

HELIX CHARTER HIGH SCHOOL

10th–12th GRADE COURSE CATALOG for the 2019–2020 School Year

TABLE OF CONTENTS		GRADUATION CREDIT REQUIREMENTS		DEPARTMENT	CHAIRPERSON	(619) 644-1940
Academic Support	24	English	40 credits	Art	Tina Colera colera@helixcharter.net	ext. 317
A - G Requirements	5	Mathematics (including Algebra II and Geometry)	30 credits		Bilingual Learners	Dan Baits baits@helixcharter.net Elena Smith esmith@helixcharter.net
Art	7	Science	20 credits	Business	Giff Asimos asimos@helixcharter.net	ext. 165
Bilingual Learners	12	Social Science		Computer Technology	Dianne Damschen ddamschen@helixcharter.net	ext. 205
Business	8	World History	10 credits	English	Dan Baits baits@helixcharter.net	ext. 361
Career Tech. Ed. (CTE)-EDGE	32	US History	10 credits	Academic Support	Renee Milburn milburn@helixcharter.net	ext. 259
College Level Experience	3	American Government	5 credits	L.O.T.E.	Amanda Dolphin dolphin@helixcharter.net	ext. 209
Computer Technology	8-10	Economics	5 credits	Helix First	Aleen Jendian jendian@helixcharter.net	ext. 396
Class Advisors	1	Physical Education	20 credits	Family and Consumer Science	Beth Leighton leighton@helixcharter.net	ext. 390
Department Chairpersons	1	Visual & Performing Arts	10 credits	Math	Jeff Babbitt babbitt@helixcharter.net	ext. 563
English	10-12	Foreign Language (LOTE)	20 credits	Physical Education	Ryan Silva silva@helixcharter.net	ext. 378
Family & Consumer Sci.	12-13	Number of Elective Units	50 credits	Performing Arts	Gregg Osborn gossborn@helixcharter.net	ext. 366
Four-Year Plan	4	Total Units Required	220 credits	Science	Debra Byrd byrd@helixcharter.net	ext. 384
Grade Level Teams	1	Additional Graduation Requirements		Social Science	Sean Morris morris@helixcharter.net	ext. 453
Graduation Requirements	3	★	Sophomore Interview	Special Education	Dawna Lompfrey/Becky Meyer lompfrey@helixcharter.net meyer@helixcharter.net	ext. 137/175
Graduation Process	2	★	Tech Foundations		Kim Fleming fleming@helixcharter.net	ext. 446
Grossmont College Courses	24-32	★	Senior Project			
L.O.T.E.	13-14	★	Community Service (40 hours)			
Mathematics	14	★	SAT, ACT, or ASVAB			
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GRADE LEVEL TEAM CONTACT: Parents/guardians are encouraged to contact their student’s Grade Level Team (GLT) at the following extensions regarding issues pertinent to their academic success. Moreover, parents/guardians should meet their student’s teachers at Open House Nights. Parents/guardians may also wish to conference with teachers by phone or e-mail. **Phone: (619) 644-1940.**

Grade Level Teams	9th	10th	11th	12th
Administrative Assistant	Gabby Carbajal - ext. 152 carbajal@helixcharter.net	Joan Urich - ext. 123 urich@helixcharter.net	Sara Brown - ext. 124 sbrown@helixcharter.net	Vicky Rodriguez - ext. 145 rodriguez@helixcharter.net
Academic Advisor	Theresa Toilolo - ext. 134 ttoilolo@helixcharter.net	Yolanda Street - ext. 199 street@helixcharter.net	Danika Markey - ext. 143 markey@helixcharter.net	Frank Theroux - ext. 136 theroux@helixcharter.net
Counselor	Kathy Gunion - ext. 146 gunion@helixcharter.net	Hugo Gonzalez - ext. 149 gonzalez@helixcharter.net	Arica Villegas - ext. 144 villegas@helixcharter.net	Monica Ramirez - ext. 147 ramirez@helixcharter.net
Grade Level Principal	David Watkins - ext. 152 watkins@helixcharter.net	Paula Ann Trevino - ext. 122 trevino@helixcharter.net	Elena Smith - ext. 124 esmith@helixcharter.net	Damon Chase - ext. 127 chase@helixcharter.net
Class Advisor(s)	TBD	Jaime Woodland - ext. 207 woodland@helixcharter.net	Rebecca Skullerud - ext. 353 skullerud@helixcharter.net Mark Demers - ext. 112 demers@helixcharter.net	Lloyd Sabin - ext. 397 sabin@helixcharter.net
College Access Counselor	Cathy Singer - ext. 141 csinger@helixcharter.net			

PROGRAM OF STUDY AND GRADUATION POLICY

Board Policy: 6146.1

Program of Study and Graduation Policy

Approved: August 17, 1999, revised: May 19, 2003, Revised: May 16, 2005, Revised: May 30, 2007 (May 30 revision takes effect with Class Key 2007), Revised: April 12, 2010, Revised May 17, 2010; April 18, 2011; July 6, 2011; June 10, 2013, Revised: February 10, 2014; REVISED June 8, 2015; First Reading of edits May 16, 2016. Approval June 6, 2016. **Revised June 5, 2017**

Vision for All Students

Helix is a college preparatory charter high school dedicated to supporting each student in the attainment of his or her highest academic potential. The educational focus is designed to foster each individual's capacity for self-development and personal responsibility that will prepare the student for success in adult life, college, and career. Helix will provide the academic background and experience that will prepare students to perform successfully in college without remediation. All Helix graduates will be prepared to enter college either right after high school or later in life if the need arises.

All students will enjoy a range of educational choices developed to give them flexibility in designing a personal program of study. The following pages provide guidelines for development of and requirements for designing a program of study. Student needs and interests vary, so the time students take to complete their program of study will vary. Some students may need more time to complete the graduation process, and others may need less.

Each student's program of study has two equally important components that are intended to help graduates enter adulthood well-prepared. One component is for all students to acquire the background and preparation necessary for them to enter college upon graduation. The other component is for all students to do some exploration of potential career fields while attending Helix. Every student will complete a career exploration research paper connected to the student's elective courses.

Graduation Process

Students who are beginning high school enter a program of study focusing on student demonstration of literacy and numeracy. Additionally, every student will develop a statement of educational purpose that will reveal personal responsibility and determination for his or her own educational direction. Requirements may be accomplished by course completion or demonstration of competency.

As students move into their junior year of studies, they will further develop student literacy and numeracy in depth and breadth. Every student will also complete a Senior Project. Completion of graduation requirements will typically take place at the end of the fourth year at Helix. Some students may need more time and others may need less. Any student completing all requirements is entitled to graduate from Helix Charter High School.

Graduation Ceremonies

1. Helix Charter High School shall recognize regular high school graduation through the awarding of diplomas signifying the completion of high school graduation requirements as specified in this policy (or in policy BP 6146.1). No student shall receive a diploma from Helix Charter High School or participate in official graduation exercises until all graduation requirements have been met.
2. Students shall not be eligible to receive diploma or participate in graduation exercises if debts related to lost or damaged textbooks, media materials, classroom instructional materials, school property or equipment, athletic uniforms remain unpaid. However, no students shall be excluded from graduation exercises because of poverty or inability to pay. Students should contact the Grade Level Principal to develop an appropriate plan or payment for fees owed.
3. If a student is under suspension during the last month school is in session of his/her final term before qualifying for graduation, he/she may not participate in nor attend graduation activities.
4. The graduation Rehearsal and Ceremony are both school-related activities and students are expected to adhere to the student code-of-conduct outlined in the Helix Charter High School Student Handbook. It is the expectation of the school that the graduation experience is dignified and memorable. Diplomas will not be issued to students who violate the school code of conduct or display any inappropriate behavior.

Course or Competency Requirements:

UC/CSU Course (A-G Subjects) Requirements:

- History/Social Science (“a”) Two years, 2 semesters World History or European History; 2 semesters United States History
- English (“b”) Four years, 8 semesters
- Math (“c”) Three years, 6 semesters Including Completion of Geometry and Alg II-2
- Science (“d”) Two years, 2 semesters of Biology; 2 semesters of Physical Science (Physics or Chemistry)
- Language other than English (“c”) Two years of the same language other than English or equivalent to the school-level of high school instruction
- Visual and performing arts (“f”) One year chosen from dance, drama/theatre, music or visual art
- College-preparatory elective (“g”) One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.
- Political Science 1 semester
- Economics 1 semester

Additional Requirements:

- PE 4 semesters
- Technology 1 semester
- Senior Project
- Community Service 40 hours
- College Admission Testing – requirement may be met by one of the following tests taken at any time within high school enrollment (SAT, PSAT, ACT, Community College Placement test for math and English)

College Level Experience

Beginning with the graduating class of 2019, all Helix graduates must have completed a minimum of the equivalent of one three unit college course. This requirement may be met in a number of ways, including:

1. Passing a college course during concurrent enrollment at a college or university with a grade of “C” or better.
2. Passing a college course taught on the Helix campus with a grade of “C” or better.
3. Passing a Helix course that is articulated with and meets the requirements of the Grossmont/Cuyamaca Community College District with a “B” or better.
4. Passing an Advanced Placement (AP) examination with a “3” or better.

Senior Project

All Seniors will...

- Produce, prepare, have approved and perform a project that is substantially challenging and requires a development in themselves of new understandings and skills.
- Provide a portfolio documenting the process of the project.
- Prepare and deliver an 8-11 minute presentation to a board consisting of Helix staff and community members.

Total minimum credits needed for graduation equal 220.

Diploma-bound Students in Special Education

Opting for a Helix Charter High School diploma may meet these requirements through one of the following:

1. General Education course completion and/or General Education course completion with modifications.
2. General Education course completion, and/or General Education course completion with modifications, and/or Special Education course completion as long as one of the following minimum competency levels are met for both English-Language Arts and Mathematics.
 - a) English-Language Arts Minimum Competency:
 - i. A non-modified grade of “C” or better through any of the following:
English 2C, 4C, 6C, 8C (or equivalent)
 - ii. EAP score of “Exempt” or “Conditionally Exempt”

b) Mathematics Minimum Competency:

- i. A non-modified grade of “C” or better through any of the following:
Algebra 1C-2, Geometry 1C-2, Algebra 2C-2
- ii. EAP score of “Exempt” or “Conditionally Exempt”

Certificate-bound Students in Special Education

Opting for a Helix Charter High School Certificate of Completion must complete 220 credits in General Education and/or Special Education courses.

Graduation Requirements – Addendum May 17, 2010

Per AB 167 students in Transition who are placed through foster care and enroll at Helix while they are in 11th or 12th grade year will be exempt from graduation requirements that are in addition to statewide coursework requirements, unless it is determined that the student is reasonably able to complete the additional coursework in time to graduate from high school while he or she remains eligible for foster care benefits.

The admitting administrator and counselor shall communicate with the student, and as appropriate, the person holding the right to make educational decisions for the pupil, to:

- 1) Notify them when an exemption has been granted,
- 2) Inform them if any of the requirements that are waived will affect the student’s ability to gain admission to a postsecondary institution, and
- 3) Provide information about transfer opportunities available through the California Community Colleges.

