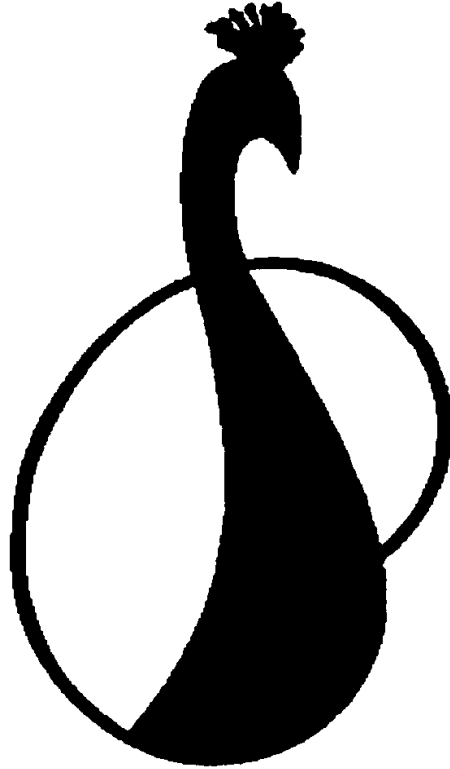


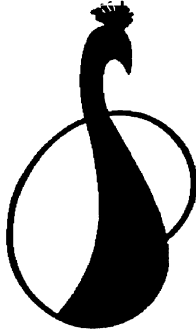
**PALOS VERDES PENINSULA  
UNIFIED SCHOOL DISTRICT**



**HIGH SCHOOL  
COURSE DESCRIPTION  
HANDBOOK**

**2017-2018**





# HIGH SCHOOL COURSE DESCRIPTIONS

**2017-2018**

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(The District reserves the right to cancel courses for budgetary reasons and/or insufficient enrollment.)

(Not all courses are offered at all high schools. Please refer to individual school's Educational Planning Guide for a complete listing of courses.)

PALOS VERDES PENINSULA UNIFIED SCHOOL DISTRICT

2017-2018 HIGH SCHOOL COURSE DESCRIPTIONS

INTRODUCTION

This booklet is a listing of the courses offered at Palos Verdes Peninsula Unified School District high schools. Not every course listed is offered every semester. Specific subject offerings required for graduation are offered every semester. Elective courses counting toward the elective requirement for graduation requirements are offered, based on student requests.

This course listing is organized by departments. Those courses which meet University of California (**UC**) and/or California State University (**CSU**) subject requirements are so designated. Such courses will be accepted by these university systems to determine a student's admission status. Below the title of each course, **Grade** indicates what grade levels may enroll in the course; also provided is the length of the course (**semester** or **year**). **Prerequisite** indicates a preceding class or other condition, which should be completed prior to enrollment in the course. Those courses which meet the District's Visual/Performing or Career Technical Arts graduation requirements are indicated as CTE.

Parent/student requests for placement, which are exceptions to the stated placement criteria, shall be initiated in writing by the student and/or parent/guardian and shall be submitted to the principal or designee. If the request is granted, the student and parent/guardian shall be required to sign a waiver indicating that placement is probationary and dependent upon student success and performance. A Request for Placement form can be obtained from the high school counseling office.

The high school master schedule is built to reflect student need; therefore, all students must make careful and thoughtful choices of the courses they wish to take each year. Only those courses which meet minimum enrollment requirements, and for which qualified staff and appropriate textbooks and materials are available, will be offered in any given semester.

## CAREER TECHNICAL EDUCATION (CTE)

### **BROADCAST JOURNALISM 1-2-3-4** (UC, CSU)

**Grades: 9,10,11,12 – Year – (CTE)**

**Prerequisite: None**

Broadcast Journalism focuses on the analysis and practice of newsgathering, production and presentation from a variety of theoretical, philosophical, artistic and historical perspectives.

Students will gain a richer understanding of the ideals, limitations, rituals, and routines of the American news media, all while gaining practical experience as television journalists. They will use this form of production to make personal works of art that include the seven principles of design.

This course will also focus on the elements of design (color, lines, shapes, tones, textures, and volume). This course meets the five content standards for visual and performing arts.

### **CREATIVE COOKING**

**Grades: 9,10,11,12 – Semester - (CTE)**

**Prerequisite: None**

This semester-long class is designed to give students knowledge and skills in food preparation, nutrition, consumer economics, kitchen management, safety, and sanitary rules to facilitate the change from family home to college life or the work world.

### **CULINARY ARTS**

**Grades: 9,10,11,12 - Year - (CTE)**

**Prerequisite: none**

This year-long course is designed to give the student advanced knowledge and skill with an emphasis on food preparation, nutrition, consumer economics, kitchen management, safety and sanitary rules. This culinary arts program focuses on the key aspects of the industry for students pursuing a career pathway in Food Service and Hospitality. Students develop hands-on experiences that emphasize industry awareness, sanitation and safe food handling, food and beverage production and service, nutrition and dietary guidelines, food service management, and customer service. Instruction is provided in the use of restaurant equipment and related technical knowledge in the areas of baking, chef, dietetic aid, catering, institutional foodservice, restaurants and retail occupations.

### **ECONOMICS FOR LIVING (DESCRIBED UNDER SOCIAL SCIENCE)**

### **GLOBAL CULTURES (DESCRIBED UNDER SOCIAL SCIENCE)** (UC, CSU)

### **GOURMET COOKING**

**Grades: 9,10,11,12 - Semester - (CTE)**

**Prerequisite: Creative Cooking or teacher approval**

This semester-long course is designed to give the student advanced knowledge and skill with an emphasis on foreign food preparation, nutritious cookery, and consumer education.

### **INTERIOR DESIGN**

**Grades: 9,10,11,12 - Semester - (CTE)**

**Prerequisite: None**

This semester-long elective course is designed to give the student knowledge of art principles as they apply to interior design, with an emphasis on illustrating a hands-on approach to learning.

## **INTERNATIONAL BUSINESS**

**Grade: 11 – Semester - (CTE)**

**Prerequisite: World History**

Students learn about the economic, cultural, and political factors that affect international business. Course content includes study of business organization, trade relations, international financial transactions, and global entrepreneurs.

## **PEER MENTOR**

**Grades: 10,11,12 - Semester**

**Prerequisite: Application and interview**

The High School Peer Mentor Program is a high school transition program to welcome freshmen and transfer students to provide the opportunity for smooth transition into high school. High School Mentors are paired with incoming freshman and transfer students at the beginning of the year. The incoming students will receive support and guidance from upperclassmen that have been through the challenges that high school poses, as the transition to a larger school can sometimes be overwhelming.

## **POST-SECONDARY TRANSITIONS**

**Grades: 11,12 - Semester - (CTE)**

**Prerequisite: None**

The Post-secondary Transitions course addresses preparation for life following graduation. In this semester course, students will explore and investigate aspects of career, vocational training, and higher education. They will develop communication skills affecting interpersonal, professional, and academic relationships. In the process, each student will compile a portfolio of transition materials, including a resume, letters of recommendation, transcripts, work samples, scholarship applications, and personal inventories. Students will identify a career pathway of interest on which to evaluate goals, skills, talents and abilities.

## **SURVIVAL OF SINGLES**

**Grades: 10,11,12 - Year - (CTE)**

**Prerequisite: None**

This is a course designed to aid students in a successful transition to independent, responsible, living as an adult.

Survival of Singles (S.O.S.) first semester includes instruction in topics such as: Paying Bills and Taxes; Budgeting and Handling Money; Checking, Savings & Credit Accounts; Finding/Renting An Apartment; Employment Preparation & Resumes.

S.O.S. second semester includes instruction in topics such as: The Influence of Advertising and Consumer Awareness; Menu Planning; Skills For Food Shopping; Bank Services and Checking/Savings Accounts; In Trouble With Credit Cards. Students work independently with the classroom teacher.

## **WEB PAGE PRODUCTION 1-4**

**Grades: 9,10,11,12 - Year - (CTE)**

**Prerequisite: None**

In this one – to - four year sequential course, students design, publish and maintain the high school web site using web-production and image software, *Adobe PhotoShop*, *Macromedia Dreamweaver*, *Flash* and other software as appropriate for the task. Topics covered are (1) Gathering information and communicating it effectively to a worldwide audience, (2) Elements of successful web site design, (3) Creation and revision of web pages using HTML, links, graphic elements, tables and various typographic elements to best effect.

## **WORK EXPERIENCE EDUCATION (WEE) INTERNSHIP**

**Grades: 11,12 – Semester - (CTE)**

**Prerequisite: Coordinator's approval; enrollment in minimum number of classes on campus**

- The Work Experience Education Program is an accredited high school course, approved by the California State Department of Education. Students gain practical experience through exploratory observation or performance, during and after school in a variety of jobs in industry, business, or the professions. Students receive grades and school credit for work and related instruction assignments that are completed.

- Internships: Students enrolled in this program are not paid but receive elective credits for a minimum of five hours work per week. As an example, a student interested in a dental career may work during or after school observing in a dental office. Other areas may be medicine, architecture, teaching, or any other profession. This is a chance to explore new technology in various special programs.

## **HEALTH AND DRIVER EDUCATION**

### **DRIVER EDUCATION**

**Grades: 9,10,11,12 - One quarter**

**Prerequisite: Must be 15-1/2 years of age by the end of class.**

This one-quarter course focuses on the critical behavioral skills needed for novice drivers to be introduced to the highway transportation system. Driving, vehicle control, driving in different environments, and driver responsibility is studied. Attention is given to the California *Vehicle Code* as it relates to operating vehicles within the state.

### **HEALTH EDUCATION**

**Grades: 9,10,11,12 - Semester (No longer a graduation requirement beginning Class of 2013)**

**Prerequisite: None**

This semester course meets the state-mandated curriculum requirement. Students are engaged in activities that foster the development of optimal physical, mental, and social well being, leading to healthy choices and life-long good health and health literacy. The health education standards address the four unifying ideas for health literacy found in the Health Framework for California Public Schools. The unifying ideas are (1) acceptance of personal responsibility, (2) respect for and promotion of the health of others, (3) an understanding of the process of growth and development, and (4) the informed use of health-related information, products, and services. The curriculum is woven under these unifying ideas and implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement.

### **PEER MEDIATION AND TEEN CRISIS**

**Grades: 10,11,12 – Semester - (CTE)**

**Prerequisite: None**

The course will focus on resolving conflict through peer mediation and developing a greater understanding of teen issues. It is designed to improve communication skills and human resource skills in preparation for assisting with the peer mediation process on campus and the Peer Outreach Drop-in Center.

## **LANGUAGE ARTS**

### **ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) 9, 10**

**Grades: 9, 10 - Year**

**Prerequisite: AVID 9 (Entrance into AVID program – recommendation into program)**

**AVID 10: Completion of AVID 9**

AVID will ensure that all students, and most especially students in the middle with academic potential capable of completing a college preparatory path, will succeed. AVID will place low-achieving students in a rigorous curriculum and give them the support to achieve in that curriculum. It will provide a team of students for positive peer identification, and it will redefine the teacher's role as that of student advocate

### **AVID 11**

**Grade: 11 - Year**

**Prerequisite: AVID 9 and 10, Enrollment in at least one Honors, Advanced Placement, or in a college transferable course accepted by UC/CSU in both the 11th and 12th grade years.**

The AVID Junior Seminar is an interdisciplinary course for AVID juniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than experienced in prior years of AVID. These higher level thinking, reading, writing, and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader.

The focus of the junior year is the survey of 8–10 recognized leaders from a variety of fields of study. Individually and in study teams, students will explore the historical period in which the leader lived, the social issues they addressed, and their contributions to society. Students will be expected to read and write extensively throughout the process, including participation in a variety of collaborative discussion and response groups.

The level of reading, writing, inquiry, discussion and analysis experienced in the junior year will serve as the foundation for in depth research to be introduced and completed as a final project in the senior year.

In addition to the academic focus of the AVID Seminar, there are college bound activities, methodologies and tasks that should be achieved during the junior year. Support materials are in development and will be divided into four semesters surrounding the topics of Testing, Preparation, Exploration and Fit and Finances.

### **ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) Senior Seminar (UC, CSU)**

**Grade: 12 - Year**

**Prerequisite: Previous completion of AVID 9, AVID 10, and AVID 11 for three years. Enrollment in at least one honors course or one advanced placement course.**

AVID courses at all grade levels are designed to prepare--in an academic context--students for matriculation to four year colleges; major emphasis is placed on analytical writing, preparing for college entrance and placement exams, college study techniques, test taking, oral expression, note taking, and advanced research.

AVID 12, like the three previous years, features college-age tutors who lead discussions and critical analysis of the academic courses in which the students are currently enrolled. Students are required to complete timed writings in all subjects; they must also present oral presentations on topics related to careers, colleges, and contemporary issues. AVID students, working with tutors, eventually act as discussion leaders and move into leadership roles in Socratic seminars. These discussions grow beyond elementary didactic direction and guide students in seeing their resources from different perspectives. Mastering textbooks, developing arguments, and thinking on their feet are all critical thinking skills necessary for their continued success.

This AVID 12 elective is for seniors in their fourth year of AVID and is the culmination of the students' preparation in the program. For the previous three years in AVID, students have received coaching in note taking, organization, study skills, reading techniques, and academic leadership. Reading, writing, collaboration, and teamwork are principle parts of each AVID year.

### **COMPARATIVE LITERATURE**

**Grades: 11,12 - Semester**

**Prerequisite: English 1 and 2; Sophomores can petition for enrollment**

This one-semester course examines and compares cultural, religious, and philosophical values of chosen geographical areas. Similarities and differences in cultural attitudes toward women and globalization will be explored. Ultimately, conclusions will be made as to how these cultures affect a modern American experience.

### **CREATIVE WRITING**

**(UC, CSU)**

**Grades: 9,10,11,12 - Semester**

**Prerequisite: None**

Introduction to the basic elements of story writing in a variety of genres and formats, with a secondary emphasis on reading to study the craft of other writers.

### **ELD 1/LITERATURE, LANGUAGE, AND SOCIAL STUDIES**

**Grades: 9,10,11,12 -- Year -- (30 Credits)**



**Prerequisite: Placement through CELDT testing**

This is a three-hour content-based ELD sequence (third hour being social studies) in the English Language Development (ELD) Program. The three-hour ELD class is an intensive course that follows the tenets of the Natural Approach to language acquisition stressing communicative function of English in academic/school and daily life. Bilingual support is provided, when appropriate, through use of peer tutors or, when possible, same-language adult instructional aides. The process of developing vocabulary and beginning sentence structures promotes success in students' everyday lives, as well as in their mainstream classes. All language skills (listening, speaking, reading, and writing) and critical thinking skills are developed in class. The activities of this interdisciplinary program include vocabulary and concept development in the literature, social science, and language domains. Class activities help students develop the habits of mind and English language skills. All class activities are based on the appropriate content and ELD standards.

**ELD 2/LITERATURE & LANGUAGE**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Successful completion of ELD 1 or demonstration of English language skills beyond the level of ELD 1.**

This two-hour ELD (English Language Development) block continues to develop listening, speaking, reading and writing skills through the study of more complex pieces of literature from the ninth grade English anthology and Grammar text. Core literature is used and students develop their critical thinking skills to write a well-organized paragraph. Students participate actively in literary analysis applying knowledge of imagery, irony, satire, and other required literary elements.

Participating in activities to improve their communication skills, students continue to express and explain their ideas, opinions, and feelings on various topics using appropriate vocabulary. Group work helps develop the skills required to offer or request clarification and to summarize information. Successful completion of this course is mandatory for students to matriculate to ELD 3.

**ELD 3**

**(UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Successful completion of ELD 2 or English language skills beyond the level of ELD 2.**

This final course in the ELD (English Language Development) program is the culmination of preparation for mainstreaming into the general education English classroom. Specially Designed Academic Instruction in English (SDAIE) provides specific accommodations for ELD students. Students continue to gain fluency in receptive and expressive use of English in academic settings. Listening and oral skills are further refined and reading and writing skills are further developed by including the reading and analysis of selected core literature and by the writing of multi-paragraph essays. Among other tasks, students react and respond to literature and identify authors' purposes.

**ENGLISH 1**

**(UC, CSU)**

**Grade: 9 - Year**

**Prerequisite: None**

Through the study of literature and composition, this one-year English course will reflect the California Content Standards and combine reading, writing, listening, speaking, and oral and written English language conventions.

**ENGLISH 1 HONORS\***

**(UC, CSU)**

**Grade: 9 - Year**

**Prerequisite: Eighth grade English Accelerated with a grade of "B" or better or placement in accordance with District honors policy**

Through the study of literature and composition, this one-year English course will reflect the California Content Standards and combine reading, writing, listening, speaking, and oral and written English language conventions. Students in honors will be held to a substantially higher standard of assessment. Student writing should reflect a mastery of grammar and mechanics allowing for a greater depth of reasoning, analysis, and sophistication. Student writing constitutes a higher percentage of the overall grade.

**ENGLISH 2**

**(UC, CSU)**

**Grade: 10 - Year**

**Prerequisite: None**

Through the study of literature and composition, this one-year English course will reflect the California Content Standards and combine reading, writing, listening, speaking, and oral and written English language conventions..

**ENGLISH 2 HONORS\* (UC, CSU)**

**Grade: 10 - Year**

**Prerequisite: English 1 Honors\* with a grade of “B” or better or placement in accordance with District honors policy**

Through the study of literature and composition, this one-year English course will reflect the California Content Standards and combine reading, writing, listening, speaking, and oral and written English language conventions. Students in honors will be held to a substantially higher standard of assessment. Student writing should reflect a mastery of grammar and mechanics allowing for a greater depth of reasoning, analysis, and sophistication. Student writing constitutes a higher percentage of the overall grade.

**ENGLISH 3 (UC, CSU)**

**Grade: 11 - Year**

**Prerequisite: None**

This one-year course focuses on the development of American Literature with an emphasis on the study of social, political and philosophical movements. Course content will reflect the California Content Standards and combine reading, writing, listening, speaking, and oral and written English language conventions.

**ENGLISH 3 HONORS\*♦ (UC, CSU)**

**Grade: 11 - Year**

**Prerequisite: English 2 Honors\* with a grade of “B” or better or placement in accordance with District honors policy**

This one-year course focuses on the development of American Literature with an emphasis on the study of social, political and philosophical movements. Course content will reflect the California Content Standards and combine reading, writing, listening, speaking, and oral and written English language conventions. Students in honors will be held to a substantially higher standard of assessment. Student writing should reflect a mastery of grammar and mechanics allowing for a greater depth of reasoning, analysis, and sophistication. Student writing constitutes a higher percentage of the overall grade.

**ENGLISH 4 (UC, CSU)**

**Grade: 12 - Year**

**Prerequisite: None**

This one-year class surveys world literature. Course content will reflect the California Content Standards and combine reading, writing, listening, speaking, and oral and written English language conventions.

**AP ENGLISH LANGUAGE \*♦ (UC, CSU)**

**Grade: 11 - Year**

**Prerequisite: English 2 Honors\* with a grade of “B” or better or placement in accordance with District honors policy**

This one-year course focuses on the development of American Literature with an emphasis on the study of social, political and philosophical movements. The accelerated course content will reflect the mastery of California Content Standards, and AP curriculum, and combine reading, writing, listening, speaking, and oral and written English language conventions. Students in Language and Composition will be held to a substantially higher standard of assessment than in English 3 or English 3 honors. Student writing should reflect a mastery of grammar and mechanics allowing for a greater depth of reasoning, analysis, and sophistication. Student writing constitutes a higher percentage of the overall grade. This course also prepares students for the AP language exam, which includes analysis of the style and structure of classical non-fiction works as well as organized responses to various essay topics.

**AP ENGLISH LANGUAGE\*♦ (UC, CSU)**

**Grade: 12 - Year**

**Prerequisite: English 3 Honors\*♦ with a grade of “B” or better or placement in accordance with District honors policy**

This one-year course focuses on world literature and emphasizes written response, reading comprehension, and word analysis. Using writing strategies and applications, students will demonstrate appropriate oral and written language conventions in their writing. This course also prepares students for the AP Language exam, which includes analysis of the style and structure of classical English works as well as well-organized responses to controversial topics.

**AP ENGLISH LITERATURE & COMPOSITION\*♦ (UC, CSU)**

**Grade: 12 - Year**

**Prerequisite: English 3 Honors\*♦ with a grade of “B” or better or placement in accordance with District honors policy**

This one-year course focuses on world literature and emphasizes literary analysis, response, reading comprehension, and word analysis using writing strategies and applications. Students will demonstrate appropriate oral and written language conventions in their writing. This course also prepares students for the AP Literature exam which includes analysis of the style and structure of classical English works in both prose and poetry.

