrent enrollment begins the student's college experience and a permanent college transcript. Prerequisite: French CC 1010 (563600)

Advanced Placement French (grades 10-12) Year

This course is intended for qualified students in the final stages of their secondary school training who are interested in completing studies comparable in content and difficulty to a full-year course on Advanced Composition and Conversation at the college level. It also serves as an introduction to literature at the college level. Students who enroll should already have an effective command of grammar and considerable competence in listening, reading, speaking and writing. Many colleges grant up to 12 hours of credit to those who complete the course and pass the national AP examination satisfactorily.

Paris, City of Lights (Paris, Ville des Lumières) (grades 10-12) Year

Paris is the center of French and Francophone identity and culture. Students will explore the City of Lights through the prism of important themes including but not limited to the arts, history, commerce, technology, sports, etc. Students will engage these themes through a variety of approaches such as project based instruction, class discussion, and reaction papers. This is a Bridge Course offered for upper division university credit. This course is only for students that have passed the AP French Language and Culture examination. This course is French 3118 at the University of Utah.

German 1 (grades 9-12) Year

This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills though reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family and others, tell about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Culture and geography of German-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice Mid.

German 2 (grades 9-12) Year

This course is designed to continue the development of speaking, listening, reading and writing skills. Through this course, students will learn to talk about their daily routines and preferences, discuss food and entertainment, extend an invitation to someone to attend an event as well as be able to handle basic survival needs in the language including buying clothes, talking to a doctor about an injury or illness, and asking for and giving directions. Culture and history of German-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice High. Prerequisite: German 1 (560600) or equivalent

German 3 (grades 9-12) Year

This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Through this course, students will learn to discuss relationships, talk about their past and future, compare artistic interests, discuss environmental concerns and propose solutions and ask and answer questions about travel. Culture and history of German-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Low. Prerequisite: German 2 (560650) or equivalent

German 4 (grades 9-12) Year

Through this course, students will learn to narrate in the past and future and discuss healthy lifestyles, conservation and disaster preparation, their role in the community, the ethics of technology and social media, and fashion. It includes reading literary excerpts, novels and plays, preparing presentations, class discussions and debates, and learning to cite evidence to support an opinion. The end-of-year proficiency target is Intermediate Mid. Prerequisite: German 3 (560700) or equivalent

Spanish 1 (grades 9-12) Year

This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills though reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family and others, tell about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Culture and geography of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice Mid.

Spanish 2 (grades 9-12) Year

This course is designed to continue the development of speaking, listening, reading and writing skills. Through this course students, will learn to talk about their daily routines and preferences, discuss food and entertainment, extend an invitation to someone to attend an event as well as be able to handle basic survival needs in the language including buying clothes, talking to a doctor about an injury or illness, and asking for and giving directions. Culture and history of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice High. Prerequisite: Spanish 1 (561600) or equivalent

Spanish 3 (grades 9-12) Year

This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Through this course, students will learn to discuss relationships, talk about their past and future, compare artistic interests, discuss environmental concerns and propose solutions and ask and answer questions about travel. Culture and history of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Low. Prerequisite: Spanish 2 (561650) or equivalent

Spanish 4 (grades 9-12) Year

Through this course, students will learn to narrate in the past and future and discuss healthy lifestyles, conservation and disaster preparation, their role in the community, the ethics of technology and social media, and fashion. It includes reading literary excerpts, novels and plays, preparing presentations, class discussions and debates, and learning to cite evidence to support an opinion. The end-of-year proficiency target is Intermediate Mid. Prerequisite: Spanish 3 (561700) or equivalent
Spanish 5 (grades 9-12) Year
This course offers advanced studies and is a continuation of Spanish 4 with emphasis on conversation, reading of the classics and cultural presentations. The course is intended to develop fluency and mastery of idiomatic expressions. The end-of-year proficiency target is Intermediate Mid to Intermediate High. Prerequisite: Spanish 4 (561800) or equivalent

Spanish 5 DLI Honors (grade 9) Year
This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of Spanish-speaking countries are taught through authentic reading selections. The end-of-year proficiency targets are Intermediate High (Reading, Writing and Speaking) and Advanced Low (Listening). Students have the option to take the AP Spanish Language and Culture Exam and the end of the year. For Dual Language Immersion (DLI) students only. Prerequisite: Spanish 4 DLI Honors (561810)

Spanish CC 1010 Concurrent Enrollment (grades 10-12) Year
This course demands the responsibility and maturity of a college-level student. It is an intense course, which focuses on the skills of listening, speaking, reading, writing and culture to develop functional language ability in survival and social situations. The emphasis is on proficiency. Students may earn a total of 4 college credits through USU. Course content, text and final exams are identical to on-campus classes. Previous experience in Spanish is strongly encouraged but not required. Participation in the concurrent enrollment begins the student’s college experience and a permanent college transcript.

