

# Crawford High

*Home of the Colts*

**2022-2023**

## **Course Descriptions**



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### **Art 1,2 (P) (0191, 0192)**

**Grade Range:** 9–12

**Prerequisites:** None

#### **Course Description:**

This foundational high school course allows students with a wide variety of backgrounds in visual art education to understand and use elements of art and principles of design through examination of images, reading, writing, discussion, and creating works of art to widen and deepen visual literacy. Instruction focuses on drawing skills (e.g., observational, gesture, contour, figure, one- and two-point perspective, shading, pointillism) and painting skills (e.g., strokes, stippling, color blocking, blending, wash) using a variety of media. Multiple approaches to artistic investigations are represented in each student portfolio. Sketchbook/journal entries document development, refinement, and reflection of student work. Students will write critical analyses that describe, interpret, analyze, and judge historic and contemporary works of art, including their own.

### **Ceramics 1,2 (P) (0231, 0232)**

**Grade Range:** 10–12

**Prerequisites:** Art 1,2 or Design in Mixed Media 1,2

#### **Course Description:**

This is an introductory-level ceramics course in which students design and construct art objects using clay. They learn about form and function, actual texture, and bisque and glaze firing techniques. Students create clay bodies using pinch, slab, coil, and wheel-thrown methods. They develop criteria for evaluating ceramic forms and participate in critical processes. Students analyze, select, and curate an exhibition of their work collaboratively.

### **Ceramics 3,4 (P) (0233, 0234)**

**Grade Range:** 11–12

**Prerequisites:** Ceramics 1,2 or instructor's recommendation. (Only students with average or better ability in ceramics should be counseled into this course.)

#### **Course Description:**

This studio course provides advanced study in hand-built and wheel-thrown construction methods. Students design and apply innovative surface decoration and glazing methods while experimenting with ceramic bodies, including lidded containers, wall pieces, and sculpture. Students develop, refine, and create a series of ceramic objects based on existing works. Individually, students analyze and select their own work for presentation. Collaboratively, they curate an exhibit based on a theme.

### **Design in Mixed Media 1,2 (P) (0244, 0245)**

**Grade Range:** 9–12

**Prerequisites:** None

#### **Course Description:**

This foundational high school course allows students with a wide variety of backgrounds in visual art education to understand and use elements of art and principles of design through examination of images, reading, writing, discussion, and creating works of art to widen and deepen visual literacy. Instruction focuses on the design, development, and creation of handmade, functional, and artistic objects, mostly three-dimensional. Investigation of contemporary and traditional multicultural works of art and processes in this course requires minimal drawing and painting skills. Multiple approaches to artistic investigations include problem solving in clay, papier-mâché, fiber, and digital and electronic media (where available). Sketchbook/journal entries and individual portfolios document development, refinement, and reflection of student work. Students write critical analyses that describe, interpret, analyze, and judge historic and contemporary works of art, including their own.

### **Design in Mixed Media 3,4 (P) (0246, 0247)**

**Grade Range:** 10–12

**Prerequisites:** Design in Mixed Media 1,2 or Art 1,2

#### **Course Description:**

This advanced course focuses on historical and cultural implication of artists as craft-persons around the world and throughout history. Instruction also includes further investigation of contemporary and traditional works of art that use multiple media in individual works. This course requires minimal drawing and painting skills. Students develop, refine, and create a series of handmade objects and/or mixed-media works of art based on existing works. Individually, students analyze and select their own artistic work for presentation. Collaboratively, they curate an exhibit based on a chosen theme.

### **Drawing and Painting 1,2 (P) (0271, 0272)**

**Grade Range:** 10–12

**Prerequisites:** Art 1,2 and Color and Design 1,2

#### **Course Description:**

This course is designed for students who have demonstrated aptitude in drawing and painting in prerequisite courses and a desire to pursue a sequence of studies in visual art. Primary emphasis is placed on drawing and painting techniques in a variety of media. Students develop their own personal styles of creative expression as they create individual works based on the elements and principles of art. They are introduced to a variety of cultural and historical styles and motifs. Through critiques, students display the ability to appreciate and value the aesthetics of a wide spectrum of artwork, as well as to understand the relationship between art, culture, and history. Students develop, refine, and create a series of drawings and paintings based on existing works. Individually, students analyze and select their own artistic work for presentation. Collaboratively, they curate an exhibit based on a theme.

### **2-D Art and Design 1,2 AP (HP) (0367, 0368)**

**Grade Range:** 11–12

**Prerequisites:** Grade of B or better in two full-year art courses and recommendation of art teacher

#### **Course Description:**

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

### **3-D Art and Design 1,2 AP (HP) (0369, 0370)**

**Grade Range:** 11–12

**Prerequisites:** Grade of B or better in two full-year art courses and recommendation of art teacher

#### **Course Description:**

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

### **Senior Art Studio 1,2 (P) (0371, 0372)**

**Grade Range:** 12

**Prerequisites:** Grade of B or better in two full-year art courses and recommendation of art teacher

#### **Course Description:**

This course meets the needs of advance, self-motivated students as they discover their own visual styles as artists. Students are expected to demonstrate competency in at least one art form and expertise in composition, and to exhibit their work individually as they develop it. They are also expected to participate in several exhibitions and critiques and to show respect for uniqueness in themselves and others. Students will strengthen their understanding of general styles and periods of major art forms and understand the contexts in which those works were produced. This course will cover the major artistic concerns of contemporary movements in art and how they affect the quality of contemporary life.

### **Automotive Engineering 1,2 (0813, 0814)**

**Grade Range:** 11–12

**Prerequisites:** None

#### **Course Description:**

Through this capstone course, Automotive Engineering, Theory, and Design, students enrolled in the San Diego Unified School District transportation technology programs will learn to diagnose, test and service various automotive subsystems. They will develop essential competencies and critical thinking skills throughout the process of completing group projects and independent repair tasks. Examples may include the removal and replacement of vehicle components including interior and exterior body and trim panels to access, diagnose and repair competent failures. In-depth coverage of automotive bumper to bumper subsystems, including hybrid, high voltage, and airbag principles and safety will be infused throughout the course. Students will develop and master the technique of safe tool usage, select proper products and replacement parts to complete repairs and meet the requirements for this course. Skill development in diagnostic processes and specialized diagnostic equipment will further develop advanced level critical thinking, mechanical aptitude, and engineering skills.

### **Understanding My Ride - STEM Automotive 1,2 (8100, 8200)**

**Grade Range:** 9–10

**Prerequisites:** None

#### **Course Description:**

This is a two-semester introductory STEM automotive course where students will explore the application of math, science, engineering and various technologies found in modern vehicles. Students will analyze how the automobile impacts our lives and our environment. This course emphasizes academic rigor, hands-on explorations, and project-based learning. The automobile holds high interest for many students and serves as an excellent platform for making learning relevant.

The first semester will focus on the basic design, operation, safety and basic maintenance of the automobile from a systems standpoint. Students will be presented with real-world problems that require them to work collaboratively to propose and justify solutions. Students will acquire and demonstrate knowledge through investigations, analysis, reading, and writing. Students will share knowledge through oral presentations of projects. For example, one project will require students to research and identify social, environmental and ethical issues related to the automobile, and to use this information to predict what future cars will be like. Students will create their concept of the car of the future and present and defend their design.

The second semester will incorporate STEM explorations. After digging into the mathematics, physics and chemistry behind automotive systems, students will learn the concepts by performing hands-on tasks and repairs in an automotive STEM Lab. Students will also explore resources such as the Occupational Outlook Handbook to determine career opportunities and preparation requirements for career readiness in automotive engineering, maintenance and service professions.

## **STEM Automotive Technology 1,2 (8300, 8310)**

**Grade Range:** 10–12

**Prerequisites:** None

### **Course Description:**

STEM Automotive Technology is an intermediate level course designed to build upon the foundational training provided in the STEM automotive course, Understanding My Ride. This intermediate course is designed to provide a continuation of the higher-level thinking skills, and background knowledge where students can continue to explore the engine design and engineering characteristics of the internal combustion engine through the collection of data and the measurement of engine efficiency, power, performance, and environmental impact.