**AP SEMINAR\*♦ (UC, CSU pending)**

**Grades: 10,11,12 - Year**

**Prerequisite: None**

AP Seminar is the first of two (2) year-long cross-curricular courses, comprised with the CollegeBoard’s AP Capstone curriculum, and serves as the prerequisite for the second of the two courses, AP Research. In this course, students explore real-world issues through the cross curricular study of articles, research studies, academic texts, speeches, broadcasts, art, and literature. In the process, students will develop their abilities to think critically, construct arguments, conduct research, and communicate through various media. The course can be used in a cross-curricular connection with other AP courses.

**AP RESEARCH\*♦ (UC, CSU pending)**

**Grades: 11,12 – Year**

**Prerequisite: AP Seminar**

AP Research is the second of a two year-long cross-curricular course, comprised with the CollegeBoard’s AP Capstone curriculum. In this course, students explore real-world issues through the cross curricular study of articles, research studies, academic texts, speeches, broadcasts, art, and literature. In the process, students will develop their abilities to think critically, construct arguments, conduct research, and communicate through various media. The course can be used in a cross-curricular connection with other AP courses.

**FORENSICS (UC, CSU)**

**Grades: 9,10,11,12 - Semester - (CTE)**

**Prerequisite: Public Speaking**

Forensics is a semester-long course, which builds upon the foundation of public speaking by emphasizing argumentation, logic and critical thinking.

**FORENSICS - SPEECH & DEBATE 1**

**Grades: 10,11,12 - Year**

**Prerequisite: English 1 with a grade of “C” or better, and/or by teacher recommendation.**

Forensics/Speech & Debate is a two-semester course designed to be a competitive academic class with emphasis on the development of communication skills and knowledge in the areas of public speaking and argumentation. Students will gain expertise in many topics as they become proficient in the skills required for debate research and organization. Students will compete in a variety of events including original oratory, debate, extemporaneous speaking and the oral interpretation of literature. These events will take place both locally and at the state level.

**JOURNALISM 1 (UC, CSU)**

**Grades: 9,10,11,12 - Semester - (CTE)**

**Prerequisite: None**

Journalism 1 is a semester course which introduces students to journalistic concepts of newsworthiness, objectivity, responsibility, and brevity. This course is required for students who wish to participate in the publication of the school newspaper.

**JOURNALISM 2,3,4 (DESCRIBED UNDER OTHER PROGRAMS) (UC, CSU)**

**LANGUAGE SKILLS**

**Grades:** 9,10,11,12 - Semester

**Prerequisite:** Teacher recommendation

Language Skills is a course that develops all four language skills: listening, speaking, reading and writing. Students read and study pieces of literature independently and with the instructor and collaboratively work to increase their language skills.

**LEGACY OF MUSIC**

**Grades:** 11-12 - Semester

**Prerequisite:** English 1 and 2

During their semester study, students will examine an overview of music history concentrating on the social, political, and environmental factors that directed its progression. Primarily, those elements will be viewed in light of American music while examining worldly influences that molded it since 1900. Students will view the origins of modern music as well as examine the circadian themes and musical styles of the past 100+ years. They will listen to music on a thematic level while examining its growth in a historical context.

**MULTIMEDIA STORYTELLING (UC, CSU)**

**Grades:** 10,11,12 – Year - (CTE)

**Prerequisite:** English 1 with a grade of “C” or teacher recommendation

Multimedia Storytelling is a two-semester course, combining the high-level critical thinking, reading, and writing skills of print journalism with the artistic, creative, and aesthetic skills of the visual and graphic arts. Students master the writing and editing of the most common forms of journalistic stories; read and analyze relevant literature through expository writing; learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; experience state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning and give them confidence in their ability to see their creative ideas to completion.

**MYTHOLOGY (UC, CSU)**

**Grades:** 10,11,12 - Semester

**Prerequisite:** English 1

Students read and understand various myths and legends created by Greek and Roman writers and storytellers and keep dialectic journals, using standard English mechanics and syntax.

**PUBLIC SPEAKING (UC, CSU)**

**Grades:** 9,10,11,12 - Semester - (CTE)

**Prerequisite:** None

Public Speaking is a semester-long course designed to help students gain the skills and confidence to become effective speakers. Students acquire practical techniques as they deliver speeches.

**READING & WRITING SKILLS 1**

**Grade:** 9 - Year

**Prerequisite:** Teacher recommendation, Grades

This is a year-long English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 1 curriculum, this course stresses improving fluency and

comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this, is the development of writing, listening, and speaking skills.

### **READING & WRITING SKILLS 2**

**Grade: 10 - Year**

**Prerequisite: Teacher recommendation, Grades**

This is a year-long English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 2 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this, is the development of writing, listening, and speaking skills.

### **READING & WRITING SKILLS 3**

**Grade: 11 - Year**

**Prerequisite: Teacher recommendation, Grades**

This is a year-long English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 3 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this, is the development of writing, listening, and speaking skills.

### **READING & WRITING SKILLS 4**

**Grade: 12 - Year**

**Prerequisite: Teacher recommendation, Grades**

This is a year-long English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 4 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this, is the development of writing, listening, and speaking skills.

### **SHAKESPEARE**

**(UC, CSU)**

**Grades: 9,10,11,12 - Semester**

**Prerequisite: None**

Shakespeare is a one-semester course involving the understanding, appreciation, and critical analysis of a selected number of plays by William Shakespeare.

### **THEORIES OF THE GOOD LIFE**

**Grade: 12 - Semester**

**Prerequisite: English 3 with a grade of C or better**

Inspired by the course with the same title at Claremont McKenna College, taught by Professor Steve Smith, this high school class will examine how many people allow social norms/patterns to determine life decisions. The goal of the class is to get students to think for themselves and to make better and more informed choices about life goals, lifestyles, and life missions. We will examine numerous texts, philosophies, poetry, film, and other media examples as a mirror to examine our own lives. Class discussion/lectures will be the focus of the course, the readings/films will provide backbone material for class assessments. Ultimately, students will define what it means to "live a good life."

### **WEB-BASED TELECOMMUNICATIONS**

**Grades: 9,10,11,12 – Year – (CTE)**

**Prerequisite: Teacher recommendation**

Web-based Telecommunications adheres to California English/Language Arts Framework Standard 24 which states, "Students participate in specialized courses that integrate skills and allows them to pursue their own

interests.” This course is a literature and writing based electronic publications class from which students understand and appreciate the role and responsibilities of the electronic media in a global society. Students learn to be critical, informed consumers of electronic media (the Internet, online services, and privately maintained BBS systems). Through collaboration, students create, maintain and evaluate a twenty-four hour electronic bulletin board system available to the school community through home and school access as well as maintain a site on the World Wide Web. Telecommunications parallels the UC approved Journalism class in assignments of gathering information and writing, but differs in delivery of information and increased frequency of publication. Topics covered include gathering information and communicating effectively to a worldwide audience; elements of successful web site design; creation and revision of web pages using HTML, links, graphic elements, table and various typographic elements to best affect.

### **WRITING WORKSHOP**

**Grade: 9 - Semester**

**Prerequisite: None**

Taken concurrently with English 1 or English 1 Honors, this semester-long elective will prepare students for the demands of academic expression such as standardized tests, entrance exams, and writing admissions essays. This course enriches students' personal narrative, descriptive essay, expository, persuasive, and research skills.

## **MATHEMATICS**

### **ADVANCED CALCULUS\***

**(UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Calculus BC AP\*♦ with a grade of “B” or better or placement in accordance with District honors policy**

This year-long course continues the calculus sequence that begins with AP Calculus BC. Its content parallels that which you would find in a third semester college calculus course. That is, it covers vectors and three-dimensional analytic geometry, partial derivatives and Lagrange multipliers, multiple integrals, vector calculus, line and surface integrals, Greens’ Theorem, Stokes’ Theorem, the Divergence Theorem, and first and second order differential equations.

### **ADVANCED COMPUTER SCIENCE\***

**Grades: 11, 12 - Year - (CTE)**

**Prerequisite: AP Computer Science\*♦**

Advanced Computer Science is an accelerated course for students who demonstrate exceptional talent in computer programming in Computer Science AP and are able to work with little supervision. Course content will emphasize advanced concepts of computer programming such as: *abstract data type* (ADT) and Dynamic *data structure* allocation of variables; Arrays and algorithms; Standard Data Structures; Linked Lists; Stacks, Queues, Priority Queues, Binary Search Trees, Heap and Hash tables, Big “O” notation, and finally Sets and Maps.

Students will work in teams on large projects and independent research of computer science topics, such as the Internet and windowed graphical user environments.

### **ALGEBRA 1**

**(UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Palos Verdes Core Math (PVCM) 8 or PVCM 7/8 accelerated, or placement in accordance with established District acceleration policy.**

Emphasis in this year-long course is on student development of an understanding of the symbolic language of mathematics. Algebraic concepts are introduced through the development of an understanding of algebraic expressions, mathematical sentences and equations, the real number system, and functions and relations. Algebraic skills and concepts are developed and applied in a wide variety of problems solving situations.

### **ALGEBRA 1 HONORS\***

**(UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Palos Verdes Core Math (PVCN) 8 or 7/8 accelerated, or placement in accordance with established District honors policy.**

In accordance with the California State Standards for Mathematics, Algebra 1 Honors instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. A comprehensive understanding and application of mathematical functions is emphasized throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. This accelerated course places a strong emphasis on the depth and rigor in all critical areas of the California State Standards for Algebra 1 with a focus on increased rate and depth of inquiry of instruction, discovery, individual study, problem solving, and opportunity for mathematical discourse. The coursework moves at a rapid pace requiring students to rise to the challenge by spending the time necessary to learn each complex topic with diligence and dedication. The course may require additional homework.

**ALGEBRA 2 (UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Geometry with a grade of “C” or better or teacher approval**

In this year-long course, students expand their skills in abstract thinking and improve their ability to provide algebraic solutions to problems in various content areas. A functional approach is used in the development of concepts such as exponents, logarithms, and polynomials. Other topics include conic sections, solution of systems of quadratic equations, sequences and series, the binomial theorem, and the complex number system.

**ALGEBRA 2 HONORS\* (UC, CSU)**

**Grades: 9,10,11 - Year**

**Prerequisite: Geometry Honors\* with a grade of “B” or better or placement in accordance with District honors policy**

In this year-long course, students expand their skills in abstract thinking and improve their ability to provide algebraic solutions to problems in various content areas. A functional approach is used in the development of concepts such as exponents, logarithms, and polynomials. Other topics include conic sections, solution of systems of quadratic equations, sequences and series, the Binomial Theorem, complex number system, and other enrichment material.

**ALGEBRA 2 MCR (MEETS COLLEGE REQUIREMENTS) (UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Geometry MCR with a grade of “C” or better or teacher approval**

In this year-long course, students expand their skills in abstract thinking and improve their ability to provide algebraic solutions to problems in various content areas. A functional approach is used in the development of concepts such as exponents, logarithms, and polynomials. Other topics include conic sections, solution of systems of quadratic equations, sequences and series, the Binomial Theorem, and the complex number system.

**CALCULUS (UC, CSU)**

**Grades: 11, 12 - Year**

**Prerequisite: Pre-Calculus with a grade of “C” or better or teacher approval**

A study of functions with applications, and an introduction to differential calculus. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms and exponential functions, the derivative, differential equations, and Euler's method.

Precalculus topics are reviewed when they are needed in the development of calculus. Topics include graphical interpretations of the derivative, zeroes of functions, optimization, related rates, antidifferentiation, initial value problems, review of trigonometry, modeling with trigonometric functions, geometric sums and series, and the Fundamental Theorem of Calculus. Upon completion of this course a student will studied much of the material on the Fundamental Theorem of Calculus.

**AP CALCULUS AB \*♦ (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Pre-Calculus with Limits with a grade of “B” or better or placement in accordance with District honors**

Calculus AB AP\*♦ is the equivalent of a semester of college calculus dealing with real-valued functions of a single real variable. Course content follows the College Board syllabus. The students take the Advanced Placement Examination in May.

**AP CALCULUS BC\*♦ (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Pre-Calculus Honors\* with a grade of “B” or better or placement in accordance with District honors policy**

Calculus BC AP\*♦ is the equivalent of a full year of college calculus dealing with real-valued functions of a single real variable. Course content follows the College Board syllabus and California Framework. The students take the Advanced Placement Examination in May.

**AP COMPUTER SCIENCE\*♦ (UC, CSU)**

**Grades Level: 11,12 – Year - (CTE)**

**Prerequisite: Geometry/Geometry H\* with a grade of “B” or better or placement in accordance with District honors policy**

The AP Computer Science course develops students’ abilities to use computers in powerful, intelligent, and responsible ways. Mastery of programming methodology, algorithms, and data structures raises the student’s ability to program well above the novice level. An awareness of the ramifications of computer use contributes to one’s ability to make responsible and intelligent use of computers. Includes implementation of graphical user interfaces such as the essential GUI elements, creating GUI’s and GUI applications.

**AP COMPUTER SCIENCE PRINCIPLES\*♦ (UC, CSU)**

**Grades: 9,10,11,12 – (year)**

**Prerequisite: None**

AP Computer Science Principles is designed to be implemented as a yearlong high school course. Designed to appeal to a diverse audience, this course examines some of the fundamental ideas of the science of computing. Lectures and hands-on assignments cover a wide variety of topics such as hardware organization, the Internet, computer programming, limits of computing, and social impact of computing. This course requires no prerequisite.

The modules are sequential and designed to be the first computer science course for students who have never programmed before. Students explore the impact of computing in society along with the application of computing across career paths. The course will also build skills and awareness in digital citizenship and cybersecurity. Students learn introductory elements of text-based programming to create strategy games.

**ESSENTIALS OF ALGEBRA A & B**

**Grades: 9,10,11,12 - Two-Year**

**Prerequisite: Teacher recommendation**

This two year long course is designed to provide students an opportunity to learn the essential algebra skills needed to meet the California graduation requirement for math. This course is designed for students who need to begin Algebra. A variety of assessment techniques will be used, including the use of portfolios to document student progress.

**FUNCTIONS, TRIGONOMETRY, STATISTICS (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Algebra 2/Algebra 2 MCR with a grade of "C" or better or teacher approval**

Functions, Trigonometry, Statistics is a college preparatory course designed to emphasize computational skills, critical thinking, and problem solving strategies. The content of the course includes strands from the California Mathematics Content Standards of Algebra II, Trigonometry, and Probability and Statistics. Topics covered will include linear, graphing, polynomial, rational, exponential, logarithmic, and trigonometric functions; trigonometric identities; laws of sines and cosines; sequences and series; frequency and normal distributions; data descriptions; counting techniques, and probability.

**GEOMETRY (UC, CSU)**

***PVUSD High School Course Handbook 2017-18***

**\*Weighted PVPUSD Course**

**♦Weighted PVPUSD & UC Course**



**Grades: 9,10,11,12 - Year**

**Prerequisite: Algebra 1 with a grade of “C” or better or teacher approval**

In this course, students develop an understanding of the concept of proof in geometric contexts and construct formal logical arguments. Algebraic techniques are applied in the solution of problems involving geometric figures in two- and three-dimensions.

**GEOMETRY HONORS\***

**(UC, CSU)**

**Grades: 9,10 - Year**

**Prerequisite: Algebra 1 Honors with a grade of “B” or better or placement in accordance with District honors policy**

In this advanced level course, students develop an in-depth understanding of the concept of proof in geometric contexts and construct formal logical arguments. Algebraic techniques are applied in the solution of problems involving geometric figures in two and three dimensions.

**GEOMETRY MCR (MEETS COLLEGE REQUIREMENTS)**

**(UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Algebra 1 with a grade of “C” or better or teacher approval**

Algebraic techniques, as defined by the California Content Standards, are applied in the solution of problems involving geometric figures in two and three dimensions. Some development of the concept of geometric proof is taught.

**LINEAR ALGEBRA (College Course)**

**Grades: 10,11,12 – Year**

**Prerequisite: Completed highest level of math offered at the high school level and District approval.**

This is a Stanford University undergraduate course (M152) is offered through a web-based program. The course includes lectures (via CD-ROM and Internet) by a Stanford professor and an accompanying text.

**PRE-CALCULUS**

**(UC, CSU)**

**Grades: 11,12 – Year**

**Prerequisite: Algebra 2 MCR with a grade of “A” or Algebra 2 with a grade of “C” or better or teacher approval**

This college preparatory course is aligned with CA Content Standards, and designed to prepare the student for the study of advanced mathematics. Major emphasis is placed on the analytic approach to the subject rather than numerical computation. The content of the course includes basic trigonometric functions and their development, right triangle relationships and solutions, oblique triangle relationships and solutions, fundamental identities, inverse trigonometric functions, mathematics induction, sequences and limits, analytic geometry, vectors and analysis of functions.

**PRE-CALCULUS HONORS\*♦**

**(UC, CSU)**

**Grades: 11,12 – Year**

**Prerequisite: Algebra 2 Honors\* with a grade of “B” or better or placement in accordance with District honors policy**

This is a college preparatory course aligned with the California Content Standards and designed to prepare highly capable students for the Advanced Placement Calculus course or an equivalent course at the college level.

**PRE-CALCULUS WITH LIMITS**

**(UC, CSU)**

**Grades: 11,12 -Year**

**Prerequisite: Algebra 2 with a grade of “A” or Algebra 2 Honors\* with a grade of “C” or better, or teacher approval.**

This is a college preparatory course aligned with the California Content Standards and designed to prepare capable students for the Advanced Placement Calculus course or an equivalent course at the college level. Major emphasis is placed on the analytic approach to the subject rather than numerical computation. The content of the course includes basic trigonometric functions and their development, right triangle relationships and solutions,

oblique triangle relationships and solutions, fundamental identities, inverse trigonometric functions, mathematics induction, sequences and limits, analytic geometry, vectors and analysis of functions.

**AP STATISTICS \*♦ (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Algebra 2 or Algebra 2 Honors\* completed or concurrent or placement in accordance with District honors policy**

This course is designed to prepare students in the methods of statistical analysis, following the California Framework and the College Board outline. Among the topics covered are exploratory analysis of data, probability, simulation models, confidence intervals, and data analysis, including standard deviation and correlation coefficients, making use of graphical and numerical techniques to study patterns and departure from patterns. Data must be collected according to a well-developed plan. Statistical inference guides the selection of appropriate models.

**STATISTICAL ANALYSIS (UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Algebra 2 or Algebra 2 Honors or Algebra 2 MCR completed or concurrent**

This course is designed to introduce students to the basic principles of descriptive statistics, exploratory data analysis, design of experiments, observational studies, simulations, probability, and fitting models to data. The course also looks extensively at principles such as confidence intervals and hypothesis testing, statistical inference, measuring the probability of an event, and using probability in decision-making. Examples from engineering, business, medicine, policy-making, the natural and social sciences, and sports will be explored. Use of computers, modeling software, graphing calculators and the Internet expose students to the power and speed of using technology for data analysis.

**OTHER PROGRAMS**

**ACADEMIC DECATHLON**

**Grades: 9,10,11,12 -Semester**

**Prerequisite: Competition Requirements**

Academic Decathlon is a national competition in these ten (10) academic areas: art, economics, fine arts, language and literature, mathematics, music, science, social science, essay, interview, and planned and impromptu speech. This class will practice in each of these areas, using the USAD study guide to prepare for local and state competitions.

**ADAPTED PE**

**Grades: 9,10,11,12 -Year**

**Prerequisite IEP/nurse recommendation**

Designed for those students who cannot participate in the regular physical education program because of physical problems, post-operative conditions, or similar reasons. Students must receive permission from a physician, the school nurse, and a review committee for admission to this class. Modified games and special exercises are stressed. Individual instruction is the primary focus of prescribed activities.

**ADVANCED PROJECTS**

**Grades: 9,10,11,12 - Semester**

**Prerequisite: Administrative and teacher approval**

Generally, a student has completed the available course work in a given field prior to embarking on an advanced project. The finished project should reflect good planning, thorough research and excellent craftsmanship. The student has completed an Advanced Project application. The student must obtain the sponsorship of a teacher and the teacher has accepted the student for a specific class period. The student is obligated to daily attendance.

**COLLEGE COURSES**

**Grades: 9,10,11,12**

**Credit: Variable**

**Prerequisite: Appropriate form on file and prior approval**

College credit courses in certain subject areas are offered on the high school campus or at other locations by selected local colleges and universities. L.A. Harbor College, El Camino, Marymount College, and other colleges and universities offer a high school program for students during the regular school year and summer session. The objectives are to provide a "head start" on college work for students. Students who plan to use college work for high school credit must file the appropriate form in the counseling office and receive prior approval.

