



Presidio School Course Catalog

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ELEMENTARY SCHOOL K-5

ENGLISH LANGUAGE ARTS

Accelerated Kindergarten

In this course, students receive structured lessons on readiness skills that extend beyond reading and contain an emphasis on basic reading, reading comprehension, and written expression to help develop comprehension, build vocabulary, and promote a lifelong interest in reading and writing.

- **Reading and Reading Comprehension:** Presidio incorporates curriculum and interactive centers to prepare students to become independent readers. Curriculum includes Bob Books pre-emergent to emergent readers, Scholastic Leveled Readers, The Collaborative Classroom Being a Reader, and Fast ForWord online reading instruction that offers differentiated and personalized reading instruction based on neuroscience. Students learn grade level phonemic awareness, decoding, expanded vocabulary, and comprehension skills to build their understanding of complex words and meanings and become fluent readers.
- **Written Expression:** Students actively engage in The Collaborative Classroom Being a Writer, kindergarten curriculum and Getty-Dubay handwriting curriculum to develop and create pieces of writing while learning letter size and formation in a safe and nurturing environment.
- **Core Knowledge Cultural Literacy:** Read aloud poetry unit includes: Mother Goose and other traditional poems including some of the most popular and widely anthologized titles such as Jack and Jill, Little Bo Peep, Georgie Porgie, and Three Blind Mice as well as other poems by Langston Hughes, Louis Stevenson, and Jane Taylor. Read aloud fiction unit includes stories such as: Cinderella, Little Red Riding Hood, The Three Billy Goats Gruff, The Velveteen Rabbit and selections from Winnie-the-Pooh; Aesop's Fables; and American Folk Heroes and Tall Tales such as Johnny Appleseed and Casey Jones. Sayings, Phrases, and Proverbs taught include items such as: April showers bring May flowers; Look before you leap; Practice makes perfect; It's raining cats and dogs; etc.

First Grade

In this course, students move from developing to independent readers through increased immersion to grade level vocabulary and high interest, fiction and non-fiction texts.

- **Basic Reading:** Students utilize the Fast ForWord and Collaborative Classroom Being a Reader programs, Scholastic and Fountas and Pinnell word lists, and word walls to increase their ability to decode grade level vocabulary words and practice reading fluency. Reading is encouraged through independent, choral, and close reading opportunities.
- **Reading Comprehension:** Big Idea journals, opportunities to discuss text in small and whole groups, and cross-curricular connections offer opportunities for students to make meaning and increase reading comprehension skills.
- **Written Expression:** Written expression is addressed through The Collaborative Classroom's Being a Writer for penmanship and conventions of writing; and weekly spelling lists to expand vocabulary and learn increasingly complex words and word patterns.
- **Core Knowledge Cultural Literacy:** Fiction, Drama and Poetry Units where students retell and/or dramatize a story or poem using narrative language; compare and contrast the same story from different cultures; identify the moral lesson of a fable, folktale, or myth; and distinguish fantasy from realistic text in a story. Read aloud books and stories include classics such as The Frog Prince, Hansel and Gretel, It Could Always Be Worse, The Pied Piper of Hamelin, and Rapunzel. Sayings, Phrases, and Proverbs taught include items such as: An apple a day keeps the doctor away; Let the cat out of the bag; Sour grapes; and Wolf in sheep's clothing.

Second Grade

In this course, students utilize various grade level texts to tackle more rigorous text, are introduced to citing sources in order to support their thoughts, and begin creating longer pieces of writing with sentences of increased complexity.

- **Basic Reading:** FastForWord Reading, Collaborative Classroom Being a Reader, and Fountas and Pinnell reading programs engage students in independent reading through high interest, leveled readers that build on their prior knowledge.
- **Reading Comprehension:** Students accelerate at their own pace, develop high level thinking skills, and connect topics with the introduction of reading comprehension questions that address depth of knowledge.
- **Written Expression:** Penmanship through Collaborative Classroom Being a Writer continues, but writing focus moves towards building robust and varied sentences with increasing levels of difficulty using correct grammar and punctuation. Students are taught to rephrase posed questions in the responsive sentence and cite informational sources.
- **Core Knowledge Cultural Literacy:** Second grade continues teaching traditional stories, poetry and sayings from American culture and that of other countries and introduces Greek mythology. A primary focus is American folk heroes and Tall Tales.

Third Grade

In this course, students are introduced to novels and informational text that support grade level content in an effort to further develop reading and reading comprehension skills. Students build on prior knowledge of citing sources in their responses and work to craft appropriate grade level three paragraph essays.

