

# Hoover High School



## Course Catalog

**2022-2023**

Herbert Hoover High School  
4474 El Cajon Blvd., San Diego, CA 92115  
Phone Number: 619.790.4447  
<https://hoover.sandiegounified.org/>

# Principal's Message

Principal's Welcome Message to Students and Families

Cardinal Students, Families, and Supporters,

I am honored to be Hoover High School's principal and am excited to work with students, parents, and the community to ensure we are doing everything possible to provide opportunities for success for ALL students. I truly believe that every student at Hoover High School can change the world and that it takes a team of supporters at home and at school to bring out the very best in our students. Our Hoover staff is committed to creating a learning environment that is safe, engaging, and rigorous, in an effort to provide students with the tools needed for college and career readiness.

I am a firm believer that school connectedness is a significant indicator of student achievement. Hoover High School offers an extremely wide range of co-curricular activities and I encourage all students to find the program that best suits them. Get involved! The high school experience ends before you know it and we want to ensure we are offering as many opportunities for students to thrive at Hoover High School. Remember, we are here for YOU!

Together, we can do great things and build a culture of excellence. You deserve the best. Let's be the best! Let's make it a GREAT year, Cardinals!

HOO-RYDE!!!

Mr. Jason Babineau

Principal

## About Hoover High School

Hoover High School is located in an ethnically diverse neighborhood of San Diego serving students primarily from City Heights. Hoover's student body of approximately 2,200 students is rich in cultural diversity with a majority of Hispanic students, 40 percent English Learners, and about two-thirds of our students come from homes where a language other than English is spoken. Many of our students and/or their family members are newcomers to the United States as well as first generation college students. Student demographics:

75% = Latino 10% = Asian 8% = African American. 100% of students are eligible for the federal free and reduced cost lunch program.

Hoover staff is committed to creating a learning environment that is safe, engaging and rigorous in an effort to provide students with the tools needed for college and career readiness. We offer a wide variety of STEAM (Science, Technology, Engineering, Arts and math) focused small learning communities. This Linked Learning approach exposes students to college and career opportunities while simulating workforce within the classroom.

We are part of **College Avenue Compact**, a partnership with San Diego State University, Price Philanthropies, and San Diego Unified School District. This is a unique agreement for Hoover High School students only. **College Avenue Compact** offers Guaranteed Admission to San Diego State University for students who meet all requirements. The program promotes a college-going culture at Hoover High School, Wilson Middle School and Monroe Clark Middle School. All Hoover students are eligible for guaranteed admission to SDSU through **College Avenue Compact**.

## **Mission & Vision**

### **San Diego Unified School District – Mission Statement**

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### **Vision 2020 – Quality Schools in Every Neighborhood**

To prepare our students for the competitive global economy they will face in the years ahead the San Diego Unified Board of Education has developed a focused, long term plan for student achievement. It culminates with graduation of the Class of 2020. Vision 2020 is a community-based school reform plan that engages all parents, staff, students and community members. It will result in a high level of confidence in our public schools. Between now and 2020 we intend to develop a world-class school system for all of our students.

The Board of Education will hold itself responsible for maintaining the focus of the staff and the community on Vision 2020. The Board will review Vision 2020 at the end of each school year to assess progress towards the goals of the vision. The Board designates to the Superintendent the development of the strategic process for the implementation of the goals of Vision 2020.

## **Hoover High School Academies**

Hoover High School is proud to offer a wide variety of STEAM (Science, Technology, Engineering, Arts, and Math) focused small learning communities. Each academy offers access to rigorous AP and college-prep coursework, while integrating electives that center on themes of student interest. Teachers work in teams at each grade level to plan thematic, interdisciplinary units of project-based learning experiences. This Linked Learning approach exposes students to college and career opportunities while simulating the workforce within the classroom. To create this authentic experience, academy teams meet regularly with industry advisory boards, who work to authenticate those learning experiences and to help insure that they are rigorous, relevant, and that they are helping to prepare students for the demands of entry-level work, and post-secondary courses of study in their respective fields. Such learning experiences include job shadows, guest speakers, industry mentors, workforce experiences, and more. For more information on the benefits of Linked Learning, please visit <http://www.linkedlearning.org/en/about/>

### **Academy of Health and Healthier Communities (AHHC)**



The Academy for Health and Healthier Communities (AHHC) provides students with coursework and workplace experience that allows them to explore a wide variety of careers in the healthcare and biotechnology industries. AHHC partners with Rady Children's Hospital FACES for the Future Program (FACES), a health professions internship program.

AHHC/FACES inspires youth to lead by creating innovative approaches to youth development, health careers preparation, and wellness. AHHC/FACES is working to address health equity for all communities through the education and empowerment of youth. For additional information, please contact Academy Director Ellen Hohenstein at [ehohenstein@sandi.net](mailto:ehohenstein@sandi.net).

## Academy of Information Technology (AOIT)

The Academy of Information Technology is one of the three major programs sponsored by the National Academy Foundation which provides students with knowledge of information technology and its ever expanding universe. The Academy of Information Technology gives students the opportunity to earn college credits through technology coursework and AP course offerings while still in secondary education. Our vision is to prepare students of today for higher education and careers of tomorrow and our mission is to develop a community of learners dedicated to relevant and challenging educational experiences through internship, mentorship, and academics. The AOIT will promote teamwork, character, and self-confidence, build research, organizational, and communication skills, and provide a sound foundation of Information Technology skills through AP Computer Science, Game Design, Foundations of Information Technology, and Geospatial Information Systems. For additional information, please contact Academy Director Ms. Ellen Towers at [etowers@sandi.net](mailto:etowers@sandi.net) or by phone at (619) 344-4500 ext. 4057



## Academy of Literature, Media, & Arts (ALMA)

The mission of the Academy of Literature, Media, & Arts (ALMA) is to provide artistic and creative education for students interested in journalism, music, theater, or visual art. The teachers of ALMA provide students with academic rigor through their college preparatory classes and nurtures artistic and personal growth in their arts discipline. Through collaboration with arts organizations such as The Old Globe, The Museum of Contemporary Art San Diego, Outside the Lens, and the Rob Thorsen Quartet, ALMA students learn through arts integration within their core classes. Students are encouraged to be lifelong learners and advocates for the arts in society. It is our intent to prepare students for institutions of higher education in whatever career path they decide to choose, and to be responsive to the changing climate of the world beyond high school. ALMA is committed to the diversity of the community of City Heights and fosters an environment that is inclusive, supportive, and welcoming to all. For additional information, please contact Academy Director Michael Heu at [mheu@sandi.net](mailto:mheu@sandi.net) or (619) 344-4500 ext. 2256

## Social Justice Academy (SJA)



The Social Justice Academy educates, organizes, and advocates positive social action for self, family, community and the environment. Preparing for college and career readiness, our project-based curriculum and actions will explore issues of human rights, social concerns and stimulate intellectual curiosity through an intensive study from diverse perspectives.

Our Vision: To empower teens to be unified catalyst for ongoing positive change for self, family, community, and environment through critical thinking, civic action, and shared leadership. For additional information, please contact Co-Academy Directors Yolanda Gooch at [ygooch@sandi.net](mailto:ygooch@sandi.net) or Ted Hernandez at [thernandez@sandi.net](mailto:thernandez@sandi.net)

## **Sustainable Academy of Building & Engineering (SABE)**

The demand for highly skilled engineers and construction specialists is growing world-wide. Global warming, climate change, fossil fuel depletion and energy shortages are creating a new generation of sustainable construction and engineering careers. The Sustainable Academy of Building and Engineering (SABE) prepares students for college and career in such fields. Through project-based learning, students work across contents connecting their core classes to academy electives. This elective sequence includes: Intro to Green Technology, Construction Technology, Fine Woodworking, and General Construction.



Through these courses, SABE students engage in authentic workplace experiences such as job shadows, guest speaking events, and hands-on learning experiences. Additionally, the capstone course, General Construction, provides students with internship opportunities and OSHA training, making students ready to enter the workforce as well as institutions of higher learning. For additional information, please contact Academy Director, Angie Hummel at [ahummel@sandi.net](mailto:ahummel@sandi.net) or (619) 344-4500 ext. 4051 and visit our website at <http://hoover-sabe.weebly.com>

## **Counseling**

### **Counseling Program Mission Statement**

Hoover High School Counseling and Guidance program provides comprehensive counseling services fostering academic success, personal social growth and post-secondary planning. School Counselors are advocates who empower students to maximize their potential, curiosity and resilience in order to lead, contribute and thrive in a diverse, changing world.

### **Philosophy:**

Hoover High School Counselors believe:

- All students have the opportunity, access and ability to achieve.
- All students have a right to a safe and supportive learning environment.
- All students have the right to be treated with dignity and respect.
- All students have a right to a quality and rigorous education.

### **Individual Counseling**

- Assist students in evaluating interests, abilities, skills and achievements
- Assist students in goal setting based on academic, career and social/emotional data
- Short-term and goal-focused counseling
- Make referrals to appropriate school and community resources

### **Small Groups**

- Planned, short-term and goal-focused counseling based on academic, career, and social-emotional needs
- Planned activities outside the classroom promoting academic, career or social/emotional development
- Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

## Classroom Lessons

- Direct instruction, team teaching, engaging learning activities
- Guidance lessons on the College Application Process, High School Graduation Requirements, Wellness Lessons, FAFSA/Dream Act Financial Aid, Transition to College, Post-Secondary Plans

## How to Access your School Counselor:

School counselors provide a safe space for all students. They are available **Monday - Friday 8:00 am-4:00 pm by appointment** which can be scheduled by email, visitor intake form, or phone.