### **CONTINUATION EDUCATION**

**Grades: 11,12 - Semester**

**Prerequisite: Administrative approval**

A program for students at least 16 years of age that leads to a high school diploma. Instruction is individualized and so arranged that a student may enter the program without disturbing the continuous and effective progress toward graduation. The continuation education program is at Rancho del Mar High School.

### **ENGLISH LANGUAGE DEVELOPMENT (ELD) (See Language Arts for ELD 1, 2, and 3 Course Descriptions)**

All English Language Learners (ELs) are assessed to determine their English language proficiency. Students who are identified as limited-English proficient are provided with special language instruction. The ELD program is designed to:

- Raise the level of the students' competency in the English language
- Ease the transition for the student into an American secondary school
- Help the student maintain a sense of self-worth and identity
- Achieve, to the best of their abilities, in academic areas

**Courses can be designated with an ELD-prefix or an ELD-suffix. Courses with an ELD-prefix are self-contained courses designed for ELD 1 and/or 2 students. Courses with an ELD-suffix are collaborative courses designed for ELD 3 students or students who have exited the program and are still being monitored.**

**Specially Designed Academic Instruction in English (SDAIE) courses incorporate strategies that help EL students to understand the content of the course being taught.**

#### **AMERICAN GOVERNMENT/ELD (UC, CSU)**

**Grade: 12 - Semester**

**Prerequisite: Concurrent enrollment in ELD 3**

This government course has the same description as the American Government course. Students are enrolled with Fluent English Proficient and native speaking students in a mainstream class. Teachers are aware of and plan for the developing English language skills of the ELD 3 students and use SDAIE strategies to increase proficiency.

#### **BIOLOGY 1/ELD (UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Concurrent enrollment in ELD 3**

This biology course has the same description as the Biology 1 course. Students are enrolled with Fluent English Proficient and native English speaking students in a mainstream class. Teachers are aware of the plan for developing English language skills of the ELD 3 students and use SDAIE strategies to increase proficiency.

#### **ECONOMICS/ELD (UC, CSU)**

**Grade: 12 - Semester**

**Prerequisite: Concurrent enrollment in ELD 3.**

This economics course has the same description as the Economics course. Students are enrolled with Fluent English Proficient and native English speaking students in a mainstream class. Teachers are aware of and plan for the developing English language skills of the ELD 3 students and use SDAIE strategies to increase proficiency.

**UNITED STATES HISTORY/ELD (UC, CSU)****Grades: 11-12 - Year****Prerequisite: Concurrent enrollment in ELD 3.**

This U.S. history course has the same description as the U.S. History course. Students are enrolled with Fluent English Proficient and native English speaking students in a mainstream class. Teachers are aware of and plan for the developing English language skills of the ELD 3 students and use SDAIE strategies to increase proficiency.

**WORLD HISTORY/ELD (UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Concurrent enrollment in ELD 3**

This world history/culture/geography course has the same description as the World History course. Students are enrolled with Fluent English Proficient and native English speaking students in a mainstream class. Teachers are aware of and plan for the developing English language skills of the ELD 3 students and use SDAIE strategies to increase proficiency.

**ELD/AMERICAN GOVERNMENT****Grade: 12 - Semester****Prerequisite: Concurrent Enrollment in ELD 1 or ELD 2**

In this content-based ELD government class, students will acquire an understanding of terms generic to the study of political science and the government of the United States. Students develop English language skills through discussion and writing of the various topics studied. Concepts covered include: comparisons of different types of government; how a bill becomes a law in the United States; and the organization and processes of all levels of the United States government. Students will be required to use maps, graphs, tables, charts, time lines, and political cartoons, and interpret accurately the information they contain.

**ELD/ECONOMICS****Grade: 12 - Semester****Prerequisite: Concurrent enrollment in ELD 1**

This economics course employs content-based ELD techniques with ELD 1 and 2 students in their senior year. In addition, developing English language skills, the essential concepts, principles, values, and methods of economic analysis and their applications to the modern world are introduced.

**ELD 2/SCIENCE****Grades: 9,10,11,12 - Year****Prerequisite: Concurrent enrollment in ELD 2**

The content-based ELD physical science course covers important concepts drawn from the physical sciences. Topics include laws of motion, mechanics, simple machines, chemical and physical properties of matter, and chemical reactions. Close attention is paid to the development of listening, speaking, reading, and writing skills in English. This course is designed to help students understand natural and physical phenomena and apply scientific concepts to live as informed citizens.

**ELD 2/SOCIAL STUDIES****Grades: 9,10,11,12 - Year****Prerequisite: Concurrent enrollment in ELD 1**

This is the third hour of a three-hour sequence of classes in the ELD program. This third-hour of a content-based ELD course is an intensive English language development course that follows the tenets of the natural approach to language acquisition. It emphasizes the communicative function of English in academic/school and daily life. Bilingual support is provided through use of peer tutors or same-language adult instructional aides, when possible. The process of developing vocabulary and beginning sentence structures promotes student success in everyday lives as well as in mainstream classes. All language skills (listening, speaking, reading, and writing) and the critical thinking skills are developed in this class. Activities of this interdisciplinary program include vocabulary and concept development in literature, social

science, and language domains. The class activities help students develop the habits of mind and the English language skills they need to do well in their continuing studies. Oral skills through presentations and discussions are a focus of this class.

### **ELD/UNITED STATES HISTORY**

**Grade: 11 - Year**

**Prerequisite: Concurrent enrollment in ELD 1 or ELD 2**

This content-based ELD U.S. History course will examine major turning points in American history in the 20th and 21st centuries, within the context of political, demographic, cultural, economic, and social change. The year begins with a review of American history because many students are new comers to American schools. The review highlights the historical development of the United States to 1914 with special attention given to the Constitution and to the Civil War. Other themes included are the growth of the United States as an industrial nation; the significance of immigration in producing ethnic diversity; and the demographic shifts of the 19th Century, especially the westward migration and urbanization.

### **ELD/WORLD HISTORY**

**Grades: 10,11,12 - Year**

**Prerequisite: Concurrent enrollment in ELD 1 or ELD 2**

This content-based ELD course in world history and geography will examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with a brief review of current world issues, emphasizing the critical nature and relevance to our nation of problems afflicting diverse areas of the world. Focus during the year-long course is on the expansion of the West, and on the growing interdependence of people and cultures throughout the world.

### **GUIDED STUDY**

**Grades: 9,10,11,12 - Semester - Fulfills CTE requirement; Course is repeatable for credit**

**Prerequisite: One of the following: IEP, Section 504 plan or an SST recommendation with all of the following:**

- **GPA of 2.0 or less or one or more D's on an interim report, quarter report or semester report**
- **Enrolled in at least two academic classes that assign daily homework**

This is a semester long, contract-based program, geared for students who could benefit from additional academic support in general education classes. This class fulfills the specialized academic instruction as specified by an IEP and serves as pre-special education assessment intervention for general education students who are struggling academically. Students are provided with an environment conducive to studying and given assistance when needed. Student progress in general education classes is monitored through student generated bi-monthly grade reports and regular communication with the students' classroom teachers. Students will receive instruction in the practical skills needed to be successful in their general education such as proximal goal setting, time management, and organizational skills. Guided Study will also teach prevocational and independent living skills such as employment strategies and personal finance.

### **INDEPENDENT STUDY**

**Grades: 9,10,11,12 - Semester**

**Prerequisites: Approval of instructor and associate principal**

**Textbook: Depends on program**

Enrollment in Independent Studies is restricted by the following circumstances:

1. The student has successfully completed the related entry-level classes.
2. The class cannot reasonably be taken during the school day.
3. An instructor has agreed to accept responsibility of prescribing the required course work and monitoring the student's progress.
4. The student and instructor have agreed to meet at least once every two weeks to evaluate progress.
5. The associate principal has approved the program.

### **JOURNALISM 2,3,4**

**(UC, CSU)**

**Grades: 9,10,11,12**

**Credit: 10 credits (year) - (CTE) - Meets Career Technical Arts Graduation Requirement.**

**Prerequisite: Journalism 1 and teacher approval**

All students in this class have taken Journalism 1 and qualified to be on staff by passing a try-out article that is evaluated by the adviser and members of the current editorial board. Once on staff, every writer must write for each of the ten to twelve issues. Assignments are based on section meetings and discussions. Deadlines are set with first drafts due to editors and the adviser. Research includes interviews, the Internet, and library resources. Revisions are on an as needed basis. Editing is a collaborative process among section editors and editors-in-chief.

### **JUNIOR STATE OF AMERICA (JSA)**

**Grades: 9,10,11,12 - Quarter - 2.5 credits (credit only)**

**Prerequisite: None**

JSA is an interdisciplinary program in which students research the great issues of our times that are presently being discussed, debated and legislated in the United States Congress. Students tackle a wide range of national and international issues that fall under the purview of the US Congress by researching them, debating them and attempting to create and lobby for legislation that would solve or ameliorate these problems. Consequently, during class, JSA conferences and simulations, students will practice debate, the art of negotiation and diplomacy, rules of congressional procedure and bill writing. The class is open to all students who wish to learn about the great issues presently affecting the United States as well as how Congress works.

### **LEADERSHIP**

**Grades: 9,10,11,12 - Semester**

**Prerequisite: Elective/appointed office in the Associated Student Body with Activities Director approval**

Elected and appointed student leaders develop skills necessary for successful leadership in a democratic society by organizing, implementing, and evaluating student council business under the direction of the Activities Director.

### **LINK CREW** (Component of Peer Mentor) (UC, CSU)

**Grades: 11,12 - Semester; 10 credits per year**

**Prerequisite: Application, interview, teacher recommendation, 4<sup>th</sup> or 7<sup>th</sup> period availability, and completion of a two-day training session prior to the start of the school year (in mid-August)**

Link Crew is a high school transition program that welcomes freshmen and transfer students and makes them feel comfortable throughout the first year of their high school experience at PVPHS. Built on the belief that students can help students succeed, Link Crew trains carefully selected mentors in 11<sup>th</sup> and 12<sup>th</sup> grade to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide freshmen/transfers to discover what it takes to be successful during the transition to PVPHS and, through a variety of activities and events, help facilitate freshmen and transfer students' success. Link Crew's goal is to provide a structure in which students make connections with each other, thereby increasing school safety and reducing incidences of bullying with anti-bullying education. Through this program, freshmen and transfer students learn that people at PVPHS care about them and their success, and leaders experience increased self-esteem, as well as overall character development.

Link Crew Leaders are selected for the program based on an application, an interview, and teacher recommendations; after taking part in a two-day training session in mid-August, Leaders are paired together to work with a group of 10-12 freshmen/transfers not only on the day of New Student Orientation, but meaningfully and frequently throughout the school year.

4<sup>th</sup> period Link Crew meets on a daily basis; 7<sup>th</sup> period Link Crew meets on a weekly basis, with an afterschool and lunch time option available. Students selected to be Link Crew Leaders are ready, willing, and able to maximize the program's ability to reach freshmen and transfer students. Furthermore, 4<sup>th</sup> period and 7<sup>th</sup> period Link Crew **will work together** to achieve this goal.

### **MEDIA/TECH ASSISTANT**

**Grades: 9,10,11,12 - Semester - CTE - Meets Career Technical Arts Graduation Requirement.**

**Prerequisite: Approval of librarian/counselor recommendation**

Students enrolled in the media assistant elective will receive actual practice in the daily routine of the high school library. Specifically, the students will expand their talents and skills as well as enrich their learning opportunities in the following areas: (a) research ability, (b) clerical tasks, (c) technical functions, (d) creative experiences using updated computer technology. Students need to be at least ELD 3.

### **MOCK TRIAL**

**Grades: 9,10,11,12 - 2.5 credits – (First Quarter Only; for credit only)**

**Prerequisite: None**

This course is offered during the first quarter for credit only. Students will learn about the American legal system and the Constitution by preparing and role playing in fictional criminal cases. The criminal case reenactments are tried before a real court of law, supervised by local judges and attorneys who donate their time and expertise. Students will have a real "hands-on" experience assuming fictional roles as attorneys, witnesses, prosecutors, defendants, and bailiffs (Mock Trial). Evening and weekend practices as well as participation in Saturday competitions are required. This experience will allow students to gain a working knowledge of public speaking, the rule of law, mediation, negotiation, the United States Constitutional Law, research, and teamwork. This program will provide fundamental building blocks for students considering a career in law.

### **MODEL UNITED NATIONS (MUN)**

**Grades: 10,11,12 - Year**

**Prerequisite: None**

An interdisciplinary study during which students' research topics presently being debated in the United Nations in order to participate in Model United Nations simulations. Students assume the roles of Member States of the UN, tackling a wide range of international issues. Through practice and attendance at Model United Nations Conferences, the students will acquire a working knowledge of diplomatic communication, rules of procedure, debate, negotiation, and resolution writing. The class is open to all students with a desire to learn about the workings of the United Nations and international diplomacy. Membership in the MUN Club is not a requirement.

### **OFFICE ASSISTANT (OA)**

**Grades: 10,11,12 - Semester - CTE - Meets Career Technical Arts Graduation Requirement.**

**Prerequisite: Staff approval of desired office**

This course is designed to give the student practical office experience under the direct supervision of staff personnel. Duties may include operation of the switchboard, using the photocopy machine, answering the telephone, relaying messages and transacting the business of the office assigned. An OA may not leave campus nor have access to specific information regarding the academic progress of individual students. A maximum of 20 credits is available.

### **PATHWAYS**

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Pathways courses in all grades 9-12 are designed to prepare, in an academic context, students for entrance into four-year universities and to improve their performances when they enter four-year universities. The Pathways course emphasizes the following AVID skills: analytical writing, preparation for entrance and placement exams, college study skills, test taking strategies, note-taking skills, research skills, time management, and organizational skills. Students will be enrolled with a Pathways teacher before school begins; the students will meet with the same Pathways teacher three times a week for the entire year. Ideally, students will have the same Pathways teacher for all four years of high school.

In addition to the Pathways curriculum infused with AVID skills, students are also required to attend a tutorial in a core subject twice a week. Students may opt out of the tutorial and choose to participate in other areas such as independent science research, on-line university courses, leadership class, or peer mentoring. More choices will be offered to students as the Pathways program grows.

### **PEER LEADERS UNITING STUDENTS (PLUS) (UC, CSU)**

**Grades: 9,10,11,12 - Semester**

**Prerequisite: Participation in PLUS requires students to have a strong application showing their dedication and leadership; fourth period availability, and completion of the two-day PLUS training before school starts.**

The PLUS class is a peer-to-peer leadership program designed to identify and address the critical issues that impact students on campus. PLUS team members work to build a safer and more inclusive school environment; this effort results from collecting data from forums and surveys, implementing informed action plans, reaching out to the community at large, and working with other leadership teams and stakeholders in pursuit of the U.S. Department of Education's safe school initiatives. Students can take up to two semesters of PLUS for elective credit.

### **PEER MENTOR**

**Grades: 10,11,12 - Semester - CTE**

**Prerequisite: Application and interview**

The High School Peer Mentor Program is a high school transition program to welcome freshmen and transfer students to provide the opportunity for smooth transition into high school. High School Mentors are paired with incoming freshman and transfer students at the beginning of the year. The incoming students will receive support and guidance from upperclassmen that have been through the challenges that high school poses, as the transition to a larger school can sometimes be overwhelming.

### **PEER TUTORING**

**Grades: 10,11,12 - Semester**

**Prerequisite: Teacher approval**

Peer Tutors provide assistance in various classes and departments to students who need help in understanding class work. Bilingual capability is an asset.

### **PHOTO/GRAPHIC DESIGN**

**Grade Level: 9,10,11,12 - Year - (CTE)**

**Prerequisite: Teacher approval**

Students complete assignments required for the publication of the yearbook and school newspaper. Must be able to operate a 35mm camera, have knowledge of darkroom techniques, and be familiar with computer imaging. After school time is required.

### **POST-SECONDARY TRANSITIONS**

**Grades: 11,12 - Semester - (CTE)**

**Prerequisite: None**

The Post-secondary Transitions course addresses preparation for life following graduation. In this semester course, students will explore and investigate aspects of career, vocational training, and higher education. They will develop communication skills affecting interpersonal, professional, and academic relationships. In the process, each student will compile a portfolio of transition materials, including a resume, letters of recommendation, transcripts, work samples, scholarship applications, and personal inventories. Students will identify a career pathway of interest on which to evaluate goals, skills, talents and abilities.

### **PROJECT EGO**

**Grades: 11-12 - Year (10 credits upon completion of entire year-long program)**

**Prerequisite: Counselor recommendation**

Project Ego is a special community-based program designed to offer career direction and experience to high school seniors and juniors. Students are required to attend semi-monthly seminars conducted by the associate principal, Project Ego coordinator, community business professionals and psychology interns. Project Ego was conceived by the PVP Education Foundation and is sponsored by the Community Association of the Peninsula (CAP) in cooperation with the school district.

### **SAT PREP**

**Grade: 11,12 - Semester (elective credits/no grade)**

**Prerequisite: None**

This semester course is a comprehensive study of all three sections of the SAT. Course will include a Benchmark SAT, progress check tests, proctored practice tests and a complete review of the final test-taking.



### **SCHOOL AIDE**

**Grades: 11-12 - Semester**

**Prerequisite: Approval of the Associate Principal**

Students have various opportunities to work in the school cafeteria and as campus supervisors at elementary and intermediate schools.

### **SoCal ROC (Southern California Regional Occupational Center)**

**Grades: 11-12 - 10-15 credits (semester) - (CTE selected courses)**

**Prerequisite: Enrollment in the minimum number of classes at high school needed to comprise a five-period day**

**Meets Career Technical Arts Graduation Requirement.**

SCROC provides students with advanced vocational training in many areas. Applications are available in the Career Center. Free bus transportation is provided to and from school. Students can earn up to 15 elective credits per semester and 10 credits in summer school.

### **SERVICE LEARNING LEADERSHIP**

**(UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Application and Interview**

Service Learning Leadership is a yearlong course, combining high-level critical thinking, reading, writing and analytical skills into authentic and applicable service based and entrepreneurial project experiences. Students will participate in research and evaluation, project planning and execution as well as leadership and communication based activities in order to further develop these key skill sets as they also contribute to civic engagement and social consciousness in their communities. Students will learn vital lessons such as how to come back from adversity, evaluate progress and set realistic and future oriented goals. Findings from these experiences will lead students to become highly skilled socially responsible citizens who can apply their knowledge to larger scale future projects as their ages, resources and scopes increase. Students will understand the importance of being passionate about a cause and also being aware of civic engagement opportunities in all areas of their community. This class will allow students to synthesize information obtained in all of their core classes as well as to work both individually, as a class and in small teams. Service Learning Leadership will prepare students through real world application in order to produce civically engaged and socially conscious citizens.

### **SERVICE LEARNING LEADERSHIP TWO**

**(UC, CSU)**

**Grades: 10,11,12 – Semester**

**Prerequisite: One Year Service Learning Leadership**

Service Learning Leadership Two is the continuation of Service Learning Leadership [One]. It is intended for students who would like to further hone the leadership, project management and philanthropic skills gained in a previous year of Service Learning Leadership. Students will combine high level critical thinking, reading, writing and analytical skills in order to create and implement service based and entrepreneurial projects. Students will continue to participate in research and evaluation, project planning and execution as well as leadership and critical thinking based activities in order to further develop these key skills as they also contribute to civic engagement and social consciousness in their local and global communities. Students will continue with vital lessons such as how to assess root causes and evaluate progress along with working passionately to affect social issues in a positive manner. Students will use the best practices for service projects learned in their previous year of Service Learning Leadership in order to continue their work on teacher, student, and class-planned service projects, both on campus and in the greater community. Students will have the opportunity to take their work on service projects and philanthropic events to a deeper and more meaningful level as they are able to implement them for a second time and are able to use lessons learned from previous years to refine them. This class will allow students to synthesize information obtained from previous years to further grow as leaders, creative thinkers and self-directed lifelong learners.

### **SPECIAL EDUCATION: Special Day Class (SDC) and Resource Specialist Program (RSP)**

**Grades: 9,10,11,12 - 5-10 credits (semester-year)**

**Prerequisite: Eligibility under IDEA**

The Department of Specialized Education offers eligible students the support and instruction to achieve their academic and personal best. Individualized programs are developed and monitored to accommodate individual differences.

### **SURVIVAL OF SINGLES**

**Grades: 11-12 - Year - (CTE)**

**Prerequisite: None**

**Meets Career Technical Arts Graduation Requirement.**

This is a course designed to aid students in a successful transition to independent, responsible, living as an adult. Survival of Singles (S.O.S.) first semester includes instruction in topics such as: Paying Bills and Taxes; Budgeting and Handling Money; Checking, Savings & Credit Accounts; Finding/Renting An Apartment; Employment Preparation & Resumes.