Students will explore the common automotive subsystems which include: Engines, Brakes, Steering, Suspension, Drivetrains, Electrical, and Fuel and Emission systems. Students will participate in the STEM automotive lab by making minor repairs and adjustments on the various systems of the modern automobile by using diagnostic equipment and specialty tools. Students will be challenged to think critically as to how mathematical and scientific concepts are directly tied to engineering and automotive professions. Students will learn the content in the STEM Automotive lab which will present students with realistic diagnostic scenarios encouraging advanced level thinking and problem-solving skills. The course also offers students with expanded training, by offering industry-recognized certification which includes Automotive Service Excellence (ASE) and National Coalition of Certification (NC3) student certifications. Such certifications are highly sought after and recognized in the automotive, aviation, and engineering occupations.

## **English 1,2: Identity and Relationships 1,2 (1371, 1372)**

**Grade Range:** 9

**Prerequisites:** None

### **Course Description:**

The 9th Grade English Guaranteed and Viable Curriculum, based on the theme of Identity & Relationships, allows students to explore their own identity as well as the different identities of those around them in their diverse communities. They will also critically examine systems of power that affect themselves and their communities. They do this while working towards mastery of the CA Common Core Standards. Every unit culminates with an opportunity for students to reflect on and then share their learning. This was designed to meet the needs of ALL students --- so that students get WHAT they need, WHEN they need it, in the WAY that they need it.

This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards

## **ELD with Academic Language Development 1,2 (1737, 1738)**

**Grade Range:** 9–12

**Prerequisites:** None.

### **Notes:**

*Enrollment in this course is limited to English Learners, At Risk English Learners (ARELs – students enrolled in the district between 3.01 and 6.0 years) and Long-Term English Learners (LTELs – students enrolled in the district for 6.01 or more years) who have not been reclassified at the end of the school year. As well as Summative ELPAC performance levels of minimally developed, somewhat developed, moderately developed, or well developed. Concurrent enrollment in the student's grade-level English language arts course is required.*

### **Course Description:**

This is a two semester elective course that targets the linguistic and academic needs of English Learners, At Risk English Learners (ARELs) or Long Term English Learners (LTEL). Defined as students who enrolled in a U.S. school and have not attained the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of academic instruction and meet the criteria towards reclassification. This course is designed to ensure proficiency in the language of the school - academic vocabulary, speaking, listening, and writing which are the core pillars necessary to success in school and life. This course addresses the CA English Language Development Standards in tandem with the Common Core English Language Arts Standards.

## **ELD with Academic Language Development 3,4 (1353, 1354)**

**Grade Range:** 9–12

**Prerequisites:** None.

### **Course Description:**

This two semester elective course targets the linguistic and academic needs of At Risk English Learners (ARELs) or Long-Term English Learners (LTELs). This course addresses the CA English Language Development Standards in tandem with the Common Core English Language Arts Standards for reading, writing, listening, speaking, and language. It is designed to extend and enrich academic language, critical thinking, and critical writing skills. This course will explicitly teach high-level academic language that can be used in a variety of academic and social contexts.

### **ELD 5-6 (1579, 1580)**

### **ELD Literacy Support 5-6 (1996, 1997)**

**Grade Range:** 9–12

**Prerequisites:** Enrollment in U.S. schools for 2 to 3 years and an Initial ELPAC performance level of intermediate and Summative ELPAC performance level of somewhat developed or moderately developed.

#### **Course Description:**

This course continues the development of listening, speaking, reading, and writing skills in English with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of idiomatic expressions, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read and write across a variety of genres, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course prepares students to succeed in the Mainstream English Cluster (grade-level English courses) by helping them develop appropriate academic language and learning strategies. Course content is based on state-adopted ELD Standards 2012 at the expanding proficiency level in tandem with the ELA/ELD Framework 2014.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

### **English 3,4 (P) (1570, 1571)**

**Grade Range:** 10

**Prerequisites:** None

#### **Course Description:**

English 3,4 is a one-period literacy course required of all grade 10 students, except those enrolled in English 3,4 Block or English 3,4 Advanced. The course content focuses on teaching the students skills and strategies for critical, independent reading and writing of increasingly complex expository and narrative texts.

Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas.

The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards.

### **English 3,4 Advanced (P) (1572, 1573)**

**Grade Range:** 10

**Prerequisites:** Upper quartile in academic achievement (GPA) or recommendation of teacher

#### **Course Description:**

Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others' ideas. While similar to English 3,4, this course offers greater depth, complexity, novelty, and an accelerated pace for students who perform in the upper quartile in academic achievement or who have a teacher recommendation. The course meets the requirements for the Diploma with Academic Distinction.

This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards.

### **American Literature 1,2 (P) (1583, 1584)**

**Grade Range:** 11

**Prerequisites:** None

#### **Course Description:**

This course emphasizes skills and strategies for independent reading of, analyzing, and writing about works of American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards.

### **American Literature 1,2 Honors (HP) (1589, 1590)**

**Grade Range:** 11–12

**Prerequisites:** Recommendation of English teacher

#### **Course Description:**

This course follows the curriculum for American Literature in greater depth, with more complexity and novelty, and at an accelerated pace.

This course emphasizes skills and strategies for independent reading and analysis of, and writing about, American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

All students enrolled in this class take a comprehensive written final examination required by the University of California in order to earn weighted credit. The purpose of the final exam is allow students to exhibit depth of knowledge and sustained mastery of the subject material.

This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards.

### **English Literature and Composition 1,2 AP (HP) (1653, 1654)**

**Grade Range:** 11–12

**Prerequisites:** None

#### **Course Description:**

This Advanced Placement English course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays as well as possible creative writing.

The course prepares students for the Advanced Placement Examination in Literature and Composition. It also meets the requirements for the Diploma with Academic Distinction.

This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards.

### **English Language and Composition 1,2 AP (HP) (1655, 1656)**

**Grade Range:** 11–12

**Prerequisites:** None

#### **Course Description:**

This Advanced Placement English course is designed to help students become more skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience, expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effective writing.

This course (a) meets the district's American literature graduation requirement, (b) meets the requirements for the Diploma with Academic Distinction, and (c) prepares students for the AP Examination in English Language and Composition.

### **Literacy Advancement Academy 1,2 (1682, 1683)**

**Grade Range:** 9

**Prerequisites:** None

#### **Course Description:**

Literacy Advancement Academy 1,2 is a one- or two-semester elective support course for students who are performing below or significantly below grade level in their regular ninth-grade English courses, as determined by multiple measures, including standardized and classroom-imbedded assessments and teacher and principal recommendations. It is taught in addition to, not instead of, a student's regular English course.

This course is intended to help students achieve grade-level English language arts standards by providing them with additional opportunities to learn reading and writing strategies and to apply those strategies in a variety of authentic ways.

The instruction in this course supports the standards-based units of study the students complete in their English 1,2 course. The course approaches reading and writing as processes. Students receive explicit instruction on how texts work, and they analyze a variety of types of texts. Students also develop their abilities to write, revise, and publish narrative, argumentative, and informational texts.

### **Literacy Advancement Academy 3,4 (1684, 1685)**

**Grade Range:** 10

**Prerequisites:** None

#### **Course Description:**

Literacy Advancement Academy 3,4 is a one- or two-semester course offering extra support for students who are below or significantly below grade level in their regular grade 10 English courses, as determined by multiple measures, including standardized and classroom-imbedded assessments and teacher and principal recommendations. It is taught in addition to, not instead of, a student's regular English course.

This course is intended to help students achieve grade-level English language arts standards by providing them with additional opportunities to learn reading and writing strategies and to apply those strategies in a variety of authentic ways.

The instruction in this course supports the standards-based units of study the students complete in their English 3,4 course. The course further reinforces and develops students' abilities to comprehend with increased sophistication a variety of texts. It also provides explicit instruction in strategies for success in high school content-area reading and writing. Students analyze increasingly complex literature and informational texts, with an increasing rate of independence. They also further develop their abilities to write (and revise and publish) in a variety of genres.

### **Expository Reading and Writing (ERWC) 1,2 (P) (1698, 1699)**

**Grade Range:** 12

**Prerequisites:** Score of EAP Achievement Level 3 (Standard Met) on the English portion of the grade 11 Smarter Balanced Assessment (SBA) test.

#### **Course Description:**

This course is for college-bound seniors with an EAP status of "conditionally ready" based on the results of their grade 11 SBA tests in English.

The goal of the CSU Expository Reading and Writing (ERWC) course is to prepare college-bound students for the literacy demands of higher education. Students are expected to increase their awareness of rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the

relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and to provide lengthy, independently written responses.