FOUR-YEAR PLAN A-G Requirements		9	10	11	12
A	History/ Social Science » 2 years (10-12)				
B	English » 4 years				
C	Math » 3 years / Through Algebra 2				
D	Science: Life & Physical » 2 years				
E	L. O. T. E. » 2 years				
F	Visual & Performing Arts » 1 year				
G	College Prep. Electives » 1 year				
	P.E. » 2 years				
	Other Electives				

<u>Additional Requirements Checklist</u>	<u>Senior Project Checklist</u>	<u>Post-Secondary Plans: (Five Doors of Opportunity)</u>
<input type="checkbox"/> Technology	<input type="checkbox"/> Proposal	<input type="checkbox"/> College/University _____
<input type="checkbox"/> Sophomore Interview	<input type="checkbox"/> Project	<input type="checkbox"/> Community College _____
<input type="checkbox"/> Community Service (40 hours)	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Trade/Vocational School _____
<input type="checkbox"/> SAT, ACT, or ASVAB	<input type="checkbox"/> Presentation	<input type="checkbox"/> Military Service _____
<input type="checkbox"/> College Level Experience		<input type="checkbox"/> Employment _____

“A-G” SUBJECT REQUIREMENTS AS OF 2005 FOR CALIFORNIA STATE UNIVERSITY (CSU) & UNIVERSITY OF CALIFORNIA (UC)

- A. History/Social Science – 2 years required.** Two years of History/Social Science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of U.S. History and one-half year of American Government/Civics.
- B. English – 4 years required.** Four years of college preparatory English. Students may only use one year of ESL/ELD English.
- C. Mathematics – 3 years required, 4 years recommended.** Three years of college preparatory Mathematics that include the topics covered in Elementary Algebra, Algebra I, Geometry, and Advanced Algebra/Algebra II. Approved Integrated Math courses may be used to fulfill part or all of this requirement
- D. Laboratory Science – 2 years required, 3 recommended.** Two years of Laboratory Science, including two of the three fundamental disciplines of Biology, Chemistry, and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.
- E. Language other than English – 2 years required, 3 recommended.** Two years of the same language other than English.
- F. Visual and Performing Arts – 1 year required.** Two semesters of approved courses from a single discipline: Visual Art, Theater, Music (choral or instrumental).
- G. Elective – One year required.** One year (2 semesters) in addition to those required in “A-F” above, with the exception of first year courses in Algebra I, Algebra II, and Geometry in Mathematics, Foreign Language, and VPA. All courses must be listed under “A-F” above.



UC/CSU SCHOLARSHIP REQUIREMENTS (not Helix):

1. At least 7 of the above courses must be completed during the last two years of high school.
2. All required courses must be college prep level (or above) and completed with an earned grade of “C” or better.
3. Only the grades students earn in grades 10, 11, & 12, in the above courses, are used to calculate the GPA. However, grade 9 courses can be used to meet the subject requirements if the student earns a grade of “C” or better.
4. **CSU** - If a student’s GPA is 2.0 - 3.0, the student has met the minimum requirement for admission if they have an acceptable CSU eligibility index. This eligibility index is based on GPA and the SAT or ACT test scores (without writing). If a student’s GPA is 3.0 or higher, the student has met the minimum requirement for admission.
UC - If a student’s GPA is 3.0 or higher, the student has met the minimum requirement if they have an acceptable UC eligibility index. The UC eligibility index is the GPA, ACT or SAT scores (including writing).

SPECIAL NOTE: Meeting the minimum subject and scholarship requirements does not guarantee a student admission to the campus or major selected by a student. UC admission is extremely competitive.

UC/CSU COLLEGE SYSTEM A-G REQUIREMENTS 2019-20

Helix Charter High School – Applies to the 2019-20 Academic Year Only

IMPORTANT: All classes must be passed with a “C” or better to qualify. AP = Advanced Placement C = College Prep

<p style="text-align: center;">A</p> <p style="text-align: center;">HISTORY/SOCIAL SCIENCE</p> <p style="text-align: center;">2 YEARS REQUIRED</p> <p style="text-align: center;">9TH</p> <p style="text-align: center;">AP HUMAN GEOGRAPHY 1/2 ITSS</p> <p style="text-align: center;">10TH</p> <p style="text-align: center;">WORLD HISTORY 1C/2C AP EUROPEAN HISTORY 1/2</p> <p style="text-align: center;">11TH</p> <p style="text-align: center;">U.S. HISTORY 1C/2C AP U.S. HISTORY 1/2</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">ENGLISH</p> <p style="text-align: center;">4 YEARS REQUIRED</p> <p style="text-align: center;">9TH</p> <p style="text-align: center;">ENGLISH 1C/2C OR HONORS*</p> <p style="text-align: center;">10TH</p> <p style="text-align: center;">ENGLISH 3C/4C OR HONORS*</p> <p style="text-align: center;">11TH</p> <p style="text-align: center;">ENGLISH 5C/6C or AP ENGLISH LANG & COMP 1/2</p> <p style="text-align: center;">12TH</p> <p style="text-align: center;">EXP READ & WRITING 1C/2C ENGLISH 7C/8C ENGLISH FOR BUSINESS 1C/2C SCI FI LIT 1C/2C BILINGUAL LEARNERS 5/6 (ELD 5/6)</p> <p style="text-align: center;">*Not UC/CSU Honors</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">MATHEMATICS</p> <p style="text-align: center;">3 YEARS REQUIRED (4 YEARS RECOMMENDED)</p> <p style="text-align: center;">ALGEBRA 1C – 1/2* or HONORS* GEOMETRY 1C – 1/2* or HONORS* ALGEBRA 2C 1/2* or HONORS* (Must pass Algebra II) ALGEBRA IIIC PRE CALCULUS 1H/2H STATISTICS 1C/2C AP STATISTICS 1/2 AP CALCULUS AB, BC</p> <p style="text-align: center;">*Not UC/CSU Honors</p>			
<p style="text-align: center;">D</p> <p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">2 YEARS REQUIRED (3 YRS RECOMMENDED)</p> <p style="text-align: center;">BIOLOGY 1C/2C or HONORS* CHEMISTRY 1C/2C or HONORS PHYSICS 1C/2C or AP PHYSICS</p> <p style="text-align: center;">(MUST BE 2 YRS OF ABOVE)</p> <p style="text-align: center;">AP ENVIRONMENTAL SCIENCE OCEANOGRAPHY 1C/2C PHYSIOLOGY 1C/2C</p> <p style="text-align: center;">*Not UC/CSU Honors</p>	<p style="text-align: center;">E</p> <p style="text-align: center;">LANGUAGE OTHER THAN ENGLISH (LOTE)</p> <p style="text-align: center;">2 YEARS REQUIRED (3 YEARS RECOMMENDED)</p> <p style="text-align: center;">AMERICAN SIGN 1/2C*, 3/4C FRENCH 1/2 C*, 3/4C SPANISH 1/2C*, 3/4C SPANISH SPEAKERS 1/2C*</p> <p style="text-align: center;">*Must be 2 years of the same language</p>	<p style="text-align: center;">G</p> <p style="text-align: center;">ELECTIVE</p> <p style="text-align: center;">1 YEAR OF ANY A-F ABOVE THE MINIMUM REQUIREMENT (EXCEPT THOSE WITH ASTERISK*)</p> <p style="text-align: center;">ECONOMICS 1C POLITICAL SCIENCE 1C PSYCHOLOGY 1C/2C AP PSYCHOLOGY 1/2 EARTH SCIENCE 1C/2C SPORTS MEDICINE 1,2,3,4 DEV PSYCH OF CHILD 1,2 AP COMPUTER SCIENCE A AP COMPUTER SCIENCE PRINCIPLES CAD VIDEO GAME DESIGN 1/2 ENTREPRENEURSHIP 1C/2C ROBOTICS ENG TECH 1C/2C MESA DIGITAL ARTS 3C/4C STATISTICS 1C/2C APEX Learning US HISTORY 2C</p>			
<p style="text-align: center;">F</p> <p style="text-align: center;">VISUAL AND PERFORMING ARTS (VAPA) 1 YEAR REQUIRED</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> ART 1C/2C - 5C/6C AP STUDIO ART DIGITAL ARTS 1/2 FILM PRODUCTION CONCERT CHOIR JAZZ ENSEMBLE PERCUSSION ENSEMBLE SHOW CHOIR </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> CHAMBER CHOIR COLOR GUARD CONCERT BAND SYMPHONY BAND WIND SYMPHONY SYMPHONY ORCHESTRA BAGPIPES BEGINNING PIANO 1C/2C </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> BEGINNING GUITAR THEATER 1/2 ADVANCED DRAMA FASHION INT/DES 1C/2C BEGINNING DANCE INTERMEDIATE DANCE ADVANCED DANCE </td> </tr> </table>			ART 1C/2C - 5C/6C AP STUDIO ART DIGITAL ARTS 1/2 FILM PRODUCTION CONCERT CHOIR JAZZ ENSEMBLE PERCUSSION ENSEMBLE SHOW CHOIR	CHAMBER CHOIR COLOR GUARD CONCERT BAND SYMPHONY BAND WIND SYMPHONY SYMPHONY ORCHESTRA BAGPIPES BEGINNING PIANO 1C/2C	BEGINNING GUITAR THEATER 1/2 ADVANCED DRAMA FASHION INT/DES 1C/2C BEGINNING DANCE INTERMEDIATE DANCE ADVANCED DANCE
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ART

Art 1-2: This two-semester course offers an exciting investigation into the elements of design and how they apply to art creation, art history, and theory. Students will explore multiple art media in the application of projects, exercises, and studies of artists that came before them. Art lectures will be provided. Students will learn to plan, propose, produce, and critique artwork from stills, models, and from their imagination. This course meets the UC/CSU Fine Arts "F" requirement.

Art 3-4: This two-semester course continues the exploration into the arts through the principles of design. Students will expand their skills and creativity through investigations of art media, other artist's works, class critiques, and observation. Students will be encouraged to build a portfolio and investigate other possible art careers. Prerequisite: Grade of "C" or better in Art 1-2 or portfolio approval. This course satisfies the "F" Requirement for UC/CSU.

Art 5-6: This two-semester course builds upon the prerequisite course work previously offered and fosters more independent work to broaden the student's particular artistic needs while continuing the studies of other artists, art history, and class critiques. Students will continue to build their portfolio and investigate possible art college options. Prerequisite: Grade of "C" or better in Art 3-4 or teacher approval. This course satisfies the "F" Requirement for UC/CSU.

Art 7-8: (11-12) This two-semester course is for the strong Art student. Students will develop a portfolio to present to art colleges, help develop and put on the Helix Senior Art Show, and hone their understanding of art today. This course satisfies the "G" Requirement for UC/CSU. Prerequisite: Grade of "C" or better in Art 5-6 or teacher approval.

AP Studio Art: (11-12) If you are planning to continue in art after school or just want an intense, rigorous art-making experience, this class is for you. You will broaden your artistic scope, choose an area of focus, and learn how to put together a portfolio that shows what you can do. You will work under the advisement of the instructor, but will be charting your own exploratory course. This class will prepare you for AP Art portfolio submission. Prerequisite: Successful completion of Art 3-4 and instructor approval. This course satisfies the "F" Requirement for UC/CSU.

Digital Art 1-2: This two-semester course introduces the computer as a medium for creating original artwork. Students will learn about aesthetics, artistic perception, artistic composition, and creativity in order to visually communicate ideas. Using industry standard programs including Adobe Photoshop and Illustrator, students will learn the tools and techniques of image creation and manipulation. This course satisfies the Helix Technology Requirement. This course meets the UC/CSU "F" requirement. This is an articulated course where students can earn college credits with Grossmont/Cuyamaca Community Colleges with a grade of B or higher in both semesters.

Advanced Digital Art 3-4: Advanced Digital Art is the second course in the Digital Art series. Students will learn more advanced techniques using Adobe Illustrator and Photoshop, as well as being introduced to Adobe InDesign. Projects are based on exciting and growing arts careers such as Advertising, Marketing, Graphic Design, and Illustration. Prospective projects include: designing a book cover, postcard/greeting card, product advertisement, magazine layout, and more! This course will culminate in the creation of a professional, industry standard website portfolio. Students who complete this course series will a step closer to work in entry-level arts positions and be ready to apply for higher education in the digital arts. (Prerequisites: Digital Art 1-2 with a C or higher) This class satisfies the "F" requirement for A-G UC/CSU.

Art 1-2S: This two-semester course is for limited English speaking students. A specially trained instructor and an aide use instructional techniques that will enable students to improve their English skills while learning Art Curriculum. Students will explore multiple art media in the application of projects, exercises, and studies of artists that came before them. Students will learn to plan, propose, and produce artwork from stills, models, and from their imagination.