S.O.S. second semester includes instruction in topics such as: The Influence of Advertising and Consumer Awareness; Menu Planning; Skills For Food Shopping; Bank Services and Checking/Savings Accounts; In Trouble With Credit Cards. Students work independently with the classroom teacher.

### **TEACHER ASSISTANT (TA)**

**Grades: 10,11,12 - Semester**

**Prerequisite: Teacher approval**

Students work as assistants to teachers. Regular attendance is required. The teacher assistant will report daily to the assigned teacher or substitute teacher. In the event there is no assignment, the TA will remain with the assigned teacher for the period, or under prior arrangements, remain under the supervision of another teacher or secretary in one of the offices. The TA is not to be left unsupervised in a classroom. A student may not be a TA more than one period per semester nor earn more than 20 credits. A TA may not leave campus nor have access to specific information regarding the academic progress of individual students.

### **TEEN COURT**

**Grades: 9,10,11,12 - 2.5 credits – (Second and Fourth Quarters for a total of 5 credits only per year)**

**Prerequisite: None**

Students enrolled in Teen Court will benefit from exposure to the legal system by participating in a number of roles in the real cases of their peers. By acting in the parts of bailiff, clerk, and actively questioning jury, students are prompted to recognize the importance of various aspects of a youth trial. Involved students fulfill civic obligation by providing consequences for peers involved in low-level criminal conduct. Due to Teen Court's nature as an early intervention program for real juvenile delinquents, student participants learn the importance of being responsible citizens while helping reform the community's already troubled youth. The class is open to all students who wish to learn about the day-today legal system presently in affect in the United States.

Students will receive 5 credits per year (2.5 credits for the second and fourth quarters) for Teen Court through verification of the following:

Students will receive credit for Teen Court through verification of the following:

1. Attendance at Teen Court sessions (after school- 1-2 times a month)
2. Observations of the justice system as assigned by Teen Court advisors, and
3. Completion of written assignments as assigned by Teen Court advisors.

### **YEARBOOK PRODUCTION 1-4**

**Grades: 9,10,11,12 - Year - (CTE)**

**Prerequisite: Approval of yearbook instructor**

**Meets Career Technical Arts Graduation Requirement.**

This is a one-to-four year course in yearbook production, covering news and feature writing, caption writing, headline writing, and copy reading. Students receive beginning and advanced instruction in graphic design computer skills as they create and layout all 600 pages of the yearbook. Students will be expected to devote extra time after normal school hours.

## ***PHYSICAL EDUCATION***

### **ADAPTED PE**

**Grades: 9,10,11,12 - Quarter**  
**Prerequisite: IEP/Recommendation of nurse**

Designed for those students who cannot participate in the regular physical education program because of physical problems, post-operative conditions or similar reasons. Students must receive permission from a physician, the school nurse and a review committee for admission to this class. Modified games and special exercises are stressed. Individual instruction is the primary focus of prescribed activities.

**ADVANCED DANCE** (UC, CSU)

**Grades: 11,12 - Year**  
**Prerequisite: Intermediate Dance or Audition**  
**Can be taken for PVPUSD credit in PE or Visual and Performing Arts**

This is an advanced level dance class where students demonstrate a mastery of various major traditions, techniques, styles of dance and use of creativity through choreography in a variety of times and places. Students will perform in the annual dance concert. First semester students will work on increasing flexibility and technique through stretching and conditioning and are exposed to advanced dance techniques. Second semester they will work on solo and group choreography in preparation for the Spring Dance Concert. Students will learn to critically assess and derive meaning from works of dance and performances based on elements of dance and aesthetic qualities.

**PHYSICAL EDUCATION 9**

**Grade: 9 - Quarter**  
**Prerequisite: None**

As part of this two-semester program, students develop and demonstrate movement activities, appreciation for lifetime fitness, and social development through team sports.

**PHYSICAL EDUCATION 10**

**Grade: 10 - Quarter**  
**Prerequisite: None**

In this two-semester course, students focus on individual and team sports of choice, (e.g., dance, personal defense, and physical fitness). Emphasis is placed on analysis of the physiological and mechanical principles involved in human movement to achieve personal fitness goals.

**PHYSICAL EDUCATION/ATHLETICS**

**Grades: 9,10,11,12 - Credit Variable**  
**Prerequisite: Coach approval**

Ninth and tenth grade students in sixth period athletics will receive PE credit and must remain in the class for the entire semester. Eleventh and twelfth grade students may participate on a credit or audit basis. (Boys; Girls)

<b>Fall Sports</b>	<b>Winter Sports</b>	<b>Spring Sports</b>	<b>Year Round Sports</b>
Cross-Country (B&G) Football Golf (G) Tennis (G) Volleyball (G) Water Polo (B)	Basketball (B&G) Soccer (B&G) Water Polo (G) Wrestling	Baseball Golf (B) Lacrosse (B&G) Softball Swimming (B&G) Tennis (B), Track and Field Volleyball (B)	Cheer Colorguard Drill Team Equestrian Pep Squad Song

**PHYSICAL EDUCATION/CHOREO**

**Grades: 9,10,11,12 - Quarter**  
**Prerequisite: Audition**  
**Can be taken for PVPUSD credit in PE or Visual and Performing Arts**

This is an advanced level production course which prepares for performance at the annual dance concert. Students demonstrate various dance techniques, styles of dance, and use of creativity through choreography. First semester students work on increasing flexibility through stretching and are exposed to dance techniques.

Second semester students work on intermediate to advanced technique and choreograph solo and group dance works. In the eleventh and twelfth grade, this course counts as a fine arts requirement.

### **PHYSICAL EDUCATION/DANCE**

**Grades: 9,10,11,12 - Quarter**

**Prerequisite: None**

In this course, students demonstrate various dance technique, styles of dance and use creativity through choreography. First semester students work on flexibility, strength and dance fitness activities, as well as basic dance technique and choreography. Second semester, students work on intermediate to advanced technique, choreograph solo and group works, and have performance opportunities.

### **PHYSICAL EDUCATION/DANCE/DRILL**

**Grades: 9,10,11,12 - Quarter**

**Prerequisite: Audition required for team participation**

All students from beginning to advanced, explore various dance movements and creativity. Dance team and drill teams, which include Drill Team, Short Flags, and Banner carriers, perform at athletic activities and competitions outside of school. Students work on dance and drill techniques during the course of the year. PE credit is given to students in grades nine and ten; elective credit may be given to students in grades eleven and twelve.

### **PHYSICAL EDUCATION/INTERMEDIATE DANCE**

**Grades: 9,10,11,12 - Quarter**

**Prerequisite: Audition**

**Can be taken for PVPUSD credit in PE or Visual and Performing Arts**

This is an intermediate level dance class where students demonstrate understanding of various major dance traditions, techniques, styles of dance, and use of creativity through choreography in a variety of times and places. Students will prepare for performance at the annual dance concert. First semester students will work on increasing flexibility through stretching and are exposed to intermediate dance techniques. Second semester they will work on solo and group choreography and prepare for the spring dance concert. In the eleventh and twelfth grade, this course counts as a fine arts requirement. Students learn to critically assess and derive meaning from works of dance and performances, based on the elements of dance and aesthetic qualities.

### **PHYSICAL EDUCATION/MARCHING BAND**

**Grades: 9,10 - Quarter**

**Prerequisite: None**

Athletic and competitive activities in addition to performances and concerts. PE credits for grades nine and ten; may be taken for Fine Art credit in grades eleven and twelve.

### **PHYSICAL EDUCATION/PEP SQUAD**

**Grades: 9,10,11,12 - Quarter**

**Prerequisite: Audition, teacher approval**

PE/Pep Squad is a comprehensive year-round program of instruction for the songleading and cheerleading teams, that dance and cheer at school and athletic events. Students practice daily in dance, gymnastics, conditioning, and cheerleading techniques and engage in outside competitions against other schools.

### **PHYSICAL EDUCATION/STRENGTH AND FITNESS (WEIGHT TRAINING)**

**Grades: 9,10,11,12 - Quarter**

**Prerequisite: concurrent with athletic competition; consent of teacher required**

As part of this program of strength training and conditioning, students will have the opportunity to improve their level of fitness through a weight training program that includes a variety of activities and concepts related to muscular strength and endurance, cardiovascular fitness, flexibility and body composition. Students will access and monitor their level of fitness and set goals that will lead to lifelong wellness. This course meets the graduation requirement for physical fitness. It may be used for elective credit if PE graduation requirement is met.

### **PHYSICAL EDUCATION/VARSITY DANCE**

**Grades: 9,10,11,12 - Quarter**

**Prerequisite: Audition required for team participation**

All students from beginning to advanced, explore various dance movements and creativity. The Varsity Dance Team performs at athletic activities and competitions outside of school. Students work on dance and drill techniques during the course of the year. PE credit is given to students in grades 9 and 10; elective credit may be given to students in grades 11 and 12.

**PHYSICAL EDUCATION/FITNESS TRENDS**

**Grades: 10,11,12 - Quarter**

**Prerequisite: None.**

This course will expose students to multiple fitness trends offered at boutique gyms. Such activities include Pilates, Barre, Circuit Training, and Crossfit.

**PHYSICAL EDUCATION/YOGA**

**Grades: 10,11,12 - 2.5 (Quarter) Physical Education or Elective once Physical Education requirement is fulfilled**

**Prerequisite: One year of Physical Education or Physical Education/Dance**

This multi-level class is open to all fitness levels and will explore various styles of yoga. Students will have the opportunity to improve their flexibility, strength, cardiovascular health and overall fitness through a comprehensive yoga training program which will include concepts from anatomy, body mechanics and mindfulness. This course gives students a foundation for lifelong wellness practices. This course is open to students who have satisfied one year of Physical Education credit. Physical Education credit for grade 10 is given until Physical Education graduation requirement is met. Elective credit is given to students in any grade after Physical Education graduation requirement is met.

**SCIENCE AND ENGINEERING**

**AEROSPACE ENGINEERING**

**(UC, CSU)**

**Grades: 9,10,11,12 – Year – (CTE)**

**Prerequisite: None**

Project Lead The Way, working in collaboration with NASA, has introduced new aerospace engineering coursework. The Aerospace Engineering high school course provides students a learning opportunity in the application of basic engineering and design principles to projects and problems in aerospace science in a hands-on format. The major focus of the Aerospace Engineering (AE) course is to expose students to the world of aeronautics, flight, and engineering. Students will be introduced to the PLTW™ activity-based, project-based, and problem-based learning through exploring the world of aerospace engineering. Students should have experience in physics, mathematics, and technology education. They will employ engineering and scientific concepts in the solution of aerospace problems. The entire curriculum sequence will include experiences from the diverse fields of Aeronautics, Aerospace Engineering, and related areas of study. Lessons will engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering.

The AE course is intended to serve as a specialization course within the PLTW™ sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field. Students work in teams, exploring hands-on projects and activities to learn the characteristics of aerospace engineering and work on major problems to be exposed to the various situations that aerospace engineers face in their careers.

In addition, students use Inventor, which is a state of the art 3D design software package from AutoDesk, to help them design solutions to solve proposed problems. Students design intelligent vehicles and learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community.

The course of study includes:

- ✚ Overview of Aerospace Engineering
- ✚ Aerodynamics and Aerodynamics Testing

- ✦ Flight Systems
- ✦ Astronautics
- ✦ Space Life Sciences
- ✦ Aerospace Materials
- ✦ Systems Engineering

### **APPLIED PHYSICAL SCIENCE**

**Grades: 11,12 - Year**

**Prerequisite: None**

This year-long course is a non-college preparatory physical science class utilizing experimentation and non-math problem solving to explore the basic principles of physical science, including chemistry, physics, earth and space science.

### **AP BIOLOGY \*♦**

**(UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Biology 1 with a grade of “B” or better; Chemistry 1 with a grade of “C” or better; or placement in accordance with District honors policy**

This AP Biology Course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course meets the college requirements in laboratory science and prepares students for the Advanced Placement Examination in biology. Emphasis is placed upon seven major themes in biology (1) science as a process, (2) evolution, (3) energy transfer, (4) continuity and change, (5) relationship of structure to function, (6) regulation, and interdependence in nature, and (7) technology and science. The overlaying concepts that are stressed include three major units of concentration – (1) molecules and cells, (2) heredity and evolution, and (3) organisms and populations. In addition, twelve required labs are conducted to prepare students for college level study.

### **BIOLOGY 1**

**(UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Completion of or concurrent enrollment in Algebra 1**

This course is designed to meet college entrance requirements as a laboratory science. The material presented in the course includes Cell Biology and Basic Chemistry, Plant Growth and Development, Genetics, Evolution and Natural selection, Reproduction, Physiology of the Human Body and corresponding functions and ecology. The approach taken in this discipline reflects the needs of a student interested in a general survey class in the field of Biology. Students enrolled in Biology 1 may continue into Chemistry and Physics.

### **BIOLOGY 1/ELD (DESCRIBED UNDER OTHER PROGRAMS) (UC, CSU)**

### **BIOLOGY 1 HONORS\***

**(UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Accelerated Science 8 with a grade of “B” or better, or completion of or concurrent enrollment in Algebra 1; Placement in accordance with District honors policy**

Biology Honors is an academically challenging course that is designed to prepare students for the Advanced Placement Biology (Biology 2 AP\*) course that follows. This course is aligned with the California State Standards for Biology. The course is formulated to fulfill the California State and University of California requirements for a laboratory life science. Covering the major themes or concepts of biology, the first semester surveys biochemistry and energy, including photosynthesis, fermentation, and respiration. It also investigates the structure and function of the cell, genetics, origin of life, and evolution. The second semester includes ecology, human physiology, classification and plant physiology. Laboratory investigations are an integral part of this course.

### **BIOLOGY 2**

**(UC, CSU)**

**Grades: 9,10,11,12 – Year**

**Prerequisite: Biology 1**

Biology 2 is a year-long course that is a continuation of Biology 1. The material presented in this course focuses on systematics and taxonomy of the six kingdoms of life, anatomy and physiology of organisms, and current advancements in the field of biology. This course incorporates the major themes of biology: Science as a

Process, Evolution, Energy Transfer, Continuity and Change, Interdependence in Nature, Structure and Function, and Science, Technology, and Society. Biology 2 meets college entrance requirements as a lab science.

**AP CHEMISTRY \*♦**

**(UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Chemistry 1 Honors\* and Algebra 2 with a grade of “B” or better or placement in accordance with District honors policy**

This college-level course is designed for serious-minded science students, and uses a college-level examination (Advanced Placement Chemistry exam). Theory and problem solving are stressed. This course covers and investigates the periodic table, atomic structure, types of chemical reactions, chemical bonding, the conservation of matter and energy, stoichiometry, gases and their properties, liquids and solids, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, electrochemistry, nuclear processes, and introduces organic and biochemistry. Experiments, mathematical calculations, and models are used to promote an understanding of the concepts, principles, and theories of chemistry.

**CHEMISTRY 1**

**(UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Concurrent enrollment or completion of Geometry for the class of 2020 and beyond**

This course is designed to meet college requirements as a lab science. This course will cover and investigate the periodic table, atomic structure, chemical bonding, the conversion of matter and energy, stoichiometry, gases and their properties, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, nuclear processes, and introduces organic and biochemistry. Experiments, mathematical calculations and models are used to attain an understanding of the concepts, principles, and theories of chemistry.

**CHEMISTRY 1 HONORS\*♦**

**(UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Concurrent enrollment or completion of Geometry for the class of 2020 and beyond**

This course is designed to meet college requirements as a lab science. Students enrolled in this course should have a high ability level for science as the rigorous nature of the course is designed for those opting to take Chemistry 2AP\* and other advanced science courses. This course will cover and investigate the periodic table, atomic structure, chemical bonding, the conservation of matter and energy, stoichiometry, gases and their properties, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, nuclear processes, and introduces organic and biochemistry. Coverage of the material in this course will be more in-depth and emphasize more problem solving than the Chemistry 1 course. Experiments, mathematical calculations and models are used to attain an understanding of the concepts, principles, and theories of chemistry.

**CIVIL ENGINEERING AND ARCHITECTURE (UC, CSU)**

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Introduction to Engineering Design, Principles of Engineering, or Digital Electronics**

This two-semester course includes the roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design and Project Documentation and Presentation.

**DEVELOPMENTAL PHYSIOLOGY AND SPORTS MEDICINE (UC, CSU)**

**Grades: 9,10 - Semester**

**Prerequisite: None**

Developmental Physiology and Sports Medicine covers the anatomy and physiology of the adolescent human body. It includes the many systems of the body and how these systems interact with each other specifically through athletics. Additional topics are introduced that are integral to understanding sports medicine such as nutrition, sports injury, prevention, treatment, substance abuse, first aid and CPR.

**DEVELOPMENTAL PHYSIOLOGY AND SPORTS MEDICINE (UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisites: Completion of English 1; Suggested completion of or concurrent enrollment in Biology or teacher recommendation**

This competency-based course provides students with the basics of Sports Medicine as well as with hands-on training in the basic duties of a sports therapy aide and fitness instruction. Instruction includes an orientation, safety and infection control, communication and interpersonal skills, academic proficiency, and employability skills. Emphasis is placed on: ethical and legal considerations; sports and therapeutic equipment; nutrition and weight management; physical fitness assessment; physical conditioning; emergency preparedness and assessment; infection control, vital signs assessment; basic life support (including AED and CPR); injuries to the tissues; injuries to the head and spine; injuries to the chest and abdomen; environmental conditions; medical conditions; taping and wrapping; and therapeutic modalities and physical rehabilitation. The competencies in this course are aligned with California High School Academic Content Standards.

**DIGITAL ELECTRONICS** (UC, CSU)

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Completion of or concurrent enrollment in Geometry**

This course introduces students to Digital Electronics, and prepares students with the foundations of engineering at high levels of rigor and relevance consistent with the current standards. The course introduces fundamentals, number systems, gates, Boolean Algebra, adding, flip-flops, registers and microprocessors, and concludes with a capstone project. Course format will include lectures, discussions, labs and computer labs, projects and outside research. The course features activities-based, project-based, and problem-based learning

**EARTH SCIENCE** (UC, CSU)

**Grades: 9,10,11,12 - Year**

**Prerequisite: Completion of or concurrent enrollment in Essentials of Algebra or Algebra 1**

Earth Science is a comprehensive year-long college foundation science course preparing students for college courses and careers in geology, mineralogy, oceanography, astronomy, meteorology, ecology, mining and environmental studies. This course incorporates the CA Content Standards for Earth Science and provides the students with a broad-based background and appreciation of their ever-changing planet and its place in the universe.

**EINSTEIN'S RELATIVITY AND QUANTUM PHYSICS\***

**Grades: 11-12 - Year**

**Prerequisite: Concurrent enrollment in AP Calculus and AP Physics C**

Einstein's Relativity and Quantum Physics is a year-long course that is equivalent to a full year University course. The course covers Einstein's Special Relativity, Einstein's General Relativity and Quantum Mechanics. Students will attain a mathematical and conceptual understanding through student-centered, online based instruction and will have time to master advanced physics principles while engaging in science practices. In addition, students will build knowledge through content-rich nonfictional reading, writing, and speaking.

Content and assessment are available at [www.worldscienceu.com](http://www.worldscienceu.com) for no cost Content includes video lectures, virtual office hours, daily assessment, lab simulations, discussion boards, quizzes and comprehensive exams. An additional component of this course requires instructional time be spent in a hands-on laboratory, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices learned through instruction. This course meets the District's graduation requirement in science.

**ENGINEERING DESIGN AND DEVELOPMENT (UC, CSU)**

**Grades: 11-12 - Year – (CTE)**

**Prerequisite: Introduction to Engineering Design or Principles of Engineering**

In this capstone course, teams of students apply principles developed in the core PLTW classes to solve a problem of their own choosing. Guided by a community mentor, they brainstorm possibilities, research current patents, construct a working model, test the model in real life situations or simulations, document their designs, and present and defend the design to a panel.

**AP ENVIRONMENTAL SCIENCE \*♦** (UC, CSU)

**Grades: 10,11,12 - Year**

**Prerequisite: Biology 1 with a grade of "C" or better; Concurrent enrollment in Chemistry with a grade of "C" or better or placement in accordance with District honors policy**



The Environmental Science AP\*♦ course is designed to be the equivalent of a one semester, introductory college course in environmental science and is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science. In both breadth and level of detail, the content of the course reflects what is found in many introductory college-level environmental science courses.