Spanish CC 1020 Concurrent Enrollment (grades 11-12) Year
This course demands the responsibility and maturity of a college-level student. It is an intense course, which focuses on the skills of listening, speaking, reading, writing and culture to develop functional language ability in survival and social situations. The emphasis is on proficiency. Students may earn a total of 4 college credits through USU. Course content, text and final exams are identical to on-campus classes. Previous experience in Spanish is strongly encouraged but not required. Participation in the concurrent enrollment begins the student’s college experience and a permanent college transcript. Prerequisite: Spanish CC 1010 (563800)

Advanced Placement Spanish Language (grades 9-12) Year
This course is intended for qualified students in the final stages of their secondary school training who are interested in completing studies comparable in concept and difficulty to a full-year course on Advanced Composition and Conversation at the college level. It also serves as an introduction to literature at the college level. Students who enroll should already have an effective command of grammar and considerable competence in listening, reading, speaking and writing. Many colleges grant up to 12 hours of credit to those who complete the course and pass the national AP examination satisfactorily.

Advanced Placement Spanish Literature (grades 10-12) Year
This course is intended for qualified students in the final stages of their secondary school training who are interested in completing studies comparable in concept and difficulty to a full-year course on Peninsular and Latin American literature at the college level. Students who enroll should already have an effective command of grammar and considerable competence in listening, reading, speaking and writing. Many colleges grant up to 12 hours of credit to those who complete the course and pass the national AP examination satisfactorily.

Spanish for Native Speakers 1 (grades 9-12) Year
This course is intended for students whose first language is Spanish, or are very advanced in Spanish and want a total immersion experience. It is designed for students who have been formally exposed to listening, speaking, reading and writing in Spanish and are interested in polishing their skills and acquiring new ones in their native language. It includes a thorough review of the grammar and orthography rules. Students will read and write extensively, give oral presentations, and participate in debates, while learning about the fundamental grammatical structures of Spanish and the many ways this language can be used in both formal and informal settings.

Spanish for Native Speakers 2 (grades 9-12) Year
This course is designed to follow the first level. Students will learn to discuss politics, physical and mental health, nutrition, computers, accounting, commerce, ecology and math while reviewing grammatical and orthographical rules. Students will read and write extensively, give presentations and participate in debates.

Spanish Pop Culture: Film, Media and Entertainment (grades 10-12) Year
This course considers the role that current film, media, and entertainment play in the Spanish-speaking world. Students in this course will be exposed to the historical and cultural perspectives presented through these media. By the end of this course, students will be able to discuss familiar topics as well as some concrete social, academic, and professional topics. They will be able to talk in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in discussions on some complex cultural and historical issues. This is a Bridge Course offered for upper division university credit. This course is only for students that have passed the AP Spanish Language and Culture examination. This course is SPAN 3116 at the Weber State University.

Breaking Down Walls, Building Identities (grades 10-12) Year
This course considers how critical moments of change in the Spanish-speaking world have shaped the present by building new identities. Proficiency Goals: By the end of this course, students will be able to discuss familiar topics as well as some concrete social, academic, and professional topics. They will utilize interpretive communication skills (listening and reading) in order to speak and write in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in discussions on some complex cultural and historical issues. This is a Bridge Course offered for upper division university credit. This course is only for students that have passed the AP Spanish Language and Culture examination. This course is SPAN 3117 at Weber State University.

Literature and Film: Contemporary Issues (grades 10-12) Year
In this course, students will critically analyze and interpret works of literature and film in Spanish to explore contemporary societal issues. Students will utilize interpretive communication skills (listening and reading) in order to speak and write in detail and in an organized way about events and experiences in various timeframes, to confidently handle routine situations with an unexpected complication, and to share their
point of view in discussions on some complex cultural and historical issues. This is a Bridge Course offered for upper division university credit. This course is only for students that have passed the AP Spanish Language and Culture examination. This course is SPAN 3118 at Weber State University.

Latin 1 (grades 9-12) Year
Prerequisite: Latin 1 (560900) or equivalent
This course is designed for students with highly developed languages skills. Construction of the Latin language is studied gradually to develop ease in reading and an understanding of grammatical structure. Vocabulary study is related to English words derived from Latin. Reading selections deal with Roman and Greek history, culture, and myths. Verbally learn to express greetings, needs and develop questioning skills. Comparisons are made between Roman and American lifestyles.

Latin 2 (grades 9-12) Year
Prerequisite: Latin 1 (560920)
This course assists students in understanding the classics in the original language and is designed to further develop skills taught in Latin 1. Students will explore practices regarding speech, literature, culture and history. The curriculum is demanding, but student commitment is rewarded.

Latin 3 (grades 9-12) Year
Prerequisite: Latin 2 (560920) or equivalent
This course is a review of forms as well as a study of Latin literature and may include selections from Virgil, Cicer, Julius Caesar, Ovid and Catullus in the original Latin. Students explore visual arts, music and drama in the target language.

Latin 4 (grades 9-12) Year
Prerequisite: Latin 3 (560940) or equivalent
This course is a continued review of forms as well as a continuation of the study of Latin literature and may include selections from Virgil, Cicer, Julius Caesar, Ovid and Catullus in the original Latin. Students will continue to explore visual arts, music and drama in the target language.

Advanced Placement Latin: Vergil (grades 10-12) Year
Prerequisite: Latin 3 (560940) or equivalent
This course is intended for qualified students in the final stages of their secondary school training who are interested in completing studies comparable in content and difficulty to a full-year course on Latin Studies at the college level. The basic objective is progress in reading, translating, understanding, analyzing and interpreting Latin. Students are expected to be able to translate accurately from Latin into English the poetry or prose they are reading and to demonstrate a grasp of grammatical structures and vocabulary. Many colleges grant up to 12 hours of credit to those who complete the course and pass the national AP examination satisfactorily.