BUSINESS

Grossmont College BUS 109 - Elementary Accounting: This course is to be taken along with Empowering Entrepreneurs and English for Business. This course is part of the Business Career Path. Students learn Accounting hands-on as they run Helix's on campus T-shirt and Engraving companies. (This course may also be taken as a stand alone course, but priority registration will be given to students in the Business Career Path.) *See table at end of catalog

Grossmont College ECON 120 - Principles of Macroeconomics: *See table at end of catalog

Grossmont College ECON 121 - Principles of Microeconomics: *See table at end of catalog

Grossmont College BUS 195 - Principles of Money Management: (This course does not fulfill Economics requirement.) *See table at the end of catalog

Economics 1C: (12) This one-semester course is required for seniors, and is taught back-to-back with Political Science. Topics covered include personal finance, economic reasoning, comparative economic systems, supply and demand, measuring the health of the economy, and stabilizing the economy using fiscal and monetary policy. This course satisfies the graduation requirement for Economics. This course meets the UC/CSU "G" requirement.

Empowering Entrepreneurs: (12) Empowering Entrepreneurs provides students the opportunity to develop a business idea, create a prototype of their product using Helix's Makerspaces, and pitch their idea to local community members. The course is built on the concepts outlined in the book Who Owns the Ice House. In addition to developing their own business ideas, students will also continue to run Helix's on campus T-shirt and Engraving Companies. This course meets the UC/CSU "G" requirement. Successful completion of Algebra 1C is a prerequisite. This course is the Capstone course for the Business Career Path and must be taken with Accounting and Business English to be recognized as a business major at graduation. This is an articulated course where students can earn college credits with Grossmont/Cuyamaca Community Colleges with a grade of B or higher in both semesters.

Marketing: (11-12) This two-semester project-based course introduces common marketing vocabulary, principles and practices. By implementing actual marketing plans for clubs and classes on the Helix campus, students will have the opportunity to create a marketing "tool box" enabling them to develop a strong background in all aspects of marketing. The course will examine the pertinent aspects of the business model canvas, "marketing mix," consumer behavior, producer behavior, price and profitability. Students will improve skills in a variety of communication styles, expand and improve critical thinking skills, build their knowledge and use of technology, and develop a greater understanding of how the social media is used in marketing.



COMPUTER TECHNOLOGY

AP Computer Science: Prerequisite: Successful completion of Algebra II (or concurrent enrollment) or consent of instructor. AP Computer Science introduces students to the formal concepts of object-oriented computer programming, including program design, control structures, data structures and algorithms using the Java programming language. It is a year-long course designed to be comparable to a first year college level computer programming class. In today's world, almost every occupation or endeavor uses some form of computer software. Some knowledge about how software is designed, created and maintained will provide useful background. This course is articulated with Grossmont College (Course CSIS 293), which means earning a grade of "B" or better earns college credit. These credits are transferable to UC/CSU, and possibly to other colleges. For many college majors, AP Computer Science will be the only college course on the subject a student will be required to take. This course satisfies the Helix Technology Requirement. This course meets UC/CSU "G" requirement. This course is the Capstone course of the Computer Science/Engineering Career Path. Informational video: [Check out this video about AP Computer Science!](#)

AP Computer Science Principles: (9-12) 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. Whether it's 3-D animation, video games, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow. This new AP Computer Science Principles course is complementary to AP Computer Science A. Students can take these courses in any order or at the same time, as schedules permit. Both courses include rigorous computer science content and skills that can be built on to complete further science, technology, engineering, and mathematics (STEM) and computing studies. This course is an option for the Computer Science/Engineering Career Path. This course satisfies the Helix Technology Requirement. This course meets UC/CSU "G" requirement. Informational video: [Check out this video about AP Computer Science Principles!](#)

CAD (Intro to Architecture and Engineering) 1-2: Engineering and Architecture through hands on activities and computer based design with AutoCAD. Students apply geometric knowledge of the x, y, and z-axis through coordinate entry methods. The class will focus on the 2D and 3D environment. Students will apply these techniques and principles to various projects including Cardboard Chair, Dream House, Paper Roller Coasters, Bridge Building, etc. Students will become familiar with system hardware and software related to CAD, including AutoCAD, Revit, and Google SketchUp. This course is a combination of project based learning, lecture, and self-paced learning. Being creative and willingness to problem solve is encouraged. This course meets the technology graduation requirement, and is an excellent complementary course to Robotics, AP Physics, Environmental Design, and even ACE Club (Architecture, Construction and Engineering). This course is an option for the Computer Science/Engineering Career Path. This course meets the UC/CSU "G" requirement. Informational Video: [Check out this video about CAD!](#)

CAD (Intro to Architecture and Engineering) 3-4: Prerequisite: "C" or higher in CAD 1-2. This is an advanced architecture and engineering course. Students that have taken CAD 1-2 are eligible to take this course. This course will follow the student's passion (architecture or engineering). The learning environment will be focused on the student's area of interest and the student will learn more advanced techniques both in software and hands on projects. This is a capstone class for the Computer Sci/Engineering pathway and is great for senior projects. Emphasis is placed on 3-D parametric solid modeling using Autodesk Mechanical Desktop. Student will develop skills and utilize techniques to produce geometric profiles that serve as a database for the production of 3-D models, working drawings, bill of materials and exploded views of assembled models.

Film Production 1-2: (10-12) Prerequisite: Successful completion of Algebra I (or concurrent enrollment) or consent of instructor. The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and professional editing techniques. This course focuses on the aesthetics and fundamentals of scripting, producing, directing on location, and postproduction. Students work individually and in groups to create various video projects including short films and music videos. This course meets the UC/CSU "F" requirement. This course satisfies the Helix Technology Requirement. This course articulates with Grossmont College (Course MCOM 120).

Film Production 3-6: (10-12) Prerequisite: Passing of Film Production 1-2. This course is designed to build upon previous experiences in Film Production. Students will learn advanced techniques in editing, cinematography, and motion graphics. Students will become leaders in the class and take on more important roles in the production of videos. This is an articulated course where students can earn college credits with Grossmont/Cuyamaca Community Colleges with a grade of B or higher in both semesters.

Geographic Information Systems (GIS) 1-2: (9-12) Love Geography? Want to help solve the problems around the world? This project based course is designed to provide basic understanding of concepts in geographic information systems (GIS). GIS is a computer system used to store, analyze, digitize, and solve real-world problems using geography and data tables. Students will learn how to use different technologies to analyze human and environmental problems and think spatially. The class is a combination of hands-on projects related to spatial thinking and earth related subjects as well as modules that focus on climate, landforms, boundaries, evacuation sites, standards of living, etc. This course is an excellent complementary course for AP Environmental Science, AP Human Geography, AP Statistics, AP Economics. This course is an option for the Computer Science/Engineering Career Path. This course meets the UC/CSU "G" requirement. This course satisfies the Helix Technology Requirement. Informational Video: [Check out this video about GIS!](#)

Robotics Engineering Technology 1-2: (9-12) This course explores the interaction of programming and engineering, and is designed to interest students in the field of robotics and motivate them to pursue advanced education in science and engineering. Throughout the course, students will move between programming in Robot Virtual Worlds and programming a physical robot. Students will program VEX Robots in a variety of challenges using a curriculum developed by Carnegie Mellon. The curriculum includes: system configurations, basic movements, sensors, program flow and loops, timing sequences, and direct control through remote control. Upon completion of the curriculum, students will have an opportunity to obtain a Certificate of Achievement in Introduction to Programming from the Carnegie Mellon Robotics Academy. In addition to individual challenges,

students will experience team dynamics as they prepare to compete in VEX Class Challenges. The challenges will give students hands-on experience programming and engineering robots, as they develop problem-solving strategies and solutions to engineering problems. This course is an option for the Computer Science/Engineering Career Path. Co-requisites: Geometry and physics are recommended. However, motivated students with an interest in robotics may take the course without these requirements. This course satisfies the Helix Technology Requirement. This course satisfies UC "G" elective credit requirement.

Robotics Engineering Technology 3-4: Students will continue their work from Robotics 1-2 to work in engineering teams to design, build and test increasingly complex robots. The course will illustrate the importance of integrating sensors, complex machine control, and briefly discuss robot learning and multi-robot systems. Students will be expected to solve challenges using physical robots and computer simulations. Students will work in teams to complete a larger design problem and participate in local and regional competitions. Special attention will be paid to the design process and its communication through both presentation and documentation. Students will explore additional hardware and software solutions to robotics problems. Students will learn advanced hardware and software techniques, as well as the mathematics and physics to understand them. Students will use additional hardware and software platforms to understand robotics applications (Arduino, parallax, etc.) This course is an option for the Computer Science/Engineering Career Path. Prerequisite: Passing of Robotics 1-2.

Video Game Programming 1-2: Prerequisite: Successful completion of Algebra I or consent of the instructor. This two-semester course offers a strong foundation in video game design and programming through the study of gaming technology, game design process, animation, and level design. Students will learn to analyze games and gameplay elements, examine genres and trends in gaming, and learn basic programming skills. Students will create several video games that can be published online. This course is an option for the Computer Science/Engineering Career Path. This course satisfies the Helix Technology Requirement. This course meets UC/CSU "G" requirement.

3D Animation and Design 1-2: Prerequisite: Successful completion of Algebra I or consent of instructor. In this course you will learn the cutting edge of 3D design and animation. Students will use state of the art software to create Hollywood-quality, three-dimensional designs and animations, and will learn to create the same visual effects used in movies, television, video games, and web pages. Students will create several short animated films and design elements that can be placed in video games. This course meets the UC/CSU "G" requirement. This course satisfies the Helix Technology Requirement.



ENGLISH

English 3-4C: (10) Prerequisite: English 1 AND 2 with a grade of "C" or better. This course emphasizes expository writing, research, literary analysis, and oral communication skills for the college-bound student as outlined in the Common Core State Standards. This course meets the UC/CSU English "B" requirement.

English 3-4H: (10) Selection is based on student performance: B's or better in current honors English courses, or a Lexile of 1080 or above and a teacher recommendation. An entrance assignment is required - see Department Chair. This honors course allows students to challenge themselves with more advanced analytical skills than English 3-4C, requiring additional reading and writing as self-directed learners. The 10th grade students continue an in-depth study of literary genres and extensive composition and research skills as outlined in the Common Core State Standards. This course meets the UC/CSU English "B" requirement.

English 5-6C: (11) Prerequisite: English 1, 2, 3 AND 4 with a grade of “C” or better. This course emphasizes expository writing, research, literary analysis of American authors, and oral communication skills for the college-bound student as outlined in the Common Core State Standards. This course meets the UC/CSU English “B” requirement.

AP English Language & Composition: (11) Selection is based on student performance: B’s or better in current honors English courses, or a Lexile of 1200 or above and a teacher recommendation. Summer assignment is required - see Department Chair. This course is a year-long A/B course. The focus of the reading is on the methods used by authors, primarily in non-fiction writing, to express their views. Style analysis is one important focus. Writing includes analytical papers, paragraphs, timed writings, and formal essays. Assigned work is quantitatively and qualitatively different from college prep courses, as this class prepares students for the AP English test in Language and Composition. Selection is based on student performance: B’s or better in current honors English courses, or a Lexile of 1200 or above and a teacher recommendation. Summer assignment is required - see Department Chair. This course meets the UC/CSU English “B” requirement.

Writing Review: (10-12) This course, designed for incoming 10th, 11th and 12th grade students new to Helix, emphasizes critical reading, expository writing, and research skills for the college-bound student as outlined in the Common Core State Standards. Students may earn elective credit or repeat one quarter of English credit from 1C to 8C. Counselor must notify instructor in advance if students are attempting to earn 5C through 8C credit.