### **FOUNDATIONS OF SCIENTIFIC THOUGHT/METHOD**

**Grades: 9,10,11,12 - Semester**

**Prerequisite: none**

The history of scientific method is inseparable from the history of science itself. The development and elaboration of rules for scientific reasoning and investigation has not been straightforward; scientific method; has been the subject of intense and recurring debate throughout the history of science, and many eminent natural philosophers and scientists have argued for the primacy of one or another approach to establishing scientific knowledge.

Some of the most important debates in the history of scientific method center on: rationalism, especially as advocated by Rene Descartes; inductivism, which rose to particular prominence with Isaac Newton and his followers; and hypothetico-deductivism, which came to the fore in the early 19<sup>th</sup> century. In the late 19<sup>th</sup> and 20<sup>th</sup> centuries, a debate over realism vs. antirealism was central to discussions scientific method as powerful scientific theories extended beyond the realm of the observable, while in the mid-20<sup>th</sup> century some prominent philosophers argued against any universal rules of science at all

Students will possess an ability to ask questions of data by looking at data from an “experiment”; get answers by being able to look at data and create new data; make logical argument; search for and analyze scientific literature; and use statistical techniques to foster scientific inquiry skills.

### **GEOLOGY**

**(UC, CSU)**

**Grades: 10,11,12 - Semester**

**Prerequisite: Biology and Chemistry with a grade of “C” or better**

This is a beginning level course designed to combine an understanding of physical features of the earth with the knowledge of chemistry and the earth’s evolution.

### **GEOLOGY HONORS\***

**(UC, CSU)**

**Grades: 10,11,12 - Semester**

**Prerequisite: Biology and Chemistry with a grade of “B” or better or placement in accordance with District honors policy**

This is a strenuous beginning level course designed to combine an understanding of physical features of the earth with the knowledge of chemistry and the earth’s evolution.

### **INTRODUCTION TO ENGINEERING DESIGN** (UC, CSU)

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: Completion of or concurrent enrollment in Algebra 1**

This course introduces students to Engineering design and teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. The course introduces the history of engineering, sketching and visualization, geometric and modeling concepts, continuing with practical assembly, model analysis and documentation, presentation, production and marketing skills. Course format will include lectures, discussions, labs and computer labs, projects and outside research.

### **LIFE SCIENCE**

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Students will apply the scientific method to evaluate life’s structure, chemistry, and its relationship to the environment. Content covers material required on the California Life Science Standards test. Topics include Cell Biology, Genetics, Physiology, Ecology, Evolution, and Investigation and Experimentation.

### **MARINE BIOLOGY**

**(UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Biology 1**

Marine Biology is a laboratory science course designed to introduce the student to the features, basic processes, and unique biology of the marine environment in order to understand the ocean's potential as a resource, and enhance awareness of the value and fragility of the ocean, its inhabitants and its ecosystems. An investigative approach to learning about the ocean and its inhabitants is stressed in this course.

**MARINE BIOLOGY HONORS\*♦ (UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Biology 1 with a "B" or better and completion of Algebra 1**

Marine Biology is a laboratory science course designed to introduce the student to the features, basic processes, and unique biology of the marine environment in order to understand the ocean's potential as a resource, and enhance awareness of the value and fragility of the ocean, its inhabitants and its ecosystems. An investigative approach to learning about the ocean and its inhabitants is stressed in this course. Students perform directed and independent research on specific marine organisms and include in-dept analysis and presentation of findings. Laboratory activities include dissection, data collection, and analysis based on experiments that develop scientific investigation and critical thinking. This course is an advanced level science course with emphasis and workload comparable to an introductory college class.

**MARINE SCIENCE (UC, CSU)**

**Grades: 10,11,12 - Semester**

**Prerequisite: Biology 1**

Marine science is designed to introduce the student to the features, basic processes, and unique biology of the marine environment in order to understand the ocean's potential as a resource and its role in worldwide phenomena such as weather. An investigative approach to learning about the ocean and its inhabitants is stressed in this course.

**PHYSICS (UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Concurrent enrollment in Algebra 2 or completed**

Physics is a college preparatory lab science course focusing on topics including mechanics, electricity and magnetism, light and electromagnetic radiation, sound and waves, heat and thermodynamics.

**AP PHYSICS 1 \*♦ (UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Concurrent enrollment in Pre-Calculus with Limits or higher**

AP Physics 1 a year-long course that is equivalent to a first semester college course in algebra-based physics. The course introduces fluid mechanics, thermodynamics, electricity and magnetism, optics and atomic and nuclear physics. Students will attain a conceptual understanding through student-centered, inquiry-based instruction and will have time to master foundational physics principles while engaging in science practices. In addition, students will build knowledge through content-rich nonfictional reading, writing, and speaking

An additional component of this course requires instructional time be spent in a hands-on laboratory, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices learned through instruction. This course meets the District's graduation requirement in science.

**AP PHYSICS 2 \*♦ (UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Concurrent enrollment in Pre-Calculus with Limits or higher; completion or concurrent enrollment in AP Physics 1**

AP Physics 2 is a year-long course that is equivalent to a second semester college course in algebra-based physics. The course continues to cover fluid mechanics, thermodynamics, electricity and magnetism, optics and atomic and nuclear physics. Students will gain a deeper conceptual understanding through student-centered, inquiry-based instruction and will have time to master foundational physics principles while engaging in science practices. In addition, students will build knowledge through content-rich nonfictional reading, writing, and speaking

An additional component of this course requires instructional time be spent in a hands-on laboratory, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices learned through instruction. This course meets the District's graduation requirement in physical science.

**AP PHYSICS C ELECTRICITY & MAGNETISM \*♦ (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Concurrent enrollment in Calculus and completion of AP Physics C Mechanics required; placement in accordance with District honors policy**

Physics C Electricity & Magnetism Advanced Placement\*□ parallels a college course covering Classical Electricity and Magnetism, which serve as a foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problem solving.

**AP PHYSICS C MECHANICS \*♦ (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Concurrent enrollment in Calculus required; placement in accordance with District honors policy**

Physics C Mechanics Advanced Placement\* parallels a college course covering Newtonian Mechanics, which serves as a foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problem solving.

**PHYSIOLOGY AND ANATOMY (UC, CSU)**

**Grades: 11,12 – Year**

**Prerequisite: Biology 1 with a grade of “C” or better and completion of Algebra**

This course is designed to meet college requirements as a biological laboratory science. The content covers the 10 major organ systems of the human body and focuses on two main themes: the relationship of structure to function and homeostasis. The laboratory experiments include histological or tissue examination, skeletal parts, major muscle groups, etc. There are also a series of dissections to accompany the major organ systems including a study of the sheep brain, mammalian kidney, and a beef heart.

Students are evaluated by exams covering each of the weekly sessions and the class also is responsible for presenting a seminar related to a physiological process studied.

This course is also designed to collaborate with the Internship program which allows the students to attend lectures given by physicians, and health care providers who continually provide information on the most recent developments of medicine in their respective fields.

**PHYSIOLOGY AND ANATOMY HONORS \*♦ (UC, CSU)**

**Grades: 11-12 - Year**

**Prerequisite: Biology 1 with a “B” or better and completion of Algebra**

This course is designed to meet college requirements as a biological laboratory science. It covers the 11 major organ systems of the human body while focusing on two main themes: the relationship of structure to function and homeostasis. An investigative approach to learning about the human body will be stressed in this course. Students will perform directed and independent research –with a health care focus -- on specific systems of the human body, which will include in-depth analyses and presentations of findings. Laboratory reports will incorporate both English and Math core standards by implementing both writing and math exercises when possible. Students will also perform inquiry-based labs which will give them the opportunity to design and set up some of their own investigations. Guest speakers and/or field trips will be arranged in order to relate the course content to actual health care professions and provide information on the most recent developments in medicine.

The laboratory activities will include both microscopic and gross evaluations, with histological and tissue examination, skeletal analyses, muscle evaluation, and cooperation of organ systems. An advanced, college-level cat dissection will be performed where students will master the muscular, organ, nervous, and cardiovascular

structures in great detail which will help prepare them for a related health care field. There is also a series of dissections to accompany the major organ systems including a study of the fetal pig, beef or sheep brain, mammalian kidney, beef or sheep heart, and sheep “pluck” which includes the trachea and lungs. Increased technology will be utilized either in the computer lab or in the classroom with “bring your own device.”

Students will be evaluated in a variety of ways including quizzes, tests, (multiple choice and short answer/essay), laboratory reports, in-class assignments, outside research projects, class presentations, homework, computer assignments, and class participation. Students will be expected to collaborate with their peers during in-class activities and outside group projects.

### **PRINCIPLES OF ENGINEERING (UC, CSU)**

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: Completion of or concurrent enrollment in Algebra 1**

This course is designed to introduce students to the foundation principles of engineering and to give students opportunities to begin applying those principles to real-life problems. Students will learn that the engineering process is multi-faceted, combining physical science knowledge, mathematical insight, creative design, organization skills, communication skills, data analysis and documentation, and critical thinking. Students will engage in problem-solving activities and project development that will require them to build expertise in all of the facets of engineering mentioned above. Course format will include lectures, in-class use of various technologies, group projects, discussions, problem-solving sessions, lab experiments, and outside research.

### **ELD/SCIENCE (DESCRIBED UNDER OTHER PROGRAMS)**

#### **SCIENCE RESEARCH (1-4)**

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: Concurrent or previous enrollment in biology, chemistry, statistics, psychology, sociology, or Algebra 2**

Science Research is a one-to-four year sequential course designed for highly motivated students to advance an understanding of research methodology in the natural and social sciences. The course is directed to those students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on both laboratory and bibliographic research and will cover the California Science Content Standards for experimental design. This course engages students to work in conjunction with research scientists and professionals within their field of work. Students problem solve individual and group labs, write a research paper, analyze past and present scientific research for scientific methods, and discuss solutions to current dynamic issues. In addition, students undertake independent research in mathematics, life sciences, physical sciences, or social science.

Students are taught the process of online bibliographic researching. Student commitment to long-term focused research, demonstrating initiative, perseverance, and creativity is fostered.

## **SOCIAL SCIENCE**

### **ADVANCED PHILOSOPHY AND RELIGION (UC, CSU)**

**Grades: 10,11,12 - Semester**

**Prerequisite: Comparative Religions and World History**

The course provides a conceptual understanding of philosophy and its essential relationship to the major thought systems of the modern world. It surveys and compares core intellectual and religious traditions in both western and eastern civilizations. The curriculum requires critical reading, essay writing, and directed research into advanced levels of philosophical thought. Oral communication skills are emphasized in learning the reasoning process as well as promoting clarity of thought and expression.

### **AMERICAN GOVERNMENT (UC, CSU)**

**Grade: 12 - Semester**

**Prerequisite: None**

The required semester course in American government is designed to give students a critical perspective on politics and government in the United States. The course compares systems of government in the world today and analyzes the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judicial branches of government. The course promotes familiarity with the various institutions, groups, beliefs, and ideas that make up the American and comparative political system.

**AP AMERICAN GOVERNMENT \*♦ (UC, CSU)**

**Grade: 12 - Semester**

**Prerequisite: US History with a grade of “B” or better or placement in accordance with District honors policy**

Designed to survey the United States national political system; the purpose of this course is to examine and analyze the basic governmental institutions and their functions. This course is intended for the highly-motivated student who wishes to earn college credit in government. It is heavily content oriented and aims to promote skill development through a rigorous course of study. Primary focus will be placed on the national level, with a brief examination of the states and how they function within the federal system as well as how their governments differ from the national government.

**AMERICAN GOVERNMENT/ELD (DESCRIBED UNDER OTHER PROGRAMS) (UC, CSU)**

**AP COMPARATIVE GOVERNMENT/POLITICS \*♦ (UC, CSU)**

**Grades: 11-12 - Semester**

**Prerequisite: Teacher Recommendation**

AP Comparative Government is a one-semester introductory comparative course. Five countries form the core of this class: France, Great Britain, China, the former Soviet Union and one of the following: India, Mexico, and Nigeria (teacher's discretion). This course in Comparative Government and Politics will provide students with the conceptual tools necessary to develop an understanding of some of the world's most diverse political structures. The course will encompass the study of specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all societies.

**COMPARATIVE RELIGIONS (UC, CSU)**

**Grades: 10,11,12 - Semester**

**Prerequisite: None**

This course introduces the students to the major religions of the world. These belief systems are approached from the cultural perspective of each faith. Major religious tests, doctrines, rituals, customs, and artistic expressions are presented in order to increase a wide range of understanding and respect.

**ECONOMICS (UC, CSU)**

**Grade: 12 - Semester**

**Prerequisite: None**

Economics involves the study of microeconomics and macroeconomics to help students become responsible citizens and effective decision makers. The class provides an understanding of basic economic principles, including the law of supply and demand, scarcity, the role of the market place, competition, and consumer choice. In addition, the course deals with macroeconomic topics of inflation and unemployment, measures of national wealth, the economic role of the government, and international trade and finance. The course also includes personal economic decision-making: investments, budget process, job choice, and consumer information.

**AP MACROECONOMICS \*♦ (UC, CSU)**

**Grade: 12 - Semester**

**Prerequisites: Completion of AP Microeconomics, placement in accordance with District honors policy.**

The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and develops students' familiarity with economic performance measures, economic growth, and international economics. This course provides a continued study of the topics in the course Economics AP, and a detailed study of macroeconomics. It prepares students to take the Macroeconomics AP Exam.

**AP MICROECONOMICS \*♦ (FALL)****(UC, CSU)****Grade: 12 - Semester****Prerequisite: US History with a grade of “B” or better or placement in accordance with District honors policy**

AP Economics involves the study of microeconomics and macroeconomics. The microeconomics portion of the class provides an understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. This portion of the class will include: supply and demand models, consumer choice, production and costs, market structures, concepts of supply and demand to markets for factors such as labor.

The macroeconomics portion of the class develops an understanding of the principles of economics that applies to an economic system as a whole. It places an emphasis on the study of national income and price determination, and develops familiarity with economic performance measures, economic growth, and international economics. This portion of the class will include: concepts of scarcity and opportunity, trends in gross national product, gross domestic product, inflation and unemployment, analysis of the determination of national income and the aggregate price level, and international finance, exchange rates, and balance of payments.

**ECONOMICS/ELD (DESCRIBED UNDER OTHER PROGRAMS)****(UC, CSU)****ECONOMICS FOR LIVING****Grade: 12 - Semester****Prerequisite: None****Meets Economics graduation requirement**

This course is designed to provide students with an understanding of the economic system of the United States and the role of the individual in the economy.

**ETHICS****(UC, CSU)****Grades: 9,10,11,12 – Semester****Prerequisite: None**

This one-semester course examines various ethics issues confronted by students as well as those in the news. Ethical decision-making models will be examined and tested. In the 21<sup>st</sup> Century we are constantly faced with new medical technologies and medicine. We can grow ears on mice, harvest human organs in animals, extract stem cells from embryos, create transgenic organisms, and clone animals. We can now keep people alive for years using medical machines, such as ventilators, and through organ transplantation. In the near future we will have the technology available to choose every detail of our unborn child: sex, hair color, height, eye color, even athletic prowess. Whether these technologies are currently available or will be available in the near future, they will intimately affect our students. A course in bioethics will not only discuss such topics, but will discuss the ethics behind them.

Bioethics will encourage students to not only explore ethical dilemmas surrounding medical technology, but to explore them in light of differing religious, cultural, political, and personal influences. Through case studies and both primary and secondary resources, students will explore the ethics of organ transplantation, human experimentation, biotechnology, stem cell research, eugenics, withdrawing/withholding medical treatment, and cloning. Ethical topics and other themes such as justice, burden and benefit analysis, social responsibility, resource allocation, autonomy, family dynamics, legal issues, and personhood will be discussed in regards to specific cases. Through bioethics students will be exposed to new technologies and medicines, and be encouraged to develop ethical reasoning skills, identify their own values, understand the societal impact of their decisions, and be aware of cultural, religious, and personal differences in others.

**AP EUROPEAN HISTORY \*♦****(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: World History Honors\* or English Honors\* course with a grade of “B” or better or placement in accordance with District honors policy**

This course deals with varied political, intellectual, and socio-economic themes and familiarizes students with the interrelationships of these themes through several chronological periods. Emphasis is placed on European

History from the High Renaissance through current times. Medieval times are reviewed in terms of its influence on the Renaissance.

**ELD/AMERICAN GOVERNMENT (DESCRIBED UNDER OTHER PROGRAMS)**

**ELD/ECONOMICS (DESCRIBED UNDER OTHER PROGRAMS)**

**ELD/SOCIAL STUDIES (DESCRIBED UNDER OTHER PROGRAMS)**

**ELD/UNITED STATES HISTORY (DESCRIBED UNDER OTHER PROGRAMS)**

**ELD/WORLD HISTORY (DESCRIBED UNDER OTHER PROGRAMS)**

**GLOBAL CULTURES (UC, CSU)**

**Grades: 9,10,11,12 - Semester**

**Prerequisite: None**

Global Cultures is designed to provide an in-depth examination of the interchanges among members of cultures throughout the world and to teach requisite research and writing skills. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

**AP HUMAN GEOGRAPHY \*♦ (UC, CSU)**

**Grades: 10,11,12 - Semester**

**Prerequisite: Willingness to work at the college-level**

Geography is concentrated on the question "where". Human geography, however, focuses on answering the "why" of "where". The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

**INTERNATIONAL RELATIONS (UC, CSU)**

**Grades: 11,12 - Semester**

**Prerequisite: None**

The purpose of International Relations is to focus the attention of student's on international political behavior with an emphasis on the motivation behind policy. It provides for the application of historical information previously gained in the area of foreign policy formulation to the contemporary world situation.

**AP PSYCHOLOGY \*♦ (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: None.**

Advanced Placement (AP) Psychology is designed to provide students with a college level of introductory psychology.

**PSYCHOLOGY (UC, CSU)**

**Grades: 10,11,12 - Semester**

**Prerequisite: None**

This is a one-semester course, which introduces students to the subject of psychology. The course includes an overview of major psychological approaches, theories, and concepts and is designed to help students gain a better understanding of themselves and of other people. It also offers practical applications for students to help them live more satisfying and productive lives.

**SOCIOLOGY (UC, CSU)**

**Grades: 10,11,12 - Semester**

**Prerequisite: None**

This is a semester course providing an introduction to the major perspective, principles, concepts, and methods of sociology. Reference is made to varied world cultures with concentration upon social conditions and institutions within American society. Topics include culture, groups, social interaction, socialization, deviance, social stratification, social institutions, and social change.

**STUDENT AND THE LAW**

**Grades: 9,10,11,12 - Semester**

**Prerequisite: None**

This course seeks to convey an in-depth understanding by students of the roles, value of laws, courts, police, and community, to assist in providing basic rights of people and the protection of all.

**AP UNITED STATES HISTORY\*♦**

**(UC, CSU)**

**Grade: 11 - Year**

**Prerequisite: World History Honors and English 2 Honors with a grade of “B” or better or placement in accordance with District honors policy**

This college-level course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. Students learn to assess historical materials -- their relevance to a given interpretative problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. In addition, the course develops student skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This survey of American History provides extensive chronological coverage and readings on a broad variety of topics that include economic, cultural, intellectual, and social history, in addition to political, constitutional, and diplomatic history.

**UNITED STATES HISTORY**

**(UC, CSU)**

**Grade: 11 - Year**

**Prerequisite: None**

In this required eleventh grade course, students analyze and evaluate American political, social, and economic behavior during major periods in the nation’s experience. Multiple factors that effect continuity and change in historical settings are studied, in addition to the outstanding contributions of individual Americans. The course traces the change in ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the expanding role of the Federal government in addressing critical issues.

**UNITED STATES HISTORY/ELD (DESCRIBED UNDER OTHER PROGRAMS) (UC, CSU)**

**UNITED STATES HISTORY HONORS\***

**(UC, CSU pending)**

**Grade: 11**

**Prerequisite: World History/World History Honors\***

Students enrolled in Honors United History will learn about the cultural, social, economic, and political factors that have shaped the United States. This is a survey course that will cover the basic geography of the nation along with a study of American events that have shaped its identity today in the world. Students will be challenged to think critically, question, and to evaluate critical issues Americans and the U.S. government have had to confront.

**WOMENS' STUDIES**

**(UC, CSU)**

**Grades: 10-12 - Semester**

**Prerequisite: World History, U.S. History (concurrent enrollment acceptable)**

Based on the California Framework for History Social Science (Women in Our History), and the California English Language Arts Standards, this two-semester course examines the history of American women, the effects of historical events on contemporary women as reflected in literature. The course will also examine women as characters and authors, with a particular emphasis on narrative, voice, and the choices available to these women.