- **Content Reading:** Novels that are found in the Collaborative Classroom Making Meaning and Book Club programs are connected to grade level texts are introduced in choral or small group reading sessions to provide students with the opportunity to further develop independent reading, reading decoding and fluency skills.
- **Reading Comprehension:** The introduction of novels and informational text that support the grade level content allows for continued development of higher level thinking skills and the collaborative discussions amongst peers within the classroom setting. Students are able to share their ideas and learn to listen to and appreciate the perspective of others.
- **Written Expression:** Cursive handwriting and basic keyboarding skills are introduced in this course. Students use Collaborative Classroom Being a Writer and computers to compose grade level pieces of writing where students write stories and share their opinions or explain/inform the reader about a variety of topics.
- **Core Knowledge Cultural Literacy:** Third grade continues teaching traditional stories, poetry and sayings from American culture and that of other countries and introduces Norse mythology and mythical characters and additional myths and legends from Ancient Greece and Rome. Students are introduced to biographies and autobiographies.

Fourth Grade

In this course, students use novels and informational text to extend understanding of grade level content in an effort to further develop reading and reading comprehension skills. Students are required to craft grade level pieces of writing in which they present their ideas, illustrate their ideas with information from the text, and explain.

- **Content Reading:** Novels that are connected to grade level texts are found in Collaborative Classroom Making Meaning and Book Club programs. Students read in small group reading circles or independently with the opportunity to further develop reading decoding and fluency skills.
- **Reading Comprehension:** The inclusion of novels that support the grade level text allows for continued development of higher level thinking skills and the collaborative discussions amongst peers and within the classroom setting. Students are able to share their ideas and learn to take the perspective of others to develop deeper levels of understanding.
- **Written Expression:** Students use the Collaborative Classroom Being a Writer program to craft grade level pieces of writing in which they present their ideas, illustrate their ideas with information from the text, and explain how the information from the text applies to their ideas.

- Core Knowledge Cultural Literacy: Fourth grade continues teaching traditional stories, poetry and sayings with a focus on the Legends of King Arthur and the Knights of the Round Table. Students are introduced to and analyze famous passages from speeches such as Patrick Henry’s “Give me liberty or give me death” and Sojourner Truth’s “Ain’t I a woman?”.

Fifth Grade

In this course, students use novels and informational text to extend understanding of grade level content in an effort to further develop reading and reading comprehension skills. Students are required to craft grade level pieces of writing in which they present their ideas, illustrate their ideas with information from the text, and explain.

- Basic Reading: Students are given access to grade level and age appropriate novels through Collaborative Classroom Making Meaning and Book Clubs about other subjects, and use a grade level literature textbook to enhance understanding of literary components, in order to develop cross-curricular connections.
- Reading Comprehension: Students work independently and in collaborative groups to determine a theme of a story, drama, or poem from details of the text, including how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
- Written Expression: Students are given the tools needed to craft grade level pieces of writing in which they present their ideas, illustrate their ideas with information from the text, and explain how the information from the text applies to their ideas through the use of Collaborative Classroom Being a Writer.
- Core Knowledge Cultural Literacy: Fifth grade continues teaching traditional stories, poetry and sayings with a focus on stories such as *Little Women* and non-fiction such as *Narrative of Life of Frederick Douglas*. Students are introduced to and analyze famous speeches such as Abraham Lincoln’s *The Gettysburg Address* and Chief Joseph’s (Highh”moot Tooyalakekt) “*I will fight no more forever*”.

MATH

Kindergarten

This course introduces students to basic number sense including number names, the count sequence, and comparing numbers. Students work with numbers 0-100 to gain foundations for place value, which they use to develop an understanding of properties of basic operations and measurement and identify, describe, analyze, compare, create and compose shapes. Students learn grouping in 10s and ones through 100. Students also learn basic addition and subtraction within 10.

First Grade

This course focuses on developing an understanding of addition, subtraction through the use of strategies for addition and subtraction within 20. Students develop competency of whole number relationships and place value, including grouping in 10s and ones through 100 and develop an understanding of linear measurement. Students are introduced to geometry through fractions of shapes and learn to tell time.

Second Grade

This course focuses on extending place value understanding of whole number relationships and place value, including grouping in hundreds, tens and ones; developing competency of strategies for addition and subtraction; and developing an understanding of standard units of measurement.

Third Grade

This course focuses on extending students’ understanding of place value of multi-digit numbers to 1000 and being able to fluently add and subtract multi-digit numbers to 1000. Students develop competency in multiplication and division through strategies for multiplication and division within 100. Through the understanding and use of the structure of rectangular arrays, students explore concepts such as perimeter and area. Students gain an understanding of fractions as numbers with a focus on unit fractions.

Fourth Grade

This course focuses on extending students' understanding of place value to multi-digit numbers, addition and subtraction of multi-digit numbers, multi-digit multiplication, and the development of an understanding of dividing to find quotients involving multi-digit dividends. Students will further develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.

Fifth Grade

This course focuses on developing competency in dividing and fluency in multiplying whole numbers through the application of understanding of place value and multiplication and division. Students increase their ability in performing operations with decimals to hundredths and estimating by rounding, while increasing their understanding of multiplication of fractions and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).