Students who earn a grade of C or better in this course and who have an EAP status of "conditionally ready" will be considered remediated and will no longer need to take the CSU English placement test (EPT) or remedial English courses once enrolled in the CSU system.

This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards.

### **Spanish 1-2 (P) (2321, 2322)**

**Grade Range:** 7–12

**Prerequisites:** None

#### **Course Description:**

This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

### **Spanish 3-4 (P) (2323, 2324)**

**Grade Range:** 7–12

**Prerequisites:** Spanish 1-2 with a grade of C or higher; recommendation of teacher

#### **Course Description:**

This functions-based course is designed for students who have successfully completed Spanish 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish as evidenced by the Spanish I.P.T. or other language assessments. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

### **Spanish for Spanish Speakers 3-4 (P) (2347, 2348)**

**Grade Range:** 7–12

**Prerequisites:** Spanish for Spanish Speakers 1-2 or recommendation of teacher and/or counselor based on placement assessment

#### **Course Description:**

This course is a continuation of the introductory course Spanish for Spanish Speakers 1-2. It is designed to give students further language experiences as outlined in the introductory course. Emphasis is placed on strengthening students' mastery of literacy and language skills.

Students read and discuss significant literary works to improve oral and written communication skills. Focus is on using appropriate oral and written language styles in various contexts.

### **Spanish 5-6 (P) (2325, 2326)**

**Grade Range:** 7–12

**Prerequisites:** Spanish 3-4 with a grade of C or higher; recommendation of teacher

#### **Course Description:**

This functions-based course is designed for students who have successfully completed Spanish 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Spanish-speaking students whose literacy skills are not fully present.

### **Spanish Language 1-2 AP (HP) (2333, 2334)**

**Grade Range:** 8–12

**Prerequisites:** Spanish 5-6 or higher; B average or higher; recommendation of teacher

#### **Course Description:**

This course is designed for students who wish to pursue the equivalent of a third-year college-level course in advanced composition and conversation. Course content reflects intellectual interests shared by students and teacher in the arts, history, current events, literature, culture, and sports. The course stresses oral skills, composition, and grammar and emphasizes the use of language for active communication. Language skills are applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of the Advanced Placement language course. Multicultural awareness is developed.

## **Honors PLTW Principles of Biomedical Sciences 1,2 (HP) (3301, 3302)**

**Grade Range:** 9

**Prerequisites:** None.

### **Course Description:**

Principles of Biomedical Sciences is an intermediate course in the Health Sciences and Medical Technology industry sector, and the first course in a four-year sequence of courses comprising the PLTW Biomedical Science Program. Students in this course are introduced to the study of human medicine, including research processes and bioinformatics. Hands-on projects enable students to investigate the human body systems and various health conditions, including: heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They investigate lifestyle choices and medical treatments that may prolong the lives of people living with these diseases. Other topics include metabolism, inheritance of traits, feedback systems, and defense against disease. This course is designed to lay the scientific foundation for the rest of the courses in the PLTW Biomedical Science Program, and provide students with a general overview of the concepts and ideas they will explore in greater detail later.

To receive honors credit, students must complete an end-of-course project.

## **Honors PLTW Human Body Systems 1,2 (HP) (3303, 3304)**

**Grade Range:** 10

**Prerequisites:** PLTW Principles of Biomedical Sciences 1,2 and concurrent enrollment in Biology 1,2 or Biology 1,2 Advanced, and Integrated Math I A-B

### **Course Description:**

Human Body Systems Honors is the second course in a four-year sequence of courses comprising the PLTW Biomedical Sciences Program. It also serves as an intermediate-level career-path course in the Health Sciences and Medical Technology industry sector.

In this course, students examine the interactions of body systems as they examine identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to think critically, develop planning, documentation, communication, and other professional skills.

To receive honors credit, students must complete an end-of-course project.

### **Honors PLTW Medical Interventions 1,2 (HP) (8339, 8340)**

**Grade Range:** 11

**Prerequisites:** Integrated Math I A-B; PLTW Principles of Biomedical Sciences 1,2; PLTW Human Body Systems 1,2; Biology 1,2

#### **Course Description:**

Medical Interventions Honors is the third course in a four-year sequence of courses that makes up the Project Lead the Way Biomedical Sciences Program. Students in this course are introduced to a wide range of medical interventions related to immunology, genetics, pharmacology, surgery, medical devices and diagnostics. Interventions range from simple diagnostic tests to the treatment of complex diseases and disorders; all are aimed at extending and improving quality of life. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

To receive honors credit, students must complete an end-of-course project.

### **Honors PLTW Biomedical Innovation 1,2 (HP) (8329, 8330)**

**Grade Range:** 11–12

**Prerequisites:** Integrated Math I A-B; Biology 1,2; Chemistry 1,2 or concurrent enrollment in Chemistry; PLTW Medical Interventions 1,2

**Notes:** To receive honors credit, students must complete an end-of-course project.

#### **Course Description:**

Biomedical Innovations Honors is the capstone course in the four-year sequence of courses comprising the Project Lead the Way Biomedical Science Program. In this course, students are asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare. Students solve required problems systematically before completing optional directed problems or independent work. They have the opportunity to work on an independent project and may work with a mentor or adviser from a university, hospital, physician's office, or industry. Each problem is staged as a mission—a unique set of tasks the students must work through to achieve the desired objective. Working through the missions not only exposes students to current issues in biomedical science, but it also provides skills-based instruction in research and experimentation—tools students will use to design innovative solutions to real-world problems. Students will use what they learn in these missions as they develop and implement their project at the end of the year.

Paid and unpaid internships are part of the course curriculum.

### **Computer Science Discoveries 1,2 (Code.org) (P) (3576, 3577)**

**Grade Range:** 9–10

**Prerequisites:** Integrated Math I A-B is a co-requisite.

#### **Course Description:**

Computer Science Discoveries is a survey course that takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, user interface design and data. Students create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving and fun. By the end of the course, students will have used the software development process and fundamental programming constructs to design apps, create web pages, develop games, use data to solve problems, and program interactions with the physical world through a variety of sensors and hardware. Throughout the course, students are encouraged to reflect on what they have learned about computer science and how it affects their world through journal prompts, classroom presentations, and written descriptions of digital and physical artifacts that they create.

### **AP Computer Science Principles 1,2 (HP) (4463, 4464)**

**Grade Range:** 10–11

**Prerequisites:** Foundations in Information Technology 1,2 or Computer Science Discoveries 1,2 (Code.org)

#### **Course Description:**

This course is designed to provide a broad overview of computer science that will develop computational thinking practices and creativity. Students will examine the practical and ethical impact of advances in computing on people and society. They will also learn how to analyze a problem and create a digital artifact in environments such as Alice, Python, and AppInventor. By the end of this course, students will be able to critically analyze computing innovations, as well as create applications that express their interests.

### **Cybersecurity Linked Learning 1,2 (P) (8359, 8360)**

**Grade Range:** 10–12

**Prerequisites:** None

#### **Course Description:**

This course prepares student for success in postsecondary information technology majors and for careers in network administration and information technology support services with a focus on cybersecurity. This course includes a series of technical modules that provide hands-on learning as well as knowledge and skills development in computer hardware, operating systems, networking, coding, and security infrastructures.

## **Cybersecurity 3,4 (P) (8179, 8180)**

**Grade Range:** 11–12

**Prerequisites:** Foundations in Information Technology 1,2, AP Computer Science Principles 1,2 , Cybersecurity Linked Learning 1,2

### **Course Description:**

Cybersecurity 3,4 prepares students for post-secondary information technology majors and for careers in network administration and information technology support services with a focus on cybersecurity. This course provides hands-on knowledge, critical thinking, and skills development in computer hardware, operating systems, networking, coding and security infrastructures. Industry-based network and virtual image environments are used to emulate real-life scenarios and prepare students for Industry recognized certifications. Students also research ethical and legal standards, leadership, information administration, and mitigate cyber vulnerabilities through problem-solving scenarios requiring critical thinking, incident response and analysis, and collaboration. The course is designed to ensure an understanding of privacy, reliability and integrity of information systems for students preparing for careers in cybersecurity and information communications technology.

### **Introduction to the Law 1,2 (P) (3767, 3768)**

**Grade Range:** 10–12

**Prerequisites:** Concurrent enrollment in grade-level history/social science course

#### **Course Description:**

This is a California Partnership Academy (CPA) course that introduces students to legal concepts, principles and procedures. It is designed to provide students with an understanding of the structure of the American legal system, including the role of the judicial, legislative, and executive branches. Students learn the philosophical underpinnings of law, the history of law in the United States, and the different types of law, such as criminal, civil, family, and business. Students explore careers related to the legal profession, and participate in Mock Trial and Moot Court activities.