**AP WORLD HISTORY \*♦**

**(UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Teacher Recommendation**



The purpose of the World History AP course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. The course offers balanced global coverage with Africa, the Americas, Europe, and all Oceania represented.

**WORLD HISTORY**

**(UC, CSU)**

**Grades: 9,10 - Year**

**Prerequisite: None**

In this year-long course, students demonstrate a basic understanding of World History, Geography, and Culture. Content will cover the foundation of political thought in the development of law, religion, philosophy, and culture, and the influence of ancient civilization on modern western society. Students' identify, analyze, and interpret significant historical information.

**WORLD HISTORY/ELD (DESCRIBED UNDER OTHER PROGRAMS)** **(UC, CSU)**

**WORLD HISTORY HONORS\***

**(UC, CSU)**

**Grades: 9,10 - Year**

**Prerequisite: Language Arts 8 Accelerated with a grade of "B" or better or placement in accordance with District honors policy**

In this honors level course, students work toward developing an advanced understanding of World History, Geography, and Culture. Emphasis is placed on acquiring and exhibiting specific critical reading and writing proficiencies that enable them to succeed in subsequent social science advanced placement courses. As part of the course, students are also able to identify, analyze, interpret, and communicate significant historical information.

***SPECIAL EDUCATION***

**CITIZENSHIP SKILLS 1-4**

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Citizenship Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Areas of emphasis include personal health and safety, community awareness, community mobility, use of community agencies, cooperative learning, relationships, self advocacy, great Americans, American holidays.

The goals of the PVPUSD in the area of Citizenship Skills is to enable the student identified as an individual with exceptional needs to improve his/her ability in all of the citizenship skills so that he/she can function as independently as possible at home, in school, and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, citizenship skills are found in several curricular areas within the six State Frameworks. Citizenship Skills goals and objectives are found in the California History/Social Science and Health/PE Content Standards.

**COMMUNICATION SKILLS 1-4**

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Communication Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Included subject areas are reading, written communication, oral communication, and listening and English mechanics.

The goal of the PVPUSD in the area of Communication Skills is to enable the student identified as an individual with exceptional needs to improve his/her ability in all of the communication skills so that he/she can function as independently as possible at home, in school and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, Communication Skills is one of seven curricular areas within the six State Frameworks. Communication Skills goals and objectives are found in the California Language Arts Content Standards.

#### **CONSUMER SKILLS 1-4**

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Consumer Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Areas of emphasis include basic computation skills of whole numbers, fractions, decimals and their functional application in daily life. The course of study is designed to meet the individual needs of the student as indicated on his/her Individual Education Plan.

The goal of the PVPUSD in the area of Consumer Skills is to enable the student identified as an individual with exceptional needs to improve his/her ability in all of the consumer skills so that he/she can function as independently as possible at home, in school, and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, consumer skills is included under Functional Academics, one of the seven curricular areas within the six State Frameworks. Consumer skills goals and objectives are found in the California Mathematics Content Standards.

#### **LEARNING LAB 1-4**

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Learning Lab 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. The students will develop and strengthen skills necessary for participation and success in their school assignments and activities. Special attention will be focused on each student's individual needs as identified in his/her Individual Education Plan.

The goal of the PVPUSD in the area of skills for learning is to enable the student identified as an individual with exceptional needs to improve in his/her abilities so that he/she can function as independently as possible at home, in school and in the community.

The skills targeted in the Learning Lab are found in the various curricular areas of the SEACO (Special Education Administrators in County Offices) Alternate Curriculum and are embedded in the six State Frameworks.

#### **PRACTICAL LIVING SKILLS 1-4**

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Practical Living Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Topics for instruction include food preparation, care of clothing including washing, ironing, and mending, marketing, comparison-shopping, kitchen and home safety and cleanliness, reading bus schedules, reading maps, preparation of budgets.

The goal of the PVPUSD in the area of Practical Living Skills is to enable the student identified as an individual with exceptional needs to improve his/her ability in all of the practical living skills so that he/she can function as independently as possible at home, in school and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, activities and topics covered in Practical Living Skills are contained in several curricular areas within the six State Frameworks. Practical Living Skills goals and objectives are found in the California Mathematics, Science, Health/PE, Reading/Language Arts and History/Social Science Content Standards.

#### **RESOURCE SPECIALIST PROGRAM (RSP) STUDY SKILLS**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Student currently in Special Education or with a Section 504 Accommodation Plan**

Students apply strategies to use in general education classes. Organizational skills, time management skills, proper study environment, note taking skills, exam strategies, library and research skills, finding the key elements in reading, memorization techniques, writing resumes, career planning, and interview skills are all study skills included in this course.

**SPECIAL EDUCATION**

**Grades: 9,10,11,12**

**Prerequisite: An active IEP**

The Special Education program has been designed to provide instruction, accommodations, and support in all curricular activities that impact the unique needs of our population.

**STUDY SKILLS - ENGLISH**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Recommendation of Counselor**

Students apply strategies to use in general education classes. Organizational skills, time management skills, proper study environment, note taking skills, exam strategies, library and research skills, key elements in reading, memorization techniques. Students will be taught the necessary skills to meet the essential standards in English as well as the CAHSEE

**STUDY SKILLS – MATH**

**Grades: 9,10,11,12 – Year**

**Prerequisite: Recommended by Counselor**

Students apply strategies to use in general education classes. Students will learn and reinforce basic skills to understand math concepts and apply skills to problem solving. Students will learn the guiding principles and key components of an effective math program that meets the California High School Exit Exam (CAHSEE) standards.

**VOCATIONAL SKILLS 1-4**

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Vocational Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. This course of study will provide students the opportunities to develop self awareness, assess vocational strengths and weaknesses, participate in career awareness activities, acquire job survival skills, and participate in a variety of classroom, campus and community work experiences.

The goal of the PVPUSD in the area of Vocational Skills is to enable the student identified as an individual with exceptional needs to improve his/her ability in all of the vocational skills so that he/she can function as independently as possible at home, in school and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, the development of vocational skills is one of the seven curricular areas within the six Frameworks. Vocational skills goals and objectives are found in the California Reading/Language Arts, Mathematics, History/Social Science and Health/PE Content Standards.

***VISUAL/PERFORMING ARTS***

**ADVANCED DANCE**

**(UC, CSU)**

**Grades: 11,12 - Year - (CTE)**

**Prerequisite: Intermediate Dance or Audition**

**Meets Visual and Performing Arts graduation requirement**

This is an advanced level dance class where students demonstrate a mastery of various major traditions, techniques, styles of dance and use of creativity through choreography in a variety of times and places. Students will perform in the annual dance concert. First semester students will work on increasing flexibility and technique

through stretching and conditioning and are exposed to advanced dance techniques. Second semester they will work on solo and group choreography in preparation for the Spring Dance Concert. Students will learn to critically assess and derive meaning from works of dance and performances based on elements of dance and aesthetic qualities.

**ADVANCED ORCHESTRA\*** (UC, CSU)

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Strong performance ability, including previous participation in the orchestra, and an annual individual audition with the director**

**Meets Visual and Performing Arts graduation requirement**

This year-long course is designed to allow students to develop an advanced understanding of music by analyzing and interpreting what is presented in the music itself or performance. Students will identify more complex music forms when they are presented aurally. Students will also analyze the uses of the elements of music (melody, harmony, rhythm, texture, form, dynamics, and timbre) in given aural examples from diverse genres and cultures. Students, in addition, will perform on a musical instrument a varied repertoire of instrumental literature (Western and non-Western), including selection performed from memory, with expression and technical accuracy.

**AP ART HISTORY \*♦** (UC, CSU)

**Grades: 10,11,12 - Year- (CTE)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

This course provides a balanced visual arts program which guides students to achieve the standards in the visual arts. In Advanced Placement Art History, students experience the serious study of works of art, past and present. The course develops the student's ability to examine works objectively by introducing the elements of art and principles and formal aesthetic criteria. Study of the art of other cultures is included, although emphasis is placed on Western art from the Renaissance to the present.

**BASIC DESIGN**

**Grades: 9-12 – Semester - Meets Visual & Performing Arts graduation requirement.**

**Prerequisite: None**

This course is designed to be an introduction to the principles of art and the elements of design through a variety of media and techniques. Historical, cultural and personal approaches to artistic expression will be emphasized. The course includes commercial, technological, and classic applications of design.

**CERAMICS 1** (UC, CSU)

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

An introductory course in the use of ceramic materials emphasizing hand-building techniques as well as beginning wheel thrown forms. Ceramics 1 provides all students with an opportunity for creative expression and cognitive development in a nonverbal way. Assessment is based on effort and improvement, regardless of entry-level skills or personal aptitude.

**CERAMICS 2** (UC, CSU)

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Ceramics 1**

**Meets Visual and Performing Arts graduation requirement**

This course is a continuation of the student's development and mastery of ceramic methods and materials in plastic and non-plastic three-dimensional form. Development of aesthetic perceptions, understanding of the survival and revival of traditions, and exploration of personal aesthetic preferences/styles are emphasized.

**CERAMICS 3** (UC, CSU)

**Grades: 11,12 - Year – (CTE)**

**Prerequisite: Ceramics 1 and 2**

**Meets Visual and Performing Arts graduation requirement**

This third year course in ceramic art will continue to focus on personal style, influences, and sources of ideas, and artistic heritage, with increased standards, higher levels of achievement, advanced ceramic techniques, and mastery of symmetrical form. Skill in asymmetrical and distorted forms, and glaze composition are emphasized.

**CERAMICS 4** (UC, CSU)

**Grade: 12 - Year – (CTE)**

**Prerequisite: Ceramics 1, 2, 3**

**Meets Visual and Performing Arts graduation requirement**

This course is a continuation of Ceramics 3, with increased standards and levels of achievement. Emphasis is on solution of artistic problems in unique and expressive ways. Study also focuses on advanced ceramic techniques, mastery of symmetrical forms, skill in kiln stacking, and glaze composition.

**CHAMBER CHOIR** (UC, CSU)

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

This introductory course provides opportunities for students to analyze music and make informed judgments on the basis of form, content, technique, and creativity. Characteristics of music from various cultures and traditions are emphasized along with development of vocal music skills in order to perform a varied repertoire of music.

**CHAMBER/JAZZ CHORALE** (UC, CSU)

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: Audition with instructor**

**Meets Visual and Performing Arts graduation requirement**

This year-long course is designed to provide students with the opportunity to continue to analyze music and make informed judgments on the basis of form, content, and technique creativity. Emphasis is placed on the ability to describe the characteristics of music from various cultures and traditions. In addition, students continue to develop vocal music skills in order to perform a varied repertoire of music. Students also apply what they learn to other subjects, as they continue to read and notate music.

**CHOREO DANCE** (UC, CSU)

**Grades: 9,10,11,12 - Semester – (CTE)**

**Prerequisite: Audition**

**Can be taken for PVPUSD credit in PE or Meets Visual and Performing Arts graduation requirement**

This is an advanced level production course which prepares for performance at the annual dance concert. Students demonstrate various dance techniques, styles of dance, and use of creativity through choreography. First semester students work on increasing flexibility through stretching and are exposed to dance techniques. Second semester students work on intermediate to advanced technique and choreograph solo and group dance works. In the eleventh and twelfth grade, this course counts as a fine arts requirement.

**CONCERT BAND** (UC, CSU)

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: Open to all woodwinds, brass, and percussion; Annual audition for placement only.**

**Meets Visual and Performing Arts graduation requirement**

Concert Band is designed for the advanced wind musician. Students will perform on a musical instrument a varied repertoire of instrumental literature, from intermediate-advanced to advanced levels of difficulty, with expression and technical accuracy.

**CONTEMPORARY MUSIC IMPROVISATION**

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: The ability to read music and play a musical instrument or sing. Knowledge of major scales is recommended.**

**Meets Visual and Performing Arts graduation requirement**

This one-year course will cover beginning through intermediate level concepts in improvisation. The course content will focus on techniques used by master jazz, rock, and blues musicians. Theoretical concepts relating to

improvisation will be covered with an emphasis on applying the techniques to the students' individual instruments. A strong emphasis will be placed on understanding the historical context of the development of improvised styles of music from various musical genres and cultural contexts in American music.

### **CREATIVE ART**

**Grades: 9,10,11,12 - Semester - (CTE)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

This is a semester course providing an introduction to the major perspective, principles, concepts, and methods of sociology. Reference is made to varied world cultures with concentration upon social conditions and institutions within American society. Topics include culture, groups, social interaction, socialization, deviance, social stratification, social institutions, and social change.

### **DIGITAL ANIMATION 1** (UC, CSU)

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Drawing and Painting 1 or teacher recommendation**

**Meets Visual and Performing Arts graduation requirement**

This course is an introduction to digital animation with the intent to develop a foundation for further classes in digital art. The course will include examination of the historical evolution of the use of digital tools for art, and the economic and social changes that result. There will be critical discussion of contemporary art styles, forms and techniques, as well as hands-on experience with software used for still image production, and animation. This course incorporates the five content standards for Visual and Performing Arts: Artistic Perception, Historical and Cultural Content, Creative Expression, Aesthetic Valuing and Connections, Relationships, and Applications.

### **DIGITAL ANIMATION 2** (UC, CSU)

**Grades: 11,12 - Year – (CTE)**

**Prerequisite: Digital Animation 1 or teacher recommendation**

**Meets Visual and Performing Arts graduation requirement**

This course is an in-depth extension of Digital Animation 1 with the intent to further develop the foundation of creating and understanding time-based art. The course will advance the examination of the historical evolution of traditional and digital methods of art, and the economic and social changes that result. Students are required to first create their images by drawing, painting, photographing and/or sculpting them in traditional format. There will be critical discussion of contemporary art styles, forms and techniques, as well as extensive hands-on experience with software used for still image production and animation. This course incorporates the five content standards for Visual and Performing Arts: Artistic Perception, Historical and Cultural Content, Creative Expression, Aesthetic Valuing and Connections, Relationships, and Applications.

### **DIGITAL ANIMATION 3** (UC, CSU)

**Grades: 11,12 - Year – (CTE)**

**Prerequisite: Digital Animation 2 or teacher recommendation**

**Meets Visual and Performing Arts graduation requirement**

This course will advance the proficiency of the VPA state content standards through the examination of the historical evolution of traditional and digital methods of art, and the economic and social changes that result. Students are required to first create their images by drawing, painting, photographing and/or sculpting them in traditional format.

This course is an in-depth extension of Digital Animation 2 with the intent to develop more advanced applications of creating and understanding non linear and time-based art. There will be critical discussion of contemporary art styles, forms and techniques, as well as extensive hands-on experience with digital animation used for still image production and animation. This course incorporates the five content standards for Visual and Performing Arts: Artistic Perception, Historical and Cultural Content, Creative Expression, Aesthetic Valuing and Connections, Relationships, and Applications. This course will prepare students for success in the Studio Art AP: 2-D course.

### **DIGITAL PHOTOGRAPHY 1** (UC, CSU)

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

In this course, students learn the history of how photographs were made in the 1800s using metal and glass plates, plus the evolution of film, as we know it today. We will trace the profound effects photographs have had on American Life - influencing what we buy, how we dress, how we get the news - and in matters of life and death, medicine, science, and war. This course is designed to introduce opportunities in photography from traditional to digital. Students will learn how to take well-composed photographs using their own 35mm cameras. Emphasis will be placed on basic camera-handling skills, compositional guidelines, and proper utilization of light, film selection, and lens capabilities.

Students will use photo editing software, Adobe Photoshop, Student work will focus on: advanced photographic techniques (cameras, black-and-white or color; print or slide films, filters, electronic flash, and accessories); photographic images (people, action, photojournalism, nature; landscapes, seascapes, still life, using available light and multiple exposures); and the photographic process (contrast control, cropping, dodging, burning, texture screens, multiple printing). Students will describe the relationship between the artist, the process, the product, and the viewer.

Students will study various professional photographers throughout world history and make connections to their own use of the camera. Both a professional printed and digital portfolios will be developed throughout the school year.

**DIGITAL PHOTOGRAPHY 2** (UC, CSU)  
**Grades: 10,11,12 - Year – (CTE)**  
**Prerequisite: Photography 1 or Digital Photography 1**  
**Meets Visual and Performing Arts graduation requirement**

This course is designed to provide self-directed and advanced opportunities in traditional photography while bridging the gap between traditional and digital photography. Students will use Adobe PhotoShop & VR Works Classroom in a Book self-guided tutorial to learn PhotoShop to manipulate photos, VR Works to create 360-degree QuickTime movies from still photos, and Kai's Power Show to create digital portfolio presentations. Two 300-word research papers on digital photography and the role it has played in the visual arts and related careers in America are required. We will trace the profound effects photographs have had on American Life - influencing what we buy, how we dress, how we get the news - and in matters of life and death, medicine, science, and war. Professional print and digital portfolios will be developed.

**DIGITAL PHOTOGRAPHY 3** (UC, CSU)  
**Grades: 10,11,12 – Year – (CTE)**  
**Prerequisite: Photography 2 or teacher recommendation**  
**Meets Visual and Performing Arts graduation requirement**

This course is designed to provide self-directed and advanced opportunities in photography from traditional to digital. Students will use photo editing software, Adobe Photoshop, along with other graphic design software programs such as Illustrator, Indesign, and Flash to create advertisements, multi-media products, animation of photos, as well as assembling both a physical and digital portfolio. Students are assigned a research paper covering a particular aspect of professional photography that relates or contrasts to the student's own personal style. Students will study various professional photographers throughout world history and make connections to their own use of the camera. Both a professional printed and digital portfolios will be developed throughout the school year.

**DRAMA 1** (UC, CSU)  
**Grades: 9,10,11,12 - Year – (CTE)**  
**Prerequisite: None**  
**Meets Visual and Performing Arts graduation requirement**

This year-long course is designed to allow students to analyze and interpret the environment and respond, using movement and voice. Observing informal and formal theatrical film and electronic media productions, making critical judgments using the vocabulary and language of the theater are emphasized. Study of the history and traditions of the theatre is used to develop appropriate criteria of dramatic literature and performance from several periods, cultures and theatrical movements. Development of knowledge and skill in acting through their own experience, imagination, and research, are stressed, as are the development of competencies in problem solving, communication skills, working with others, and time management.

**DRAMA 1 ADVANCED\*****(UC, CSU)****Grade: 9 – Year – (CTE)****Prerequisite: Strong interest and ability in Acting and Theatre Arts, demonstrated through audition process****Meets Visual and Performing Arts graduation requirement**

Theatre as a creative art form, with the ability to reflect and influence culture, is emphasized in this year-long course. Focusing on acting process and performance, students analyze and interpret both written and live drama, using specific criteria and demonstrate an understanding of theatre terminology. Collaborating with others to create dramatic presentations of various lengths and complexities is also stressed.

**DRAMA 2****(UC, CSU)****Grades: 10-12 - Year – (CTE)****Prerequisite: Drama 1 or Drama 1 Advanced****Meets Visual and Performing Arts graduation requirement**

Understanding of form and meanings in theatre, through the judgment of content, technique and purpose are the focus of this course. Emphasis is placed on analysis and interpretation of both written and live drama, using specific criteria and terminology. Students collaborate with others to create dramatic presentations using voice, movement and the development of characterization is also stressed.

**DRAMA 3 ADVANCED\*, DRAMA 4 ADVANCED\*****(UC, CSU)****Grades: 11,12 - Year – (CTE)****Prerequisite: Audition after completing Drama 2 with a grade of “B” or better****Meets Visual and Performing Arts graduation requirement**

An in-depth understanding of the process of acting, the form and meaning in theatre and its role in a variety of historical and cultural contexts is the focus of this advanced drama course. The various activities and collaborative process of the actor, director, playwright, and stage manager are emphasized, as are analysis and interpretation of both written and live drama. Collaboration with others to create dramatic presentation using voice, movement and the development of characterization are also stressed.

**DRAWING and PAINTING 1****(UC, CSU)****Grades: 9,10,11,12 - Year – (CTE)****Prerequisite: None****Meets Visual and Performing Arts graduation requirement**

Drawing and Painting 1 is designed to teach the student to explore and expand aesthetic perceptions as well as to develop skills for using visual arts media effectively. These skills will enhance the student’s ability to interpret and communicate ideas, feeling, and values.

**DRAWING and PAINTING 2****(UC, CSU)****Grades: 10,11,12 - Year – (CTE)****Prerequisite: Basic Design or Drawing and Painting 1****Meets Visual and Performing Arts graduation requirement**

Drawing and Painting 2 is designed to extend concepts learned in the first year of study. Areas of further exploration include drawing and painting skills, visual communication, and historical and cultural art traditions, aesthetic valuing and career awareness.