Japanese 1 (grades 9-12) Year
Prerequisite: Japanese Mid
This is a beginning course in Japanese. Listening and speaking skills are emphasized but students will also be introduced to written Japanese characters. Japanese culture and customs are studied throughout the course. This course provides for the learning of dialogues, common words and expressions and basic language structure as well as oral practice of the language in skits, poetry, dialogues, and readings. The end-of-year proficiency target is Novice Mid.

Japanese 2 (grades 9-12) Year
Prerequisite: Japanese 1 (561000) or equivalent
This second-year course is a continuation of the study of Japanese grammar, conversation, culture and customs. Conversation topics include family, weather, food, clothing, sports and health. More written Japanese characters will be introduced. This course continues the development of speaking, listening, reading and writing skills. Narratives and dialogues are used to teach structure and vocabulary. Japanese culture and geography are taught through reading selections. The end-of-year proficiency target is Novice Mid.

Japanese 3 (grades 9-12) Year
Prerequisite: Japanese 2 (561050) or equivalent
This course stresses reading, writing and speaking skills as well as the use of more elaborate grammar structures. Aural comprehension, oral practice, Japanese culture and history are emphasized as they relate to the reading program. Students will converse with language and behavior appropriate to the setting, deal with familiar survival situations and use contextual clues to determine meaning. The end-of-year proficiency target is Novice High.

Japanese 4 (grades 9-12) Year
Prerequisite: Japanese 3 (561100) or equivalent
This course is similar to Japanese 3 but is more advanced. It includes reading literary excerpts, novels and plays, speaking by preparing talks and participating in class discussions with increased emphasis on conversational ability, writing poems, letters, etc. The end-of-year proficiency target is Intermediate Low.

Chinese 1 (grades 9-12) Year
Prerequisite: Chinese Mid
This is a beginning course in Chinese. Listening and speaking skills will be emphasized but students will also be introduced to written Chinese characters. Chinese culture and customs will be studied throughout the course. The end-of-year proficiency target is Novice Mid.

Chinese 2 (grades 9-12) Year
Prerequisite: Chinese 1 (561300) or equivalent
This second-year course is a continuation of the study of Chinese grammar, conversation, culture and customs. Conversation topics include family, weather, food, clothing, sports and health. More written Chinese characters will be introduced. The end-of-year proficiency target is Novice Mid.

Chinese 3 (grades 9-12) Year
Prerequisite: Chinese 2 (561350) or equivalent
This third-year course is a continuation of the study of Chinese grammar, conversation, culture and customs. This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Aural comprehension, oral practice, Chinese culture and history are emphasized as they relate to the reading program. Students will converse with language and behavior appropriate to the setting, deal with familiar survival situations and use contextual clues to determine meaning. More written Chinese characters will be introduced. The end-of-year proficiency target is Novice High.
Chinese 4 (grades 9-12) Year
This fourth-year course is a continuation of the study of Chinese grammar, conversation, culture and customs. This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Aural comprehension, oral practice, Chinese culture and history are emphasized as they relate to the reading program. Students will converse with language and behavior appropriate to the setting, deal with familiar survival situations and use contextual clues to determine meaning. More written Chinese characters will be introduced. The end-of-year proficiency target is Intermediate Low. Prerequisite: Chinese 3 (561400) or equivalent

Chinese 5 DLI Honors (grade 9) Year
This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of Chinese-speaking countries are taught through authentic reading selections. The end-of-year proficiency targets are Intermediate High (Listening) and Intermediate Mid (Reading, Writing and Speaking). Students have the option to take the AP Chinese Language and Culture Exam and the end of the year. For Dual Language Immersion (DLI) students only. Prerequisite: Chinese 4 DLI Honors (561810)

Advanced Placement Chinese Language (grades 9-12) Year
This course is intended for qualified students in the final stages of their secondary school training who are interested in completing studies comparable in content and difficulty to a full-year course on Advanced Composition and Conversation at the college level. It also serves as an introduction to literature at the college level. Students who enroll should already have an effective command of grammar and considerable competence in listening, reading, speaking and writing. Many colleges grant up to 12 hours of credit to those who complete the course and pass the national AP examination satisfactorily.

Chinese Pop Culture (grades 10-12) Year
This course considers the role that current media and entertainment play in the Chinese-speaking world. Students in this course will be exposed to the historical and cultural perspectives presented through these media. This is a Bridge Course offered for upper division university credit. This course is only for students that have passed the AP Chinese Language and Culture examination. This course is Chinese 3118 at the University of Utah.

Italian 1 (grades 9-12) Year
This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills though reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family and others, tell about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Italian culture and geography are taught through reading selections. The end-of-year proficiency target is Novice Mid.