SOCIAL STUDIES**Children as Citizens (Accelerated Kindergarten)**

This course introduces students to civics, geography, economics, and history. Students will understand their roles and responsibilities as citizens within their own context and learn about their own culture, how it impacts understanding of oneself and others through the aspects of our National culture. Students learn about the world around them including all seven continents and important facts about the native animals, crops and important man made structures found on each continent. Civics lessons include learning about the American flag, the Statue of Liberty, Mount Rushmore, and The White House.

Communities: Living and Working Together (First Grade)

Through the study of civics, geography, economics, and history, students will understand how a community functions and how each member contributes to the community for the common good. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced and community resources, environment, change over time, and cause/effect are examined. Civics lessons include learning about The Liberty Bell, the current United States President, and the Bald Eagle.

The World Around Me (Second Grade)

Through the study of geography and economics, this course allows students' lenses to expand to learn how their world is interconnected globally. Students will develop a spatial understanding of the world around them so they can understand how other cultures and civilizations are interconnected and have influenced who we are as a community, state, and Nation. United States history, world history, and civics will also be taught in a comparative context. Civics lessons include the U.S. flag and its history, in depth study of the Statue of Liberty and the Lincoln Memorial.

Arizona Studies (Third Grade)

This course focuses on the study of Arizona with an integrated approach to: the contributions of various cultural and ethnic groups including the 22 Indian Nations that reside in Arizona, economic, political, and geographic elements, the structure of the state and local governments, and roles and responsibilities as citizens of Arizona. Students examine primary and secondary sources, disciplinary skills, and processes. Civics lessons include studying social activism in Arizona associated with the mining and farmworker unions.

Regions and Cultures of the Americas (Fourth Grade)

In this course, students will focus on the history of the United States starting with the people of the Americas and continuing through colonization. Students will be able to develop compelling questions, construct supporting

questions, gather and evaluate sources, develop claims, communicate conclusions, and take informed action and apply what they have learned to historical contexts. Students will examine primary and secondary sources, disciplinary skills, and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect. Civics lessons include the study of “Reformers” such as the Abolitionists, Dorothea Dix and the treatment of the insane, Horace Mann and public school, and women's rights. Students also study symbols and figures with significance to America such as the *Spirit of '76* painting, the White House and Capitol Building, and the Great Seal of the United States.

The History and Development of the United States Over Time (Fifth Grade)

In this course, students will understand the history of the United States within an integrated approach including instruction in historic and economic events from American Revolution to Industrialism, westward expansion, the creation of the Constitution and the principles within the document, the development and structure of the national government, the contributions of various cultural and ethnic groups to the changing social and political structure of the United States, and roles and responsibilities as citizens of the United States including participation in the political system. Students will examine primary and secondary sources, disciplinary skills, and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect. Civics lessons include understanding the positions of the North and South related to the Civil War; the 13th, 14th, and 15th Amendments to the Constitution; the Bill of Rights, and the Compromise of 1877. Students will also gain an understanding of law, politics and the three branches of government. Students will gain knowledge and understanding of how government decisions on taxation, spending and regulations have affected the national economy throughout history.

SCIENCE

Kindergarten

This introductory course allows students to develop both the skills and content knowledge necessary to be scientifically literate members of the community through the use of their senses to help them make observations about the world around them, the structures and functions of living and non-living things, animals and their habitats and recognize patterns.

First Grade

This course develops both the skills and content knowledge necessary to be scientifically literate members of the community through identity of physical characteristics of plants, animals, and the Earth's resources, observations of force in action, and light reflection/refraction.

Second Grade

This course focuses on asking questions and synthesizing possible solutions. Students will use the Scientific Method to learn about the phases of the moon along with the transfer of energy, and how organisms acquire and use energy to survive.

Third Grade

This course develops an understanding of systems and system models along with structure and function involving energy and matter through a focus on Earth's processes, the transfer and movement of energy, and ecosystems and life cycles. Students are expected to independently use the Scientific method and conduct experiments.

Fourth Grade

In this course, students engage in multiple science and engineering practices as they gather information to answer their questions or solve design problems by reasoning how the data provide evidence to support their understanding, and then communicate their understanding of phenomena in physical, earth and space, and life science (the “knowing” of science). Students apply systems and system models as they investigate how energy and the availability of resources affects Earth systems (geosphere and biosphere). They also develop an

understanding of stability and change with regards to how populations of organisms and Earth have changed over time.

Fifth Grade

In this course, students engage in multiple science and engineering practices as they gather information to answer their questions or solve design problems by reasoning how the data provide evidence to support their understanding, and then communicate their understanding of phenomena in physical, earth and space, and life science (the knowing of science). Students apply their understanding of scale at micro levels as they investigate changes in matter and at macro levels as they investigate patterns of genetic information and movement between Earth and Moon.

SPECIALS

Technology Education

This course is aligned with Common Core Standards and utilizes Keyboarding Without Tears program to guide students from individual keys through numbers and punctuation, and all the way to a goal of 75 WPM as well as Code.org as an introduction to Computer Science Principles.. The carefully designed lessons include instructional videos, educational games, cross-curricular content, and other interactive experiences.