### **CPA Criminal Justice 1,2 (P) (6694, 6695)**

**Grade Range:** 10–12

**Prerequisites:** Introduction to the Law 1,2

#### **Course Description:**

This California Partnership Academy program course engages students in examining the history, philosophy, structures, and functions of the American criminal justice system, including the juvenile justice system, how they interact in the administration of justice. Students also explore and analyze the three major components of the criminal justice system: police (including community-based approaches to policing), the courts, and corrections. Emphasis is also placed on constitutional issues related to criminal justice (primarily those arising under the Fourth, Fifth, and Sixth Amendments) and on students acquiring and demonstrating knowledge and skills in legal research, legal reasoning, and legal advocacy.

### **Foundations of Legal Practice 1,2 (P) (8393, 8394)**

### **Foundations of Legal Practice Community Classroom 5,6 (8397, 8398)**

**Grade Range:** 11–12

**Prerequisites:** Introduction to Administration of Justice Careers 1,2; Introduction to the Law 1,2

#### **Course Description:**

This course provides an overview of the origins, concepts, and practices relevant to the practice of law. It examines the development of the American legal system as well as the principles of our judicial system. Students have the opportunity to witness and engage with practicing attorneys in several specialties and to participate in the judicial process through teen court, conflict resolution, and other types of legal venues.

Paid and unpaid internships are part of the course curriculum.

### **Integrated Math I A-B (P) (4157, 4158)**

**Grade Range:** 9–10

**Prerequisites:** None

#### **Course Description:**

Integrated Math I is the first of three high school–level courses that integrate the content of algebra, geometry, and intermediate algebra, as defined by the Mathematics Framework for California Public Schools, under the Common Core State Standards. This course formalizes and extends the mathematics that students learned in middle school.

### **Integrated Math II A-B (P) (4159, 4160)**

**Grade Range:** 9–11

**Prerequisites:** Integrated Math I A-B or Integrated Math I A-B Advanced

#### **Course Description:**

Integrated Math II is the second of three high school level courses that integrate the content of algebra, geometry, and intermediate algebra, as defined by the Mathematics Framework for California Public Schools, under the Common Core State Standards. This course focuses on quadratic expressions, equations, and functions while comparing their characteristics and behavior to those of linear and exponential relationships as encountered in Integrated Math I A-B.

### **Precalculus 1-2 (P) (4161, 4162)**

**Grade Range:** 11–12

**Prerequisites:** Integrated Math III A-B or Integrated Math III A-B Advanced

#### **Course Description:**

This course is normally offered only to grade 12 students and well-prepared grade 11 students. The course includes two semesters of integrated concepts of trigonometry and advanced algebra in such a form as to make them most useful for later study of analytic geometry and calculus. This course also includes an introduction to topics in discrete mathematics.

### **Integrated Math III A-B (P) (4163, 4164)**

**Grade Range:** 10–12

**Prerequisites:** Integrated Math II A-B or Integrated Math II A-B Advanced

#### **Course Description:**

Integrated Math III is the third of three high school–level courses that integrate algebra, geometry, trigonometry, and statistics under the Common Core State Standards. The course extends the mathematics students learned in Integrated Math II A-B. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand study of right-triangle trigonometry to include general triangles. They bring together data, functions, and geometry to create models and solve contextual problems.

### **Integrated Math II A-B Advanced (P) (4167, 4168)**

**Grade Range:** 9–11

**Prerequisites:** Integrated Math I A-B Advanced or student meets the district’s recommended criteria for placement

#### **Course Description:**

Integrated Math II Advanced is the second course in the accelerated pathway to calculus. The course integrates the Common Core State Standards as outlined in the Mathematics Framework for California Public Schools with additional higher-level standards. The intent of the course is to prepare students for Integrated Math III A-B Advanced.

Students will be exposed to the content of the standard Integrated Math II A-B course with the expectation that they will explore that content more deeply, including studying and analyzing conic sections and vectors and their relationships to complex numbers

### **Power Up I A-B (4763, 4764)**

**Grade Range:** 9–10

**Prerequisites:** Concurrent enrollment in Integrated Math I A-B

#### **Course Description:**

Power Up I is an elective support course for students in grades 9–12 and must be taken concurrently with the first course in the Integrated Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction and computer-based learning to build students’ skill sets, help them master requisite skills, and front load concepts. This course replaces the district’s math Advancement Academy courses.

### **Power Up II A-B (4765, 4766)**

**Grade Range:** 10–11

**Prerequisites:** Concurrent enrollment in Integrated Math II A-B

#### **Course Description:**

Power Up II is an elective support course for students in grades 10–11 and must be taken concurrently with the second course in the Integrated Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction and computer-based learning to build students’ skill sets, help them master requisite skills, and front load concepts. This course replaces the district’s math Advancement Academy courses.

### **Integrated Math III A-B Advanced (P) (4169, 4170)**

**Grade Range:** 10–12

**Prerequisites:** Integrated Math II A-B Advanced or student meets the district’s recommended criteria for placement

#### **Course Description:**

Integrated Math III Advanced is the third course in the accelerated pathway to calculus. The course integrates the Common Core State Standards as outlined in the mathematics framework with additional higher-level standards. The intent of the course is to prepare students for an AP calculus course.

Students will be exposed to the content of the standard Integrated Math III A-B course with the expectation that they will explore that content more deeply. They will bring together all their experiences with data, functions, and geometry

to create models and solve contextual problems. They relate combinations and permutations to the binomial theorem. They expand their knowledge of complex numbers using trigonometry.

### **Precalculus 1-2 Honors (HP) (4181, 4182)**

**Grade Range:** 11–12

**Prerequisites:** Integrated Math III A-B or Integrated Math III A-B Advanced

#### **Course Description:**

This course is offered to grade 11 students who have demonstrated superior achievement and motivation in mathematics. The course is designed to be a third-year course in algebra. It includes a strong treatment of trigonometry, limits, and algebraic functions. After successful completion of this course, the student will be prepared for the first course of calculus.

### **Calculus AB 1-2 AP (HP) (4189, 4190)**

**Grade Range:** 11–12

**Prerequisites:** Integrated Math III A-B Advanced or Precalculus 1-2 Honors and student meets the district's recommended criteria for placement

#### **Course Description:**

This course follows the standard syllabus of Advanced Placement Calculus AB as described in the College Board's most recent Advanced Placement Course Description: Calculus. It provides students the opportunity to sit for an advanced placement examination and earn college credit if they obtain a score of 3, 4, or 5 on the exam.

### **Calculus BC 1-2 AP (HP) (4197, 4198)**

**Grade Range:** 11–12

**Prerequisites:** Calculus AB 1-2 AP

#### **Course Description:**

This course offers students a full academic year of work in calculus comparable to a college-level course in the subject. It contains all the content of Calculus AB 1-2 AP and provides students with additional experience in the methods and applications covered in that course, expressing concepts, problems, and results geometrically, numerically, analytically and verbally.

### **Data Science and Statistics 1: A Modeling Approach (P) (4688, 4689)**

**Grade Range:** 10–12

**Prerequisites:** Integrated Math II A-B

#### **Course Description:**

This course emphasizes the High School Common Core State Standards for Statistics and Probability that involve the study of Data Science, as well as AP Statistics and Probability Standards. Students authentically apply the Standards for Mathematical Practice throughout the course. By the end of the course, students will be prepared to explore quantitative and categorical data using numerical and visual summaries with the use of R; to model variation in categorical and quantitative data using the GLM; and to compare and evaluate models in terms of effect size and probabilities.

### **Army JROTC Core 1,2 (4501, 4502)**

**Grade Range:** 9–12

**Prerequisites:** Ninth-grade standing; minimum age of 14 years

#### **Course Description:**

Introduction to Leadership Development. This is the first course in a series of four Army JROTC courses. It may be taken in grades 9, 10, 11, or 12. Students will be introduced to a disciplined learning environment, and work and grow as a member of a team. Basic skills in team building are introduced and citizenship is emphasized.

This course includes a physical education component. Students participate in moderate to vigorous physical activity; apply the principles of exercise to challenging physical activities; identify and achieve levels of excellence in physical fitness beyond the state fitness standards. They meet or exceed high school physical education content standards 1–3. Students receive instruction in the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense.