Italian 2 (grades 9-12) Year
This course is designed to continue the development of speaking, listening, reading and writing skills. Through this course, students will learn to talk about their daily routines and preferences, discuss food and entertainment, extend an invitation to someone to attend an event as well as be able to handle basic survival needs in the language including buying clothes, talking to a doctor about an injury or illness, and asking for and giving directions. Italian culture and history are taught through reading selections. The end-of-year proficiency target is Novice High. Prerequisite: Italian 1 (562400) or equivalent

Italian 3 (grades 9-12) Year
This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Through this course, students will learn to discuss relationships, talk about their past and future, compare artistic interests, discuss environmental concerns and propose solutions and ask and answer questions about travel. Italian culture and history are taught through reading selections. The end-of-year proficiency target is Intermediate Low. Prerequisite: Italian 2 (562430) or equivalent

American Sign Language 1 (grades 9-12) Year
This course will focus on conversational strategies, spatial referencing, contrastive structure, and facial expression to teach the basics of conversation. Special emphasis will be placed on expressive and receptive skills as well as grammar and vocabulary. This course gives instruction about deafness and the Deaf Community. Students should be aware that they are frequently asked to sign in front of the class with skits and stories.

American Sign Language 2 (grades 9-12) Year
This is a second year of American Sign Language, which continues to build upon the skills acquired in American Sign Language 1, developing improved proficiency in basic conversation and receptive skill development. It also emphasizes interpretation of English into ASL and more fluent use of the language. Prerequisite: ASL 1 (562800) or equivalent

American Sign Language 3 (grades 9-12) Year
This course will continue in American Sign Language emphasizing fluency, both in signing and reading signs. This class is meant for the serious ASL student who is interested in interpreting as a career. Prerequisite: ASL 1 (562840) or equivalent and ASL 2 (562840) or equivalent

Arabic 1 (grades 9-12) Year
Introductory course designed to provide mastery of the modern Arabic writing system, correct pronunciation and intensive audio-oral practice; study of basic grammar and vocabulary, reading of simple text and writing elementary sentences.

Arabic 2 (grades 9-12) Year
A continuation of Elementary Arabic 1, this introductory course in modern standard Arabic is designed to build skills in reading simple texts and writing elementary sentences. The course increases vocabulary, strengthens pronunciation through intensive audio-oral practice and increases knowledge of relevant grammar. Prerequisite: Arabic 1 (562500) or equivalent
Samoa 1 (grades 9-12) Year (563500)
This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills though reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family and others, tell about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Samoan culture and history are taught through reading selections. The end-of-year proficiency target is Novice Mid.

Tongan 1 (grades 9-12) Year (563550)
This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills though reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family and others, tell about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Tongan culture and history are taught through reading selections. The end-of-year proficiency target is Novice Mid.

Special Education

Special education services are provided for senior high students who are identified as a student with a disability, in compliance with the Individuals with Disabilities Education Act, that adversely affects their educational performance and who need specialized instruction and/or related services. Special Education services are determined by the student's Individualized Education Plan (IEP) including the transition plan and will be provided in the least restrictive environment with a focus on access to and progress in the general curriculum and outcomes after graduation.

Academic Courses

Concepts of Explicit Reading (661500)
This course is designed for students who have been identified as needing additional support in reading. Reading classes will address individualized student needs to improve basic reading skills, comprehension, vocabulary development, fluency, and reading in content areas. Instruction will incorporate a variety of instructional strategies designed to meet students' identified reading deficits.

English 10 (660600)
English 11 (660800)
English 12 (661000)
English classes are designed to meet students' identified written language and reading deficits and who are at various instructional levels. Students will focus on developing and strengthening skills necessary for written and oral communication. They will develop and explore strategies to increase reading comprehension in both informational and literary text, will learn to write clearly and effectively, and will strengthen critical thinking and inquiry skills. The skills outlined in the Utah Common Core provide the curricular framework for this course.

Secondary Mathematics 1 (662400)
This class is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. Secondary Mathematics in 9th grade reinforces math concepts learned in the middle grades. SecondaryMath 1 focuses on understanding linear relationships and strengthening students' understanding of geometry. Students will use the Mathematical Practice Standards throughout the course to make sense of problems and apply them to real life situations. The skills and concepts outlined in the Utah Common Core provide the curricular framework for this course.

Secondary Mathematics 2 (662600)
This course is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. Secondary Math 2, in tenth grade, focuses on quadratic expressions, equations, and functions. Students will extend their knowledge of rational numbers while real and complex numbers are introduced. The link between probability and data are used as students are presented with real life data to make decisions. The skills outlined in the Utah Common Core provide the curricular framework for this course.

Secondary Mathematics 3 (662800)
This course is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. Secondary Mathematics 3, in 11th grade, will focus on the accumulation of learning from past courses. Students will apply methods of probability and statistics to draw inferences and conclusions from data. Students will expand their repertoire of functions to include polynomial, rational, and radical functions, expanding their study of trigonometry. The Utah Common Core will be the curricular framework for this course.

Decision Making for Life (662700)
This course is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. Decision Making for Life will focus on assisting students in understanding and managing personal finance, finding perimeter, surface area, and volume in relevant situations as well as solve problems dealing with statistics and probability. The Utah Common Core will be the curricular framework for this course.

Concepts of Personal Finance (663160)
This course is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. Students will be instructed in how to become responsible consumers, savers, users of credit, and contributing members of the labor force. Students will make sense of a problem using hands-on techniques including reasoning and simulations, white representing and interpreting data. The Utah Common Core will be the curricular framework for this course.
Other Courses

Jones Center Work Experience
The Jones Center offers a variety of vocational training sites both on and off the Jones Center campus. Students job sample and/or participate in vocational opportunities as determined by needs and interests.