## Schedule Change Policy

Note: There will be no schedule changes after the first week of the semester.

### Semester Schedule changes are only limited to:

- Errors
- Missing periods
- Repeated Courses (class taken and completed)
- If attempting to drop an AP course, TEACHER & PARENT approval is required

## Counseling Support Team Contacts

Academy	Name	Contact Information
ALMA	Tawnya Pringle <i>Scholarship</i>	(619) 344-4511 <a href="mailto:tpringle@sandi.net">tpringle@sandi.net</a>
AHHC	Andrea Muñoz <i>Head Counselor &amp; NCAA</i>	(619) 344-4609 <a href="mailto:amunoz@sandi.net">amunoz@sandi.net</a>
AOIT	Francisco Zavala PSAT	(619) 344-4557 <a href="mailto:fzavala@sandi.net">fzavala@sandi.net</a>
SABE	Patty Hollman <i>LOTE and Xello</i>	(619) 344-4514 <a href="mailto:phollman@sandi.net">phollman@sandi.net</a>
SJA	Laura Romo-Ricardo CCAP Liaison	(619) 344-4556 <a href="mailto:lromo@sandi.net">lromo@sandi.net</a>
ALMA 9th Gr ELD 1-6	Beatriz Montes AP	(619) 344- 3141 <a href="mailto:bmontes@sandi.net">bmontes@sandi.net</a>
Intervention	Catie Morgan 9th grade focus	(619) 344-4555 <a href="mailto:cmorgan3@sandi.net">cmorgan3@sandi.net</a>
Pupil Advocate	Camilo Perez	(619) 344-4516 <a href="mailto:cperez5@sandi.net">cperez5@sandi.net</a>

\*ELD= students enrolled in English Language Development courses.

## **High School Graduation Requirements**

### **Credit**

To earn a diploma, students must complete a minimum of 44 semester credits. Students are expected to meet California standards in English, mathematics, science, history/social science, fine and practical arts, and physical education, as well as the [UC/CSU "A-G" course requirements](#). [Click here](#) for a complete list of required courses for graduation.

### **Grade Point Average (GPA)**

An overall 9<sup>th</sup>– 12<sup>th</sup> grade GPA of 2.0 or higher is required to graduate.

The GPA is computed on the basis of: A=4, B=3, C=2, D=1, F=0

Only Advanced Placement and some honors courses will be given a weighted GPA for high school graduation.

The Weighted GPA is computed on the basis of: A=5, B=4, C=3, D=1, F=0

### **Diploma with Academic Distinction**

The Board of Education awards high school diplomas inscribed "With Academic Distinction" to students whose achievements have been outstanding. Only those students who have attended a district high school for their entire senior year and met all other requirements are eligible for this diploma. Students who have attended high schools in other school districts for all or part of grades 10 and 11 may qualify for this recognition if their academic performance in the San Diego Unified School District merits consideration. The high school principal is responsible for evaluating courses taken outside the district. To check eligibility and requirements for this diploma, please reference [State Mandates](#)

- *Option 1:* Student must earn a GPA of 3.5 or higher for all courses taken in grades 10, 11, and the first semester of grade 12.
- *Option 2:* Student must meet the following three requirements:
  1. Grades 9-12: 2 years of Science and Foreign Language. Requirements may be met prior to grade 9 if courses are equivalent to those offered in grades 9-12.
  2. Grades 10-12: 14 semester credits with grades A or B in specific selected courses.
  3. Four of the required 14 semester credits must be earned in grade 12.

If you have any questions, or for a list of selected courses, please see the Registrar.

### **Seal of Biliteracy**

The High School Seal of Biliteracy is awarded upon attainment of a high level of proficiency in two or more languages. The Seal of Biliteracy highlights individuals with multilingual and multicultural competence to potential employers and provides universities with a method of identifying and giving credit to applicants with high levels of proficiency in a second language. To see eligibility requirements, please visit: [Seal of Biliteracy](#).

## SDUSD Non-Discrimination Statement

San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, medical condition, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law. Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.

Title IX Coordinator:

Lynn A. Ryan

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619-725-7225

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## Hoover 2021-2022 Course Catalog



### Sustainable Academy of Building & Engineering (SABE)

**UCCI Green Up and Go: The Physics of Green Engineering 1,2 (P) (6240, 6241)**

**Grade Level:** 9-12

**Prerequisites:** None

**Course duration:** Two Quarters

**Type of graduation credit earned:** Science

#### **Course Description**

From electric cars to wind farms, our world is being shaped by innovations that become reality through the integration of science and engineering. This course offers students a real-world opportunity to discover and understand principles of physics, engineering, design, and clean/green technologies. This project-based course prepares students through a series of hands-on experiments for success in college and engineering-related careers. It also offers them a chance to explore career options in these fields.

**UCCI Green Up and Go: The Physics of Green Engineering 1,2 (P) (6240, 6241)****Grade Level:** 9-12**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** Science**Course Description**

From electric cars to wind farms, our world is being shaped by innovations that become reality through the integration of science and engineering. This course offers students a real-world opportunity to discover and understand principles of physics, engineering, design, and clean/green technologies. This project-based course prepares students through a series of hands-on experiments for success in college and engineering-related careers. It also offers them a chance to explore career options in these fields.

**Introduction to Design 1,2 (P) (3657, 3658)****Grade Level:** 9-10**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** Practical Arts**Course Description**

This first-year Project Lead the Way course is designed to provide students with an introduction to engineering design, as well as to careers in the field. Engineering students are introduced to the history of design and the design process. Students work through units on sketching and visualization, geographic relationships, physical and mathematical modeling, 3-D computer modeling, model analysis, and documentation. Students complete authentic engineering design projects, create portfolios, and present their results to industry partners. The related practical applications of arts, mathematics, science, and language arts are also emphasized. This course includes supplemental units of instruction that address the California state Visual and Performing Arts content standards.

**Construction Technology 1, 2 (3651, 3652)****Grade Level:** 10**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** Practical Arts**Course Description**

Construction Technology 1, 2 exposes students to the construction industry and its practices. The course follows the NCCER certification core curriculum, which provides a solid overview of the occupational and worksite safety that is key in this industry. Students may obtain NCCER certificates of accomplishment in basic hand- and power-tool operation, interpretation of blueprints and plan checking, as well as basic construction principles and a number of related, hands-on, industry-recognized skill areas. The course infuses math, English, and communication skills into instruction. On completion of this course, students will have mastered industry recognized skills in basic construction and have a leading edge and exposure to various building trades and construction occupations. Optional units of instruction may encompass green and sustainable building materials and the Leadership in Energy and Environmental Design construction applications.

**Honors Civil Engineering and Architecture 1,2 (HP) (8171, 8172), Civil Engineering and Architecture 3,4 (8173, 8174) Grade Level: 11-12**

**Prerequisites:** Introduction to Design 1,2 (P)

**Course duration:** Two to Four Quarters

**Type of graduation credit earned:** Practical Arts; community classroom sections may be repeated for credit

**Course Description**

This is a specialization course in the Project Lead the Way engineering program and is designed to prepare students for careers in architecture. The course provides an overview of the fields of civil engineering and architecture and emphasizes the interrelationship of the two. A major focus of the course is a long-term project involving the development of a local property. As students learn various aspects of civil engineering and architecture, they use the knowledge to design and develop the property via computer simulation and hands-on activities. This course is offered in single-period and double-period formats. Paid and unpaid internships are part of the course curriculum.

**Honors Architectural Design 1,2 (HP) (3687, 3688)**

**Grade Level:** 11-12

**Prerequisites:** Introduction to Design 1,2, Honors PLTW Civil Engineering and Architecture 1,2, Integrated Math I A-B, Integrated Math II A-B

**Course duration:** Two Quarters

**Type of graduation credit earned:** Practical Arts, weighted, College Preparatory Elective

**Course Description**

Architectural Design allows students to put into practice the skills and concepts introduced in Civil Engineering and Architecture. Students will complete designs for residential, commercial, and public projects that follow real-world guidelines and restrictions and address a community need. Each unit builds in complexity survey, design, mode and complete structural and water calculations for their building proposal. Students will work with and receive feedback from industry professionals in the fields of Construction, Civil Engineering & Architecture. By the end of the year, students will be able to design and complete basic mathematical modeling for both residential and commercial structures.

**Fine Woodworking 1,2 (P) (8827, 8828)**

**Grade Level:** 11-12

**Prerequisites:** Construction Technology 1,2 or Introduction to Green Technology 1,2 (P)

**Course duration:** Two Quarters

**Type of graduation credit earned:** Practical Arts; community classroom sections may be repeated for credit

**Course Description**

This course offers students a chance to explore green building and construction practices from an artistic approach. Students research early- to present-day architecture and furniture design. They also explore new methods of construction using materials that have been proven to reduce greenhouse gases and deforestation, as well as examine materials and resources that are more carbon-neutral and sustainable than those used in the past. Students then use the principles of art and design to create construction pieces using such materials as reclaimed wood and veneers. Students participate in job shadows, work with industry-qualified mentors, and visit college campuses. This course is offered in single-period and double-period formats. Paid and unpaid internships are part of the course curriculum.