Senior English Choices - Prerequisite: English 1, 2, 3, 4, 5, 6 with a grade of “C” or better. All Senior English Choices meet the UC/CSU English “B” or “G” requirement

ERWC: The Expository Reading and Writing Course focuses on preparing seniors for college reading and writing. In collaboration with the California State University system, course completion with a “C” or better grants “College Ready” status to students who have been granted “conditional” status based upon their EAP/Smarter Balanced results. Achieving “College Ready” status grants students immediate placement in first-year composition courses at all California State University campuses and all California Community Colleges. The course focuses on informational and narrative texts and analytical writing. This course meets the UC/CSU “B” requirement and NCAA requirement in English.

English for Business 1-2C: This course is designed to expose students to the vital English skills needed in today’s business world. Students will develop a greater understanding and ability to apply written and oral English competencies, as well as listening and critical thinking skills through real world connections. Students will exit the course having created a personal resume and individual business plan. Literature selections will include novels with underlying business lessons as well as biographies of recognized business leaders, such as Walt Disney, Bill Gates and Oprah Winfrey. Priority is given to Business Career Path Students. This course meets the UC/CSU “B” requirement and NCAA requirements in English. This is an articulated course where students can earn college credits with Grossmont/Cuyamaca Community Colleges with a grade of B or higher in both semesters.

English 7-8C: The following two-semester courses emphasize expository writing, research, analysis of a broad range of literary styles, and oral communication skills for the college-bound student as outlined in the Common Core State Standards. This course meets the UC/CSU “B” requirement and one NCAA requirement course in English. Choose one of the following English 7-8 C courses with an emphasis in:

1. **Literature of Hip-Hop:** This course is designed to explore the poetics and literature of hip-hop, including culture, historical development, political significance, and social influence. Students will analyze the popularity, values, and criticism of hip-hop through a variety of contemporary songs, poems, essays, short stories, novels, and films, as well as literature from oral and classic sources. Students will compose/perform original works of poetry and use reading/research strategies and textual analysis to evaluate the style, techniques and contributions of significant hip-hop artists. This course will confront hip-hop’s use of vulgar, derogatory, racist, sexist, misogynistic and homophobic language and themes in order to develop a vision of social justice and community activism.
2. **Theory and Practice of Literature:** This course emphasizes creative writing, research, oral communication and literary analysis of a variety of essays, poems, short stories, plays and films. Students read and analyze a variety of literary styles and compose a variety of creative texts.

Science Fiction Literature: This course is designed for students who plan to attend a college or university. Students will explore the evolution of science fiction literature and film from its origins. Students will examine the popularity, values, and criticisms of this literary and film genre and its impact on modern culture. Students will analyze science fiction literature and film using reading strategies and key aspects of textual analysis and evaluate the style and literary techniques of major Science Fiction authors. This course meets the UC/CSU “B” requirement and NCAA requirements in English.

Grossmont College ENG 120 - College Composition and Reading: *See table at end of catalog

English Electives - Journalism courses do not yet meet UC/CSU A-G requirements:

Journalism 1-2: This is a year-long A/B introductory course to writing for school publication. Journalistic writing is emphasized. Students are expected to cover and write about school events such as assemblies, sporting events, clubs, and organizations. Feature and editorial writing are also taught. Writers from this class may advance to editorial positions on the newspaper next year.

Journalism 3-6: This is a year-long A/B course production class for the school newspaper. Upon interview and recommendation, some students may apply for positions as business manager, photographer, artist, or web page manager. Returning staff members may apply to be section editors. Teacher approval required. Must have signature of instructor on request form.

BILINGUAL LEARNERS

Bilingual Learners – Beginning Level 1-2: This four-semester sequence of courses provides 9th - 12th grade beginning level English-as-a-Second-Language and English Language Development instruction for the non-English-speaking student. Emphasis is placed on basic communication skills in English.

Bilingual Learners – Intermediate Level 3-4: This four-semester sequence of courses provides intermediate level English-as-a-Second-Language and English Language Development instruction for the limited-English-speaking student. Speaking, listening, reading and writing skills are developed.

Bilingual Learners – Advanced Level 5-6: This four-semester sequence of courses provides advanced level English-as-a-Second-Language and English Language Development instruction for the limited-English speaker. Speaking, listening, reading and writing skills are further developed. This course meets the UC/CSU “B” requirement and NCAA requirements in English.

Transitional English: This is a year-long course for limited-English-proficient students who have successfully completed the ESL/ELD sequence. Primary emphasis will be placed on improving English writing skills and raising reading comprehension levels. After successful completion of this course, students are ready to take Helix college-prep level English courses.

FAMILY AND CONSUMER SCIENCE

[Click here to check out the courses offered in Family and Consumer Science \(AKA Home Economics!\)](#)

Developmental Psychology of Children: Prerequisite: Algebra I. This two-semester course covers relationships, conception, prenatal development, the newborn, toddlers, and parenting skills. Students will learn to appreciate children as individuals and gain experience through our on-site 3 week preschool, Scottie Tots. Career opportunities in child development and related fields will be explored. Open to all students, grades 9-12. Males are encouraged to participate - parenting is a two person responsibility. Meets the CSU/UC “G” requirement. This is an articulated course where students can earn college credits with Grossmont/Cuyamaca Community Colleges with a grade of B or higher in both semesters.

Clothing I: Want to learn to sew? This is the elective for you! This course develops the understanding of selection and construction of clothing. Students learn the properties, weaves, and care of fabrics (man-made and natural fibers), the care and operation of sewing machines and equipment, how to follow pattern instructions, and the basics of garment construction.

Clothing, Intermediate: This course is a continuation of the development of basic skills in selection and construction of clothing with emphasis in pattern alterations. An emphasis on wise consumer practices as related to selection and construction of clothing will be covered. Prerequisite: Basic Clothing.

Clothing, Advanced: This course includes specialized instruction in one or more of the following areas: tailoring techniques, creative pattern designs and other advanced clothing construction techniques. Prerequisites: Intermediate Clothing.

Fashion and Interior Design (Environmental Design) Prerequisite: Algebra I. This is a two-semester course open to all students (male and female) designed to cover both aspects of the Interior and Fashion worlds. This course will cover elements and principles of design including color, houses, and fashion past and present, floor plans, building dream homes, designing clothing, and pursuing careers in both industries. This is a project-based, hands-on course open to all grades. Meets CSU/UC “F” requirement. [Click here to see student projects from this class!](#)

Basic Foods: Mac and cheese, fries, pizza, cinnamon rolls, tortilla soup - just a few of the foods you will learn to cook in this two-semester elective open to all students who want to learn the basics of cooking (from appetizers to desserts) covering sanitation, nutrition, healthy eating habits, eating disorders, meal planning, etiquette, and career options.

Gourmet Foods: Prerequisite: Basic Foods with a grade of "A" and teacher approval. For the serious culinary arts students interested in taking their skills to the next level; this class will include community service, career options, meal planning, event planning, and food presentation.

Single Survival: (11-12) Getting ready to move out on your own? Going away to college? This two-semester coed class is the class for you! Learn all the skills you will need to manage your money and keep yourself organized and healthy AND you get to cook and eat!! Open to juniors and seniors - a two semester elective to break up your day (so much better than being a T.A.!!!).

LANGUAGE OTHER THAN ENGLISH (L.O.T.E.)

All L.O.T.E. classes are open to all grades, 9-12. All of the 3-4C level L.O.T.E. classes require a "C" grade or higher in the previous level.

Initial placement in second-year L.O.T.E. courses (3-4C level or above) and Spanish for Spanish Speakers 1C-2C is based on the Helix Language Assessment Exam administered by appointment with the Helix department chair, or Helix teacher recommendation.

American Sign Language 1-2C: This is a two-semester course emphasizing signing, beginning comprehension, and interpretation and the deaf culture. Participants are required to be visually and actively engaged at all times as the class is conducted primarily in American Sign Language. Recommended for students who earned a "C" or higher in their most recent English class. Completion of this course satisfies the first year of the UC/CSU "E" requirement.

American Sign Language 3-4C: Prerequisite: A grade of "C" or higher in American Sign Language 1-2C. This two-semester course continues with communication, additional vocabulary, speaking, comprehension and an in-depth understanding of the deaf culture. Completion of this course fulfills the UC/CSU "E" or requirement.

Grossmont College ASL 120 - ASL I: *See table at end of catalog

Grossmont College ASL 121/122 - ASL II/Conversation Lab I: *See table at end of catalog

[Check out this video for information about the French program!](#)

French 1-2C: This is a two-semester course emphasizing beginning conversation, listening, reading, writing, and French culture. Recommended for students who earned a "C" or higher in their most recent English class. Completion of this course satisfies the first year of the UC/CSU "E" requirement.

French 3-4C: Prerequisite: A grade of "C" or higher in French 2C. This is a two-semester course that continues with conversation, language comprehension, vocabulary, reading, writing, and French culture. Completion of this course fulfills the UC/CSU "E" or "G" requirement.

Grossmont College FRN 120 - French I: *See table at end of catalog

Grossmont College FRN 121 - French II: *See table at end of catalog

Grossmont College FRN 220 - French III: *See table at end of catalog

Spanish 1-2C: This is a two-semester course emphasizing beginning conversation, listening, reading, writing, and Latino culture. Recommended for students who earned a "C" or higher in their most recent English class. Completion of this course satisfies the first year of the UC/CSU "E" requirement.

Spanish 3-4C: Prerequisite: A grade of "C" or higher in Spanish 2C. This is a two-semester course that continues with conversation, language comprehension, vocabulary, reading, writing, and Latino culture. Completion of this course fulfills the UC/CSU "E" requirement.

Spanish for Spanish Speakers 1-2C: Recommended for students who earned a “B” or above in their most recent English class. This two-semester course is taught exclusively in Spanish, and is designed for Spanish-speaking students who are proficient in communication and comprehension of Spanish, but are not proficient in reading and writing Spanish. Vocabulary, grammar, reading, essay writing, and study of the Latino culture are emphasized. Successful completion of this course allows student to go directly into AP Spanish Language and Culture, and prepare for the AP Spanish Language Exam. Completion of this course fulfills the UC/CSU “E” requirement.

Grossmont College SPN 120 - Spanish I: *See table at end of catalog

Grossmont College SPN 121 - Spanish II: *See table at end of catalog

Grossmont College SPN 220 - Spanish III: *See table at end of catalog

MATHEMATICS

Sheltered Math Lab: This sequence of two-semester courses is for the student who is limited English proficient and who is not yet ready for a mainstream math course. All work will be done independently and cover material including Basic Algebra, Algebra 1C, Algebra 2C, or higher.

Algebra 1C: This is a four-semester course in first-year algebra emphasizing linear and quadratic equations, problem solving and graphing. This course is a foundation for all high school and college mathematics. This course meets the UC/CSU “C” requirement.

Geometry 1C: Prerequisite: Algebra 1C with a grade of “C” or better. This is a two-semester course in Euclidian Geometry for college bound students emphasizing problem solving, plane, solid, and coordinate geometry. This course meets the UC/CSU “C” requirements.

Geometry 1H: Prerequisite: Algebra 1H with a grade of “B” or better or Algebra 1C with a grade of “A” and teacher recommendation. This is a two-semester course in Euclidean Geometry for the student with excellent math skills. The course emphasizes proof in plane and coordinate geometry, and trigonometry. This course meets the UC/CSU “C” requirements.

Algebra 2C: Prerequisite: Algebra 1C with a grade of “C” or better. This year-long course will greatly expand your ability in Algebra with heavy emphasis on problem solving, conic sections, logarithms, probability, trigonometry sequences and series, and polynomial equations. Meets UC/CSU “C” requirements.

Algebra 2H: Prerequisite: Geometry 1H with a grade of “B” or better. This is a two-semester advanced algebra course for motivated students having excellent math skills. Problem solving, polynomial equations, conic sections, matrices, and trigonometry are emphasized. This course meets the UC/CSU “C” requirements.