Directed Studies (666200)
This course is designed for students who have been identified as needing additional support to be successful in their regular education classes. Emphasis will be placed on organizational skills, test taking strategies, effective note-taking, self-advocacy, time management etc. The review of essential concepts and skills from general education classes will also be emphasized.

Transition (666600)
This course is designed for students who have been identified as needing additional support to be successful in meeting their transition goals. Students investigate a wide variety of career options and participate in school and community pre-vocational activities. Students select areas of career interests and examine career choices through a variety of media and activities including guest speakers from the community, field trips, community access, and utilizing computer software. An emphasis will be placed on his/her career interest, independent living, community access, and/or higher education training.

Life Management (666550)
This course is designed to meet the needs of students who have been identified with various academic or behavioral deficits and are at various instructional levels. The course will address appropriate social skills, communication, negotiation, anger management, problem solving, conflict resolution, goal setting, self-advocacy etc. Emphasis is placed on helping students modify their behaviors, acquire skills needed in regular education classes, and make meaningful connections in social and work situations.

Life Skills II (666450)
This course is designed to meet the needs of students with severe cognitive disabilities who have been identified through the IEP process as needing functional skills instruction. The course will address self-care, safety, self-advocacy, banking, grocery shopping, communication, leisure skills, choice making etc. Emphasis is placed on developing independence and acquiring the skills necessary to meaningfully participate in social and work situations.

English as a Second Language (ESL) and Newcomer Courses

English as a Second Language is for students whose primary language is not English. Students focus on gaining and improving reading, writing, listening, and speaking skills in English. Classes are offered at advanced, intermediate and beginning levels. Students who speak no English or test at Level A are required to take an ESL oral English course. A teacher's signature is required to enroll in ESL classes.

Newcomer Classes are for newly arrived immigrant students, whose primary language is not English and have very limited or no school experience who are at Level A on the language placement test or Level 1 and 2 in English language proficiency. These classes are designed to assist the student to learn English, school culture and U.S. culture while learning academic skills. Attendance in the classes is for a maximum of one year, with the goal to transition to regular ESL classes.

PLEASE NOTE: All ESL courses must be taught by a highly qualified ESL endorsed teacher using ESL and sheltered teaching strategies.

American Experience ESL Newcomer (grades 9-12) Semester (585)
This is a transitional elective course designed to orient the newcomer student to U.S. and school culture, basic community survival skills, basic social skills, responsibilities of citizens, health connections, food and dress, while introducing the student to basic vocabulary skills in social studies, geography and community awareness.

Science Newcomer (grades 7-12) Year (5601)
This course is provided for students who have been specifically identified as Newcomers. This class is designed to build basic science vocabulary and build science background for students to enter mainstream or ESL science classes.

Pre-Emergent Newcomer Math (grades 7-12) Year (5135)
This course is provided for students who have been specifically identified as Newcomers. This class is designed to build basic math vocabulary and build math background for students to enter mainstream or ESL math classes.

ESL Oral Language Development Level 1 (grades 9-12) Year (57205)
This course develops oral and reading communication skills for students who speak limited or no English. This class focuses on English pronunciation, conversation, American culture and other literacy skills and also offers academic support to help new students integrate into the school and local community.

ESL Oral Language Development Level 2 (grades 9-12) Year (5721)
This course develops oral and reading communication skills for students who speak limited or no English. This class focuses on English pronunciation, conversation, American culture and other literacy skills and also offers academic support to help new students integrate into the school and local community.

ESL Oral Language Development Level 3 (grades 9 - 12) Year (5722)
This course develops oral and reading communication skills for students who speak limited or no English. This class focuses on English pronunciation, conversation, American culture and other literacy skills and also offers academic support to help new students integrate into the school and local community.
ESL Oral Language for Pre-Beginners/Newcomers (grades 9 -12) Year
This course develops oral and reading communication skills for students who speak limited or no English and have interrupted or no school experience. This class focuses on English pronunciation/conversation, American culture and other literacy skills and also offers academic support to help new students integrate into the school and local community.

Reading and Writing, ESL, Beginning (grades 7-12) Year
This elective course emphasizes basic entry level English grammar, reading, literature, and subject area writing to prepare for successful participation in citizenship, the workplace and high school education.

Reading and Writing, ESL, Intermediate (grades 7-12) Year
This elective course emphasizes reading of more complex material, American literature, expository and creative writing to prepare for successful participation in citizenship, the workplace and post-secondary education.

Reading and Writing, ESL, Advanced (grades 7-12) Year
This elective course emphasizes reading of more complex material, American literature, expository and creative writing to prepare for successful participation in citizenship, the workplace and post-secondary education.

English, ESL Level 1 (grade 9) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English, ESL Level 2 (grade 9) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English, ESL Level 3 (grade 9) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English, ESL Level 1 (grade 10) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English, ESL Level 2 (grade 10) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English, ESL Level 3 (grade 10) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English, ESL Level 1 (grade 11) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English, ESL Level 2 (grade 11) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English, ESL Level 3 (grade 11) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English, ESL Level 1 (grade 12) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English, ESL Level 2 (grade 12) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.
English, ESL Level 3 (grade 12) Year
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

United States History II ESL (grade 11) Year
This core course provides an introductory background in American history and culture using sheltered teaching strategies to help students learn English and American History from the colonial period to the present.