**UCCI Multicraft Core Curriculum: Building Scaled Structures 1,2 (HP) (3588, 3589)**

**Grade Level:** 12

**Prerequisites:** Construction Technology 1,2 and Fine Woodworking 1,2 (P)

**Course duration:** Two

**Type of graduation credit earned:** Practical Arts; weighted

**Course Description**

This course integrates skills and concepts from the building and construction trades with applied mathematics and English. As part of a natural progression, students apply the craft skills required to design and build a variety of scaled structures that meet current building code requirements. In addition, students learn how to create and use project construction documents, including blueprints and project packets. This course provides students with opportunities to apply academic knowledge and technical skills through a hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council. This course is part of Hoover High School's Sustainable Academy of Building and Engineering (SABE).



# Academy of Information Technology (AOIT)

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

**Grade Level:** 9-10

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

**Course Duration:** Two Quarters

**Type of graduation credit earned:** Practical Arts, Science

### **Course Description**

This introductory course uses a thematic approach to help students acquire basic technology skills aligned to the four career pathways of the Information and Communication Technologies industry sector: Games and Simulation, Information Support and Services, Networking, and Software and Systems Development. Students are introduced to technology concepts and practices, and gain a foundational understanding of each of the four pathways.

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

**Grade Level:** 10

**Prerequisites:** Foundations in Information Technology 1,2 or Computer Science Discoveries 1,2

**Course Duration:** Two Quarters

**Type of graduation credit earned:** Practical Arts; weighted

### **Course Description**

Honors Preparatory Course (HP). This course meets the University of California's g (college-preparatory electives) subject-area requirement. 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.

## **GIS: Modeling the Natural and Human Environment 1,2 (6952, 6953)**

**Grade Level:** 10-12

**Prerequisites:** Computer Science Discoveries 1,2 (Code.org)

**Course Duration:** Two Quarters

**Type of graduation credit earned:** Practical Arts; community classroom sections may be repeated for credit

### **Course Description**

This course provides an in-depth introduction to the fundamentals of Geographic Information Systems (GIS) including the history of automated mapping and GIS applications across disciplines. Of particular focus is the use of GIS in environmental science, government, history, political science, and business to evaluate and address environmental issues and to promote sustainability and human welfare. Specific topics covered include GIS terminology, raster and vector data structures, data sources and accuracy, methods of data acquisition, conversion and input, requirements for metadata, working with spatial data databases (map features and attribute tables), and spatial analysis (map overlays, buffers, networks). Course concepts will be reinforced in the laboratory with hands-on experience in the use of map scales, coordinate systems, data sources and accuracy, data structures, working with spatial data, map features and attributes, map overlays, manipulation of data base, creation of charts and graphs and presentation of data in map layouts.

**GIS and Global Technologies 3,4 (8293, 8294)****Grade Level:** 11-12**Prerequisites:** Foundations in Information Technology 1,2 (P) or Computer Science Discoveries 1,2 (Code.org) (P), Computer Science Principles 1,2 AP (HP)**Course Duration:** Two Quarters**Type of graduation credit earned:** Practical Arts; College Preparatory Elective**Course Description**

This course provides a basic understanding of concepts in computer technology literacy, Global Positioning Systems (GPS), Geographic Information Systems (GIS), and career opportunities in these fields. Students in this course will engage in GIS management, troubleshooting and applied operations, GPS data acquisition and mapping, and project management. They will collect and analyze data and information, read graphs and charts, and write reports. Paid and unpaid internships are part of the course curriculum.

**Video Production 1,2, 3, 4 (P) (8373, 8374) (8575, 8376)****Grade Level:** 9-12**Prerequisites:** None**Course Duration:** Four-quarter, single-period course *or* two-semester, double-period course**Type of graduation credit earned:** Practical Arts**Course Description**

This course develops student skills in video production. Areas of emphasis include scriptwriting, equipment operation, studio and remote production techniques, on-camera oral communication skills, critical television viewing, and occupational opportunities in video.

**Broadcast Journalism 1,2 (P) (8432, 8433), Broadcast Journalism 3,4 (P) (8434, 8435)****Grade Level:** 11-12**Prerequisites:** Video Production 1,2 (P) or Video Production 3,4 (P); or Computer Animation 1,2 (P)**Course Duration:** Two- to four-Quarters**Type of graduation credit earned:** Practical Arts; community classroom sections may be repeated for credit**Course Description**

These courses provide advanced-level instruction in news reporting and editing for both on-air video (broadcast) and print media. Students refine their communication and technical-production skills by preparing and presenting newscasts and enterprise reports in a broadcast environment. Reporting, writing news copy, sound and video editing, and presentation design are among the topics covered. The importance of researching information and fact-checking is emphasized throughout the curriculum.

**Cybersecurity Linked Learning 1,2 (P) (8359,8360)****Grade Level:** 10-12**Prerequisites:** None**Course Duration:** Two Quarters**Type of graduation credit earned:** Practical Arts, College Preparatory Elective**Course Description**

This course prepares students 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 Level:** 11-12**Prerequisites:** Foundations in Information Technology 1,2 (P), Computer Science Principles 1,2 AP (HP), Cybersecurity Linked Learning 1,2 (P)**Course Duration:** Two Quarters**Type of graduation credit earned:** Practical Arts**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.



## Academy of Health & Healthier Communities

### **Principles of Biomedical Sciences 1,2 (P) (3311, 3312)**

**Grade Level:** 9

**Prerequisites:** None

**Course Duration:** Two Quarters

**Type of graduation credit earned:** Science

#### **Course Description**

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. This course reinforces Common Core State Standards and California Career Technical Education model curriculum standards.

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

**Grade Level:** 10

**Prerequisites:** Principles of Biomedical Sciences 1,2 (P) or Anatomy and Physiology for Health Careers 1,2

(P) **Course Duration:** Two Quarters

**Type of graduation credit earned:** Practical Arts

#### **Course Description**

This course continues instruction begun in the introductory Principles of Biomedical Sciences 1,2 (P) course, while narrowing its area of focus to human body systems and how they interact to maintain homeostasis (internal balance) and good health. Students learn about the processes, structures, and connections of the human body systems through hands-on investigation: they design experiments to explore modes of communication within the human body; investigate how the human body systems obtain, distribute and processes energy; and get a close-up look at how locomotion (movement) is achieved. Instruction prepares students for the third year of the program, where the focus is medical intervention.

### **Honors Sports Medicine 1,2 (P) (8271, 8272), Sports Medicine 3,4 (8273, 8274)**

**Grade Level:** 11-12

**Prerequisites:** Anatomy and Physiology for Health Careers 1,2 (P) and Human Body Systems 1,2 (P)

**Course Duration:** Two to Four Quarters

**Type of graduation credit earned:** Practical Arts; community classroom sections may be repeated for credit

#### **Course Description**

This course serves as an advanced-level course for the Patient Care career pathway of the Health Science and Medical Technology industry sector of courses. Students in this course engage in an in-depth study of whole-body anatomy and physiology, and learn about the processes involved in the treatment, management and healing of injuries. Students are introduced to medical terminology, and evaluation techniques for common diseases and injuries, as well as strategies for rehabilitation and recovery. Numerous laboratory activities provide opportunities for student investigation and experimentation.

**UCCI Mind Matters: A Study of Mental Health and Illness (HP) (4898, 4899)**

**Grade Level:** 11-12

**Prerequisites:** None

**Course Duration:** Two Quarters

**Type of graduation credit earned:** Practical Arts; weighted

**Course Description**

In this upper level health sciences course, students will explore mental and behavioral health through a variety of disciplines including reading and writing, mathematics, history, and lab science. They will define mental illness, differentiate between myths and truths about mental health, and identify how the anatomy and physiology of the nervous system relates to physical, mental, and emotional health. Students will have the opportunity to assess their own mental and behavioral health status. Students will take on multiple roles within the healthcare system to practice preventing, diagnosing, and treating mental and behavioral illnesses, will debate the ethics of different situations surrounding mental illness, and will look at the system-wide successes and barriers to healthcare on a national and international scale. Throughout the year, students will become an "expert" on one chosen mental illness and will relate each units topic back to this illness. Students will create a comprehensive patient report for their illness at the end of the first semester and a presentation about the future of healthcare as it relates to this illness at the end of the course.



**Social Justice Academy**

**Introduction to Ethnic Studies 1,2 (P) (6736, 6737)****Grade Level:** 9**Prerequisites:** None**Course Duration:** Two Quarters**Type of graduation credit earned:** Elective**Course Description**

This course presents an interdisciplinary study of traditionally marginalized populations in the United States through a social justice pedagogy and perspective. Students will investigate, analyze, and evaluate how constructs of race, class, gender, and sexuality intersect with notions of power and privilege to impact marginalized communities, and then examine how those communities struggle toward self-determination and social justice in the United States. Through critical readings of United States history from the perspectives of workers, enslaved populations, migrant populations including European immigrants, LGBTQIA persons, women, Indigenous populations of the Western hemisphere, Chicanx, Latinx, African Americans, Asian Americans and others not often included in traditional curriculum, students will examine the collective actions taken by students, communities, grassroots organizations, movements and progressive individuals who have worked within current systems to create equitable educational spaces and advocate for justice. Students will learn how to investigate the dynamics of power and privilege, and to foster critical consciousness and social engagement within and beyond their local communities.