Statistics 1C: Prerequisite: Algebra 2C with a grade of “C” or better. This is a two semester class in introductory statistics designed for the college bound student. Topics include data analysis, probability, linear regression, normal distributions, and experimental design. Time will also be spent preparing students for College Admission Tests. This class meets the UC/CSU “G” requirement.

Grossmont College MATH 120 - Mathematics for General Education: *See table at end of catalog

AP Statistics 1-2: Prerequisite: Algebra 2H with a grade of “C” or better or Algebra 2C with a grade of “B” or better AND English 6C with a grade of “B” or better. This is a year-long course that meets on an A/B schedule. It is designed to give students an introduction to college-level statistics and is for students who are interested in college fields such as psychology, sociology, business and health. Emphasis is on analyzing data, probability, random variables, and applying statistical methods to draw conclusions and solve problems. Students are required to take the Advanced Placement exam in Statistics. This course meets UC/CSU “C” or “G” requirements.

Pre-Calculus 1-2H: Prerequisite: Algebra 2H with a grade of “B” or better. A two-semester course which prepares students interested in highly technical fields like Engineering, Physics, Computer Science, and Math, who must take a rigorous course in Calculus. Content includes polynomial, exponential, logarithmic, and trigonometric functions, sequences and series, linear algebra, and coordinate geometry. This course meets UC/CSU “C” and “G” requirements.

AP Calculus AB/BC: Prerequisite: Pre-Calculus 1H with a grade of “B” or better. A four-semester course designed for the advanced math student who desires an introduction to college calculus. This course covers the foundations of both differential and integral calculus. Students are required to take the BC AP Exam. This course meets UC/CSU “C” and “G” requirements.

PERFORMING ARTS

Band/Orchestra

Bagpipes (Pipe Band): (By audition only) Yearlong A/B course. This class is for any student interested in playing bagpipes and carrying out the Scottish theme of Helix. Individual instruction is given in the pipes or drums. During the year these students are a part of the marching band and have the same responsibilities and requirements. During the spring, the pipe band performs at special events and concerts, and travels to Scottish Games in Southern California. **Participation in after-school, evening, weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Color Guard: (By audition only) Students in this yearlong A/B course become members of Helix Color Guard and perform routines, which use tall flags, rifles, and letters. In the fall Color Guard performs with the marching band in parades and field shows, and in spring performs as a unit in the Winter Guard circuit in gymnasiums throughout Southern California. Students enrolled in this class must also enroll in Marching Band in the fall term. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Jazz Ensemble: (By audition only) Wind and percussion players must also be members of another performing group within the department, Spring Term A/B course. This course stresses advanced musical skills, and improvisational techniques of the professional band idiom. This class is open by audition only to the following instruments: saxophones, trumpets, trombones, drum set, auxiliary percussion, piano, string bass, bass guitar, and guitar. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets UC/CSU "F" requirements.

Marching P.E.: Fall Term 1 A/B course. This is a companion course for all band classes and ensemble so outdoor rehearsal can take place with all groups together. Stretching, warming up and aerobic exercise through marching and playing musical instruments are the principal activities. Per school policy, P.E. credit is given to 10-12th grade only, and credit for these two terms is applied to the second year P.E. requirement. 9th graders still must take this course and receive elective credit. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course **does NOT** meet UC/CSU requirements.

Percussion Ensemble: Yearlong A/B. This is a course for percussionists only, which is a part of the marching band in the fall. Students from this class make up the percussion sections of the bands and orchestra in the spring. The school furnishes percussion instruments. Students are expected to become proficient at playing multiple percussion instruments and apply that proficiency in performance. Students enrolled in this class must also enroll in Marching P.E. in the fall term. **Participation in after-school, evening, weekend rehearsals, and performances is required.** This course meets the UC/CSU "F" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Symphonic Band: Year-long A/B course. This group of wind instrumentalists is part of the marching band in the fall and participates in concerts, a tour, and festivals in the spring. The school may furnish some instruments. This band performs the finest in wind band literature. Students in this course are exposed to general and advanced music theory concepts. Students enrolled in this class must also enroll in Marching P.E. in the fall term. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement.

Symphony Orchestra: Yearlong A/B. Symphony Orchestra is an advanced-level Honors Instrumental Music Class working on and performing orchestra music at the college level. This course would be a rigorous college-level program for students willing to accept the demands of the program. This course offers accelerated California Performing Arts standards-based instruction for the advanced and talented musicians. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Wind Symphony: (By audition only) Year-long A/B course. This group of wind instrumentalists is a part of the marching band in the fall and participates in concerts, a tour, and festivals in the spring. The school may furnish some instruments. This band performs the finest in wind band literature. Students in this course are exposed to general and advanced music theory concepts. Students enrolled in this class must also enroll in Marching P.E. in the fall term. **Participation in after school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement.

Choir

Concert Choir: This course is open to all students, regardless of musical experience or ability level. This is a traditional choral group. Emphasis is on basic vocal/choral technique and musicianship. Music of all styles and periods is performed. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement. Link to video: <https://youtu.be/-0Hs9NtTGbo>.

Advanced Choir: (By audition only) These courses are the most selective and advanced groups in the choral department. Links to videos: <https://youtu.be/-ZzwMqxAr64>, <https://youtu.be/GLY6V6jMmtE>.

1. **Show Choir:** This year-long A/B course has an emphasis on show choir techniques and performance. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement.
2. **Chamber Choir (Highland Singers):** This year-long A/B course has an emphasis on advanced Chamber Choir techniques and performance, including Renaissance, Jazz and Contemporary A Cappella genres. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement.

Dance

[Check out this Video of Dance at Helix!](#)

Dance 1-2: These courses are beginning level courses. No prior dance experience is necessary. Dancers are required to obtain a lock and a locker in the Girl's Locker Room. Students may bring a lock from home or purchase a lock from the Locker Room Attendant. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement.

1. **Beginning Dance:** This yearlong A/B course will involve having students learn and create movement using the basic elements of movement: time, space, and energy. Students will obtain beginning level dance technique and vocabulary, aesthetic perception and valuing, creative expression, and explore various aspects of dance history. Through various activities, group projects, and performances, students will learn choreography and develop composition skills. Students will explore and experience various dance styles, techniques, rhythm patterns, and related dance skills i.e. costuming, programming, and musicology.
2. **Musical Theater Dance (Tap, Jazz, Ballet):** This yearlong A/B course will involve having students learn and create movement as it specifically pertains to musical theatre. Students will obtain beginning level technique and vocabulary, aesthetic perception and valuing, creative expression, and explore various aspects of dance history through the lens of musical theatre. Through various activities, group projects, and performances, students will explore musical theatre as a genre, develop an appreciation through learning its history, and perform a variety of original works by famous choreographers.

Intermediate Dance: (By audition only.) This yearlong A/B course places the emphasis on particular dance styles. Dancers are required to obtain a locker in the Girl's Locker Room. Students may bring a lock from home or purchase a lock from the Locker Room Attendant. **Participation in after-school, evening, and weekend rehearsals and performances is required.**

Advanced Dance (Unleashed Dance Company): (By audition only) This yearlong A/B course places the emphasis on particular dance styles. Students learn and create movement exploring the principles of dance: time, space, and energy. Students will obtain advanced level dance technique and vocabulary, aesthetic perception and valuing, creative expression, and explore various aspects of dance history. Through various activities, group projects, and performances, students will learn choreography and develop composition skills with a deeper level of exploration and understanding. Students will explore and experience various dance styles, techniques, rhythm patterns, and related dance skills i.e. costuming, programming, and musicology. Dancers are required to obtain a locker in the Girl's Locker Room. Students may bring a lock from home or purchase a lock from the Locker Room Attendant. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement, and is required for the Dance major. Check out these videos: [Contemporary Dance](#), [Jazz](#), [Musical Theatre](#)

Music

Beginning Guitar: This year-long A/B course is open to all students with or without a musical background. Students will learn basic music theory as applied to guitar. Emphasis is on chords and scales. A variety of folk, blues and popular music will be learned. **Students must have an acoustic guitar.** This course meets the UC/CSU “F” requirement.

Class Piano: This year-long A/B course is designed for the beginner with no piano skills through the intermediate piano player who may have had some piano experience. The course will cover basic piano keyboarding skills, basic music theory, musicianship and historical context. Instruction will be given class style with time for some individual attention. Electronic keyboards will be provided. **Practice outside of class will be expected, and there will be lab hours available for this or students may practice on a piano or keyboard at home.** This course meets the UC/CSU “F” requirement.

Speech/Debate

Speech: This year-long A/B course focuses on competitive speech. Students improve oral communication skills through preparation for and participation in speech competitions. **Participation in after-school and weekend competitions is required.**

Debate: This year-long A/B course focuses on competitive debate. Students improve oral communication and argumentation skills through preparation for, and participation in debate competitions. Students will compete in a variety of debate and limited preparation speech events that include Lincoln Douglas Debate, Public Forum Debate, Parliamentary Debate, Student Congress and Extemporaneous Speaking. **Participation in after-school and weekend competitions is required.**

Theatre

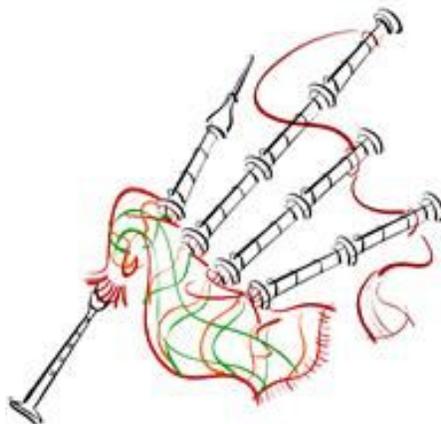
Theatre 1-2: This course (offered both as a yearlong A/B or two-quarter course) is a beginning study in drama that is open to all grade levels and covers pantomime, oral interpretation, acting, theater history, and technical theater. This course meets the UC/CSU “F” requirement.

Advanced Drama: (By audition only) This year-long A/B course places the emphasis on particular acting styles. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU “F” or “G” requirement.

Musical Theatre: This yearlong A/B course is an exploration of Broadway Musical Theatre. Students work on the combined disciplines of acting, singing, and dancing, through rehearsal and performance. **A willingness to sing and dance is required.**

Technical Theatre: This yearlong A/B covers design basics of set, props, costumes, make-up, lights, and sound design and construction. In addition to design projects and assignments, students receive hands-on experience as a member of the design, building and running crews for the Theatre productions. Students may also serve as crews for outside performances and assemblies. This course serves as a hands-on, lab, and project-based program giving the students real world experience in the elements of Technical Theatre.

Theatre for Young Audiences: This year-long A/B course is open to all grade levels. The course includes reading, critically analyzing, performing and writing theatre pieces intended for audiences from pre-K to fifth grade. The students will also write and perform a theatre piece that will be performed at local elementary schools and for Scottie Tots. This course is particularly recommended for students who have an interest in theatre and/or early childhood education.



PHYSICAL EDUCATION

ALL PHYSICAL EDUCATION CLASSES INCLUDE CARDIOVASCULAR FITNESS ACTIVITIES.

Individual Sports: This is a one-semester course for first year physical education students. Activities include First-Aid, swimming and tennis. This course is taught semesters 1 & 4 and satisfies half of the first year requirements for Physical Education.

Physical Education 10-12: This two-semester course is open to students in grades 10 through 12 who have successfully completed their first year Physical Education requirement. This course is designed to provide students with an opportunity to have physical activity, learn some lifetime sports skills and to develop individual fitness. A variety of activities such as volleyball, lightning ball, tennis, basketball, flag football and soccer may be offered depending on availability of facilities. There is also a cardiovascular requirement for the class that will include jogging and walking components.

Weight Training: This two-semester course is open to students in grades 10 through 12 who have successfully completed their first year Physical Education requirements. This course is designed increase strength and anaerobic conditioning to the competitive student.