Each of the subject areas listed below is covered in the course, and students are evaluated in each subject area.

Introduction to JROTC

Character Development

Leadership Theory

Foundations for Success

Wellness, Fitness, and First Aid

Geography and Earth Science

Citizenship and American History

Service Learning

### **Army JROTC Core 3,4 (4503, 4504)**

**Grade Range:** 10–12

**Prerequisites:** Army JROTC Core 1,2

#### **Course Description:**

Intermediate Leadership Development. This is the second course in a series of four Army JROTC courses. It may be taken in grades 10, 11, or 12. Students are assigned to their first leadership positions. They are responsible for initial guidance to new students. Responsibility to self and to the other team members is emphasized.

This course includes a physical education component. Students participate in moderate to vigorous physical activity; apply the principles of exercise to challenging physical activities; identify and achieve levels of excellence in physical fitness beyond the state fitness standards. They meet or exceed high school physical education content standards 1–3. Students receive instruction in the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense.

### **Army JROTC Core 5,6 (4505, 4506)**

**Grade Range:** 11–12

**Prerequisites:** Army JROTC Core 3,4

#### **Course Description:**

Applied Leadership Development. This is the third course in a series of four Army JROTC courses. It may be taken in grades 11 or 12. Students are assigned positions of increased responsibility. Assignments include planning and executing drills and ceremonies and physical fitness training. Previous leadership training is used to supervise and evaluate junior leaders.

This course includes a physical education component. Students will meet or exceed the standards on the state-mandated fitness test; participate in individual/dual activities to improve or maintain health; analyze the effects on personal fitness and personal levels of health-related fitness; improve or maintain physical fitness; explain the relationship between participation and health; demonstrate the ability to effectively purchase products and programs for individuals; develop and implement a one-month personal fitness plan.

### **Army JROTC Core 7,8 (4507, 4508)**

**Grade Range:** 12

**Prerequisites:** Army JROTC Core 5,6

#### **Course Description:**

Advanced Leadership Training. This is the fourth course in a series of four Army JROTC courses. It may be taken in grade 12. Students are assigned to the highest leadership positions within the unit. Planning and coordination of cadet activities are priority assignments. Students manage promotion boards, instruct junior leaders, write reports, and maintain records.

This course includes a physical education component. Students will meet or exceed the standards on the state-mandated fitness test; participate in individual/dual activities to improve or maintain health; analyze the effects on personal fitness and personal levels of health-related fitness; improve or maintain physical fitness; explain the relationship between participation and health; demonstrate the ability to effectively purchase products and programs for individuals; develop and implement a one-month personal fitness plan.

### **Army JROTC Elective 5,6 (4565, 4566)**

**Grade Range:** 11–12

**Prerequisites:** Army JROTC Elective 3,4

#### **Course Description:**

Applied Leadership Development. This is the third course in a series of four Army JROTC courses. It may be taken in grades 11 or 12. Students are assigned positions of increased responsibility. Assignments include planning and executing drills and ceremonies and physical fitness training. Previous leadership training is used to supervise and evaluate junior leaders.

### **Army JROTC Core 11,12 (4591, 4592)**

**Grade Range:** 11

**Prerequisites:** Students must have completed the entire sequence of Army Junior Reserve Officers Training Corps (JROTC) courses 1–8 (4501–4508 or 4561–4568) in order to enroll in these courses.

#### **Course Description:**

This course is designed to be offered in schools with block scheduling. Because students in block-scheduled schools complete Army JROTC courses 1–8 in two years instead of four (i.e., in grade 10), this course will allow them to continue in JROTC through the end of the grade 12. Course content expands on the mandatory training information covered in the first eight courses and includes elective elements that provide cadets with additional opportunities outside the scope of the mandatory curriculum established by the Junior ROTC Directorate in Fort Knox, KY.

### **Army JROTC Core 13,14 (4593, 4594)**

**Grade Range:** 11

**Prerequisites:** Army JROTC Core 11,12

#### **Course Description:**

This course is designed to be offered in schools with block scheduling. Because students in block-scheduled schools complete Army JROTC courses 1–8 in two years instead of four (i.e., in grade 10), this course will allow them to continue in JROTC through the end of the grade 12. Course content expands on the mandatory training information covered in the first eight courses and includes elective elements that provide cadets with additional opportunities outside the scope of the mandatory curriculum established by the Junior ROTC Directorate in Fort Knox, KY.

### **Army JROTC Core 15,16 (4595, 4596)**

**Grade Range:** 12

**Prerequisites:** Army JROTC Core 13,14

#### **Course Description:**

This course is designed to be offered in schools with block scheduling. Because students in block-scheduled schools complete Army JROTC courses 1–8 in two years instead of four (i.e., in grade 10), this course will allow them to continue in JROTC through the end of the grade 12. Course content expands on the mandatory training information covered in the first eight courses and includes elective elements that provide cadets with additional opportunities outside the scope of the mandatory curriculum established by the Junior ROTC Directorate in Fort Knox, KY.

### **Army JROTC Core 17,18 (4597, 4598)**

**Grade Range:** 12

**Prerequisites:** Army JROTC Core 15,16

#### **Course Description:**

This course is designed to be offered in schools with block scheduling. Because students in block-scheduled schools complete Army JROTC courses 1–8 in two years instead of four (i.e., in grade 10), this course will allow them to continue in JROTC through the end of the grade 12. Course content expands on the mandatory training information covered in the first eight courses and includes elective elements that provide cadets with additional opportunities outside the scope of the mandatory curriculum established by the Junior ROTC Directorate in Fort Knox, KY.

### **Band 1,2 (P) (5020, 5021)**

**Grade Range:** 9–12

**Prerequisites:** Ability to play, or interest in learning to play, a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill.

#### **Course Description:**

Band 1,2 teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch and create a mature wind/percussion tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

### **Band 3,4 (P) (5320, 5321)**

**Grade Range:** 9–12

**Prerequisites:** Band 1,2; ability to play a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

#### **Course Description:**

Band 3,4 teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

### **Band 5,6 (P) (5325, 5326)**

**Grade Range:** 11–12

**Prerequisites:** Band 3,4; ability to play a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

#### **Course Description:**

Band 5,6 allows intermediate musicians to further develop their wind/percussion technique and tonal control. They will begin to monitor and modify their own pitch and interpretation independently and evaluate performances using more sophisticated analysis. More complex musical concepts, notation, and vocabulary will be studied, including modulations, cadences, and multiple types of scales. Students will perform diverse repertoire in a variety of performance settings and venues. They will create longer and more intricate compositions, improvisations, and arrangements of music, and improve their aural skills through transcription. The students will complete a musical career research project and draw conclusions about the context of a piece based on its stylistic features.

### **Band 7,8 (P) (5322, 5323)**

**Grade Range:** 12

**Prerequisites:** Band 5,6; ability to play a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill.

#### **Course Description:**

Band 7,8 completes the musical education of advanced students by connecting their performance skills with their ability to investigate and solve musical challenges, using research where necessary. Students will demonstrate independent performance alone and in small groups, making appropriate personal choices of tone, interpretation, and musicality. They will study diverse repertoire, with foci on multi-movement works, 20th-century notation, and the music of the Americas. They will develop an expanded knowledge of scales and cadences, create multipart compositions, and evaluate musical performances at an advanced level. They will study instrument development, analyze the role of form in works from different backgrounds, and identify the process of composing for film.

### **Orchestra 1,2 (P) (5335, 5336)**

**Grade Range:** 9–12

**Prerequisites:** Ability to play, or interest in learning to play, a string instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

#### **Course Description:**

Orchestra 1,2 teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch and create a mature string tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

### **Orchestra 3,4 (P) (5337, 5338)**

**Grade Range:** 10–12

**Prerequisites:** Orchestra 1,2; ability to play a string instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

#### **Course Description:**

Orchestra 3,4 teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

### **Orchestra 5,6 (P) (5339, 5340)**

**Grade Range:** 11–12

**Prerequisites:** Orchestra 3,4; ability to play a string instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

#### **Course Description:**

Orchestra 5,6 allows intermediate musicians to further develop their string technique and tonal control. They will begin to monitor and modify their own pitch, diction, and interpretation independently, and evaluate performances using more sophisticated analyses. More complex musical concepts, notation, and vocabulary will be studied, including modulations, cadences, and multiple types of scales. Students will perform diverse repertoire in a variety of performance settings. They will create longer and more intricate compositions, improvisations, and arrangements of music, and improve their aural skills through transcription. The students will complete a musical career research project and draw conclusions about the context of a piece based on its stylistic features.