Dance

This course is aligned with AZ State Standards and is designed for dance students at any level. Presidio Dance has a concentration on movement fundamentals, proper technique dance terminology, history of dance, choreography techniques with a performance in the dance genres taught: classical dance, ballet, tap, modern, jazz, contemporary, lyrical, musical theater, ballroom, or hip-hop. Class activities include warm-ups, across the floor participation, and learning French terminology. All students participate in classroom assignments and a stage performance while enrolled in dance class.

Martial Arts

In this course students are expected to demonstrate mastery of Chi Xing Chuan form and participate in choreographed sets that are performed at the semester showcase. Students also learn line drills (scaffolded athletic movements), predetermined self defense sets, how to properly and safely train with punching bags and other classmates, as well as participate in classroom discussions, stories and moral fables, and purpose driven games.

Art and Art History

This course focuses on the development of expressive art. Art appreciation is emphasized through experimenting with 2 and 3-dimensional projects, engaging with step by step techniques designed to introduce students to using a variety of supplies, as well as processes and tools, while developing creativity and original ideas. The Elements of Art and The Principles of Design are used to reflect on ways to revise artistic efforts and to improve craftsmanship. Lesson plans are aligned with individualized learning styles, Core Knowledge, AZ State Standards, and incorporate cross-curricular connections through the study of art history.

Music and Music History

In this course, students explore melody, melodic range, contour, tempo, meter, form, and name notes, and identify fingerings needed to play selected songs. Students then refine their skills and make meaning through cross-curricular connections via music history in order to develop the connections between social studies and music of particular times in history and to perform musical sets for showcases. Grades K and 1 focus on voice, grades 2-3 experiment with rudimentary instruments, kalimbas and recorders, and grades 4 and 5 participate in a string orchestra learning to play one of a variety of string instrument choices (e.g. violin, viola, and cello).

ORIENTATION

Welcome to Presidio

Families begin the school year with a Welcome to Presidio orientation. The orientation provides an opportunity for students and families to:

- meet their teaching teams;
- obtain a schedule and class supply list
- preview each curriculum area and familiarize themselves with the philosophy behind the curriculum; methodology and overall course organization;
- purchase/obtain necessary school items (e.g. school shirts, Chromebooks); and
- learn more about the committees and services offered by Presidio

MIDDLE SCHOOL 6-8

ENGLISH LANGUAGE ARTS

Sixth Grade

In this course, students will utilize literature textbooks with anchor novels and informational text to compare and contrast ideas, events, and themes. Students work collaboratively to craft debates in an effort to promote critical thinking, problem solving, and perspective taking skills. Students then produce grade level pieces of writing that include robust sentence structure and vocabulary, with an emphasis on correct grammar and punctuation.

Seventh Grade

This course delves deeper into complex sentence structures, grammar rules, and tone and voice perspective within the text. Students learn strategies to develop various pieces of writing that address a specific audience or topic and provide contextual evidence to support their claim/convince the reader of their point. Students are exposed to genres of literature and asked to access their prior knowledge to make connections between literary genres/themes.

Eighth Grade

This course prepares students for high school ELA courses through rigorous requirements regarding citing sources, format, structure, and complexity of thought. Students delve into primary and secondary source reading and decoding in addition to fictional texts that have cross-curricular connections.

MATH

Sixth Grade

This course focuses on developing the competency of division of whole numbers and fractions and extending the notion of numbers to the system of rational numbers. Students will develop an understanding of ratio and rate and use multiplicative reasoning to solve ratio and rate problems. Students will also develop an understanding of expressions, equations and inequalities.

Seventh Grade

In this course, students focus on developing an understanding of proportional relationships and of operations with rational numbers. Students will demonstrate this knowledge through use of expressions, inequalities, and linear equations.

Eighth Grade

This course focuses on developing an understanding of irrational numbers through expressions and equations, including solving linear equations, linear inequalities, and systems of linear equations. Students will work with the concept of a function and use functions to describe quantitative relationships such as modeling an association in bivariate data with a linear equation.

HISTORY and SOCIAL SCIENCES

Global Studies: World Regions and Cultures of the Eastern Hemisphere (Sixth Grade)

This course focuses on geography and early history. Students will assess the cultural, religious, economic, and political system of selected societies in the Eastern hemisphere. The historical time period of the course will cover ancient histories to the Renaissance and Reformation.

Integrated Global Studies (Seventh Grade)

In this course, students use a historical and geographic lense to understand the relationships and interactions between societies and cultures in both Eastern and Western hemispheres. Students also learn about United States history as it intersects with global issues.

Citizenship and Civic Engagement in Today's Society (Eighth Grade)

In this course, students focus on citizenship and civic engagement. Students will make connections between historical and current issues using the Constitution as a foundation. US History will focus on the major events that have led to the development and changes in the Constitution.