World Civilizations ESL (grades 10-12) Year
This World Civilizations course, provides an introductory background in world history and culture using sheltered strategies to develop language skills in English and learn World Civilizations while meeting state core standards. Course materials will be drawn from ancient civilizations, non-Western history, the development of the modern world, and from the international, economic, political, and social issues of the 20th century.

Geography for Life ESL (grade 9) Year
This core course focuses on the interaction between our physical and cultural environments. Students study the six core themes of location, place, movement, region, human and environmental interaction geography with an emphasis on learning vocabulary and language

US Government/Citizenship, ESL (grades 11-12) Semester
Citizenship is essential to the prescriptions of democracy in the United States. By learning the role of a well-informed responsible citizen, students will demonstrate an understanding of the protections, privileges, government structures and economics of daily life. This elective course will also help prepare students to take the U.S. citizenship exam if their situation requires them to take the exam for citizenship.

Earth Science, ESL (grade 9 only) Year
Using ESL and sheltered strategies to build vocabulary and background knowledge, this core course teaches concepts and inquiry skills needed to understand how earth came into existence, how it has changed over time and how it functions today; a main focus will be on system interactions.

Physics ESL (grades 10-12) Year
Using ESL and sheltered strategies to build vocabulary and background knowledge this course is designed to teach physics using inquiry with a focus on language development in Physics. Core standards include: measuring, calculating and describing the motion of an object in terms of position, time, velocity and acceleration; relationship between force, mass and acceleration; factors that determine the strength of gravitational and electric forces; transfer and conservation of energy; and properties and application of waves.

Health II ESL (grades 10-12) Semester
The purpose of this core course is to provide students with information and skills, which will improve their quality of life and help them develop healthier lifestyles physically, socially and mentally. The emphasis is on developing healthy attitudes and sound decision-making skills which will allow students to become better informed, evaluate health practices, products and services, and make decisions now that will contribute to healthier lives for the future.

Computer Technology ESL (grades 9-12) Semester
This core course uses ESL and sheltered strategies to introduce students to computer application software that encompasses document processing, spreadsheets, and presentations. An understanding of ethics and use of operating systems, information resources, and electronic mail is included. Skills gained will be demonstrated by creating a project for a different content area.

Financial Literacy ESL (grades 10-12) Semester
Using ESL and sheltered strategies to build vocabulary and background knowledge this core course is designed to give students a better understanding of personal finance that will help them to move into adulthood making more informed monetary decisions.

Secondary Mathematics I ESL (grades 9-11) Year
This core math course is taught using sheltered strategies. The fundamental purpose of Secondary Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deep and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Secondary Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended. Prerequisite: 8th Grade Mathematics

Secondary Mathematics II ESL (grades 10-12) Year
This core math course is taught using sheltered strategies and focusing on language development. The focus of Secondary Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles with their quadratic, algebraic representations round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject. A graphing calculator is recommended. Prerequisite: Secondary Mathematics I

Secondary Mathematics III ESL (grades 10-12) Year
This core math course is taught using sheltered strategies and focusing on language development. It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangles trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended. Prerequisite: Secondary Mathematics II
Pre-Calculus ESL  
(5790)
This elective course is taught using sheltered instructional techniques to assist students while learning Pre-Calculus. The main goal of Pre-Calculus is for students to gain a deep understanding of the fundamental concepts and relationships of functions. Students will expand their knowledge of quadratic, exponential, and logarithmic functions to include power, polynomial, rational, piece-wise, and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use graphing calculators and mathematical software to build understanding, make connections between representations, and provide support in solving problems. Students will analyze various representations of functions, sequences, and series. Students will analyze bivariate data and data distributions. Students will apply mathematical skills and make meaningful connections to life's experiences. Pre-Calculus highly recommended preparation for students who plan to continue their formal education beyond high school. A graphing calculator is recommended. Prerequisite: Secondary Mathematics III

Music Listening/Literature ESL (grades 9-12) Term  
(507231)
This elective course is taught using sheltered instructional techniques. This course focuses on listening skills, familiarity with a variety of musical compositions and styles, vocabulary appropriate for describing musical events and relationships as they are heard and a rudimentary grasp of musical notation. Emphasis is on various types and styles of music from the middle Ages to the present, and the course includes the study of the broad outline of music history, primarily by listening to music from different cultures historical periods.

Directed Studies, ESL (grades 7-12) Year  
(691460)
Students who need academic assistance or in passing state exams may enroll in this elective course to boost their academic skills or proficiency in the specific reading and writing strategies and skills tested in the exam.

General Information

College and Career Readiness

The Granite School District Board of Education's Charge & Responsibility: Students will leave us prepared for college, career and life in the 21st century world. High school is a time to set goals, make decisions, and get ready for college, career, and life. We want all students to commit to graduate from high school ready for their personal college, career, and life goals. Supports are in place to help students plan and prepare for high school graduation and beyond. Students and parents meet with their school counselors in a College and Career Readiness Planning meeting (CCR-Plan). At these meetings, students' academic progress and attendance, interests, talents, achievements, goals, and special needs are reviewed and explored. School counselors are the people in our schools who have all of the information students need for choosing the best classes, mapping out proper sequencing of classes, and developing student plans for college and career. School counselors are anxious to meet with each student assigned to them to explore all of the options and opportunities available (on-line courses, Granite Technical Institute (GTI), early college, credit recovery, and more). College and career readiness activities like completing applications for admissions, financial aid, and scholarships and linking students to job shadowing experiences and career exploration are also services provided by school counselors.