### **Guitar 1,2 (P) (5391, 5392)**

**Grade Range:** 9–12

**Prerequisites:** Ability to play, or interest in learning to play, the guitar; students may be auditioned and grouped together on the basis of tone quality, musicianship, or skill

#### **Course Description:**

Guitar 1,2 teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch through melodies, strummed chords, and finger-picking, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

## **Physical Education 1,2 (5503, 5504)**

**Grade Range:** 9

**Prerequisites:** None

### **Course Description:**

#### **High School Course 1**

This course is intended to help grade 9 students meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Course 1, 1.1–3.10.

All high school students must receive instruction in, and be assessed in, the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense.

#### **Movement Focus**

Demonstrate proficiency in aquatic, dance/rhythms, individual and dual activities; identify, explain and apply the six skill-related components of fitness; explain and demonstrate advanced offense, defense and transition strategies; explain, apply and evaluate the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy; explain the interrelationships of factors (physical, emotional, cognitive, scientific) that affect performance; analyze and evaluate information given to improve performance; analyze and explain the impact of training conditions; create or modify a practice/training plan based on feedback; analyze and assess performance improvement strategies; demonstrate independent learning of movement skills.

#### **Fitness Focus**

Participate in moderate to vigorous physical activity at least four days per week; participate in activities that develop and maintain the five components of fitness; meet health-related state fitness standards; set goals to improve fitness using the principles of exercise; learn the fitness requirements of an occupation; develop and implement a one-month personal fitness plan; learn about physical activity in extreme environments; analyze consumer fitness products; list community fitness resources; explain the role of physical activity in disease prevention.

#### **Social Focus**

Self-responsibility: take personal responsibility for a safe physical and emotional environment during activity; act independently of negative peer pressure; identify and evaluate personal psychological responses during activity; describe the emotional/social benefits of achieving one's best in activity; develop improvement goals.

Social interaction: discuss the changing psychological and sociological needs of a diverse society in relation to physical activity; analyze the role activity plays in social interactions and cooperative opportunities in family and work settings; recognize the value of activity in understanding multiculturalism.

Group dynamics: recognize and evaluate the role of cooperation and positive interactions with others in physical activity; identify and utilize the potential strengths of each individual in physical activity.

## **Physical Education 3,4 (5701, 5702)**

**Grade Range:** 10–12

**Prerequisites:** Physical Education 1,2 or equivalent

### **Course Description:**

#### **High School Course 2**

This course is intended to help students in grades 10 through 12 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Course 2, 1.1–3.9.

All high school students must receive instruction in, and be assessed in, the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense.

### **Physical Education 5,6 (5703, 5704)**

**Grade Range:** 11

**Prerequisites:** Physical Education 3,4 or equivalent

#### **Course Description:**

This course is intended to help students in grade 11 meet or exceed high school physical education content standards.

### **Physical Education 7,8 (5705, 5706)**

**Grade Range:** 12

**Prerequisites:** Physical Education 5,6 or equivalent

#### **Course Description:**

#### **High School Course 4**

This course is intended to help students in grade 12 meet or exceed high school physical education content standards

### **PE Strength and Conditioning 1,2 (5757, 5758)**

**Grade Range:** 11–12

**Prerequisites:** Physical Education 1,2 and Physical Education 3,4, or equivalent

#### **Course Description:**

#### **High School Course 3**

In this elective course students are taught basic exercise movements and rhythmic fundamentals to enhance all body parts. This course emphasizes developing and improving cardiovascular fitness, body composition and flexibility, and increasing muscular strength and endurance.

### **Biology: The Living Earth 1,2 (6238, 6239)**

**Grade Range:** 9–12

**Prerequisites:** Integrated Math I A-B (recommended)

#### **Course Description:**

Biology: The Living Earth integrates Life Science with Earth and Space Science, following the three-course model for the Next Generation Science Standards (NGSS). Units are based on the six instructional segments outlined in the California Framework and include:

Ecosystem Interactions and Energy,

History of Earth's Atmosphere:

Photosynthesis and Respiration,

Evidence of Evolution,

Inheritance of Traits,

Structure, Function, and Growth (from cells to organisms),

Ecosystem Stability & the Response to Climate Change.

Students will engage in the Science and Engineering Practices (SEP) as well as the Crosscutting Concepts (CCC) to explore phenomena demonstrating the Disciplinary Core Ideas (DCI) of each instructional segment.

### **Biology 1,2 AP (HP) (6191, 6192)**

**Grade Range:** 11–12

**Prerequisites:** Chemistry 1,2 and Biology 1,2, or equivalents; the commitment to succeed in rigorous AP content. Some students with high achievement in Chemistry 1,2 may qualify to take this as their first course in biology.

#### **Course Description:**

The AP Biology course is equivalent to a two-semester college introductory biology course. Students successful in this course attain a deep grasp of fundamental biological concepts that focuses on enduring, conceptual understanding and the content that supports it. This approach enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and helps them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology.

Materials used for this course differ qualitatively from those used in other biology courses in both rigor and content and in the complexity of laboratory experiences. Laboratory activities have clearly labeled safety precautions and hazardous waste disposal procedures.

### **Chemistry in the Earth System 1,2 (P) (6248, 6249)**

**Grade Range:** 9–12

**Prerequisites:** Integrated Math I A-B (recommended)

#### **Course Description:**

This course integrates Physical Science with Earth and Space Science, following the three-course model for the Next Generation Science Standards (NGSS). Units are based on the six instructional segments outlined in the California Framework and include:

Combustion

Heat and energy in the earth System

Atoms, Elements and Molecules,

Chemical Reactions,

Chemistry of Climate Change,

Dynamics of Chemical reactions and Ocean Acidification.

Students will engage in the Science and Engineering Practices (SEP) as well as the Crosscutting Concepts (CCC) to explore phenomena demonstrating the Disciplinary Core Ideas (DCI) of each instructional segment.

### **Chemistry 1,2 Honors (HP) (6221, 6222)**

**Grade Range:** 9–12

**Prerequisites:** Above-average achievement in previous science course(s) and in Integrated Math I A-B or equivalent; Physics 1,2 and Chemistry 1,2 recommended; concurrent enrollment in Integrated Math II A-B or equivalent recommended; a desire to succeed in a rigorous college-level course environment

#### **Course Description:**

Please only use for remediation purposes for classes of 2021, 2022, 2023, 2024.

Successful completion of this course earns recognition of honors (i.e., weighted) credit by the University of California. Courses meeting UC criteria for honors designation must be comparable in workload and emphasis to Advanced Placement, International Baccalaureate, or introductory college courses. A course syllabus, with laboratory activities, and a district-prepared, comprehensive end-of-course examination are required.

The course is aligned to NGSS, integrating Disciplinary Core Ideas from Physical Science and Earth and Space Science, Crosscutting Concepts and Science and Engineering Practices. Students who complete this course successfully will gain a depth of understanding of chemical concepts and processes. They will also develop their critical thinking and analytical skills. The class includes experimental laboratory activities, class discussions, reading, and critical analysis leading to a deeper understanding, and it emphasizes human inquiry and the nature of science.

### **Environmental Science 1,2 AP (HP) (6455, 6456)**

**Grade Range:** 11–12

**Prerequisites:** Successful completion of Chemistry 1,2 and Biology 1,2, or equivalents

#### **Course Description:**

This advanced-level course is designed as the equivalent of a one-semester college-level course in environmental science. It provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine solutions for resolving or preventing them.

Environmental Science 1,2 Advanced Placement will provide students with an additional laboratory science option at the advanced-placement level, as well as an opportunity to explore their local environments and global environmental issues. Students who normally do not enroll in Advanced Placement courses may select this course as a result of their interest in environmental issues.

### **Physics of the Universe 1,2 (P) (6244, 6245)**

**Grade Range:** 9–12

**Prerequisites:** Integrated Math I A-B

#### **Course Description:**

Students will study the underlying causes and effects of forces on Earth and in the Universe, including gravitational, contact, magnetic, nuclear, and electrostatic forces. Students will investigate the nature of energy and matter and their conservation. They will have the opportunity to study the formation of the geophysical features of Earth and cosmic evolution. They will examine the collection of evidence supporting physical models. Students will also examine the principles of waves and how we use waves in information technology, including information storage and transfer. Students will work on projects which demonstrate their mastery of the course, regularly conduct experimental investigations, and participation in engineering practices.