**UCCI Restorative Justice: Impacting Campus and Community through Service Learning 1,2 (P) (6941, 6942) Grade Level: 9****Prerequisites:** None**Course Duration:** Two Quarters**Type of graduation credit earned:** College Prep Elective**Course Description**

Students in this course examine the roles of social workers, mediators, advocates, and law enforcement officials as peacekeepers and problem solvers in society. Students begin with an introspective look at themselves. They study brain science as it pertains to conflict and conflict resolution. They then use this knowledge to explore the ideology that drives careers in various fields of public service. Students develop a deeper understanding of the specific requirements and physical and emotional demands unique to these career fields. They ultimately apply the knowledge they gain by participating in service-learning projects that require them to move beyond the classroom in their outreach efforts.

**UCCI Social Emotional Learning: The Heart of Education 1,2 (P) (4896, 4897)****Grade Level:** 9-12**Prerequisites:** None**Course Duration:** Two Quarters**Type of graduation credit earned:** Practical Arts, College Prep Elective**Course Description**

Social Emotional Learning: The Heart of Education is a college preparatory elective for students in grades 9-12, integrated within the Education Services GTE pathway. In this course, students will learn the importance of Social Emotional Learning (SEL) in education. Students will examine the five SEL competencies: self-awareness, self-management, growth mindset, self-efficacy and social awareness. Throughout the course, students will develop their own understanding of each of these competencies, and then apply this knowledge in an educational context by developing lesson and classroom plans that reflect an understanding of these competencies.

**Critical Thinking and Social Change 1,2 (P) (1090, 1091)****Grade Level:** 10-12**Prerequisites:** None**Course Duration:** Two Quarters**Type of graduation credit earned:** Practical Arts, College Prep Elective**Course Description**

Through the interdisciplinary study of literature, history, sociology, and critical theory, students will learn to critically analyze multiple texts in order to reflect on personal and collective identity for community impact. With literary texts, historical case-studies, work-based learning opportunities, and theoretical frameworks, students will closely examine their construction of identity alongside the construction of institutions and develop the knowledge and skills to address the inequities in their schools and communities. Students will have scaffolded opportunities to plan, implement, and evaluate in their own praxis. In this course

students will be able to:

- (1) Discuss their identities, including race, gender, culture, sexual orientation, and class;
- (2) Describe the dynamics among individual, interpersonal, and institutional oppression and transformative resistance;
- (3) Assess, research and analyze a need in their school community, and implement community action projects in response to root causes;
- (4) Develop and practice core skills of critical thinking, communication, collaboration and decision-making through multiple authentic contexts.

**UCCI Social Action Theater 1,2 (HP) (4877, 4878)**

**Grade Level:** 12

**Prerequisites:** UCCI Language Takes the Stage 1,2 (P)

**Course Duration:** Two Quarters

**Type of graduation credit earned:** English Language Arts; weighted

**Course Description**

This is a college preparatory grade 12 course that integrates English into the Arts, Media, and Entertainment pathway in a way that emphasizes arts and social action. Students develop and refine their personal and unique mission statement (credo) and aesthetic, which will be reflected through their yearlong course work including a personal monologue, reflective essay, and portfolio development. In addition, students will apply their personal credo to create individual proposals for a social action arts organization. In groups, students will create and present a business plan for one of the proposed social action arts organizations. They will design and perform a piece that exemplifies the work of the organization. The business plan is added to a digital portfolio created at the beginning of the course and added to throughout the course. These digital portfolios, along with the final performance piece, are presented to a career readiness jury panel of professionals as a final assessment.

**MESA EDU 100, 150, and Work Based Learning**

This course prepares college-level students for tutoring adult/college students. Student trainees learn about tutoring methods as well as how to use appropriate written and mediated instructional materials. The course includes supervised tutoring practice. Lecture hours: 9 (can be online) Lab hours: 27 (Can be completed in a number of ways)



**Academy of Literature, Media & Arts (ALMA)**

**Theatre 1,2 (P) (1423, 1424), Theatre 3,4 (P) (1425, 1426), Theatre 5,6 (P) (1427, 1428), Theatre 7,8 (P) (1429, 1430) Grade Level: 9–12**

**Prerequisites:** Completion of appropriate theatre class with a grade C or better, or instructor's permission **Course duration:** Two Quarters

**Type of graduation credit earned:** Visual and Performing Arts

**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. This is the first course in a sequential series of standards-based theatre courses designed for the high-school level. It is directed primarily toward acquiring performance and language skills through acting, reading, speaking, listening, writing, and body control. Specific topics explored include physical and vocal work, pantomime and improvisation, basic dramatic structure, theatre vocabulary, the collaborative nature of the production and creative team, theatrical staging techniques, given circumstances, introduction to the rehearsal and performance process, understanding the creative process, scene study and monologues, responding to theatre through different formats, and exploring the role of culture in theatre. Students are expected to perform for an audience in informal settings and demonstrate appropriate audience and backstage etiquette. Critique, reflection, and assessment are utilized as documentation for the course. Students learn to describe how skills acquired in theatre apply to other content areas, careers, and their own lives.

**Technical Theatre 1/2 (P) (1413, 1414)**

**Grade Level:** 9–12

**Prerequisites:** None

**Course duration:** Two Quarters

**Type of graduation credit earned:** Practical Arts

**Course Description:**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. Students will create designs for sets, lights, costumes, and sound for school productions, including sketches, ground plans, renderings, color charts/swatches, and models. The Tech 3,4 students will work as crew chiefs and will supervise the Tech 1,2 students during construction and production. Stage management responsibilities, with full prompt books, will also be required for each production. Students will investigate the history of theatre architecture and stage design. Problem solving and working under pressure will be stressed.

**Choir 1/2 (P) (5050, 5051), Choir 3/4 (5055, 5056), Choir 5/6 (5060, 5061), Choir 7/8 (5360, 5361)**

**Grade Level:** 9–12

**Prerequisites:** Ability to sing or interest in learning how to sing; students may be auditioned and grouped together into ensembles on the basis of voice quality, range, or skill. Audition will determine proper placement within the Choir series. **Course duration:** Two Quarters

**Type of graduation credit earned:** Visual and Performing Arts

**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. Choir 1, 2 teaches the musical concepts and technique of singing at a beginning level. In this course, students will learn how to produce accurate pitch and create a mature vocal tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire (including text in foreign languages) 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 1/2 (P) (5020, 5021), Band 3/4 (5320, 5321), Band 5/6 (5325, 5326), Band 7/8 (5322, 5323)**

**Grade Level:** 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. Audition will determine proper placement within the Band series.

**Course Duration:** Two Quarters

**Type of graduation credit earned:** Visual and Performing Arts

**Course Description:**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. 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. As students move through band series, they will gain a greater appreciation of the history of music and its cultural functions.

**Orchestra 1/2 (P) (5335, 5336), Orchestra 3/4 (5337, 5338), Orchestra 5/6 (5339, 5340), Orchestra 7/8 (5341, 5342) Grade Level: 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. Audition will determine proper placement in the Orchestra series.

**Course duration:** Two Quarters

**Type of graduation credit earned:** Visual and Performing Arts

**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. 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.

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

**Grade Level:** 9–12

**Prerequisites:** None

**Course duration:** Two Quarters

**Type of graduation credit earned:** Visual and Performing Arts

**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. 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 Level:** 10-12

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

**Course duration:** Two Quarters

**Type of graduation credit earned:** Visual and Performing Arts

**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. 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 Level:** 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 duration:** Two Quarters**Type of graduation credit earned:** Visual and Performing Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. 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.

## Career Technical Education

**Culinary Arts and Management 1/2 (P) (8760, 8761), 3/4 (8762, 8763)****Grade Level:** 11-12**Prerequisites:** Food Prep and Nutrition 1,2; completion of Culinary Arts Management 1,2 is required for Culinary Arts Management 3,4**Course Duration:** Two to six Quarters **Type of graduation credit earned:** Practical Arts; community classroom sections may be repeated for credit**Course Description:**

College Preparatory Course (P): 8760, 8761; and 8762, 8763. The 1,2 and 3,4 course versions each earn one year of University of California g (college preparatory elective) subject-area credit. These courses provide entry-level, upgrade, and advanced training for careers in the culinary arts and hospitality and tourism industry. Instruction is given in planning, selecting, purchasing, storing, preparing and serving quantity food and food products; preparing gourmet/ethnic foods, food decorating and marketing, nutritional values, quality control, safety, sanitation regulations, and use and care of commercial equipment. Course completion qualifies a student for a food handler's card. Internship opportunities are available in restaurant and hotel establishments.