SCIENCE**Sixth Grade**

In this course students apply their understanding of how matter and energy relate to atoms, the solar system, and ecosystems. Students will develop an understanding of the nature of matter and the role of energy transformation. Students will also deepen their understanding of scales, patterns, and properties of matter, the solar system, and ecosystems. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. Students compete in an annual school science fair and finalists attend the city-wide Science Fair hosted by SARSEF!

Seventh Grade

In this course students will explore how forces cause changes in motion and how energy is transferred in geologic, atmospheric, and environmental processes. Students investigate force and motion in a wide variety of systems, model how heat energy drives cycles in weather and climate and explain the structure and function of cells. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. Students compete in an annual school science fair and finalists attend the city-wide Science Fair hosted by SARSEF!

Eighth Grade

In this course students will describe how stability and change and the process of cause and effect influence changes in the natural world. Students will apply energy principles to chemical reactions, explore changes within Earth and understand how genetic information is passed down to produce variation among the populations. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. Students compete in an annual school science fair and finalists attend the city-wide Science Fair hosted by SARSEF!

SPECIALS**Technology Education**

This course is aligned with Common Core Standards and utilizes Keyboarding Without Tears program to guide students from individual keys through numbers and punctuation, and all the way to a goal of 75 WPM as well as Code.org as an introduction to Computer Science Principles. The carefully designed lessons include instructional videos, educational games, cross-curricular content, and other interactive experiences.

Dance

This course is aligned with AZ State Standards and is designed for dance students at any level. Presidio Dance has a concentration on movement fundamentals, proper technique dance terminology, history of dance,

choreography techniques with a performance in the dance genres taught: classical dance, ballet, tap, modern, jazz, contemporary, lyrical, musical theater, ballroom, or hip-hop. Class activities include warm-ups, across the floor participation, and learning French terminology. All students will participate in classroom assignments and a stage performance while enrolled in dance class.

Martial Arts

This course is an extension of Elementary Martial Arts where students are expected to demonstrate mastery of Chi Xing Chuan form and are introduced to martial arts tools (e.g. staff, fan, or nunchucks). Through the use of martial arts tools and knowledge of Kung Fu forms, students choreograph a set for the semester showcase. Students will also learn line drills (scaffolded athletic movements), predetermined self defense sets, how to properly and safely train with punching bags and other classmates, as well as participate in classroom discussions, stories and moral fables, and purpose driven games.

Classical Guitar

Utilizing classical guitar sheet music, students analyze melody, melodic range, contour, tempo, meter, form, name notes, and identify fingerings needed to play selected songs. Classical Guitar will include cross-curricular connections to Social Studies and Mathematics. Students refine their skills in order to develop and perform musical sets for showcases.

Visual/Digital Media Art

This course focuses on making expressive art. Appreciation is emphasized through experimenting with 2 and 3-dimensional projects, engaging with step by step techniques designed to introduce students to using a variety of supplies as well as processes and tools while developing creativity and original ideas. The Elements of Art and The Principles of Design are used to reflect on ways to revise artistic efforts and to improve craftsmanship. Lesson plans are aligned with individualized learning styles, Core Knowledge, AZ State Standards, and include cross-curricular connections.

Career, College, and Civic Readiness

This course allows for students to develop skills and gather resources to help them plan for their future, understand different college and career options, and understand the importance of being an active citizen in their communities. Students explore what it takes to get into college by discussing the necessary steps in middle school and high school, exploring options of various career paths and the steps necessary for building a career. Students will be prepared to start building their future after CCCR by understanding professional writing, how the economy functions, how to event plan, and the interview and application process.

ORIENTATION

Welcome to Middle School

Families begin the school year with a Welcome to Middle School course. The course provides an overview of each curriculum area so students and families can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of the course, students and families will be fully prepared to participate in blended learning.

HIGH SCHOOL 9-12

HIGH SCHOOL CREDIT REQUIREMENTS

Students must meet the Presidio School Board of Directors, Arizona Board Of Regents and Arizona Department of Education High School Competency Requirements. Current requirements are as follows:

- 4 credits of English Language Arts
- 4 credits of laboratory science
- 4 credits of mathematics
 - 1 credit must be advanced math for which Algebra II is a prerequisite
- 4 credits of social studies
 - .50 credit of financial literacy
 - Credit can be earned with successful completion of personal finance modules that meet Arizona State financial literacy standards
- 2 consecutive credits of one foreign language
- 1 credit of fine arts
- 1 credit of Career and Technical Education (CTE) or vocational education
 - To include community education programs (e.g Upward Bound, JTED, internships, ROTC) and Post-secondary Preparation
- .50 credit of community service
 - To include approved community partnership programs (e.g. NHS, CCCR class, Post-secondary Preparation) and continuous participation in school community events (e.g. Cultural Festivals, Honors Dinners)
- 3.50 or more credits of elective courses

Students must take at least five credits (academic or elective) during their senior year at Presidio. A list of specific courses and course descriptions are printed separately in the Presidio High School Course Description Book.