In addition, school counselors are available to help students and parents with academic and personal concerns. They work with students, parents, and school staff to identify learning supports and options; they can make referrals to individual or family counseling through the school district and/or outside agencies through the student support process.

Enrollment Options - School Choice Program

The enrollment options program as established by state law provides an opportunity for students to attend a school other than their home school. Students/parents must complete the appropriate application form available at the schools.

1. General guidelines concerning this program are applicable to ALL applicants at ALL times.
   a. Each application will be screened on an individual basis based on available space by building, class or program.
   b. A one-time, non-refundable $5.00 processing fee payable to the requested school may be charged.
   c. Parents/students are responsible for their own transportation to and from school.
   d. Utah High School Activities Association guidelines/policies will be followed for students who want to participate in interscholastic competitions.

2. There are two application periods:
   a. The "WINDOW" period begins December 1 and continues through the 3rd Friday in February. An application is submitted at the requested school and does not need a release from the home school or district.
   b. The "SPECIAL NEED" period begins after the 3rd Friday of February for the forthcoming school year and anytime during the current school year. A request at this time requires a release from the home school as well as approval of the school where enrollment is sought.

School Safety Policy

For the safety of students, staff, and visitors to our schools, the Granite Board of Education has a strict “School Safety” policy. It provides guidelines for dealing with disruptive incidents at school and at student activities. The intent of the policy is to give all students the right to attend school and school-sponsored activities without undue concern for their physical safety.

The School Safety policy establishes penalties and procedures for:
   • Any threat or act of violence
   • Possession of a real weapon, explosive, noxious or flammable material
   • Actual or threatened use of look-alike weapons
   • Any form of organized gang activity
   • Any type of criminal behavior
   • Destruction or defacement of school property
   • Conduct at locations away from the school that threatens or does harm to the school or persons associated with the school
   • For those students who choose unsafe behavior, consequences may include but not be limited to:
• Mandatory parent/guardian conference at school and/or district offices
• Suspension from school
• Referral to law enforcement
• Placement in alternative educational programs
• Severe consequences may be imposed for any incident involving weapons
• Other consequences and action steps appropriate for the specific circumstance

**Truancy Intervention Policy**

The mission of the Granite School District is to prepare every student with the knowledge and skills needed for lifelong success in a changing world. Students who are excessively absent from school are not able to accomplish their educational goals. The Utah Compulsory Attendance Law (Utah Code 53A-11-105) holds parents and students responsible for regular school attendance. Occasionally a student must be absent from school for reasons that are acceptable to the school and the court, such as illness, medical appointments, family emergencies, or the death of a family member or close friend. Parents must send a note to school explaining the reason for the absence on the first day the student returns to school.

The following chart summarizes action when truancy or excessive absence interferes with student learning.

<table>
<thead>
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<th>Period</th>
<th>Action Steps</th>
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| Five (5) days of unexcused absence | • 1<sup>st</sup> Habitual Truancy notice sent  
• GSD Attendance Policy (reminder)  
• Requested parental assistance  
• Information regarding consequences for further truancy  
• Truancy tracking begins |
| Ten (10) days of unexcused absence | • 2<sup>nd</sup> Habitual Truancy notice sent  
• Requested parental assistance  
• Medical verification form provided  
• Information regarding consequences for further truancy  
• Mandatory Pre-Court hearing scheduled  
• Truancy tracking continues |
| Fifteen (15) days of unexcused absence | • Request for juvenile court action (grades 5-12) |
| Seven (7) days of excused absence within a school year. (Parent/legal guardian can excuse a student 7 days per year for any reason. After the 7 days have been met or exceeded, the school may request a Doctor’s note for future absences.) | • Doctor’s excuse form required for future absences |

**Sexual Harassment Policy**

Any form of sexual harassment by staff or student in the school environment is prohibited. This includes any verbal, written, or physical conduct of a sexual nature, which has the purpose, or effect of creating an intimidating, hostile or offensive environment. Any suggestion, request, demand or pressure for sexual involvement accompanied by any implied or explicit threat is prohibited.

Sexual harassment includes, but is not limited to, the following:

- derogatory, demeaning, or offensive jokes, teasing, or comments of a sexual nature
- graphic remarks or sexual comments about an individual’s body
- sexually suggestive or obscene telephone calls, letters, notes, or invitations
- sexually suggestive or obscene pictures, cartoons, posters, or objects
- grabbing, pinching, or touching of private areas
- deliberate cornering, shoudering, or bumping in hallways
- sexual gestures, unwanted pats or hugs, any inappropriate or unwanted touching
- any form of sexual threat, intimidation, or exploitation
- actual or attempted sexual assault, molestation, or rape
- sexist remarks or gender-based stereotyping
- offensive physical pranks, such as pasting

Sexual harassment by students must be reported to the principal for immediate investigation. Sexual harassment involving staff must be reported to Granite District’s Equity Officer. Parents of any students involved must be informed immediately. Following a thorough investigation, students or staff members who have violated this policy may face suspension, expulsion, alternative placement, or other appropriate legal or school consequences.