**GRAPHIC DESIGN****(UC,CSU)****Grades: 9,10,11,12 - Year - CTE - Meets Visual & Performing Arts graduation requirement.****Prerequisite: None**

This course is an introduction to the principles of art and the elements of design, illustration, and production layout in the graphic environment through a variety of media and techniques. Historical, cultural and personal approaches to artistic expression will be emphasized. The course includes commercial, technological, and classic applications of design. Examples of technological applications are Adobe InDesign, Adobe Illustrator and Adobe Photoshop. Students will create a portfolio of graphic projects to show skills to potential employers.

**INTERIOR VISUAL DESIGN****(UC,CSU)**



**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Consent of the instructor**

**Meets Visual and Performing Arts graduation requirement**

Interior Visual Design provides instruction in the principles and elements of interior design. This course provides the serious art student with an opportunity to utilize multimedia in an aesthetic exploration. Particular attention is given to the student's recognition and application of the relationships found within the expressive communication of the visual arts. Students will compile a portfolio which can be used to demonstrate their abilities for college entrance or employment in the visual art field. This class is intended to create a strong foundation for specialized work in the areas of design for print, dimensional modeling, residential and commercial environments.

### **INTERMEDIATE DANCE**

**(UC, CSU)**

**Grades: 9,10,11,12 - Semester - CTE - (Can be taken for PVPUSD credit in PE or Meets Visual & Performing Arts graduation requirement.)**

**Prerequisite:** Audition

This is an intermediate level dance class where students demonstrate understanding of various major dance traditions, techniques, styles of dance, and use of creativity through choreography in a variety of times and places. Students will prepare for performance at the annual dance concert. First semester students will work on increasing flexibility through stretching and are exposed to intermediate dance techniques. Second semester, students will work on solo and group choreography and prepare for the spring dance concert. Students learn to critically assess and derive meaning from works of dance and performances, based on the elements of dance and aesthetic qualities. In the eleventh and twelfth grade, this course counts as a fine arts requirement.

### **INTRODUCTION TO FASHION AND PORTRAIT PHOTOGRAPHY**

**Grades: 10,11,12 - Year - CTE**

**Prerequisite: Photography 1, Digital Photography 1, or teacher recommendation.**

This course is designed to provide self-directed and advanced opportunities in fashion and portrait photography from traditional to digital. Students will use the photo editing software, Adobe Photoshop, along with other graphic design software programs to create fashion advertisements and brochures, commercial and editorial portraits, and multi-media products. Students are assigned a research paper covering a particular aspect of fashion and portrait photography that relates or contrasts to the student's own personal style. Students will study various commercial photographers throughout world history and make connections to their own use of the camera. Both professionally printed and digital portfolios will be developed throughout the school year.

This class will explore the many different aspects of Commercial Fashion and Portrait Photography; from the business side of self promotion, billing jobs, making good contacts and putting together a good creative team, to a hands on look at producing and shooting a fashion layout, working with model agencies, make-up and hair stylists, and fashion stylists. Guest speakers from the industry will also be invited to work with the class.

Many classes will be spent shooting beginning models, as well as portrait subjects, some with make-up and hair stylists, including demonstrations on lighting for beauty, lighting for clothing, lighting for portraits, lighting for the body, and lighting on location and with daylight. Students will also be given access to professional studio strobe lights during class time.

### **INTRODUCTION TO FILM ANALYSIS**

**Grades: 10,11,12 - Semester - (CTE)**

**Prerequisite: English 1**

**Meets Visual and Performing Arts graduation requirement**

This one-semester course we will examine how films function and how to write about films in a theoretical way. We will explore the trajectory of film's development and evolution over time.

### **INTRODUCTION TO STUDIO ART**

**(UC, CSU)**

**Grades: 9,10,11,12 - Year - (VAPA)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

This studio course is an introduction to art-making contextualized by a survey of historic practices and contemporary approaches. Its intent is to develop a strong foundation in the process of thinking and responding

as a visual artist using a variety of non/traditional media in both 2-dimensional and 3-dimensional formats. Approach is the key idea in this class, and the course will introduce students to strategies for creativity, divergent thinking, visual-spatial problem solving and inquiry-based learning. This course will teach artistic practice as a qualitative research process and evaluate student artwork as research texts. Students will keep a research workbook and develop digital portfolio of final work. The five content standards for the visual arts will be fully integrated into this course; Artistic Perception, Historical and Cultural Content, Creative Expression, Aesthetic Valuing, and Connections, Relationships, and Applications. This class prepares students for success in the Studio Art AP course.

**JAZZ BAND 1** (UC, CSU)

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: Audition with instructor**

**Meets Visual and Performing Arts graduation requirement**

Jazz Band 1 surveys the various styles of jazz through rehearsals, performances, and guided listening and reviews the fundamentals and interpretations of jazz and jazz-rock music. Students rehearse and perform jazz of various styles (Blues, Afro-Cuban, Bop, Swing, Fusion, etc.). The course will present the influence of jazz on the rest of the culture including slang, fashion, and music.

**JAZZ BAND 2\*** (UC, CSU)

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Audition with instructor**

**Meets Visual and Performing Arts graduation requirement**

Jazz Band 2 surveys the various styles of Jazz through rehearsals, performances and guided listening.

**LITERARY PUBLICATIONS 1-4** (UC, CSU)

**Grades: 9,10,11,12 – Year - (CTE)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

This full year course will be broken up into two distinct levels. 1st semester will be a training program for students who have no experience in graphic design, literary evaluation a limited knowledge of computers. 2nd semester will be a production course for students who will promote, market, design, gather and publish the school literary magazine. Students will learn how to examine writing carefully to be able to make the best choices for inclusion from contributors who wish to be part of the magazine. The Literary Magazine will be housed at the back of the yearbook each year and will feature contributions in short stories, poetry, scenes, short essays, photographs and original artwork in full color.

**MARCHING BAND**

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: Teacher approval**

**Meets Visual and Performing Arts graduation requirement**

Marching Band develops the musical and marching skills of students and prepares them for parades, field shows, the concert season, and other community/school functions.

**MUSIC APPRECIATION** (UC, CSU)

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

Music Appreciation is a survey course exploring a variety of musical styles, forms, composers, and performers.

**MUSIC APPRECIATION: GUITAR** (UC, CSU)

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

This course is designed to introduce the student to the multifaceted musical instrument, the guitar. Through this course, the students learn the basics of guitar performance, are introduced to the history of the instrument, and

learn fundamentals of music theory, and develop the ability to judge the qualities and merits of musical composition and performance. Through this course, students work on competencies and creative skills in problem solving, communication, and management of resources that contribute to lifelong learning and career skills.

**AP MUSIC THEORY \*♦**

**(UC, CSU)**

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: The ability to read music and some proficiency on a musical instrument**

**Meets Visual and Performing Arts graduation requirement**

This course is the equivalent of a first-year college course in music theory and musicianship. It integrates the study of the fundamental building blocks of music and their practical application in musical performance and composition. Areas emphasized will include aural skills (dictation and sight-singing), musical analysis (harmony, melody, form, texture, etc.), and composition.

**MUSICAL THEATER 1**

**(UC, CSU)**

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Audition**

**Meets Visual and Performing Arts graduation requirement**

This course is designed to give students an opportunity to combine singing, dancing, and acting talents in an educational and performance setting. Students are selected on an audition basis to participate in a class which will strengthen and help sharpen and combine the skills of the actor, singer and dancer. Students will develop their skills in creative expression, artistic perception, and aesthetic valuing through academic and performance perspectives. Students will study the historical and cultural context of musicals, composers and lyricists from the actor's perspective. Students will learn and practice basic techniques in music theory, sight-reading, singing, dancing, auditioning, and singing and dancing styles of musical theatre. Students will participate in performances which will showcase individual and ensemble skills learned in class.

**ORCHESTRA**

**(UC, CSU)**

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: Minimum one year experience on an orchestral instrument, and an annual audition**

**Meets Visual and Performing Arts graduation requirement**

Orchestra explores the intermediate level of orchestral literature through rehearsals and performances in concerts and festivals.

**PHOTOGRAPHY 1**

**(UC, CSU)**

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: 35mm Camera**

**Meets Fine Arts graduation requirement**

In this course, students learn the history of how photographs were made in the 1800s using metal and glass plates, plus the evolution of film, as we know it today. We will trace the profound effects photographs have had on American Life - influencing what we buy, how we dress, how we get the news - and in matters of life and death, medicine, science, and war. Students will learn how to take well-composed photographs using their own 35mm cameras. Emphasis will be placed on basic camera-handling skills, compositional guidelines, proper utilization of light, film selection, and lens capabilities. Although it is recommended that students use a SLR (single-lens reflex) camera with manual capabilities and an interchangeable lens, the first semester of the class can be completed with a point-and-shoot camera with zoom capability.

In the second semester, students will apply basic picture-taking skills in the pursuit of individualized goals in photography. Student work will focus on: advanced photographic techniques (cameras, black-and-white or color; print or slide films, filters, electronic flash, and accessories); photographic images (people, action, photojournalism, nature; landscapes, seascapes, still life, using available light and multiple exposures); and the photographic process (contrast control, cropping, dodging, burning, texture screens, multiple printing). Students describe the relationship between the artist, the process, the product, and the viewer.

Students must provide their own 35mm camera. It is recommended that students use a SLR (single-lens reflex) camera with manual capabilities and an interchangeable lens for the second semester. A series of videos will be used to study great photographers from the past and present.

## **PHOTOGRAPHY 2**

**(UC, CSU)**

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Photography 1**

**Meets Visual and Performing Arts graduation requirement**

This course is designed to provide self-directed and advanced opportunities in traditional photography while bridging the gap between traditional and digital photography. Students will use Adobe PhotoShop & VR Works Classroom in a Book self-guided tutorial to learn PhotoShop to manipulate photos, VR Works to create 360-degree QuickTime movies from still photos, and Kai's Power Show to create digital portfolio presentations. Two 300-word research papers on digital photography and the role it has played in the visual arts and related careers in America are required. We will trace the profound effects photographs have had on American Life - influencing what we buy, how we dress, how we get the news - and in matters of life and death, medicine, science, and war. Professional print and digital portfolios will be developed.

## **PRINTMAKING 1**

**(UC, CSU)**

**Grades: 9-12 - Year**

**Prerequisite: None**

In this course, students will explore the origin of print during the 1<sup>st</sup> century in China. Students will also explore block printing that flourished during the 15<sup>th</sup> century in Europe, after the invention of moveable type. Students will explore how modern artists continued to discover traditional methods of printmaking and how movements, such as abstraction and pop art, influenced new methods of print. Students will learn how to create multi-color relief prints using linoleum and wood carving, with an introduction to monotypes and intaglio. Silkscreen methods such as stencil, drawing fluid, screen filler and photo emulsion will be applied. Emphasis will be placed on mark making, effective use of design principles, color registration and printing techniques.

In the second semester, students will apply print methods in pursuit of their individual artistic goals. Student work will focus on: variations on print methods (embossing, calligraphy, printing on different materials and mixed media); application of their preferred aesthetic style (realistic, contextual, formal, or emotional); career related applications (poster design, advertisements, textile printing and product packaging).

A series of power point presentations will be used to study printmakers from past to present.

## **SCULPTURE 1**

**(UC, CSU)**

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

Study and construction of three-dimensional sculptural forms as they relate to the use of the elements and principles of design are emphasized in this course. In the first semester, students are provided opportunities to explore a variety of building materials and sculpture styles. The second semester is designed for students demonstrating an advanced understanding of three-dimensional sculptural forms as they relate to use of the elements and principles of design and an advanced level of control and craftsmanship.

## **SCULPTURE 2**

**(UC, CSU)**

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Sculpture 1**

**Meets Visual and Performing Arts graduation requirement**

This course explores two sophisticated levels of sculptural study (Kinetic and Fluidic), three-dimensional form as well as continue advanced studies in the areas of sculptural specialization.

## **SCULPTURE/SURF BOARD SHAPING**

**Grades: 11-12 - Year - (CTE)**

**Prerequisite: One year of regular sculpture or ceramics; (Seniors first, all must petition for enrollment)**

**Meets Visual and Performing Arts graduation requirement**

In this year-long course, students will examine surfboard shaping's history, technology, and techniques. Each student will create a model in the style of their favored artist and then create a real full-size useable surfboard at the end of the course.

**SHOW CHOIR****(UC, CSU)****Grades: 9,10,11,12 - Year – (CTE)****Prerequisite: Open auditions****Meets Visual and Performing Arts graduation requirement**

This year-long college preparatory course is the sequential advancement of the intermediate school Show Choir. Students develop vocal music skills that allow them to perform a varied repertoire of music and learn to choreograph for singing performances. Students design costumes, sets, dance steps, and decide the type of program for community/national competitions (i.e., Southern California Vocal Association, American Choral Directors Association, and California Music Educators). The Show Choir is another opportunity for students to be responsible, self-directed individuals. Students have the opportunity to learn about different avenues available in the music profession.

**STAGE DESIGN****(UC, CSU)****Grades: 10,11,12 – Year****Prerequisite: Drama 1****Meets Visual and Performing Arts graduation requirement**

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Stage Design, students receive a general survey of historical and aesthetic traditions in theatre and stage design. Opportunities are afforded for direct application of theory through participation in designing, constructing, painting, and lighting stage settings and props for school plays and programs. Emphasis is placed on interdisciplinary connections, and on exploring career opportunities.

**AP STUDIO ART: DRAWING PORTFOLIO\*♦** **(UC, CSU)****Grades: 11, 12 - Year – (CTE)****Prerequisite: Drawing / Painting 1,2 with completed portfolio****Meets Visual and Performing Arts graduation requirement**

This one-year course in college-level studio art is for the highly motivated, self-directed student committed to serious study. It culminates in the submission of a portfolio containing mostly slides but some original pieces of artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of art skill and content; Concentration – a body of work revolving around a specific visual idea; Breadth – a body of work demonstrating a variety of concepts and media. The Drawing Portfolio addresses a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means. Many works of painting, printmaking, and mixed media, as well as abstract, observational, and inventive works, may be expressed.

**AP STUDIO ART: 2-D DESIGN\*♦****(UC, CSU)****Grades: 11, 12 - Year – (CTE)****Prerequisite: Drawing/Painting 1, 2 with completed portfolio****Meets Visual and Performing Arts graduation requirement**

This intensive one-year course in college-level Studio Art: 2-D Design is for the highly motivated, self-directed student committed to serious study and requires more time than traditional offering. It culminates in the submission of a portfolio containing mostly slides but some original pieces of their artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of synthesis, technique, and content; Concentration – demonstrating depth of investigation and process of discovering around a specific visual idea; Breadth – a body of work demonstrating a serious grounding in visual principles and material techniques which clearly show experimentation in approach to the work. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art and sets a national standard for performance in the visual arts. This portfolio is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The elements of design include line, shape, illusion of space, illusion of motion, pattern, texture, value and color.

**AP STUDIO ART: 3-D DESIGN PORTFOLIO\*♦** **(UC, CSU)****Grades: 11, 12 - Year – (CTE)****Prerequisite: Ceramics 1, Sculpture 1, Interior Design or Architectural Design**

## **Meets Visual and Performing Arts graduation requirement**

This intensive one-year course in college-level Studio Art: 3-D Design is for the highly motivated, self-directed student committed to serious study and requires more time than traditional offerings. It culminates in the submission of a portfolio containing slides of artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of synthesis, technique, and content; Concentration – demonstrating depth of investigation and process of discovering around a specific visual idea; Breadth – a body of work demonstrating a serious grounding in visual principles and material techniques which clearly shows experimentation in approach to the work. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art and sets a national standard for performance in the visual arts. This portfolio is intended to address a very broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work, among others.

### **VIDEO PRODUCTION 1 (UC, CSU)**

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: None**

**Meets Visual and Performing Arts graduation requirement**

This is a year-long, introductory video production course, which meets daily. This course provides a meaningful experience allowing students to apply their knowledge in the creation of an art form. Appropriate critical, theoretical, historical and cultural content is emphasized.

### **VIDEO PRODUCTION 2 (UC, CSU)**

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Video Production 1**

**Meets Visual and Performing Arts graduation requirement**

This is a year-long, advanced video production course, which meets daily. This course provides a meaningful experience allowing students to apply their depth of knowledge in the creation of an art form. Appropriate critical, theoretical, historical and cultural content is emphasized. Students in this course are responsible for producing the school's video bulletin.

### **VIDEO PRODUCTION 3 (UC, CSU)**

**Grades: 11,12 - Year – (CTE)**

**Prerequisite: Video Production 2**

**Meets Visual and Performing Arts graduation requirement**

The Video Production 3 class is intended to enhance the understanding and ability to use multimedia communication arts to transfer a message to an audience. Students' abilities are developed through a variety of coursework that creates an intersection between design theory, learning theory, and delivery platforms.

Students will study a variety of techniques applied to both commercial and educational fields. Lectures and student productions are interwoven to produce comprehensive understanding of the medium. In addition to production skills and etiquette, students will also work on journalistic newsgathering, video work for businesses, organize film festivals, operate the TV news studio, and other branches of school related events. This course meets the five content standards for visual and performing arts courses: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.

### **VIDEO PRODUCTION 4 (UC, CSU)**

**Grades: 10,11,12 - Year – (CTE)**

**Prerequisite: Video Production 3**

**Meets Visual and Performing Arts graduation requirement**

Video Production 4 focuses on the analysis and practice of newsgathering, production and presentation from a variety of theoretical, philosophical, and historical perspectives.

Students will gain a richer understanding of the ideals, limitations, rituals, and routines of the American news media, all while gaining practical experience as television journalists.

This course will require students to create a comprehensive video portfolio, yearbook and/or other school related projects. An emphasis will be placed on development of a DVD, from conception to presentation. This course meets the five content standards for visual and performing arts.

**VISUAL DESIGN IN PRINT PUBLICATION (UC, CSU)**

**Grades: 11/12 – Year**

**Prerequisite: Yearbook 1 & 2 and Journalism 1 & 2**

**Meets Visual and Performing Arts graduation requirement**

This is a one-to-four year course in print production. Students receive beginning and advanced instruction in graphic design computer skills as they create and layout all 450-500 pages of a print production. Students will be expected to devote extra time after normal school hours.

Visual Design in Print Publication is a course created to infuse the student with knowledge, skill, and the hands-on applications of graphic digital imagery for publication. Students will explore digital technology in the areas of photographic imaging, writing, and editing. Students will learn how to apply design principles to different digital art forms. Much of the course will be spent in the areas of desktop publishing, digital photography and the digital darkroom. The course will follow the Visual and Performing Arts course standards.

**WIND ENSEMBLE (UC, CSU)**

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: Open to woodwinds, brass, and percussion; teacher approval**

**Meets Visual and Performing Arts graduation requirement**

Wind Ensemble, a continuation of Concert Band, is designed for the advanced wind musician. Compositions of advanced levels of difficulty are stressed.

**WOMEN'S TREBLE CHOIR (UC, CSU)**

**Grades: 9,10,11,12 - Year – (CTE)**

**Prerequisite: Open auditions**

**Meets Visual and Performing Arts graduation requirement**

In this year-long course, women are given the opportunity to perform music composed specifically for women's voices. Students learn sight-reading techniques, standard musical notation, and elements of music. They are exposed to classical music, pop, barbershop, and vocal percussion. Students perform in Women's Choirs at community/national competitions (i.e., Southern California Vocal Association, American Choral Directors Association, and California Music Educators). Students have the opportunity to learn about different avenues available in the music profession.

**WORLD LANGUAGE**

**CHINESE I (UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Chinese I introduces students to the language and culture of China. The goal is to develop basic listening, speaking, reading, and writing abilities in Mandarin Chinese and to understand the customs and life of modern China. The course objectives include the following:

- (1) Speaking: students develop accurate pronunciation through the Pinyin system, appropriate communication in daily dialogues, and are able to describe daily activities using a broad basic vocabulary
- (2) Listening: students understand daily conversation
- (3) Reading: students are able to read over 150 Chinese characters and essays with or without Pinyin.
- (4) Writing: students write Chinese characters, and short sentences.

Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning. Activities include Chinese movies, Chinese performances, field trips (e.g., visiting museums, markets, and restaurants), and Chinese traditional arts and crafts.

**CHINESE 2****(UC, CSU)****Grades: 9,10,11,12 - Year****Prerequisite: Chinese I with a grade of “C” or better or teacher approval**

This course is the continuation of the beginning level course in Chinese. The purpose of the course is to develop students' oral and written skills using vocabulary and intermediate level grammatical patterns and to acquire proficiency in writing. Students speak Chinese in every class, refine the tones and pronunciation of Mandarin Chinese, and learn Chinese history, art, and culture. Students will create, practice and present dialogues collaboratively in class to enhance their reading, speaking and vocabulary skills. Students present reports on culturally related topics and read modern Chinese literature. Individual, small group, and whole class exercises are used. In addition, class outings and excursions that involve visiting places where Chinese can be used in authentic communicative settings are included as part of the course. Evaluation is based on homework assignments, exams and class participation.