**Food Preparation and Nutrition 1,2 (P) (1165, 1166)****Grade Level:** 9-12**Prerequisites:** None**Course Duration:** Two Quarters**Type of Graduation Credit Earned:** Practical Arts**Course Description:**

College Preparatory Course (P): This course meets the University of California's g (college preparatory elective) subject-area requirement. Food Preparation and Nutrition is designed as the introductory course for the Hospitality, Tourism and Recreation industry sector program of study. Students examine food selection and preparation procedures, basic nutrition, food management techniques related to both individual and family living, and principles of sound consumer economics. They develop skills essential for meeting nutritional needs through experiences that involve them with food and ecology, special food/nutrient needs, consumer responsibilities, kitchen organization and management, and food customs/traditions of different regions in the United States. Career opportunities in the food industry are explored.

**Event Marketing 1/2 (8490, 8491), 3/4 (8492, 8493), 5/6 (8496, 8497)****Level:** 11–12**Prerequisites:** Marketing 1/2 or Marketing 3/4 for appropriate class**Course duration:** Two to four Quarters**Course Description:**

Type of graduation credit earned: Practical Arts; community classroom sections may be repeated for credit This course provides entry level training in event planning, sales and marketing. Employment possibilities include event planner, meeting manager, wedding consultant, and certified trade show marketer. Instruction includes selling, promotion, budget and finance, negotiations and contracts, room set-up, food and beverages, and health and safety relating to exhibitions, trade shows and special events. Paid and unpaid internships are part of the course curriculum.

## Community College Courses

**CITY-BLAS 140A (6786) and CITY-BLAS 140B (6775)****United States Black History/Black Perspective**

The Black Studies program delves into the historical and contemporary study of African people in Africa and the Americas. It provides enrichment in the social sciences and humanities by giving you the opportunity to link the tools of formal analysis to a specific cultural area in the African experience through courses in African history, art, economics, United States history, literature, music, psychology, sociology and politics from a Black perspective.

**CITY-CHIC 141A (6776) and CITY-CHIC 141B (6777)****Chicano Studies**

It's more important than ever to learn Chicana and Latina history and culture, not only because of politics and immigration rights, but because it is interwoven into the fabric of what defines San Diego and the United States as a whole. It shapes our collective culture and perspective of the world.

Understanding Chicana and Latina histories and culture in context with the United States' helps us understand how current events have transpired. You'll examine Chicana social, political, cultural and economic conditions and how race, ethnicity, class, culture, gender and sexuality intersect throughout history and today. These empowering histories and perspectives will enrich your life and help all of us build a shared response on how we can affect the future.

**CITY-PERG 120 (8250)****Personal Growth**

The Personal Growth program is designed for all students at San Diego City College. The primary focus of the program is to help you develop critical thinking skills in relation to career, academic and life-planning goals. You are exposed to a variety of personal and career assessment instruments which lead to greater self-awareness in relation to the decision making process in career and educational planning. You will become well versed in learning styles and theories, multicultural issues, and academic, community and campus resources.

**CITY-PSYC 101 (6788)****Introduction to Psychology**

Psychology is a science that emphasizes the understanding of behavior. It's related to the biological sciences, although it often involves personal and/or cultural philosophy beliefs or values. In our program, you will learn to apply the principles of psychology to the understanding of behavior.

**CITY-SOCO 101 (6789)****Introduction to Sociology**

Have you ever found yourself mesmerized by watching people interacting with each other? That's where sociology starts. Sociology broadly studies the evolution of human society and how individuals and groups interact with each other. More specifically, it looks at how different aspects such as race, culture, class, gender, education, politics, economics, and other societal constructs have caused people to react the way they do. Studying sociology involves observing social behavior and investigating it critically and scientifically to test theories and examine how social structure shapes us. Sociologists constantly ask questions and explore the whys behind the interactions that shape the collective human experience.

**MESA EDU 100, 150, and Work Based Learning****Education and Tutoring Training**

This course prepares college-level students for tutoring adult/college students. Student trainees learn about tutoring methods as well as how to use appropriate written and mediated instructional materials. The course includes supervised tutoring practice. Lecture hours: 9 (can be online) Lab hours: 27 (Can be completed in a number of ways)

**MESA EXSC 118, 119 -*Dependent on Enrollment in Course*****Lifeguard Training and Water Safety Instructor**

These courses focus on Swimming and aquatic fitness, but are affiliated with the Exercise Science Department. The Exercise Science Department offers a diverse curriculum which includes lower division theory courses designed for those who want to complete their Associate in Science degree in Kinesiology and transfer to an institution of higher learning. The Curriculum includes a basic instruction program which provides students a wide variety of movement experiences for the development of physical activity skills, knowledge, and fitness necessary for lifetime wellness; an adapted activities curriculum for students with disabilities; and an intercollegiate athletic program, which offers performance oriented students opportunities for competition.

## English Language Arts

**American Literature 1,2 (P) (1583, 1584)****Grade Level:** 11**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** English Language Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's b (English) subject-area requirement. 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.

**Creative Writing 1,2 (1797, 1789)****Grade Level:** 9-10**Prerequisites:** Concurrent enrollment in grade-level English course**Course duration:** Two Quarters**Type of graduation credit earned:** Elective**Course Description**

This introductory course in writing is a foundation course for the major in creative writing at the approved school site. Students in this course are introduced to the basic formats and structures of poetry, prose, and drama. They examine literary techniques employed by these writing forms, such as diction, imagery, detail, language, and syntax, and will learn how to use them effectively in their own writing, students keep a writer's notebook and submit a portfolio of their written work at the end of the year. This course requires a substantial amount of reading, and is designed to be taken in addition to, not instead of, the student's regular English language arts course.

**English 1,2 (P) (1540, 1541)****Grade Level:** 9**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** English Language Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's b (English) subject-area requirement. English 1,2 is a one-period, balanced literacy course required of all grade 9 students, except those enrolled in English 1,2 Block or ELD 5,6. The course content focuses on teaching students skills and strategies for critical, independent reading and writing of complex expository and narrative texts. The course utilizes balanced literacy instructional approaches. 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.

**English 3,4 Advanced (P) (1572, 1573)****Grade Level:** 10**Prerequisites:** Upper quartile in academic achievement (GPA) or recommendation of teacher**Course duration:** Two Quarters**Type of graduation credit earned:** English Language Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's b (English) subject-area requirement. 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.

**English 3,4 (P) (1570, 1571)****Grade Level:** 10**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** English Language Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's b (English) subject-area requirement. 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 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.

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

**Grade Level:** 11-12

**Prerequisites:** None

**Course duration:** Two Quarters

**Type of graduation credit earned:** English Language Arts; weighted

#### **Course Description**

Honors Preparatory Course (HP). This course meets the University of California's b (English) subject-area requirement. 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.

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

**Grade Level:** 11-12

**Prerequisites:** None

**Course duration:** Two Quarters

**Type of graduation credit earned:** English Language Arts; weighted

#### **Course Description**

Honors Preparatory Course (HP). This course meets the University of California's b (English) subject-area requirement. 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.

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

**Grade Level:** 12

**Prerequisites:** Score of EAP Achievement Level 3 (Standard Met) on the English portion of the grade 11 California Assessment of Student Performance and Progress (CAASPP) test.

**Course duration:** Two Quarters

**Type of graduation credit earned:** English Language Arts

#### **Course Description**

College Preparatory Course (P). This course meets the University of California's b (English) subject-area requirement. This course is for college-bound seniors with an EAP status of "conditionally ready" based on the results of their grade 11 CAASSP 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.

**Public Speaking 1,2 (1415, 1416)****Grade Level:** 9-12**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** Elective**Course Description**

This course in speaking and listening integrates reading, writing, listening, and speaking. Students research, write, and deliver speeches for a variety of purposes, both informal and formal, to varied audiences. The course emphasizes the effective delivery of a variety of speeches including speeches to inform, persuade, entertain, and communicate.

**Publications (Yearbook) 9<sup>th</sup> – 12<sup>th</sup> (8421)****Grade Level:** 9-12**Prerequisites:** Local Option**Course duration:** One or Two Quarters; may be repeated for credit**Type of graduation credit earned:** Practical Arts**Course Description**

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

**Expository Reading and Writing (ERWC) 1,2 (P) (1698, 1699)****Grade Level:** 12**Prerequisites:** Score of EAP Achievement Level 3 (Standard Met) on the English portion of the grade 11 California Assessment of Student Performance and Progress (CAASPP) test.**Course duration:** Two Quarters**Type of graduation credit earned:** English Language Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's b (English) subject-area requirement. This course is for college-bound seniors with an EAP status of "conditionally ready" based on the results of their grade 11 CAASSP 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.

**Public Speaking 1,2 (1415, 1416)****Grade Level:** 9-12**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** Elective**Course Description**

This course in speaking and listening integrates reading, writing, listening, and speaking. Students research, write, and deliver speeches for a variety of purposes, both informal and formal, to varied audiences. The course emphasizes the effective delivery of a variety of speeches including speeches to inform, persuade, entertain, and communicate.

**Publications (Yearbook) 9<sup>th</sup> – 12<sup>th</sup> (8421)****Grade Level:** 9-12**Prerequisites:** Local Option**Course duration:** One or Two Quarters; may be repeated for credit**Type of graduation credit earned:** Practical Arts**Course Description**

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

**Writers' Workshop 1,2 (P) (1745, 1746)****Grade Level:** 11-12**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** English Language Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's b (English) subject-area requirement. This course provides students with both instruction and practice in writing for different audiences and purposes. Pieces by professional writers prompt discussion and serve as models for further writing. Working independently and in groups, students refine their use of language. Students also learn to interpret and evaluate writing in the media as well as information conveyed by graphics. The standards-based units of study integrate all aspects of literacy: reading, writing, speaking, and listening. Students collect their work and reflections in portfolios.