Although students may have completed most of their required credits by their senior year, Presidio School encourages students to take additional courses in their field of interest. Students may enroll in a maximum of two classes at the University of Arizona, Pima Community College, or approved post-secondary program and receive dual credit. In order to receive high school credit, students must obtain a letter of approval from the Principal and an official transcript must be sent to Presidio from the institution.

The Principal may petition the Presidio School Board for dispensation for meeting college entrance requirements and/or Presidio School credit requirements that are in excess of Arizona Department of Education requirements when meeting such requirements may present a hardship to the student (e.g. students receiving ESS services).

HIGH SCHOOL GRADUATION REQUIREMENTS

Presidio School is a college preparatory school. It is our mission to provide a challenging and self-empowering environment for students in order to prepare them for the rigors of a college curriculum. Presidio offers honors, Pre-AP, and AP courses. AP (advanced placement) is a program of classes developed by the college board to give high school students an introduction to college-level classes and also gain college credit before even graduating high school; whereas, Pre-AP courses feature grade-level instruction intended to give all students the opportunity for growth and focuses on the skills that students will need to succeed in AP courses, college, and careers. Honors courses are accelerated versions of traditional high school courses and effectively prepare students for Pre-AP and AP courses, post secondary college and/or technical education courses, and/or courses specific to certification programs. Students transferring from another high school must meet with Presidio's Director of Curriculum and Instruction prior to enrollment to determine course requirements and allocation of transfer credits. Official transcripts must be sent to Presidio School's registrar to receive credit for classes that were taken at another school.

Transferring students are required to meet the Presidio graduation requirements. In order to receive credit for transfer credits earned from another school, Presidio School may require the student to demonstrate mastery of the standards. If the student cannot demonstrate mastery, the transfer credit will be accepted as an elective

credit. If the credit is for a subject required for graduation, the student must take the course again or demonstrate mastery of the content by other means as approved by the Director of Curriculum and Instruction.

To receive a Presidio School diploma and participate in the graduation ceremony, students must meet the following requirements:

1. Complete a minimum of 24 credits (a one-semester course is .50 credits) that include the required curriculum stated in the Presidio School Course Description Book and in this handbook.
2. Complete and pass all required courses.
3. Pass Arizona Civics Test and CPR training as mandated by Arizona State Law
4. Adhere to the student code of conduct.
5. Maintain at least a 90% attendance rate for the school year, regardless of age.

ENGLISH LANGUAGE ARTS

English Language Arts I

This course offers a wide range of quality texts that span the canonical to the contemporary. The English Languages Arts I curriculum balances classic works with contemporary writing. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards, and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaptation, and instruction.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: 8th grade ELA

Pre-AP English Language Arts II

This course offers a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Working with classic and contemporary texts, students build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. Lessons within the modules are linked explicitly to the Common Core State Standards, and provide a rigorous and pedagogically sound approach for how to bring the standards to life through thoughtful planning, adaptation, and instruction.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: ELA I

AP English Language and Composition

This course is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: Pre AP ELA II or ELA II

AP English Literature and Composition

This course is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: AP English Language and Composition

Writing 101 (Dual enrollment course through Pima Community College)

This course focuses on the principles and practices of college-level writing and includes critically reading college texts, writing college-level essays using a variety of strategies, practicing diverse writing processes, and using research effectively.

Course Length: One semester

Prerequisite: Students must apply to Pima Community College (PCC) and score at the appropriate levels on the PCC assessment test to enroll in this course.

Writing 102 (Dual enrollment course through Pima Community College)

This course is a continuation of WRT 101 that includes reading, analyzing, and discussing various types of text; writing analytical or critical papers; and developing research skills. Students are also required to write research papers in order to fulfill Pima Community College's WRT 102 course requirements.

Course Length: One semester

Prerequisite: Writing 101

MATH

Pre AP Algebra I

This course follows the Arizona College and Career Ready Standards for Algebra I and includes the following areas of study: functions introduction, linear and exponential functions, quadratic functions, expressions and real numbers, solution sets for equations and inequalities, and statistics.

Course Length: Two semesters. Semesters A and B to be taken consecutively.

Prerequisite: Seventh grade math and readiness assessment for high school level coursework or eighth grade math.

Algebra II

This course follows the Arizona College and Career Ready Standards for Algebra II and includes the following areas of study: linear and piecewise-defined functions, polynomial functions, exponential and logarithmic functions, radical and rational functions, modeling and function connections, trigonometric functions, and probability and statistics

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: Geometry

Pre AP Geometry and Statistics

This course follows the Arizona College and Career Ready Standards for Geometry and includes the following areas of study: tools of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, polygons and quadrilaterals, similarity, trigonometry and right triangles, transformations, area, surface area and volume, circles, and probability.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: Algebra I

College/Financial Algebra

This course follows the Arizona College and Career Ready Standards for Functions, Analytic Geometry, Systems of Equations, and Sequences and Probability. Students blend college algebra concepts with real world applications through the Financial Algebra curriculum provided by Next Gen Personal Finance and Open Stax. Students will be afforded the opportunity to take the College Algebra CLEP test to earn college credit.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: Algebra II and Pre AP Geometry and Statistics/Geometry

Pre-Calculus

This course focuses on pre-calculus topics including, but not limited to: fundamental concepts of algebra, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, systems of equations and inequalities, matrices and determinants, conic sections and analytic geometry, sequences and probability, and introduction to calculus. Students enrolled in Pre-Calculus are required to maintain a 70% each quarter.