Advanced Weight Training: This two-semester course is open to students in grades 10 through 12 who have successfully completed their Physical Education requirements. This course is designed increase strength and anaerobic conditioning to the student. Instruction will be directed toward individual goals of the students. Prerequisite: Completion of fitness or weight training or instructor approval.

Beginning Sports Medicine: This course is open to students in grades 10 through 12 who have successfully completed their first year Physical Education requirements, Biology and Algebra. This course provides entry-level training in sports medicine and prevention and treatment of athletic injuries. This course is an option for the Sports Medicine Career Path. This course meets the UC/CSU "G" requirement.

Advanced Sports Medicine: Prerequisite: Beginning Sports Medicine. This year-long A/B course provides instruction in advanced topics related to the field of Sports Medicine. Advanced anatomy, exercise physiology, therapeutic modalities, therapeutic exercise, massage, and taping principles will be integrated with the prevention treatment and rehabilitation of athletic injuries. The focus of this class will be preparing the students to work with school athletic teams as managers or student trainers. This course is the Capstone course for the Sports Medicine Career Path. This course meets the UC/CSU "G" requirement.



SCIENCE

All courses offered in the Science Department, with exception of Sheltered Science and Introduction to Earth Science in Preparation for a Career in Teaching, are UC approved college prep, honors or advanced placement courses. Most colleges give a higher priority to students who have completed 3 years of science. Students must choose one physical and one life science course to meet the science core graduation requirements. Students taking AP Science courses please be aware that AP Bio and AP Physics will run every other year. AP Chemistry and AP Environmental Science will run every other year opposite to AP Bio and AP Physics. This will require adequate planning if you want to take all of the AP Science courses.

Anatomy and Physiology 1-2C/H: (10-12) *Prerequisites: Must be concurrently enrolled in or have completed the second year of core science graduation requirement.* This two-semester class will take an in-depth look at both anatomy and physiology of the human body and its systems (i.e. cardiovascular, skeletal, muscular, skin, special senses, nervous, and more). Additional focus will be on the study of diseases and disorders, current events in science, and careers in health and medicine. Labs, activities, and dissections will occupy 40% of class time. This is a perfect class for someone interested in pursuing a career in health, medicine, physical fitness, or physical therapy. There is an opportunity to earn honors credit. Fulfills UC/CSU “D” or “G” requirement.

Biology 1-2C: (10-12) This two-semester college prep course will cover basic biology skills, concepts and processes, such as: laboratory technique and safety, the nature of science, inquiry problem solving, basic organic chemistry, cell structure and function, cell division, genetics, photosynthesis, cellular respiration, DNA structure and protein synthesis, evolution, ecology, and human biology systems. Meets Helix Graduation Requirement: Life Science. This course will meet the Life Science graduation requirement, as well as the UC “D” or “G” requirements.

- **Biology 1-2C: Engineering Perspective:** (10-12) This course meets the Biology 1-2C course requirements listed above while also including a bio-engineering perspective through labs and activities. We will try to honor preferences, but scheduling may not allow us to do so.

Biology 1-2H: (9-10) *Prerequisite: A passing score on the Helix Honors Biology Placement Test.* This rigorous two-semester laboratory class is designed for the academically motivated biology student and is intended to prepare students to take AP Biology. With its accelerated pace and depth of content, this course is intended for students interested in the sciences. Students will learn these biology skills, concepts, and processes, through a combination of textbook analysis, self-study, small group laboratory experiences, and class discussions. Meets Helix Graduation Requirement: Life Science. This course is not approved for UC/CSU honors credit, but it does fulfill the UC/CSU “D” or “G” requirements.

Biology 1-2 S (Sheltered): (9-11) This two-semester course is designed for the non-native English learner. Course content, all the topics required for Biology by the State of California, is the same as Biology 1C. However, the class will be composed of fewer students and will emphasize CLAD teaching strategies. This course meets the Helix graduation requirement: Life Science.

AP Biology (A/B): (10-12) *Prerequisite: “B” or better in Biology 1C/1H and in Algebra 1C/1H OR teacher recommendation.* This year-long, college level course meets every other day (A/B) and is designed to prepare students to take the AP Biology Exam. It provides an in-depth, laboratory intensive science experience for those motivated students who have a strong interest science and want to be competitive in their college admissions. At the completion of the course, students are expected to take the College Board’s AP Biology exam and will be well prepared to take the SAT Subject test in Biology. Students may earn college credit if they earn high enough marks on the exam (credit will vary depending on the score and the college). This class will be offered opposite Honors Chemistry (Chem 1/2H), meaning it will be offered in the same period but on alternate days. It is **highly recommended** that students are concurrently enrolled in Chem 1/2H OR have already completed Chem 1/2H. AP Bio meets the Helix Life Science graduation requirement, and fulfills UC/CSU “D” or “G” requirements.

Chemistry 1-2C: (10-12) *Prerequisites: Completion of Algebra I or approval of instructor.* College Preparatory Chemistry is a rigorous course that involves the study of matter and energy. Many common and current problems of the modern world are related to the course content. The central theme of this course is problem solving within chemistry. Students will explore topics through discussions, laboratory investigations, teacher demonstrations, and in-class assignments. This course is aligned with the California State Standards in Chemistry. Meets Helix Graduation Requirement: Physical Science. Fulfills UC/CSU “D” or “G” requirement.



Chemistry 1/2H (A/B): (10-12) Prerequisite: “B” or better in Algebra 1C/1H OR teacher recommendation. This is year-long A/B laboratory-based class is designed for the academically motivated first-year chemistry student. Topics covered are similar to Chemistry 1/2C but covered in greater depth. Must have strong mathematical skills. There is more detailed mathematical treatment than in the 1C course. Upon completion, students will be capable of challenging the SAT subject test in Chemistry and ready for AP Chemistry. This class will meet every other day (A/B schedule) all year and will be offered opposite an AP Biology class (A/B schedule). It is **highly recommended** that students are concurrently enrolled in AP Biology. Meets Helix graduation requirement for Physical Science. Fulfills UC/CSU “D” or “G” requirement.

Chemistry 1-2S (Sheltered): (9-11) This two-semester course is designed for the non-native English learner. Course content, all the topics required for Chemistry by the State of California, is the same as Chemistry 1-2C. However, the class will be composed of fewer students and will emphasize CLAD teaching strategies. This course meets the Helix graduation requirement: Physical Science.

AP Chemistry: (11-12) **Will be offered in 2020-2021 school year.** Prerequisite: Completion of Algebra 2 or Honors Geometry with A or B; completion of Chemistry with “A” or Honors Chemistry with “B.” This course is a fast-paced, laboratory-intensive course that prepares students for the College Board’s AP Chemistry examination and will introduce the student to the equivalent of a first-year, college-level introductory chemistry course. It is intended for students who have successfully completed Chemistry and who are considering a career in medicine, science, or engineering. Students should have a strong math and science background. See www.collegeboard.com for full curriculum. Meets Helix Physical Science Graduation Requirement: Fulfills UC/CSU “D” or “G” Requirement.

AP Environmental Science: (10-12) **Will be offered in 2020-2021 school year.** Prerequisites: “B” or better in Biology 1-2C or higher and concurrent enrollment or completion of Chemistry 1-2C, or Physics 1-2C. This year-long A/B laboratory science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and human-made. Evaluation will be made of these problems as to relative risks, alternative solutions, and prevention strategies. Students are expected to take the College Board AP exam in the spring, thus providing opportunity for college credit for this course. Fulfills UC/CSU “D” or “G” requirement.

Oceanography: (11-12) Prerequisites: Must have previously taken and passed Biology and Chemistry or Physics. This two-semester laboratory-based science course covers both physical sciences of the ocean environment and life sciences of the various life forms found in the oceans’ varied environments. The course focuses on properties of water, salinity levels, temperature fluctuations, and oxygen distribution of the world’s waters. Included are factors causing currents and circulation of natural bodies of water. Additionally, the course will survey the types of living organisms found in water environments and their adaptations for survival and distribution, and examine the effects of water on climate and scientific evidence for global warming. Students will collaborate with marine biologists from Hubbs Research Institute on raising white sea bass. Students will monitor sand crabs on local beaches as part of a statewide program, and students will build and design their own ROV. The course includes written lab reports, individual presentations, and outside activities. It is open to students who possess good science skills and requires them to use these skills in new situations and with concepts that involve the ocean world. Fulfills UC/CSU “D” or “G” requirement.

Physics 1-2C: (10-12) Prerequisites: must pass Algebra 1C with a “C” or better, and completion of, or concurrent enrollment in Geometry strongly encouraged. This laboratory-based course will introduce the student to the fundamentals of Physics. In this two-semester course students will explore Newtonian mechanics, energy, wave phenomena, electricity, and magnetism. Students will also be introduced to the discipline of engineering through basic design projects. Meets Helix Graduation Requirement: Physical Science. Fulfills UC/CSU “D” or “G” requirement.

AP Physics 1: (10-12) Prerequisites: Students should have taken or be concurrently taking Algebra 2. AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting. At the completion of the course, students are expected to take the College Board’s AP Physics 1 exam. Some students may earn college credit if they earn high enough marks on the exam. It is offered in alternate years (2015-16, 2017-18, 2019-20, etc.). Meets Helix graduation for Physical Science. Fulfills UC/CSU “D” or “G” requirement.

SOCIAL SCIENCE

The following courses are required for graduation: World History; U.S. History; and Political Science. The following sheltered courses are offered for students who are limited English proficient: U.S. History (offered during the 2019-2020 school year); and World History (offered during the 2020-2021 school year).

Grossmont College POSC 121 - Introduction to U.S. Government and Politics: *See table at end of catalog

Grossmont College POSC 124 - Introduction to Comparative Government and Politics: *See table at end of catalog

AP European History 1-2: (10-12) This is year-long A/B college level course gives students the basic chronology of major events from approximately 1450 through the present. An understanding of some of the principal themes in modern European history and the development of the ability to analyze historical evidence are the major objectives. This course prepares students for the AP exam in May. Upon completion of this course and successful passing of the AP exam the student is eligible for 3 units of college credit at most colleges and universities. The emphasis is upon developing writing skills, which employ critical thinking analysis and synthesis. A summer assignment is required, see department chair or instructor. This course satisfies the graduation requirement for World History. This course meets the UC/CSU "A" requirement.

AP Human Geography 1-2: (9-12) The purpose of the Advanced Placement course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of our world. Students employ geographical/spatial concepts and tools to analyze topics such as human population movement and organization, cultural patterns and processes, political organization, cultural patterns and processes, political organization, agricultural and rural land use. Students will be expected to integrate college level reading with maps, graphs and other spatial data sets to conduct analyses, apply models, and draw conclusions. The AP test will be held in May. Upon the completion of this course and successful passing of the AP exam the student is eligible for 3 units of college credit at most colleges and universities. Students passing this course earn Social Studies elective credit. This course meets UC/CSU "A" or "G" requirement. If it is offered, students would benefit from taking AP Environmental Science in conjunction with this course. (AP Environmental Science is not offered in 19-20.)

Political Science 1C: (12) This is a required one-semester course for seniors taught back-to-back with Economics. Topics considered in the course include the fundamental concepts and structure of federal, state, and local government; methods of selecting candidates for office; methods by which individuals and groups may influence government officials; and mechanics of voting. Your rights and responsibilities in the political process are also covered. This course satisfies the graduation requirement for Government, and meets the UC/CSU "A" or "G" requirement.

AP Psychology 1-2: (10-12) This is a year-long A/B college level course, which will introduce you to the "why" behind human behavior. You will study and experiment with the psychological facts, principles, and phenomena associated with each of the major divisions of Psychology including biology of the brain and behavior, consciousness, learning, personality, cognition, memory and abnormal disorders. The aim of the AP course is to give a learning experience equivalent to an introductory college psychology course. The AP test will be held in May. Upon the completion of this course and successful passing of the AP exam, the student is eligible for 3 units of college credit at most colleges and universities. Prerequisite: Teacher or counselor recommendation and evidence of "B" or better in Science/Social Science courses. Priority will be given to 4th or 5th year students. Summer Assignment is required. See Department Chair. Students passing this course earn Social Studies elective credit. This course is meets the UC/CSU "G" requirement.