# History – Social Science

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

**Grade Level:** 12

**Prerequisites:** None

**Course duration:** One Quarter

**Type of graduation credit earned:** History-Social Studies (Government)

### **Course Description**

College Preparatory Course (P). This course meets the University of California's a (history) subject area requirement. 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.

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

**Grade Level:** 12

**Prerequisites:** None

**Course duration:** One semester

**Type of graduation credit earned:** History-Social Studies (Government), weighted

### **Course Description**

Honors Preparatory Course (HP). This course meets the University of California's a (history) subject area requirement. 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.

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

**Grade Level:** 10

**Prerequisites:** None

**Course duration:** Two Quarters

**Type of graduation credit earned:** History-Social Studies (World History)

### **Course Description**

College Preparatory Course (P). This course meets the University of California's a (history) subject-area requirement. 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.

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

**Grade Level:** 12

**Prerequisites:** None

**Course duration:** One Quarter

**Type of graduation credit earned:** History-Social Studies (Economics)

### **Course Description**

College Preparatory Course (P). This course meets the University of California's g (college preparatory elective) subject-area requirement. 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.

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

**Grade Level:** 11

**Prerequisites:** None

**Course duration:** One Year

**Type of graduation credit earned:** History-Social Studies (US History), weighted

**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.

**United States History and Geography 1,2 (P) (6701, 6702)**

**Grade Level:** 11

**Prerequisites:** None

**Course duration:** Two Quarters

**Type of graduation credit earned:** US History

**Course Description**

College Preparatory Course (P). This course meets the University of California's a (history) subject area requirement. This is a required course for all grade 11 students except those taking a designated alternative. In the course students examine major turning points in American history in the twentieth century. The course begins with a review of U.S. history with an emphasis on the nation's beginnings and the industrial transformation of the new nation. Students then study the Progressive Era, American participation in World War I and World War II, the Great Depression, and national issues in the post-World War II era. They will also examine elements of culture, including religion, literature, drama, art, music, education, and the role of media. This course emphasizes the relevance of history to students' daily lives and helps them understand how the ideas and events of the past shape the institutions and debates of contemporary America.

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

**Grade Level:** 10-11

**Prerequisites:** Successful completion of grade 9 history-social studies course and/or counselor and teacher recommendation **Course duration:** One Year

**Type of graduation credit earned:** World History, weighted

**Course Description**

Honors Preparatory Course (HP). This course meets the University of California's a (history) subject area requirement. World History Advanced Placement is a two-semester course that is broader and more rigorous than the World History Advanced course (6645, 6646). This course emphasizes cross-cultural and cross-period global processes and relationships over the traditional chronological approach so that students gain historical perspective on a global array of civilizations, not just Western ones. Students enrolled in this course will be prepared to take the AP World History examination.

# Mathematics

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

**Grade Level:** 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 duration:** One year

**Type of graduation credit earned:** Mathematics; weighted

### **Course Description**

Honors Preparatory Course (HP). This course meets the University of California's c (mathematics) subject-area requirement. 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.

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

**Grade Level:** 9-10

**Prerequisites:** None

**Course duration:** Two Quarters

**Type of graduation credit earned:** Mathematics

### **Course Description**

College Preparatory Course (P). This course meets the University of California's c (mathematics) subject-area requirement. 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 Level:** 9-11

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

**Course duration:** Two Quarters

**Type of graduation credit earned:** Mathematics

### **Course Description**

College Preparatory Course (P). This course meets the University of California's c (mathematics) subject-area requirement. 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.

**Integrated Math III A-B Advanced (P) (4169, 4170)****Grade Level:** 10-12**Prerequisites:** Integrated Math II A-B or student meets the district's recommended criteria for placement **Course duration:** Two Quarters**Type of graduation credit earned:** Mathematics**Course Description**

College Preparatory Course (P). This course meets the University of California's c (mathematics) subject-area requirement. 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 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.

**Integrated Math III A-B (P) (4163, 4164)****Grade Level:** 10-12**Prerequisites:** Integrated Math II A-B**Course duration:** Two Quarters**Type of graduation credit earned:** Mathematics**Course Description**

College Preparatory Course (P). This course meets the University of California's c (mathematics) subject-area requirement. 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.

**Power Up I A-B (4763, 4764)****Grade Level:** 9-10**Prerequisites:** Concurrent enrollment in Integrated Math I A-B**Course duration:** Two Quarters**Type of graduation credit earned:** Elective**Course Description**

College Preparatory Course (P). This course meets the University of California's c (mathematics) subject-area requirement. 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 Level:** 10-11**Prerequisites:** Concurrent enrollment in Integrated Math II A-B**Course duration:** Two Quarters**Type of graduation credit earned:** Elective**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.

**Precalculus 1-2 Honors (HP) (4181, 4182)****Grade Level:** 11-12**Prerequisites:** Integrated Math III or Integrated Math III A-B Advanced**Course duration:** Two Quarters**Type of graduation credit earned:** Mathematics; weighted**Course Description**

Honors Preparatory Course (HP). This course meets the University of California's c (mathematics) subject-area requirement. 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.

**Precalculus 1-2 (P) (4161, 4162)****Grade Level:** 11-12**Prerequisites:** Integrated Math III or Integrated Math III A-B Advanced**Course duration:** Two Quarters**Type of graduation credit earned:** Mathematics**Statistics 1-2 AP (HP) (4055, 4056)****Grade Level:** 11-12**Prerequisites:** Integrated Math III or Integrated Math III A-B Advanced**Course duration:** One year**Type of graduation credit earned:** Mathematics; weighted**Course Description**

Honors Preparatory Course (HP). This course meets the University of California's c (mathematics) subject-area requirement. AP Statistics is equivalent to an introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It is built around four themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

**Statistics and Data Analysis 1-2 (P) (4046, 4047) *To be replaced with Statistics and Data Science - New***

**Course Grade Level:** 10-12

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

**Course duration:** Two Quarters

**Type of graduation credit earned:** Mathematics

**Course Description**

College Preparatory Course (P). This course meets the University of California's c (mathematics) subject-area requirement. This course provides students in grades 11–12 with another mathematics course option. In this course, students will be introduced to the major concepts of probability, interpretation of data, and statistical problem solving. Students will learn the course concepts through hands-on experimentation and investigation. They will analyze existing data as well as data collected through a survey, observational study or experiment. They will then display the data in different ways, analyze it, and draw conclusions based on the results. The four main components of the course are: exploring data, data collection, probability, and inference.

**Science**

**AP Physics A,B (HP) (6349, 6350)**

**Grade Level:** 11-12

**Prerequisites:** Integrated Math II A-B or equivalent; no prior coursework in physics is required

**Course duration:** One Year

**Type of graduation credit earned:** Science; weighted

**Course Description**

Honors Preparatory Course (HP). This course meets the University of California's d (laboratory science) subject area requirement. AP Physics I is equivalent to the first semester of a typical introductory, algebra-based college physics course. The course gives teachers the time to foster greater depth of conceptual understanding through the use of student-centered, inquiry-based instruction. Twenty-five percent of instructional time is spent in laboratory work. The course explores such topics as Newtonian mechanics; work; energy and power; mechanical waves and sound; and introductory simple circuits.

**Biology 1,2 Advanced (P) (6121, 6122)****Grade Level:** 9-12**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** Science**Course Description**

College Preparatory Course (P). This course meets the University of California's d (laboratory science) subject-area requirement. This is a first-year course intended for students with the interest and ability to extend their study of biology beyond the basic course, and/or who are contemplating a science-related career but are not prepared to take Advanced Placement Biology as their first biology course. It covers all the elements of the regular course, including the same inquiry and cooperative strategies, but its pace will be faster, it will go into greater depth in selected areas, and it will be more quantitative. The course addresses state science standards.

**Biology 1,2 AP (HP) (6191, 6192)****Grade Level:** 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 duration:** Two Quarters**Type of graduation credit earned:** Science; weighted**Course Description**

Honors Preparatory Course (HP). This course meets the University of California's d (laboratory science) subject-area requirement. 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.

**Biology 1,2 (P) (6111, 6112)****Grade Level:** 9-12**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** Science**Course Description**

College Preparatory Course (P). This course meets the University of California's d (laboratory science) subject-area requirement. This introductory course is designed to meet college entrance requirements and prepare students for the worlds of school, work, and citizenship. It builds on physical science concepts, and emphasizes mechanisms for the functioning and continuity of organisms. Unifying themes of biology are stressed (evolution, homeostasis, energy, matter and organization, continuity, development, and ecology) and the application and relevance of biology to students' lives and to society. Inquiry and the nature of science are important content elements. Students study human impacts on the environment and the co-evolution of life and the Earth. Class organization is student centered. Learning begins with questions and includes students interacting with science using the science and engineering practices. All student activities have clearly defined goals for both the content material and thinking skills involved. Multiple forms of assessment, including authentic assessment, are used. Laboratory activities have clearly labeled safety precautions and hazardous waste disposal procedures.