Course Length: Two semesters. Semesters A and B are to be taken consecutively

Prerequisite: A course average of 80% in Algebra II, completion of Geometry

HISTORY and SOCIAL SCIENCES

AP Comparative Government

This course focuses on analyzing various government and economic systems from around the world. Students will be given a solid foundation of various governmental structures to compare to their own through a focus on global interactions and connections. Geography will heavily influence this course as students will need to learn the locations of various countries and their interdependence on each other.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

AP US History

This course follows The College Board standards for proper coursework for earning credit for AP US History and focuses on the significant events, individuals, developments, and processes from the early American people to the present. Students will use and analyze primary and secondary sources; develop historical arguments, make historical connections, and utilize reasoning about comparison, causation, and continuity and change over time. Deductive reasoning and problem solving skills will be developed through six major themes: American and national identity; Work, Exchange, and Technology; Geography and the Environment; Migration and Settlement; Politics and Power; America in the World; American and Regional Culture; and Social Structures

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

AP World History

This course follows The College Board standards for proper coursework for earning credit for AP World History and focuses on the significant events, individuals, developments, and processes from 1200 to the present. Students will use and analyze primary and secondary sources, develop historical arguments, make historical connections, and utilize reasoning about comparison, causation, and continuity and change over time. The six major themes students will study are: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

AP Microeconomics

This course follows The College Board standards for proper coursework for earning credit for AP Microeconomics and focuses on key economic principles and practices. Students will develop the skills of principles and models, interpretation, manipulation, and graphing and visuals through major economic ideas including, but not limited to: scarcity and markets; costs, benefits, and Marginal Analysis; production choice behavior; market inefficiency; and public policy.

Course Length: One semester

Prerequisite: None

AP US Government

This course follows The College Board standards for proper coursework for earning credit for AP US Government with a focus on the significant events, individuals, developments, and processes of the United States Government. Students will use and analyze primary and secondary sources; develop historical arguments; make historical connections with SCOTUS decisions; and analyze data through three big ideas: Constitutionalism, Liberty and Order, and Civic Participation in a Representative Democracy. This course relies heavily on reading and analyzing foundational documents and court cases.

Course Length: One semester**Prerequisite:** None**Personal Finance**

This course is designed to help students gain essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help students make informed spending, saving, and credit decisions and to effectively use income to achieve personal financial success.

Course Length: One semester**Prerequisite:** None**SCIENCE****Honors Biology**

In this course students will be introduced to the scientific method, biochemistry, cell structure and function, genetics, evolution, ecology and anatomy. Students will collect and analyze data related to these topics and gain a better understanding of how peer reviewed science expands our understanding of the living world. This course will also infuse Environmental Science concepts such as scientific method, Earth's physical systems, agriculture, toxicology, sources of energy, climate change, resource management, and sustainable practices.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.**Prerequisite:** None**Honors Chemistry**

In this introductory chemistry course students explore matter and change, atomic structure, periodic law, chemical bonding, equations and reactions, stoichiometry, states of matter, and organic chemistry. Students will gain an understanding of laboratory safety and instructional content is reinforced with a variety of lab activities. Virtual lab options can be provided for distance learning students.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.**Prerequisite:** None**AP Physics**

This course follows The College Board standards for earning credit for AP Physics and prepares students to take the AP Physics exam. AP Physics is an algebra-based, introductory, college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and inquiry-based laboratory work as they explore concepts such as systems, fields, force interactions, change, conservation, and waves. Virtual lab options can be provided for distance learning students.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.**Prerequisite:** Algebra I**Anatomy/Physiology**

This course follows The College Board standards for earning credit for AP Physics and prepares students to take the AP Physics exam. AP Physics is an algebra-based, introductory, college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and inquiry-based laboratory work as they explore concepts such as systems, fields, force interactions, change, conservation, and waves. Virtual lab options can be provided for distance learning students.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

Astronomy

This course covers a myriad of topics including, but not limited to: gravitation, energy, magnetism, cycles, and biological processes and is designed to assist students in making connections between scientific disciplines, specifically Chemistry, Physics, and Biology. Students are expected to apply their knowledge to real-world phenomena to gain a deeper understanding of causes, effects, and solutions for the physical processes in the real world.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: Chemistry, Physics, and Biology

FOREIGN LANGUAGE

Spanish I

This course develops a novice proficiency level in three modes of communication: interpersonal (person-to-person speaking and/or writing), interpretive (listening and reading), and presentational (one-way speaking and writing). Students learn to maneuver the structures, functions, and patterns of language. They learn to ask and answer questions, identify words, describe, retell stories, interpret text, and apply the conventions of language within the constructs of a particular culture. Students must not only communicate, but be able to do so in a culturally appropriate manner. They also study Spanish-speaking countries' products, practices, and perspectives.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