### **Physics 1,2 Advanced (P) (6321, 6322)**

**Grade Range:** 9–12

**Prerequisites:** Integrated Math I A-B with a grade of A or B or Integrated Math I A-B Advanced with a grade of C or better

#### **Course Description:**

Please only use for remediation purposes for classes of 2021, 2022, 2023, 2024.

This two-semester laboratory science course is more rigorous and mathematically demanding than the basic physics course. It is designed to provide an introductory experience to the processes of investigating the physical world and the understandings derived from those processes. The emphasis is on developing a qualitative conceptual understanding of general principles and models and of the nature of scientific inquiry. The core content addresses the topics of motion and forces, the conservation of energy and momentum, heat and thermodynamics, waves and electric and magnetic phenomena. The course is aligned to NGSS, integrating Disciplinary Core Ideas from Physical Science and Earth and Space Science, Crosscutting Concepts and Science and Engineering Practices.

**Marine Science 1,2 (P) (6441, 6442)**

**Grade Range:** 11–12

**Prerequisites:** Successful completion of Biology 1,2 or equivalent and either physics or chemistry; interest in marine science

**Course Description:**

This course builds on the physical science and life science concepts learned in previous science courses and applies that knowledge to the exploration of the living and nonliving environments of our bays and oceans. Students will participate in a variety of learning experiences, including laboratory experiments, discussions, field trips, projects, independent research, and appropriate use of community resources. Ethical and social issues related to the marine environment may be addressed.

### **Identity/Agency in U.S. History 1-2 (P) (6579, 6580)**

**Grade Range:** 11

**Prerequisites:** Course co-requisite: American Literature 1,2 (or comparable recommended)

#### **Course Description:**

In this course, students will examine U.S. history from the nation's beginnings to the 21st Century from the perspectives of groups that have been marginalized due to ethnicity, race, class, gender, and sexual identity.

Students will analyze primary and secondary sources to develop arguments and use historical thinking skills, including contextualization, comparison, causation, and continuity and change over time, to evaluate instances of oppression and progress towards equality. They will study the influence of legal, political, philosophical, and technological forces on issues of equity and access, as well as the contributions of individuals to the fight for social and racial justice. Through their investigation of U.S. history, students will explore the American identity and learn to appreciate and respect the similarities and differences that characterize the people of this nation. They will also understand that individuals can make a difference, and can become agents of change by challenging prejudice, exclusion, and injustice in society.

### **Modern World History and Geography 1,2 (P) (6605, 6606)**

**Grade Range:** 10

**Prerequisites:** None

#### **Course Description:**

In this course students examine the following strands: history, geography, economics, culture, and ethics. The course emphasizes national identity, constitutional heritage, and citizenship. It exercises varied study, visual, map/globe, and critical-thinking skills. World history from the late 1700s to the present is explored. The curriculum is designed to increase students' capacity to think analytically and critically.

This course is required of all students at grade 10 except for those enrolled in a designated advanced alternative.

### **World History: Modern 1,2 AP (HP) (6639, 6640)**

**Grade Range:** 10–11

**Prerequisites:** Successful completion of a grade 9 history–social studies course (e.g., Modern World History and Geography 1,2 or Global Political and Economic Decisions 1,2) and/or counselor and teacher recommendation

#### **Course Description:**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

### **United States History and Geography 1,2 Honors (HP) (6711, 6712)**

**Grade Range:** 11

**Prerequisites:** None

#### **Course Description:**

This course is designed for the rigorous study of U.S. history and geography. The content includes a study of American history from the late nineteenth century to the present, with major emphasis on the development of American ideals and institutions. Students examine important issues and historical forces that have shaped the nation, including race, gender, politics, economics, foreign policy, culture, and the environment. Original documentary sources are used to supplement the text and enrich the student's experience. Research techniques are taught. All students must pass an end-of-course examination.

### **United States History 1,2 AP (HP) (6721, 6722)**

**Grade Range:** 11

**Prerequisites:** None

#### **Course Description:**

The course provides challenging instruction for grade 11 students. It helps students develop critical judgments by encouraging them to read and analyze carefully chosen selections from both secondary and primary sources that explore the ideals, traditions, and institutions of the United States as well as the unity and diversity among American people. Emphasis is given to interpretations of major historical themes and evidence.

The course follows the standard syllabus of Advanced Placement United States History as specified by the College Board; it prepares students to achieve satisfactory results on the Advanced Placement Examination in United States History and thus to earn college credit.

### **Psychology 1,2 AP (HP) (6834, 6835)**

**Grade Range:** 10–12

**Prerequisites:** None

#### **Course Description:**

This two-semester course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists use in their science and practice. This course prepares students to take the Advanced Placement Examination in Psychology.

### **Government and Politics: United States AP (HP) (6839)**

**Grade Range:** 12

**Prerequisites:** None

#### **Course Description:**

This course provides more challenging instruction to students in grade 12 to enable them to meet the mandated requirement in American Government. The course includes an in-depth study of the nature of the American political system, its development over the last 200 years, and how it works today.

The course follows the standard syllabus of Advanced Placement Government and Politics: United States, as specified by the College Board. It prepares students to achieve satisfactory results on the Advanced Placement Examination in Government and Politics: United States and thus the opportunity to earn college credit.

### **Government 1 (P) (6757)**

**Grade Range:** 12

**Prerequisites:** None

#### **Course Description:**

In Government 1 students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government.

This course focuses on the U.S. Constitution and Bill of Rights, the courts and governmental processes, the legislative and executive branches of government, state and local government, and comparative government.

Government 1 is the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in democratic activities and processes.

### **Principles of Economics 1 (P) (6758)**

**Grade Range:** 12

**Prerequisites:** None

#### **Course Description:**

This one-semester course deepens students' understanding of the economic problems and institutions of the nation and the world. Students learn to make reasoned decisions on economic issues through the study of fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economics.

Principles of Economics also includes the district-approved financial literacy curriculum, which helps students learn the connection between career and income as well as how to file taxes, budget money, and manage bank accounts, credit cards, and credit scores.

### **Functional Science 9th–12th (7113)**

**Grade Range:** 9–12

**Prerequisites:** None

#### **Course Description:**

Students develop age-appropriate, individualized science skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature.

Skills include being aware of physical properties and relations within the environment, using the senses, and being aware of plants and animals. Activities include participation in science-related adapted thematic literature units, participation in content area within the general education school curriculum, and applying these skills within the school, neighborhood, and vocational communities, such as dressing appropriately for the current weather. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.

### **Functional Mathematics 9th–12th (7133)**

**Grade Range:** 9–12

**Prerequisites:** None

#### **Course Description:**

Students develop age-appropriate, individualized math skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature.

Activities include being aware of numbers, using a functional communication system to make purchases, using time and calendars, participating in adapted thematic math-related literature units, participation in content area within the general education school curriculum, and the exchange of money within the school and neighborhood community. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.

### **Functional Transition Skills 9th–12th (7154)**

**Grade Range:** 9–12

**Prerequisites:** None

#### **Course Description:**

This course is for students with IEPs and supports their Person Centered Plans and the implementation of their Individual Transition Plans. These areas of instruction include preparing job applications; interview skills and strategies; self-advocacy—requesting accommodations and services; communicating in various situations; money sense—understanding a paycheck and creating a budget; public transportation, and resources after completing their K–12 educations.

### **Functional Language Arts 9th–12th (7163)**

**Grade Range:** 9–12

**Prerequisites:** None

#### **Course Description:**

Students develop age-appropriate, individualized language arts and functional communication skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature.

Activities include using a functional communication system, participating in adapted thematic literature units, understanding community and vocational vocabulary, and social interactions with peers. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.

This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards.

### **Applied Mathematics 9th–10th (7313)**

**Grade Range:** 9–10

**Prerequisites:** None

#### **Course Description:**

This course continues to help students develop basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.

### **Applied Mathematics 11th–12th (7314)**

**Grade Range:** 11–12

**Prerequisites:** None

#### **Course Description:**

This course continues to help students develop basic academic and daily living skills in areas of consumer responsibility, money sense, and career awareness.