**Dress and Appearance**

Though dress and hairstyles are personal matters, it is the position of the Granite School District that students be dressed in clean, modest, and appropriate manner at school.

When dress or hairstyles become so extreme as to be disruptive to the educational process or beyond the bounds of good taste; appropriate action on an individual basis will be taken.

Any apparel, jewelry, accessory, manner of dress or grooming which may denote gang involvement or that advertises or advocates drug/alcohol use or that has obscene or questionable printing on it will not be permitted in Granite District schools.
Suspensions and Expulsions

It is each student’s responsibility to know the rules of the school and behave in accordance with those rules. Students who fail to do so are subject to disciplinary actions, which may include suspension, and in certain cases, expulsion. Suspension may result when:

1. A student violates established school rules and policy.
2. A student violates school’s drug/alcohol or sexual harassment policies of Granite School District.
3. A student’s behavior or conduct disrupts normal school proceedings to the extent that it disrupts the ongoing educational process of the school.
4. A student willfully and knowingly destroys property or threatens to do so.

If a student is to be suspended he/she is entitled to the following rights of due process:

1. The student must have had reasonable opportunity to be informed of the rules and policies of the school.
2. The student must be advised of the violations against him/her that may be the basis for suspension and be given an opportunity to explain his/her version of the incident and respond to the allegations.
3. The parent/guardian of the suspended student must be given prompt written or verbal notice of the suspension and the reason for the action. During the period of suspension the school shall maintain the student on its membership rolls and count him/her as absent. The school shall also make provisions for homework to be provided during the period of suspension.

If a student is suspended to the District Office on a Safe School Referral, the services offered to the student are different than when they are suspended at the school level. The student suspended on a Safe School Violation is suspended from all services and activities, including receiving homework, until the referral is processed by the Safe School Screening Committee. Expulsion from the school may result when a student has engaged in very serious or extreme behaviors. An expulsion for a minimum period of one calendar year may be imposed for any student who brings a firearm to school or is in possession of a firearm at the school or any school activity.

Parking Lots

Granite School District provides facilities at each high school for the parking of students’ cars by permit purchased at the school. These facilities are patrolled by local police offers and school personnel. Tickets will be issued for violation of the parking regulations. The use of these facilities is extended to students who drive cars to school and who abide by rules and regulations set up by the separate high schools. Violations of these may result in the revocation of the parking permit.

Any car on school property may be searched if the school authorities have reasonable cause to suspect that materials that are in violation of the state, county, municipal, or school codes are stored therein. Any materials found may be seized and used as evidence in school disciplinary hearings and/or legal proceedings. The Board of Education assumes NO responsibility for damage to cars, lost articles, damage to property, or injury to persons by the automobile or its driver while on school district property.

Immunizations

In accordance with the Utah State law, all students enrolled in Granite District schools must present evidence of required immunization.

Drugs and Intoxicants

Utah law and Granite Board of Education policy prohibits the illegal use, possession, distribution, sale or being under the influence of alcohol, controlled substances or intoxicants of any kind by students in all Granite District schools. Students will not resort, possess, use, distribute or sell any controlled substance (drugs, alcohol, paraphernalia, etc.) at school or within 1000 feet of any public school during school hours, on school grounds, on the way to and from school, when students are being transported in school or private vehicles or at school sanctioned activities.

Students found to be in violation of the policy are subject to disciplinary actions that include: suspension, law enforcement referral, parent/guardian conference, District education and counseling programs, suspension or exclusion from extra-curricular activities, and may include referral to the Student Services Office, change of school, and/or removal from the regular school program, depending on the severity of offense and the number of violations. Selling and distribution will result in immediate removal from the regular school program. Sales of prohibited illegal substances by Granite School District students in locations away from the school that impact or do harm to persons associated with the school will subject the students(s) involved to disciplinary action regardless of time or place of the incident.

Compliance with Federal Regulations

Granite School District does not discriminate on the basis of disability, gender, race, color, national origin, religion, or age in its dealings with employees, students, the general public, applicants for employment, educational programs, activities, or access to its facilities. Information may be requested or complaints filed through the following departments all located at the:

Granite Education Center
2500 South State
Salt Lake City, Utah 84115
385-646-5000

Discrimination on the basis of disability
(a) Section 504 of the Rehabilitation Act of 1873 (29 U.S.C. §794) and its implementing regulations (34 C.F.R. part 104) Director of School Services
(b) Title II of the Americans with Disabilities (42 U.S.C. §12131-12134) and its implementing regulations (28 C.F.R. 35) Director of Human Resources

Discrimination on the basis of gender
Title IX of the Education Amendments of 1972 (20 U.S.C. §1681) and its implementing regulations (34 C.F.R., Part 106) Director of School Services
Discrimination on the basis of race, color or national origin
Title VI of the Civil Rights Act of 1964 (42 U.S.C. §2000(d)) and its implementing regulations (34 C.F.R. part 100) Director of Educational Equity

Discrimination on the basis of age
The Age Discrimination Act of 1975 (29 U.S.C. § 631) and its implementing regulations (34 C.F.R. part 100) Director of Human Resources

Employment Discrimination
Title VII of the Civil Rights Act of 1964 (42 U.S.C. §2000(e)) Director of Human Resources