Psychology 1-2C: (11-12) This two-semester course is an introduction to the scientific study of the mind and behavior. Students will explore and apply basic psychological principles including personality, cognition, intelligence, sensation and perception, memory, stages of psychological development, understanding of self, relationships with others, and interactions with social groups. Students passing this course earn Social Studies elective credit. This course meets the UC/CSU "G" requirement.

U.S. History 1-2C: (11) This two-semester survey course covers the history of our country from Reconstruction through the 20th Century. With an emphasis on the 20th Century, the overriding goal of this course is to give students the opportunity to understand how the current domestic and international status of the U.S. developed. It is designed to help students to identify causes and effects, events, philosophies, and individuals which led to the contemporary situation, and provide them with a historical basis for decision making. This course builds on the skills associated with historical inquiry introduced in World History. Geographic themes such as location, mobility, and interaction with the environment are stressed within this historical treatment. This course meets the Division 2 graduation requirement for U.S. History. This course satisfies the graduation requirement for US History, and meets the UC/CSU "A" requirement.

AP U.S. History 1-2: (11) This year-long college level course helps prepare students for the advanced placement exam in May. Upon the completion of this course and successful passing of the AP exam the student is eligible for 3 units of college credit at most colleges and universities. The emphasis of this course is in developing writing skills & employing critical thinking analysis to documents and texts. This interpretive course considers the American experience from colonial times to the present, and requires excellent reading and writing skills. Satisfies the graduation requirement for US History, and meets the UC/CSU "A" requirement.

U.S. History 1-2S (Sheltered): This two-semester course is for limited English speaking students. A specially trained instructor and an aide use instructional techniques that will enable students to improve their English skills while completing their U.S. curriculum. This course satisfies the graduation requirement for U.S. History.

Grossmont College HIST 181 - U.S History: Black Perspective II: *See table at end of catalog

Grossmont College HIST 119 - U.S. History: Chicano/Chicana Perspective II: *See table at end of catalog

Grossmont College HIST 155 - Modern History of Women in World Civilization: *See table at end of catalog

Grossmont College HIST 137- History of East Asia: *See table at end of catalog

World History 1-2C: (10) This two-semester course establishes a framework in which historical patterns, themes and concepts are explored. Students will begin with a quick survey of the past, but quickly find themselves in the 20th century discovering the history of the problems that confront us in today's world. Students will find ample reason to appreciate both the diversity of the human past and the commonalities in each stage of history. In this course students will acquire and improve upon a multitude of skills, such as reading, writing, and critical thinking, while exercising effective learning and exam taking strategies... This course meets the World History graduation requirement. This course meets the UC/CSU "A" requirement.

- **World History: Economic Focus 1-2C:** (10) This two-semester world history course meets the World History 1-2C course requirement while using economic activity as the lens through which we view the past, specifically how changes in technology, work, war, government, and who owned or controlled the factors of production changed how people lived, where they lived, and how they related to the world around them. The course begins at the dawn of the 20th century and considers the questions of how the revolutions in work, production, politics, and thought that occurred in the previous centuries lead to the world as it was in 1914, on the eve of World War I, continuing through to the digital revolution of the 21st century. Additionally, the course promotes development of social skills through cooperative and accountable group work, speech and class discussion. This course meets the World History graduation requirement. This course meets the UC/CSU "A" requirement. Space is limited. We will try to honor preferences, but scheduling may not allow us to do so.

World History 1-2S (Sheltered): Will be offered in 2020-21 school year. This two-semester course is for limited English speaking students. A specially trained instructor and an aide use instructional techniques that will enable students to improve their English skills while completing their World History curriculum. This course satisfies the graduation requirement for World History.

NON-DEPARTMENTAL CLASSES

EDGE Maker Lab: (10-12) Students will learn to use EDGE Lab equipment, getting hands-on experience with 3D printers, vinyl cutters, laser cutter, and drawing tablets. In addition, students will acquire beginning programming skills and practice using Arduino boards to perform basic functions. In the second half of the course, students will employ the design thinking process to choose, research, and carry out personal projects using the skills they've learned. The class has been submitted for consideration to meet the UC/CSU "G" requirement.

Foundations and Cultural Perspectives of Teaching and Learning: (11-12) This course is an introduction to careers in education, including teachers, counselors, social workers and librarians. This course will begin with an exploration of how people learn, what motivates people to learn and how people demonstrate their learning to others. Topics will include the history of the educational system and cultural issues in education, including social justice and equity. In addition, students will learn how to best serve students with diverse needs. Students will participate in an on-campus internship developing their roles as educators. This course is open to students going into their junior or senior year. Check out this video to learn more about the course. <https://www.youtube.com/watch?v=MNBXEL6dml>

Grossmont College AOJ 110 - Administration of Justice: *See table at end of catalog

Grossmont College AOJ 206 - Criminal Investigation: *See table at end of catalog

Grossmont College COUN 120 - College and Career Success: *See table at end of catalog

Grossmont College HUM 120 - European Humanities: *See table at end of catalog

General Work Experience: (Age 16+) (2.5 credits) Requirements: 1) Students must be at least 16 years old and in the 11th grade; 2) The Work Experience teacher must approve the job; 3) Students must complete all legal documents, training agreement, and work permit; 4) Students must work a minimum of 10 hours a week.

Helix First Mentorship Program: (12) Senior students will have the opportunity to work closely with a Helix First teacher. Students will teach, coach, and facilitate discussions. This course is perfect for students interested in pursuing fields in education, psychology, or communications. Students interested need to have a minimum 3.0 GPA, be involved in extracurricular activities (club, sport, performing arts, ASPIRE), and plan on attending a junior college, technical college, four-year university, or joining the military after completing high school. Applications are available at bit.do/helixmentorapp. Mentors have the opportunity to earn 100 community service hours

Library Assistant: (10-12) (5 credits) (One semester) Library Assistants help with the daily operation of the Library. Students will learn circulation tasks (checking books out to students and staff, working the front desk, preparing overdue notices), how to process new books, and how to shelve books according to the Dewey Decimal System. Initiative and a willingness to work are necessary requirements for this class. Must have the approval of instructor.

Teacher's Assistant: (2.5 credits) (One semester) There are jobs helping teachers grade papers and recording scores, etc. Students interested in being an Office Assistant need to obtain a written note from the teacher requesting you. Must have the permission of instructor.

Office Experience: (5 credits) (One semester) There are jobs in the school assisting in the Attendance Office and the System Information Specialist (Registrar) Office. Students interested in being involved in Office Experience need to obtain permission from the particular office you wish to work in. Must have the approval of instructor.

Peer Mentor Program: (11-12) (10 credits and Community Service Hours) This year-long A/B course is designed to teach leadership and character skills to 11th and 12th grade students. The upperclassmen will each have a 9th grade "mentee" that they will help guide through their Freshman year utilizing what they have learned.

Peer Tutor for Special Education: (Community Service Hours or 10 credits) This course requires a two-semester commitment. It is designed for students to train and work as academic/social tutors/mentors. Students selected are placed one period per day in a Special Education class and will assist students in academic and organizational skills. For seniors pursuing education as their Senior Project topic, this class may be used as partial satisfaction for the requirements of the project. Counselor recommendation required. Instructor approval and application required. Students selected must attend a two-hour Summer Informational Seminar and four hours of hands-on training during Summer Session.

Student Government (ASB): (10 credits) This A/B course begins Spring Term and is completed Fall Term of the following year. The course is for elected and appointed student leaders. The class concentration is on leadership training. A wide variety of students are sought to better represent the entire Helix student body. Application and Advisor approval required.

Yearbook: (10-12) This year-long (A/B) course is where it's at. We put together the yearbook here at Helix and it takes all year to do it. Students will learn layout, basic photographic skills, computer applications like PageMaker, Photoshop and Illustrator, word processing, and if that is not enough, leadership skills. Basic requirements are hard work, problem solving ability, teamwork, and responsibility. Must have instructor approval and application is required.



ACADEMIC SUPPORT

Upper Grade Tutorial Labs: Students in grades 10 - 12 can be assigned to the upper grade Math, Science, or English/Social Science tutorial lab during the term that they are enrolled in the class. The labs can also be used by other upper grade students (10th – 12th) as a drop-in location to get support during a non-class period. Each lab is supervised by a minimum of two Academic Coaches experienced in the curriculum and class syllabus of their subject matter. Tutorial Labs provide subject specific tutoring, classwork review, and test preparation. Emphasis is on independent learning, use of resources, and test preparation skills. Students who meet the criteria may earn 2.5 elective credits. Participation in the digital Academic Support Planner is required.

Scottie Connect: Scottie Connect provides a less structured environment for independent learners to complete homework, study for tests, and access tutoring. This unit also provides a “getting connected” to school component as well as college and career presentations. Students may sign out from class to attend a tutorial lab.. The emphasis is on preparing for life after high school, improving communication skills, and the importance of building connections at school and in the community. Students who meet the criteria may earn 2.5 elective credits. Participation in the digital Academic Support Planner is required.

Honors Scottie Connect: Similar to Scottie Connect. Only offered when staffing and numbers allow. Offered periods 2 and 3, by invitation only. Participation in the digital planner is not required.

Study Skills: Working collaboratively with Study Skills and classroom teachers, this course provides students on an Individual Education Plan (IEP or 504) additional one-on-one and collaborative group academic support. Class work review, accountability for completing work, test preparation, time management, and study skills are the emphasis within this unit. The structure of the day includes Achieve3000, Khan Academy Math and pod work time with Academic Coaches. Participation in the digital Academic Support Planner is required.

GROSSMONT DUAL ENROLLMENT COMMUNITY COLLEGE COURSES AT HELIX CHARTER HIGH SCHOOL

Business

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
Every Day	Elementary Accounting BUS 109	Accounting 1/2	None	Introduction to elementary accounting principles. Includes journals, ledgers, worksheets and financial statements for the single proprietorship. Students will learn accounting concepts hands-on as they run Helix’s on campus T-shirt and Engraving companies. Not open to students with credit in BUS 120.	3	CSU
A or B	Principles of Macro Economics ECON 120	AP Macro Economics	C grade or higher in MATH 103 or 110 or Meet one of the requirements	Introductory course focusing on aggregate economic analysis. Topics include: market systems; economic cycles including recession, unemployment and inflation; national income accounts; macroeconomic equilibrium; money and financial institutions; monetary and fiscal policy; and international trade and finance. Includes some use of graphs and elementary algebra.	3	AA/AS GE, CSU, CSU GE, IGETC, UC

A or B	Principles of Micro Economics ECON 121	AP Micro Economics	C grade or higher in MATH 103 or 110 or Meet one of the requirements	Principles of economic analysis and decision making from the viewpoint of the individual consumer, worker, and firm. Focuses on the price system allocation of resources and income, supply and demand analysis, the structure of American industry, and applications to current economic policy and problems. Includes some use of graphs and elementary algebra.	3	AA/AS GE, CSU, CSU GE, IGETC, UC
A or B	Principles of Money Management for Success BUS 195	None	None	This course explores the theories and techniques of managing personal income by setting goals, which will culminate in the development of a personal plan to manage their financial lives. Topics include financial planning, budgeting, institutional savings and checking services, investment analysis, retirement planning, consumerism, insurance, home ownership, credit management, taxes and estate planning.	3	CSU GE