### **Transition Skills 9th–10th (7364)**

**Grade Range:** 9–10

**Prerequisites:** None

#### **Course Description:**

This course is designed for students with IEPs to meet the domains of Transition (section 602a) of IDEA. Students identify and explore personal traits through the Person Centered Plan process. They gain knowledge of nutrition and fitness, technology, and sexual health. Students develop a positive awareness of themselves through units on making choices, building a healthy lifestyle, living in their communities, and building healthy relationships. The scope of coursework includes identifying healthy food choices; demonstrating the ability to understand food labels and advertisements; identifying how and where to access physical activities; identifying three ways to avoid accidents on the job; identifying an healthy and safe lifestyle; understanding sexual health and disease; promoting health and disease prevention; building healthily relationships; exploring the importance of nonverbal communication; and self-determination and advocacy.

### **Transition Skills 11th–12th (7365)**

**Grade Range:** 11–12

**Prerequisites:** None

#### **Course Description:**

This course is designed for students with IEPs in order to meet the domains of Transition (section 602a) of IDEA. Students identify and explore personal traits through the Person Centered Plan process. They gain knowledge of nutrition and fitness, technology, and sexual health. Students develop a positive awareness of themselves through units on making choices, building a healthy lifestyle, living in your community, and building healthy relationships. The scope of coursework includes: developing a Person Centered Plan; describing their disabilities and what accommodations they need to support their learning; demonstrating computer literacy; developing a Career Cruising portfolio; developing positive personal choices; exploring a variety of coping skills in dealing with anxiety, stress, and anger; developing a portfolio of resources for life after K–12 education; preparing for academic accommodations in a post- secondary system; and navigating their community to access employment, education, and resources.

### **Reading Development 1 (7705)**

### **Reading Development 2 (7706)**

### **Reading Development 3 (7707)**

**Grade Range:** 9–12

**Prerequisites:** None

#### **Course Description:**

This course provides evaluation and intervention for students experiencing difficulty with the reading process. Students learn compensatory strategies and participate in remedial instruction in the areas of phonics, sight word acquisition, and reading comprehension. They read closely to determine what the text says explicitly and to make logical inferences from it, as well as cite specific textual evidence when writing or speaking to support conclusions drawn from the text. They determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas, and analyze how and why individuals, events, and ideas develop and interact over the course of a text. Students interpret the use of words and phrases, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. They analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Finally, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Multilevel Study Skills 9th–12th (7956)**

**Grade Range:** 9–12

**Prerequisites:** Concurrent enrollment in appropriate general education ELA or math course

#### **Course Description:**

This course focuses on learning/study strategies to ensure maximum success in the general classroom.

This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards.

### **AVID 9 A,B (P) (8207, 8208)**

**Grade Range:** 9

**Prerequisites:** Previous enrollment of at least one year in an AVID elective course prior to grade 9, or teacher recommendation.

#### **Course Description:**

AVID 9 is the first course in a four-year, grade-level specific sequence of AVID courses that prepares students for college, and it is scheduled during the regular school day as a two-semester course. Each week, students receive instruction using a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques.

### **AVID 10 A,B (P) (8209, 8210)**

**Grade Range:** 10

**Prerequisites:** AVID 9 (recommended) or teacher recommendation

#### **Course Description:**

AVID 10 is the second course in the grade-level high school AVID sequence. In the second year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Finally, students will narrow their colleges and careers of interest, based on personal interests and goals.

### **AVID 12 A,B (P) (8221, 8222)**

**Grade Range:** 12

**Prerequisites:** AVID 10 and AVID 11

#### **Course Description:**

AVID 12 is the second part in a junior/senior seminar course in which students will continue to refine their academic learning plans and goals, create legacy projects (including service learning projects/mentoring), as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include an argumentative research paper on a social issue and detailed reflections. Finally, students will prepare for college through the use of inquiry-based collaborative study groups using higher-order thinking and questioning techniques.

### **AVID 11 A,B (P) (8227, 8228)**

**Grade Range:** 11

**Prerequisites:** AVID 10 or teacher recommendation.

#### **Course Description:**

AVID 11 is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, the course includes college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

### **AVID Peer Support (8066)**

**Grade Range:** 11–12

**Prerequisites:** Application and interview through AVID coordinator

#### **Course Description:**

Students enrolled in this course provide tutorial support to students enrolled in AVID elective and other lower-division courses, including English 1,2, English 3,4, Integrated Math I A-B, and Physics 1,2. Tutors are trained to apply AVID strategies and materials with their students and to work with these students individually and in cooperative groups, assisting them to build a strong learning foundation in all core content areas.

AVID tutors hone their communication skills, group facilitation techniques, and peer-to-peer teaching strategies while strengthening their self-awareness and leadership skills. Tutors who complete the course requirements successfully may earn AVID certification from the AVID Center.

AVID Peer Support is tailored to match the unique needs of each high school. The course provides students with the opportunity to explore the teaching profession, to strengthen their content knowledge, to gain a service learning experience involving the support of their peers and school, and to acquire certification that may extend their association with AVID tutoring beyond high school.

### **Publications (Yearbook) 9th–12th (8421)**

**Grade Range:** 9–12

**Prerequisites:** Local option

#### **Course Description:**

This course provides individual specialized training and production work in publishing the school yearbook.

### **Student Government 9th–12th (8431)**

**Grade Range:** 9–12

**Prerequisites:** Local option

#### **Course Description:**

This course affords student body members experience as student leaders. Through guidance, training, experience planning, organizing, and executing a variety of school activities, community service projects, and practical experiences in student government and democratic leadership, these students will grow as leaders of their school and community.

**Online LAB (8155)**

Students will work in the library computer lab on their assigned credit recovery class using an online platform called Edgenuity. Select electives are offered in a very limited supply.

## **CCAP/ City College Classes on Crawford Campus**

### **City College Health 101**

The scope of this course is to provide opportunities to the student for self-assessment of health and lifestyle. The information presented is designed to help the student modify existing negative lifestyle, maladaptive behavior and to reinforce existing positive health habits. Emphasis will be on helping the student evolve positive and constructive lifestyle habits, knowledge and behavior leading to improved health and wellness.

**Prerequisite:** \*\*A separate college application and orientation are required for all students requesting City College classes.

### **City College English 101**

This course is designed for students who want to develop competence in college level reading and composition. Students read, analyze, discuss and think critically using a variety of works and sources. Based on these activities, students write essays, fully documented research projects, and other types of texts for various purposes and audiences. This written work, which demonstrates effective, logical, and precise expression of ideas, totals at least 6,000 graded words.

**Prerequisite:** To take Eng 101, you must have: a Cumulative GPA of 3.3 or above\*\*\* AND

Have earned a B or better in all previous high school English courses\*\*\*

\*\*A separate college application and orientation are required for all students requesting City College classes.

\*This class is paired with Communications 135 in Fall or Math 119 in Spring

### **Com 135: Interpersonal Communication**

This course is a study of effective interpersonal skill development and practice in oral and written communication. Emphasis is placed on the personal, situational, and cultural influences of interaction. Topics include human perception, interpersonal dynamics, listening, conflict management, and verbal and nonverbal symbol systems. The course is intended for students who want to improve communication in one-on-one situations, including work, volunteer, and personal environments.

\*\*Paired with Eng 101 in Fall

\*\*A separate college application and orientation are required for all students requesting City College classes.

### **City College MATH 96/ Intermediate Algebra (Fall)**

This course covers systems of equations and inequalities, radical and quadratic equations, quadratic functions and their graphs, complex numbers, nonlinear inequalities, exponential and logarithmic functions, conic sections, sequences and series, and solid geometry.

**PREREQUISITES for Math 96:** You MUST have a 3.0 GPA in all prior math courses to take City Math (Do NOT select both City Math and AP CALC or any other math on your articulation screen). It is advised to take these courses after passing Pre Calc.

\*\*A separate college application and orientation are required for all students requesting City College classes.

### **City College Math 119 /Statistics (Spring)**

This course covers descriptive and inferential statistics. The descriptive portion analyzes data through graphs, measures of central tendency and dispersion. The inferential statistics portion covers statistical rules to compute basic probability, including binomial, normal, Chi-squares, and T-distributions.

**PREREQUISITES for Math 119:** You MUST pass Math 96

\*\*A separate college application and orientation are required for all students requesting City College classes.

### **CCAP Lab (3310)**

**Grade Range:** 9–12

**Prerequisites:** Co-requisite: Enrollment in a CCAP course.

#### **Course Description:**

A placeholder to be used for students during the synchronous school time to reflect a CCAP class during the later part of the day.