Spanish II

This course builds intermediate proficiency level in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading), and presentational (one-way speaking and writing). Students learn to maneuver the structures, functions, and patterns of language. They learn to ask and answer questions, identify words, describe, retell stories, interpret text, and apply the conventions of language within the constructs of a particular culture. Students must not only communicate, but be able to do so in a culturally appropriate manner. They also study Spanish-speaking countries' products, practices, and perspectives.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: Spanish I

AP Spanish Language and Culture

This course follows The College Board standards for proper coursework for earning credit for AP Spanish Language and Culture. It emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts, and develops students' awareness and appreciation of cultural products, practices, and perspectives. To provide context and content for students to develop their skills in the modes of communication, the course takes a thematic approach. There are six required course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: Spanish II

AP Spanish Literature and Culture

This course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop

proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

Course Length: Two semesters. Semesters A and B should be taken consecutively and not simultaneously.

Prerequisite: AP Spanish Language and Culture

ELECTIVES

Sports Conditioning

In this course students are expected to participate in drills, conditioning, and team sports and learn good sports conduct. Students are expected to demonstrate mastery of Shao Hong Chuan form and are introduced to martial arts tools (e.g. staff, fan, or nunchucks). Through the use of martial arts tools and knowledge of Kung Fu forms, students choreograph a set for the semester showcase. As part of their martial arts instruction students participate in line drills (scaffolded athletic movements), predetermined self defense sets, and learn how to properly and safely train with punching bags and other classmates.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

Dance

This course is aligned with AZ State Standards and is designed for dance students at any level. Presidio Dance has a concentration on movement fundamentals, proper technique dance terminology, history of dance, choreography techniques with a performance in the dance genres taught: classical dance, ballet, tap, modern, jazz, contemporary, lyrical, musical theater, ballroom, or hip-hop. Class activities include warm-ups, across the floor participation, learning French terminology, dance notebooks and written research assignments. All students will participate in classroom assignments and a stage performance while enrolled in dance class.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

Studio/Digital Media Arts

This course focuses on creation while including art history. The studio art emphasis is on proficiency using a wide range of materials and processes, generating innovative art projects, studying major artists, as well as styles and art movements over different eras and across different cultures. The Elements of Art and The Principles of Design are used with increasing levels of sophistication over the year long course. Unique and original ideas are encouraged!

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

High School Rock Band

In this course students are introduced to more complex structures of music and contribute to an ensemble that regularly performs in the Tucson community. The Presidio High School Rock Band gives students the opportunity to sing, play, and trade instruments while learning student selected songs, the history behind the music selections and the original composers and performers.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

TEALS - Technology Education

This course allows students to delve into and gain an understanding of computer science. They develop problem solving skills while learning about SNAP programming and Python languages. According to Microsoft, “Technology Education and Literacy in Schools (TEALS) is a Microsoft Philanthropies program that connects classroom teachers with tech-industry volunteers to create sustainable computer science programs. Volunteers support teachers as they learn to teach computer science independently over time.”

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

Career, College, and Civic Readiness

This course is a skill and service based class that allows students to be active members of their school community, develop leadership skills, and associate learned skills to those needed for competitive employment. Students are considered the “face of the school,” as they participate in daily announcements, organize school functions, and raise funds for various school-related events. Students explore post-secondary options, including higher education, vocational training, and competitive employment opportunities. Students prepare for post-secondary success through participation in economic functions, event planning, the interview and application process.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

Vocational Training

This course allows for students to develop skills and gather resources to help them plan for their future, understand different career options, and understand the importance of being an active citizen in their communities. Students will be trained in skills that can be applied to the workplace and are required to participate in volunteer/internship programs to gather more work experience.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: None

Junior Advisory

This course allows for students to develop skills and gather resources to help them plan for their future, understand different career options, and understand the importance of being an active citizen in their communities. Students will be trained in skills that can be applied to the workplace and are required to participate in volunteer/internship programs to gather more work experience.

Course Length: Two semesters. Semesters A and B are to be taken consecutively.

Prerequisite: To be taken Junior year

Senior Seminar

This course allows for students to develop skills and gather resources to help them plan for their future, understand different career options, and understand the importance of being an active citizen in their communities. Students will be trained in skills that can be applied to the workplace and are required to participate in volunteer/internship programs to gather more work experience.

Course Length: One semester; offered only Spring semester**Prerequisite:** None

ORIENTATION

Welcome to High School

The Welcome to High School course explains the blended learning model to students and families and provides tips for successful blended learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments, take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Students and families will also receive course descriptions and information about course organization. Lifelong learning skills, such as time management and study habits, are also covered. By the end of the course, students will be fully prepared to begin blended learning in all high school courses.

Course Length: 6-8 hours