**Chemistry 1,2 AP (HP) (6291, 6292)****Grade Level:** 11-12**Prerequisites:** Physics 1,2, Chemistry 1,2, Integrated Math I A-B, and Integrated Math II A-B, or equivalents; concurrent enrollment in college preparatory mathematics; commitment to succeed in rigorous AP content**Course duration:** Two Quarters**Type of graduation credit earned:** Science; weighted**Course Description**

Honors Preparatory Course (HP). This course meets the University of California's d (laboratory science) subject area requirement. In this second-year chemistry course, students are challenged with learning activities equivalent to those of a general chemistry course they would usually take during their first year of college. The AP Chemistry course promotes 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 Chemistry. Those successfully completing this course will attain a depth of understanding of chemical concepts, significant laboratory experiences, and knowledge of current directions that will prepare them for the Advanced Placement Test in General Chemistry.

**Chemistry 1,2 Honors (HP) (6221, 6222)****Grade Level:** 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 duration:** Two Quarters**Type of graduation credit earned:** Science; weighted**Course Description**

Honors Preparatory Course (HP). This course meets the University of California's d (laboratory science) subject area requirement. 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. 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 deeper understanding, and it emphasizes human inquiry and the nature of science.

**Chemistry 1,2 (P) (6211, 6212)****Grade Level:** 9-12**Prerequisites:** Integrated Math I A-B or equivalent**Course duration:** Two Quarters**Type of graduation credit earned:** Science**Course Description**

College Preparatory Course (P). This course meets the University of California's d (laboratory science) subject-area requirement. This introductory course is designed to meet college entrance requirements and prepare students for the worlds of school, work and citizenship. Students learn the fundamental concepts and knowledge of chemistry through thematic units that develop thinking and analytical skills as well as traditional chemistry subject matter and problem solving. Students study the relationship of chemistry to plate tectonics and ocean acidification. They use the science and engineering practices to deepen their understanding of science. Inquiry and the nature of science are emphasized, and all student activities have clearly defined goals for both the content material and thinking skills involved. Laboratory activities have clearly labeled safety precautions and

hazardous waste disposal procedures.

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

**Grade Level:** 9-12

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

**Type of graduation credit earned:** Science

**Course Description**

College Preparatory Course (P). This course meets the University of California's d (laboratory science) subject-area requirement. 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 principals 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. Students also study the physics of space while using the science and engineering practices.

**Physics 1,2 (P) (6311, 6312)**

**Grade Level:** 9-12

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

**Course duration:** Two Quarters

**Type of graduation credit earned:** Science

**Course Description**

College Preparatory Course (P). This course meets the University of California's d (laboratory science) subject area requirement. This two-semester, algebra-based physics course is designed to provide an introductory experience with the processes of investigating the physical world and the understandings derived from that process. The emphasis is on developing a qualitative conceptual understanding of general principals and models and on the nature of inquiry. This course concentrates on conceptual development and provides an enriching laboratory experience; it can be taken by students in grades 9 and 10 as a first course in physics that prepares them for the more mathematically rigorous Advanced Placement physics courses. The core content addressed in this course includes the topics of motion and forces, the conservation of energy and momentum, heat and thermodynamics, waves and electric and magnetic phenomena. Students also engage in studying the physics of space while using the science and engineering practices.

## Physical Education

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

**Grade Level:** 11-12

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

**Course duration:** Two Quarters

**Type of graduation credit earned:** Physical Education

**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. These activities may include but are not limited to the following:

- Strength
- Yoga
- Weightlifting
- Self-defense/Martial arts

#### **Conditioning**

- Aerobic dance
- Cycling
- Running
- Swimming
- Walking

#### **Movement Focus**

- Identify and apply characteristics and critical elements of conditioning/strength activities.
- Apply previously learned movement concepts for successful participation.
- Identify and apply biomechanical principles.
- List, describe and demonstrate use of safety equipment.
- Demonstrate independent learning.

#### **Fitness Focus**

Participate in conditioning/strength activities to improve health-related fitness; analyze the effect of these activities on personal fitness; improve or maintain physical fitness levels to meet the principles of exercise; explain the relationship between participation in conditioning/strength activities and health.

#### **Social Focus**

- Self-responsibility: Independently engage in conditioning/strength activities; compare and contrast effective leadership skills used in conditioning/strength activities and those in other physical activities used in course-related physical activities; develop personal goals for improvement; identify and analyze activities that enhance personal enjoyment; evaluate the risks and safety factors in conditioning/strength activities throughout a lifetime.
- Social interaction: Modify an activity for a child, an elderly person or an individual with disabilities; analyze the role of social interaction in the successful participation in and enjoyment of conditioning/strength activities.
- Group dynamics: Accept and perform planned and spontaneous leadership assignments and roles.

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

**Grade Level:** 9

**Prerequisites:** None

**Course duration:** Two Quarters

**Type of graduation credit earned:** Physical Education

#### **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) combative/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 Level:** 10

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

**Course duration:** Two Quarters

**Type of graduation credit earned:** Physical Education

#### **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) combative/self-defense.

#### **Movement Focus**

Demonstrate proficiency in combative, gymnastic/tumbling and team activities; explain and apply the six skill-related components of fitness; explain and apply advanced offense, defense, and transition strategies; explain, apply and evaluate the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy; evaluate the interrelationships of factors (physical, emotional, and cognitive) that affect performance; analyze and evaluate information received to improve performance; analyze and explain the impact of conditioning practices; create or modify a practice/training plan based on evaluative feedback; analyze and assess performance improvement strategies; evaluate independent learning of movement skills.

#### **Fitness Focus**

Participate in moderate to vigorous physical activity four times per week; apply the principles of exercise to challenging physical activities; identify and achieve levels of excellence in physical fitness beyond the state fitness standards; assess fitness levels and adjust to accommodate changes in age, growth, and development; develop and describe a fitness plan to enhance personal health; develop and implement an appropriate personal fitness program for another person; explain how to evaluate consumer fitness products; identify and evaluate ergogenic aids; evaluate the availability and quality of community fitness resources; use and analyze scientifically based data to self-assess the five components of health related fitness.

#### **Social Focus**

- Self-responsibility: participate in activities for enjoyment; examine and explain the ways in which personal characteristics, performance styles and preferences for activities may change over a lifetime; evaluate psychological benefits derived from

regular physical activity; explain and analyze the role of attitude, motivation and determination in achieving personal satisfaction from challenging physical activities; evaluate and refine personal goals to improve performance in physical activity.

- Social interaction: identify the effects of individual differences, such as gender, age, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity; explain how to select and modify an activity for a child, elderly person, or individual with special needs.
- Group dynamics: identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles; encourage, support and include individuals of all abilities.

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

**Grade Level:** 11

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

**Course duration:** Two Quarters

**Type of graduation credit earned:** Physical Education

#### **Course Description**

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

This course is intended to help students in grade 11 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Courses 3A–3F.

This level of instruction provides six course options for students who have previously completed High School Courses 1 and 2 (i.e., Physical Education 1,2 and Physical Education 3,4). The six course options include:

- Course 3A: Adventure/Outdoor Activities
- Course 3B: Aerobic Activities
- Course 3C: Individual and Dual Activities
- Course 3D: Dance
- Course 3E: Aquatics
- Course 3F: Weight Training and Fitness

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

**Grade Level:** 12

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

**Course duration:** Two Quarters

**Type of graduation credit earned:** Physical Education

#### **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 1–3 and the corresponding performance standards for Courses 4A–4D.

This level of instruction provides a continuation of four elective options for students who have previously passed the state-mandated fitness test and successfully completed the first part of the elective sequence in High School Course 3 (Physical Education 5,6). The four course options are:

- Course 4A: Advanced Adventure/Outdoor Activities
- Course 4B: Advanced Aerobic Activities
- Course 4C: Advanced Individual and Dual Activities
- Course 4D: Advanced Dance

# Military Science/Leadership Education

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

**Grade Level:** 9-12

**Prerequisites:** Ninth grade standing, minimum age of 14 years

**Course duration:** Two Quarters

**Type of graduation credit earned:** Physical Education/Military Science

### **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
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 Level:** 10-12**Prerequisites:** JROTC Core 1,2**Course duration:** Two Quarters**Type of graduation credit earned:** Physical Education/Military Science**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
8. combatives/self-defense

Each of the subject areas listed below is covered in the course, and students are evaluated in each subject area. Selected optional subjects should be devoted to activities and learning leading to citizenship and/or vocational knowledge and skills. ●

Leadership Theory and Application

- Foundations for Success Wellness, Fitness, and First Aid
- Geography and Earth Science
- Citizenship and American History
- Command and Staff Procedures
- Electives
  - o Success Profiler
  - o Quantum Learning
  - o Service Learning

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

**Grade Level:** 11-12

**Prerequisites:** JROTC Core 3,4

**Course duration:** Two Quarters

**Type of graduation credit earned:** Physical Education/Military Science

**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.

Each of the subject areas listed below is covered in the course, and students are evaluated in each subject area. Selected optional subjects should be devoted to activities and learning leading to citizenship and/or vocational knowledge and skills. ●

Leadership Theory and Application

- Foundations for Success
- Wellness, Fitness, and First Aid
- Geography and Earth Science
- Citizenship and American History
- Electives
  - o Success Profiler
  - o Quantum Learning
  - o Service Learning
  - o High School Financial Planning
- Command and Staff Procedures

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

**Grade Level:** 12

**Prerequisites:** JROTC Core 5,6

**Course duration:** Two Quarters

**Type of graduation credit earned:** Physical Education/Military Science

**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.

Each of the subject areas listed below is covered in the course, with at least the minimum number of hours (required by Army JROTC) devoted to each area. Students are evaluated in each subject area.