English

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
Every Day	College Composition and Reading ENGL 120	Senior English	Meet one of the requirements	Traditional freshman composition course. Students will study the elements and principles of composition through the practice of writing narrative and expository essays and a research paper. Utilizing word processing in the computer lab, revision is stressed as a means of achieving effective skills in writing. Assigned readings stimulate critical thinking and effective writing. Emphasis is on using outside sources and documenting them according to MLA format.	3	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	Advanced Composition : Critical Reasoning and Writing ENGL 124	Senior English	C or better in ENGL 120 Or 3 or better on AP Lang Exam	This course offers instruction in argumentation and critical thinking, and rhetorical analysis of complex texts with continued practice in information literacy and appropriate integration and documentation of source materials.	3	AA/AS GE, CSU, CSU GE, IGETC, UC

L.O.T.E. (World Languages)

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
To be determined by GCCD	Arabic I ARBC 120	None	To be determined	An introductory course to the Arabic language and the cultures of its speakers. This course is designed for students with very little or no knowledge of Arabic. It facilitates the practical application of the language in everyday oral and written communication at the beginning level. Since the focus will be on basic communication skills, the class will be conducted in Arabic as much as possible. Students will learn structures that will enable them to function in Arabic in everyday contexts while becoming familiar with the Arabic speaking world.	5	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	ASL I ASL 120	Am Sign Lang 3/4	A or B in ASL 1C/2C	Introduction to American Sign Language as it is used within the Deaf culture. Instruction in the basic structure of the language and development of its use. Skill development practice. Introduction to the history of Deaf culture and the language. Introduction to the Deaf perspective on the establishment of Deaf communities and ASL.	4	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	ASL II ASL 121 & 122 concurrently	ASL 5/6	C grade or higher in ASL 120 or A or B in ASL 3/4	<p>The second in a series of four American Sign Language (ASL) courses. Students are provided an opportunity to progress and enhance their ability to communicate in ASL. Students will continue the study of cultural analysis and comparisons, receptive skill comprehension, expressive skill production, and ASL linguistics.</p> <p>The practicum course is designed for the beginning ASL student to reinforce and expand the student's expressive and receptive signing ability. The practicum utilizes hands-on experiences by continuing practice of the skills learned in ASL 120 and that correlates with ASL 121. Students will practice signing exercises, view native signers, and evaluate visual comprehension activities. Students will enhance their ability to use vocabulary and grammar structures that will enable them to function in ASL in everyday contexts with Deaf people. Transfer</p>	4 1	AA/AS GE, CSU, CSU GE, IGETC, UC

				to: CSU		
Every Day	French I FREN 120	French 3/4	A or B in French 1C/2C	Introduction to the French language and the cultures of its speakers. Facilitates the practical application of the language in everyday oral and written communication at the beginning level. The focus is on basic communication skills; the class will be conducted in French as much as possible. Students will learn structures that will enable them to function in French in everyday contexts while becoming familiar with the French speaking world.	5	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	French II FREN 121	French 5/6	C grade or higher or in FREN 120 or A or B in French 3/4	Continuation of FREN 120. This course will continue to develop oral and written skills based on practical everyday needs. FREN 120: Introduction to the French language and the cultures of its speakers. Facilitates the practical application of the language in everyday oral and written communication at the beginning level. The focus is on basic communication skills; the class will be conducted in French as much as possible. Students will learn structures that will enable them to function in French in everyday contexts while becoming familiar with the French speaking world.	5	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	French III FREN 220	French 7/8	C grade or higher in FREN 121 or C or better in French 5/6	French 220 is the continuation of French 121. The course will continue to develop oral, listening, reading and writing skills in order to acquire proficiency in French.	5	AA/AS GE, CSU, CSU GE, IGETC, UC
To be determined by GCCD	German I GERM 120	None	To be determined	An introductory course to the German language and the cultures of its speakers. This course is designed for students with very little or no knowledge of German. It facilitates the practical application of the language in everyday oral and written communication at the beginning level. Since the focus will be on basic communication skills, the class will be conducted in German as much as possible. Students will learn structures that will enable them to function in German in everyday contexts while becoming familiar with the German speaking world.	5	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	Spanish I SPAN 120	Spanish 3/4	A or B in Spanish	Introduction to the Spanish language and the cultures of its speakers.	5	AA/AS GE, CSU, CSU GE,

			1C/2C	Designed for students with very little or no knowledge of Spanish. Facilitates the practical application of the language in everyday oral and written communication at the beginning level. Since the focus will be on basic communication skills, the class will be conducted in Spanish as much as possible. Students will learn structures that will enable them to function in Spanish in everyday contexts while becoming familiar with the Spanish speaking world.		IGETC, UC
Every Day	Spanish II SPAN 121	Spanish 5/6	C grade or better in SPAN 120 Or A or B in Spanish 3/4	Continuation of SPN 120. Continues to develop oral and written skills based on practical everyday needs.	5	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	Spanish III SPAN 220	Spanish 7/8	C grade or higher in SPAN 121 or C or better in Spanish 5/6	The course will continue to develop oral, listening, reading and writing skills in order to acquire proficiency in Spanish.	5	

Math

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
A or B	Mathematics for General Education MATH 120	Algebra III	Meet one of the requirements	Designed to give a brief survey at skills level of the historical development and current application of such topics as algebra and analysis, logic, geometry, probability and statistics, graphs, and computers.	3	AA/AS GE, CSU, CSU GE, IGETC,
Every Day	Multivariable Calculus MATH 281	None	C or better in MATH 280 or score of 3 or higher on AP Calculus BC Exam	The third of a three-course sequence in calculus. Topics include vector valued functions, calculus of functions of more than one variable, partial derivatives, multiple integration, Green's Theorem, Stokes' Theorem, divergence theorem	4	AA/AS GE, CSU, CSU GE, IGETC,



Social Science

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
A or B	Intro to Comp Gov and Politics POSC 124	AP Comparative Government	None	Analysis of the political systems of selected developed, transitional and developing countries of the world in order to understand the importance of political development, political institutions, political culture, political actors, political processes, and political change for the dynamics of today's global society.	3	AA/AS GE, CSU, CSU GE, IGETC, UC
A or B	Intro to U.S. Gov and Politics POSC 121	AP US Government	None	Analysis of the evolution of the structures and functions of the U.S. and California political systems from the time of the nation's founding to the current day in what is now the United States. Emphasis is on the continuity and uniqueness of the American political experience and how that experience has derived from other political cultures. This will be examined in the context of the larger cultural, economic, and sociological forces shaping the U.S. political system. Attention will be given to significant events affecting the evolution of the U.S. political system since its founding. The development and evolution of the U.S. Constitution and policy making role of traditional political institutions such as the presidency, the Congress, and the judiciary will be explored. The impact of other political forces such as mass movements, the media, the bureaucracy, interest groups, and ethnic and social groups will be examined. Topics will be illustrated through reference to actual political events occurring as the course progresses	3	AA/AS GE, CSU, CSU GE, IGETC, UC
M/W or T/Th (To be determined by GCCD)	U.S. History: Black Perspective II HIST 181	US History	Recommended ENGL 110 or equivalent (Strong Reading and Writing skills)	A survey of United States history from Reconstruction to the present seen from the perspective and experience of African-Americans. The course begins with examining the historical backdrop of the Civil War's aftermath and the emancipation of slaves and then traces the African-American	3	AA/AS GE, CSU, CSU GE, IGETC, UC credit limit

				<p>experience through modern American history. Topics include Reconstruction, Jim Crow South, late 19th century, pre WWI and the Progressive Era, WWI and the Roaring 20s, Depression Era, WWII and the home front, post-WWII era and segregation, Civil Rights Era, struggles of the 1960s and 1970s, and current times. Course also explores the contradictions, paradoxes and constitutional challenges, both federal and state, of the American experiment of equality alongside racial segregation and injustices. The course also explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during modern American history</p>		
M/W or T/Th (To be determined by GCCD)	U.S. History: Chicano/ Chicana Perspective II HIST 119	US History	Recommend ed ENGL 110 or equivalent (Strong Reading and Writing skills)	<p>This course is designed to explore the role and development of the Chicano/Chicana people in the history of the Southwest United States. An examination of significant aspects of United States history with emphasis on the social, economic, political and cultural implications to Chicano/ Chicana people in the United States. Beginning with the Mexican-American War (1848) to the present period selected aspects of history will be highlighted for the purpose of examining the experiences and contributions of this unique indigenous ethnic group. The Federal Constitution is studied with special emphasis on the impact and effects on Chicanos/Chicanas. Particular attention is given to political philosophies and impact of legislation on the Chicano/Chicana community leading to contemporary U.S. Society</p>	3	AA/AS GE, CSU, CSU GE, IGETC, UC credit limit
A or B	History of East Asia HIST 137	World History	Recommend ed ENGL 110 or equivalent (Strong Reading and Writing skills)	<p>A historical survey of China and Japan from prehistory to modern times. Emphasis on their comparative and intertwining histories with particular attention to historical origins, political institutions, social/economic structures, religious/philosophical beliefs, literary/cultural achievements, technological/scientific</p>	3	AA/AS GE, CSU, CSU GE, IGETC, UC

				contributions, interactions with Korea and the West, participation in major wars, and current geopolitical status and power		
A or B	Modern History of Women in World Civilization HIST 155	World History	Recommended ENGL 110 or equivalent (Strong Reading and Writing skills)	This course covers the transnational/global concepts of gender, social, economic, political, cultural and intellectual/creative aspects of women in world society from prehistoric times to the early modern era (1500 C.E.). Societal structures, cultural norms, legal/sociological constructs, religious paradigms affecting women throughout Asia, Africa, Middle East, the Americas and Europe will be explored. The course will also focus upon gaining an understanding of women's past accomplishments, both major and mundane, as well as limitations, which may illuminate their present and future	3	AA/AS GE, CSU, CSU GE, IGETC, UC

Non-Departmental

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
T/Th	Introduction to Administration of Justice AOJ 110	None	None	This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principles and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies.	3	Satisfies General Education for: Grossmont College D1; CSU D8; IGETC 4H Transfers to: CSU, UC

T/Th	Criminal Investigation AOJ 206	None	None	This course addresses the techniques, procedures, and ethical issues in the investigation of crime, including organization of the investigative process, crime scene searches, interviewing and interrogating, surveillance, source of information, utility of evidence, scientific analysis of evidence and the role of the investigator in the trial process.	3	CSU
A or B	College and Career Success COUN 120	None	None	This course teaches success strategies to enhance academic and lifelong learning. The course also discusses the importance of looking at the human being as an integrated physiological, social and psychological organism. Students will explore personality types and examine their own interests and values as a way to increase self-understanding and select an appropriate major and career. Students will identify their learning style and apply psychological principles of learning, memory, motivation and stress management to academic study strategies. Students will also apply life management techniques, such as time and money management, to accomplish personal goals. Students will examine the adult stages of development and develop a plan for wellness and living a long and healthy life. Additionally, students will be given the opportunity to practice creative and critical thinking techniques.	3	CSU, CSU GE, UC
A or B	European Humanities HUM 120	None	None	An integrated approach to European cultural values as expressed in representative masterpieces of literature, philosophy, drama, music, visual art and architecture.	3	AA/AS GE, CSU, CSU GE, IGETC, UC

Career Technical Education (CTE) - EDGE Program

Helix Charter High School's 21st century Career and Technical Education (CTE) Program has been branded as the EDGE Program with a focus on high need, high skill and high wage career areas. All our EDGE courses are geared towards assisting students in meeting high school requirements as well as working towards learning about industry skills and standards. **EDGE = Explore** - a potential career interest; **Develop** - leadership skills; **Gain** - experience in intern/externships; **Earn** - certification and college credits. Helix offers 5 pathways for students to get an EDGE on their future! Click on any of the links to learn more. Your counselor can help to enroll you in the pathway: 1. [Business/Entrepreneurship Pathway](#); 2. [Computer Science Pathway](#); 3. [Education Pathway](#); 4. [Engineering Pathway](#); 5. [Sports Medicine/Athletic Training Pathway](#). *Helix graduates who complete the pathway courses (including capstone course) will earn EDGE graduation sashes, graduation certificate of completion and appropriate certifications and college credits aligned with the pathway. For more information, contact your Academic Advisor or Counselor.*