- Leadership Theory and Application
- Foundations for Success
- Wellness, Fitness, and First Aid
- Geography and Earth Science
- Citizenship and American History
- Command and Staff Procedures
- Electives
  - Success Profiler
  - Quantum Learning
  - Service Learning
  - High School Financial Planning

**Leadership in Community Emergency Response (4569, 4570)**

**Grade Level:** 12

**Course duration:** Two Quarters with 1 Credit Per Semester

**Type of graduation credit earned:** College-Preparatory Elective

**Course Description**

This Army JROTC course is focused on building the higher-level leadership skills required for participating and leading Community Emergency Response Teams (CERT). CERT is a Federal Emergency Management Administration (FEMA) program that educates individuals about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills.

The goal of the course is to develop well-rounded leaders who can be effective in emergency situations by using their people skills, knowledge of logistics and teamwork, sense of civic duty, and understanding of standard procedures for community emergencies. The course comprises the fourth year of Army JROTC curriculum and includes challenging content on topics such as leadership, personal growth, team building, service learning, and citizenship and government. The CERT component of the course is new this year and teaches fire safety, light search and rescue, team organization, disaster psychology, potential terrorist scenarios and disaster medical operations.

Classroom learning is augmented by reading, essay writing, reflective journal writing, group work, skills practice, and simulations. Over the course of the year, students will develop a capstone service learning project focused on community emergency response that is evaluated at the district level. The capstone is a disaster simulation service-learning project at the school.

# Non-Departmental

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

**Grade Level:** 10

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

**Course duration:** Two Quarters

**Type of graduation credit earned:** Elective

### **Course Description**

College Preparatory Course (P). This course meets the University of California's g (elective) subject-area requirement. 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 Level:** 10

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

**Course duration:** Two Quarters

**Type of graduation credit earned:** Elective

### **Course Description**

College Preparatory Course (P). This course meets the University of California's g (elective) subject-area requirement. 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 11 A,B (P) (8227, 8228)**

**Grade Level:** 11

**Prerequisites:** AVID 10 or teacher recommendation

**Course duration:** Two Quarters

**Type of graduation credit earned:** Elective

### **Course Description**

College Preparatory Course (P). This course meets the University of California's g (elective) subject-area requirement. 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 11 A,B (P) (8227, 8228)****Grade Level:** 11-12**Prerequisites:** Application and interview through AVID coordinator**Course duration:** One semester, may be repeated for credit**Type of graduation credit earned:** Elective**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.

## Visual and Performing Arts

**Color and Design 1,2 (P) (0241, 0242)****Grade Level:** 10-12**Prerequisites:** Art 1,2 or Design in Mixed Media 1,2**Course duration:** Two Quarters**Type of graduation credit earned:** Visual and Performing Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. This in-depth course in design and color concepts emphasizes literal, stylized, abstract, and nonobjective application. Students will be challenged to use the elements and principles of art in meaningful, innovative ways while examining and creating works of art to develop mastery in mixing and application of color. Students develop, refine, and create a series of works of art based on existing works. Individually, students analyze and select their own work for presentation. Collaboratively, they curate an exhibit based on a theme.

**Drawing and Painting 1,2 (P) (0271, 0272)****Grade Level:** 10-12**Prerequisites:** Art 1,2 and Color and Design 1,2**Course duration:** Two Quarters**Type of graduation credit earned:** Visual and Performing Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. 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.

**Film Arts 1,2 (P) (0387, 0388)****Grade Level:** 9-12**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** Visual and Performing Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. Film Arts provides an analysis of film as an art form and as a means of communication. Students will learn to analyze films through narrative structure, genre conventions, subtext, technical and artistic factors, and purpose. Emphasis will be placed on the various visual-language systems and the spectrum of techniques used by filmmakers to convey meaning. The course introduces realistic, classic, and formalistic traditions of filmmaking, as well as the history of the cinema. Students will explore the cultural relevance of films and their influence on society. They will create a short film project.

**Individualized Art Studio 1,2 (P) (0441, 0442)****Grade Level:** 9-12**Prerequisites:** None**Course duration:** Two Quarters**Type of graduation credit earned:** Visual and Performing Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. Individualized Art Studio is designed to meet the needs and interests of the most able art students. Greater depth of understanding and improving techniques are emphasized. Both two- and three-dimensional work in sculpture, clay, textiles, drawing, painting, and graphics are included.

**Instrumental Ensemble 1,2 (5101, 5102)****Grade Level:** 9-12**Prerequisites:** Ability to play an instrument; audition and selection by teacher**Course duration:** Two Quarters**Type of graduation credit earned:** Elective**Course Description**

This course is for students with musical experience. It will normally consist of one or two balanced ensembles. String, woodwind, brass, or percussion ensembles would be appropriate for this class. Students will learn and play a variety of challenging instrumental ensemble literature, focus on core VAPA music standards, and learn advanced techniques and skills on individual instruments. Students in an instrumental ensemble will participate in frequent performances.

**Jazz Ensemble 1,2 (P) (5330, 5331), Jazz Ensemble 3,4 (P) (5332, 5333), Jazz Ensemble 5,6 (P) (5343, 5344)** **Grade Level:** 9-12**Prerequisites:** Ability to play an instrument in the jazz style; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill**Course duration:** Two Quarters**Type of graduation credit earned:** Visual and Performing Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. Jazz Ensemble 1,2 teaches the musical concepts and technique of performing jazz at a beginning level. In this course, students will learn how to produce controlled and accurate pitch and create a mature jazz 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.

**Music Theory 1,2 (P) (5371, 5372)****Grade Level:** 9-12**Prerequisites:** Marked interest and background in music; selection by teacher and counselor**Course duration:** Two Quarters**Type of graduation credit earned:** Visual and Performing Arts**Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. This course is designed for students who have an interest in advanced music study. Students will learn to identify and use the standard vocabulary and language of music, particularly rhythm, melodic line, harmonic content and musical structure.

**Piano 1,2 (P) (5120, 5121)****Grade Level:** 9-12**Prerequisites:** Ability to play, or interest in learning to play, the piano; students may be auditioned and grouped together on the basis on tone quality, musicianship, or skill

**Course duration:** Two Quarters

**Type of graduation credit earned:** Visual and Performing Arts

### **Course Description**

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement. Piano 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 and chords, 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.

## **World Languages**

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

**Grade Level:** 9-12

**Prerequisites:** None

**Course duration:** One Year

**Type of graduation credit earned:** World Languages

### **Course Description**

College Preparatory Course (P). This course meets the University of California's e (language other than English) subject-area requirement. 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 Level:** 9-12

**Prerequisites:** None

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

**Type of graduation credit earned:** World Languages

### **Course Description**

College Preparatory Course (P). This course meets the University of California's e (language other than English) subject-area requirement. 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 5,6 (P) (2325, 2326)**

**Grade Level:** 9-12

**Prerequisites:** None

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

**Type of graduation credit earned:** World Languages

**Course Description**

College Preparatory Course (P). This course meets the University of California's e (language other than English) subject-area requirement. 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 for Spanish Speakers 1,2 (P) (2345, 2346)**

**Grade Level:** 9-12

**Prerequisites:** Native or native-like oral fluency in Spanish and/or recommendation of teacher or counselor based on a placement assessment

**Course duration:** One Year

**Type of graduation credit earned:** World Languages

**Course Description**

College Preparatory Course (P). This course meets the University of California's e (language other than English) subject-area requirement. This course is designed to improve students' ability to read and write in Spanish. It is an introductory course that gives students a rich language experience: vocabulary enrichment, primary writing skills, spelling, development of formal writing styles, and reading. Students participate in cultural activities with themes based on the geography, folklore, and literature of the Spanish-speaking world.

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

**Grade Level:** 9-12

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

**Course duration:** One Year

**Type of graduation credit earned:** World Languages

**Course Description**

College Preparatory Course (P). This course meets the University of California's e (language other than English) subject-area requirement. 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.

**French 1,2,3,4 (2001, 2002) (2003, 2004) -*Dependent on Enrollment***

**Grade Level:** 9-12

**Prerequisites:** None

**Course duration:** One Year

**Type of graduation credit earned:** World Languages

**Course Description**

This functions-based, introductory course is open to all students who wish to begin the study of French 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 French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level French course.

**Spanish Language 1-2 AP (HP) (2333, 2334)****Grade Level:** 9-12**Prerequisites:** Spanish 5-6 or higher; B average or higher; recommendation of teacher**Course duration:** One Year**Type of graduation credit earned:** World Languages; weighted**Course Description**

Honors Preparatory Course (HP). This course meets the University of California's e (language other than English) subject-area requirement. 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.