**CHINESE 3****(UC, CSU)****Grades: 9,10,11,12 - Year****Prerequisite: Chinese 2 with a grade of “C” or better or teacher approval**

Chinese 3 is an in-depth continuation of Chinese 2. Chinese 3 strengthens and deepens students' knowledge of the Chinese language and cultures, while introducing Chinese classical and modern literature. The course emphasizes the ability to speak and read confidently in Chinese. Based on the California Content Standards for foreign language this course enables students to write essays, speak fluent Mandarin Chinese and have a deeper perception in Chinese culture. Students speak Chinese in every class, and will conduct language projects such as performing plays, film making, culture activities, etc. Evaluation is based on homework assignments, exams, class participation, and daily performance.

**CHINESE 3 HONORS\*♦****(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Chinese 2 with a grade of "B" or better or placement in accordance with District honors policy**

Chinese 3 Honors\*♦ is an in-depth continuation of the development of listening, speaking, reading, and writing skills from the Chinese 2 course. Chinese 3 Honors\*♦ is an intermediate-level course that strengthens and deepens students' knowledge of the Chinese language and culture, while introducing Chinese Proverbs and modern literature. The course has higher standards and mastery of the language than Chinese 3. The course will refine students' skills in speaking, reading, and writing. Based on the California Content Standards for foreign language, this course enables students to write paragraph essays, speak fluent Mandarin Chinese and have a deeper perception in Chinese culture, Chinese history, and Chinese geography. The class is conducted entirely in Chinese. Students speak Chinese in every class, and will conduct language projects such as performing plays, culture activities, etc. Evaluation is based on homework assignments, projects, essays, exams, class participation, and daily performance.

**CHINESE 4****(UC, CSU)****Grades: 11,12 - Year****Prerequisite: Chinese 3 with a grade of “C” or better or teacher approval**

Chinese 4 is an advanced-level course that strengthens and deepens students' knowledge of the Chinese language and culture, while introducing various authentic materials. The course aims to develop students' interrelated language skills (listening, speaking, reading, and writing) within an enriched cultural framework. Based on the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* and three communicative modes (interpersonal, interpretive, presentational) this course enables students to write multi-paragraph essays, speak fluent Mandarin Chinese and have a deeper perception in Chinese culture, Chinese history, and Chinese geography. The class is conducted entirely in Chinese. Students speak Chinese in every class, and will conduct language projects such as performing plays, video making, culture activities, etc. Evaluation is based on formative and summative assessments, homework assignments, quizzes, essays, exams, class participation, daily performance, and projects.

**CHINESE 5****Grades: 11,12 - Year****Prerequisite: Chinese 4 or AP with a grade of “C” or better, or teacher recommendation**



Chinese 5 is a two-semester course in Mandarin, combining the high-level listening, speaking, critical thinking, reading, and writing skills of Chinese language and literature with the artistic, creative, and aesthetic skills of Chinese culture. In the first semester, students read and analyze authentic written materials adapted from newspapers, magazine articles, interview transcripts, letters and essays. Students are regularly placed in real-life settings to discuss the similarities and differences between cultural practices and perspectives. They are encouraged to express their views and opinions in speaking and writing while considering the views and opinions of others, and to think critically about issues. By interweaving students' four language skills, the course fosters reflective and critical thinking skills and broadens their world view.

In the second semester, students read, analyze, and recite 5 modern classics of Chinese literature written by four acknowledged masters, plus five classical poems of Tang Dynasty. Through exposure to these outstanding and varied works, students develop their reading proficiency, connect literature to historical events, master rules and techniques of writing, and develop the ability to write with eloquence and skill.

### **AP CHINESE LANGUAGE & CULTURE \*♦ (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Chinese 3 Honors\*♦ with a grade of "B" or better or placement in accordance with District honors policy**

The Chinese Language AP\*♦ course is designed to be the equivalent of a fourth semester of a college course in Mandarin Chinese. The course is based on the national *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. It provides students with varied and continuing opportunities to develop and demonstrate their proficiencies across a full range of language modes: interpretive, interpersonal and presentational. These skills include interpreting a broad range of written and oral texts, participating in two-way interaction in both conversation and writing, and in making presentations both spoken and written. In addition, students increase their knowledge of Chinese culture, connection to cross-curricular objectives and comparisons of culture and language use within broader communities beyond the traditional school environment.

### **CHINESE LEGENDS AND FOLK TALES (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Chinese 3 or 4 with a grade of "C" or better, or teacher recommendation**

Legends and Folk Tales is a two-semester course in Mandarin, combining the high-level listening, speaking, critical thinking, reading, and writing skills of Chinese language and literature with the artistic, creative, and aesthetic skills of Chinese culture. Students read, analyze and recite relevant Chinese legends and fables/folk tales; author a short fable; connect literature to historical events; compare and contrast with American legends and fables; conduct interviews with senior citizens to discover stories of their youth; learn and practice basic Chinese painting, music, and dance; enhance and improve communication and evaluation skills.

This course will improve language skills, expand thinking and expression, broaden experiences with people increasing communication skills, provide an environment, which includes opportunity for self-directed learning, and build confidence in student ability through the completion of creative projects.

### **CLASSICAL GREEK 1 (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Latin 3**

**Course meets the Foreign Language graduation requirements.**

Classical Greek 1 is a course for students who wish to continue their classical studies at the advanced level. Apart from developing communication skills in the forms of listening, speaking, reading, and writing, this course also emphasizes accurate pronunciation and intonation following the Koine Restored Pronunciation model, a thorough training in grammar, and an appreciation for Hellenistic cultures (humor, traditions, history, English derivatives, and literature).

Classical Greek introductory course was created to provide students of Latin, who have completed the available Latin offerings, the opportunity to further their Classics and Humanities education. This course will augment the students' knowledge of language and culture, but challenges them to use the target language actively. The scope of the course (i.e., starting from no prior knowledge and culminating in reading original texts) is challenging but attainable as students already have experience in working *viva voce* with an inflected language.

### **FRENCH 1 (UC, CSU)**

**Grades: 9,10,11,12 - Year**  
**Prerequisite: None**

This course, conducted for the most part in French, is primarily an introduction to listening and speaking skills in French and, secondarily, a course in reading and writing skills based upon everyday life situations. Students learn to understand and to give commands, to make requests, and to indicate likes, dislikes, needs and obligations. The student also begins to discover the French culture both formally and informally and how it has so forcibly influenced Western thought and attitude.

**FRENCH 2** (UC, CSU)

**Grades: 9,10,11,12 - Year**

**Prerequisite: French 1 with a grade of "C" or better or teacher approval**

This course is a continuation of the development of listening, speaking, reading and writing skills from French 1. The emphasis continues to be primarily listening and speaking and secondarily reading and writing. Additionally, course content is still arranged around the practical needs of an individual living or visiting a French speaking country. Many of the communicative topics of French 1 are revisited and expanded upon, while others will be completely new. The student will learn to describe as well as to recount what he has done and what he will do. Reading becomes slightly more important as we begin a more formal approach to French Culture. The primary means of communication in this course for both student and teacher is French.

**FRENCH 3, FRENCH 3 HONORS\*♦** (UC, CSU)

**Grades: 10,11,12 - Year**

**Prerequisite: French 3: French 2 with a grade of "C" or better or teacher approval**

**French 3 Honors\*♦: French 2 with a grade of "B" or better or placement in accordance with District honors policy**

French 3 is a continuation of the development of listening, speaking, reading and writing skills from French 2. However, there is a change of emphasis this year. Listening and speaking are still considered to be of primary importance. Course content is still arranged in part around communicative goals that stress the practical needs of an individual living or visiting a French speaking country; and of course, the class is conducted entirely in French. Reading becomes equally important. Literary tenses are introduced. Students begin to read simplified forms of French fairy tales and other literature. The class begins a formal survey of French history and culture with a specific reading text. Writing becomes slightly more important as we begin to think not only of syntax but organization and style.

**FRENCH 4, AP FRENCH LANGUAGE \*♦** (UC, CSU)

**Grades: 11,12 - Year**

**Prerequisite: French 4: French 3 with a grade of "C" or better or teacher approval**

**AP French Language\*♦: French 3 Honors\*♦ with a grade of "B" or better or placement in accordance with District honors policy**

French Language AP\*♦ continues the development of listening, speaking, reading and writing skills from French 3. Although listening and speaking are still considered to be of primary importance and are regularly practiced, generally in the AP examination format, reading selections are longer and more sophisticated; composition becomes a major aspect of the course. Course content is only partially arranged around communicative goals that stress the practical needs of an individual living or visiting a French speaking country. The class continues a formal survey of French history and culture and reads for the first time several full-length novels from France's array of great literature.

**JAPANESE 1** (UC, CSU)

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Japanese 1 is an introductory course to the Japanese language and culture. Students develop abilities to use Japanese language in highly predictable everyday situations. Two Japanese writing systems, Hiragana and Katakana, are introduced. Pair work as well as small group work is frequently used. Class is conducted partly in Japanese from the beginning, and the use of Japanese in the classroom increases over time. Culture is an integral part of the curriculum.

**JAPANESE 2** (UC, CSU)

**Grades: 9,10,11,12 - Year**

**Prerequisite: Japanese 1 with a grade of “C” or better or teacher approval**

This course is the continuation of the beginning level course in Japanese. The purpose of the course is to develop students' oral and written skills using a 1,000–2,000 word vocabulary and intermediate level grammatical patterns and to acquire proficiency in writing hiragana, katakana, and approximately 130 kanji. This course includes intensive practice and exercises, primarily oral but also written. Individual, small group, and whole class exercises are used. In addition, class outings and excursions that involve visiting places where Japanese can be used in authentic communicative settings are included as part of the course.

**JAPANESE 3, JAPANESE 3 HONORS\*♦ (UC, CSU)**

**Grades: 10,11,12 - Year**

**Prerequisite: Japanese 3: Japanese 2 with a grade of “C” or better or teacher approval  
Japanese 3 Honors\*♦: Japanese 2 with a grade of “B” or better or placement in accordance with District honors policy**

Japanese 3/3H\*♦ is an intermediate-level course about Japanese language and culture. Students continue to develop abilities to use Japanese language in both formal and informal everyday situations that pertain to both a personal and current environment. Questioning and information seeking, and other survival skills are developed as well. More Kanji letters and compound words are introduced. An important part of the course is the development of students' cognitive strategies of guessing from context. Class is conducted mostly in Japanese. Pair work as well as small group work is frequently used. Culture is an integral part of the curriculum. This course is designed to satisfy one year of the college/university entrance requirement in the area of foreign language.

**JAPANESE 4 (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Japanese 3 with a grade of “C” or better or teacher approval**

Students will continue their mastery of high intermediate-level proficiency skills in the areas of reading, writing, listening, and speaking in culturally authentic contexts. Students will demonstrate their mastery of these modalities in the context of thematic units. Throughout the course, the study of Japanese culture will be integrated into the curriculum. The students will thus improve their proficiency in the language and at the same time, gain a better understanding of the culture. This course is designed to meet high school graduation requirements.

**AP JAPANESE LANGUAGE \*♦ (UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Japanese 3 Honors\*♦ with a grade of “B” or better or placement in accordance with District honors policy**

The Japanese AP Exam will assess students' interpersonal communication skills, their ability to present and interpret language in spoken and written forms, and their functional familiarity with the Japanese culture. The Japanese AP course and exam will incorporate Japanese cultural information with the teaching of reading, writing, and speaking the language. Students should be familiar with 500 kanji for reading comprehension and should be comfortable producing 300 kanji. The exam will be delivered entirely via computer. No handwriting will be assessed on the exam. This Japanese AP course is equivalent to a third-year college study of the languages

**KOREAN 1 (UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

Korean 1 is a year-long, introductory course to the Korean language and culture. Students will engage in simple conversations and write short compositions, which will enhance listening, speaking, reading, and writing skills. The course will also introduce the Korean alphabet (HanGul 한글), including everyday oral communication and interactive activities will emphasize pronunciation, vocabulary, and expression. Culture is an integral part of the curriculum.

**KOREAN 2 (UC, CSU)**

**Grades: 9,10,11,12 - Year**

**Prerequisite: Korean 1/Placement**

Korean 2 is a year-long course to provide further practice in conversation, reading, and writing, including the reading and writing of Hangul. Simple *Hancha* (character writing) will also be introduced. The goal of this course is to enhance the students' fluency in Korean conversation and in the reading and writing of Korean.

**KOREAN 3** (UC, CSU pending)

**Grades: 10,11,12 - Year**

**Prerequisite: Korean 2/Placement**

Korean 3 is a year-long course to provide advanced, broader and further practice in conversation, reading and writing, including the reading and writing of Hangul. Simple *Hancha* (character writing) will be introduced. The goal of this course is to enhance the students' fluency in Korean conversation and in the reading and writing of Korean.

**KOREAN 3 HONORS \*♦** (UC, CSU pending)

**Grades: 10,11,12 - Year**

**Prerequisite: Korean 2 with a grade of "B" or better; Placement in accordance with District honor policy**

Korean 3 is a year-long course to provide advanced, broader and further practice in conversation, reading and writing, including the reading and writing of Hangul. Simple *Hancha* (character writing) will be introduced. The goal of this course is to enhance the students' fluency in Korean conversation and in the reading and writing of Korean in the intermediate level and beyond. Studying of *Hancha* (character writing) is an important element of Korean 3 Honors curriculum as well as four character idioms (*Sajaseonguh*). Students are expected to know and analyze relevant *Hancha* and *Sajaseonguh* for each unit. Students are required to refine what they've learned through research-based project each quarter. Students are required to use digital tools (One Note Collaboration) to progress their work and for group collaboration. Engaging in critical thinking is an important component the group collaboration.

**LATIN 1** (UC, CSU)

**Grades: 9,10,11,12 - Year**

**Prerequisite: None**

In this first level course, Latin 1 students will begin to comprehend the ancient language of the Romans through reading adapted Latin stories and mastering a basic Latin vocabulary, inflectional endings, and syntax.

**LATIN 2** (UC, CSU)

**Grades: 9,10,11,12 - Year**

**Prerequisite: Latin 1 with a grade of "C" or better or teacher approval**

Latin 2 students learn more complex syntactical structures and build on the Latin Vocabulary base in order to prepare for reading their first unadapted Latin in the form of J. Caesar's *Gallic Wars*. They also study in English the history of the end of the Roman Republic.

**LATIN 3, LATIN 3 HONORS \*♦** (UC, CSU)

**Grades: 10,11,12 - Year**

**Prerequisite: Latin 3: Latin 2 with a grade of "C" or better or teacher approval**

**Latin 3 Honors\*♦: Latin 2 with a grade of "B" or better or placement in accordance with District honors policy**

Latin 3 (and Latin 3 Honors\*♦) is the beginning of a two-year sequence, preparing students for the Latin Vergil AP\*♦. Students review grammar at the beginning and again at the end of Latin 3 in order to take the SAT II in June of that year. In the fall, they read selections of Cicero's first speech against Cataline and then begin to read Vergil's *Aeneid* (Book I and part of Book II).

**AP LATIN: VERGIL \*♦** (UC, CSU)

**Grades: 11,12 - Year**

**Prerequisite: Latin 3 Honors\*♦ with a grade of "B" or better or placement in accordance with District honors policy**

Latin Vergil AP\*♦ is the culmination of a two-year sequence, preparing the student for the Latin Vergil AP\*♦ Exam. There is time for other readings or projects, including *Cupid and Psyche*; two Latin productions of Plautus' *A Pot of Gold* and *The Haunted House*, individual projects on Greek Art, Architecture, Theater, and Science.

**SPANISH 1****(UC, CSU)****Grades: 9,10,11,12 - Year****Prerequisite: None**

This course is an introduction to listening, speaking, reading, and writing skills based on true-life situations. The student will learn to communicate in Spanish, develop an awareness of the Spanish culture, and develop connections to the Spanish culture.

**SPANISH 2****(UC, CSU)****Grades: 9,10,11,12 - Year****Prerequisite: Spanish 1 with a grade of “C” or better or teacher approval**

This course provides students with a variety of listening, speaking, reading and writing activities, which help the students to continue to develop their skills in those four areas. The activities are communicative in nature and based on real life situations that are of interest to the students. Students communicate in the target language, while developing an understanding of the relationship between language and culture and in particular the relationship between the practices and perspectives of the Spanish culture.

**SPANISH 2 MCR (MEETS COLLEGE REQUIREMENTS)****(UC, CSU)****Grades: 9,10,11,12 - Year****Prerequisite: Spanish 1 with a grade of “C” or better or teacher approval**

This class is structured for non-native Spanish speakers. Students will develop basic proficiency skills in the areas of reading, writing, listening and speaking in a culturally authentic context. This is a continuation of the beginning level course. Students will further improve their conversation skills using a 1,000-1,200-word vocabulary and appropriate conversation level grammatical patterns. The study of Hispanic culture will be integrated into the curriculum, providing the student a better understanding of the daily use of the language. This course is designed to meet the high school graduation requirement and is meant for students who plan to attend college with a major not requiring advanced study of Spanish.

**SPANISH 3****(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Spanish 2 with a grade of “C” or better or teacher approval**

Students continue the practice of communication skills in Spanish at a more advanced level, including listening, speaking, reading, and writing with an emphasis on applications to the real world. Added technology is incorporated into the curricula.

**SPANISH 3 HONORS\*♦****(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Spanish 2 with a grade of “B” or better or placement in accordance with District honors policy**

In this third year honors class, students continue honing their skills to develop intermediate level proficiency in listening, speaking, reading, and writing by simulating real-life experiences. Increased insight into the Hispanic culture in relation to their own is emphasized.

**SPANISH 3 MCR (MEETS COLLEGE REQUIREMENTS)****(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Spanish 2 or Spanish 2 MCR with a grade of “C” or better or teacher approval**

This course is designed for students who desire a third year of the language but do not intend on studying foreign language in college. The pace of the course is somewhat slower than Spanish 3, but essential grammar is presented so the student is able to communicate in oral and written forms.

**SPANISH 4****(UC, CSU)****Grades: 11,12 - Year****Prerequisite: Spanish 3 with a grade of “C” or better or teacher approval**

In this year-long advanced course, literature, history, geography, and culture of Spanish speaking countries are studied. In addition, grammar is reviewed and used to facilitate oral communication. Extensive readings are undertaken for content, comprehension, and communication.

**AP SPANISH LANGUAGE \*♦**

**(UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Spanish 3 Honors\*♦ with a grade of “B” or better or placement in accordance with District honors policy**

The Spanish Language AP\*♦ course is designed to give students a comprehensive linguistic experience with emphasis on refining listening, speaking, reading, and writing skills via teacher-designed thematic units. In addition, focused preparation for the Spanish Language AP test is incorporated into the curriculum. The course is comparable in difficulty and content to an advanced-level college class in Spanish composition and conversation.

**AP SPANISH LITERATURE \*♦**

**(UC, CSU)**

**Grades: 11,12 - Year**

**Prerequisite: Strong performance in Spanish 3H\*♦ or Spanish Language AP\*♦ with a grade of “B” or better or placement in accordance with District honors policy**

This course is designed to continue the application and appreciation of the Spanish language and its culture through reading and analysis of the literary selections of the Spanish and Spanish American authors. The students will critique orally and in writing the representative works of prose, poetry, and drama. In addition, focused preparation for the Spanish Literature AP test is incorporated into the curriculum. The course is comparable in difficulty and content to an advanced-level college-class in Spanish Literature. The reading list introduces students to diverse literature written in Spanish, assisting students in reflecting on the many voices and cultures.

**SPANISH 5**

**(UC, CSU)**

**Grades: 12 - Year**

**Prerequisite: Spanish 4 or Spanish AP\*♦ with a grade of “C” or better or placement in accordance with District honors policy**

This course is designed to continue the application and appreciation of the Spanish language and its culture through reading and analysis of the literary selections of the Spanish and Spanish American authors. Students critique orally and in writing the representative works of prose, poetry, and drama.

**APPENDIX  
ANCHOR CORE AND SUPPLEMENTAL TEXTS FOR THE CLASSROOM**

**(Readings may include selections from the following titles and/or the California Department of Education recommended literature list)**

**English 1 & 1H (Grade 9)**

**Anchor/Core Texts:**

Romeo and Juliet  
To Kill a Mockingbird

**Supplemental Texts:**

Animal Farm  
House on Mango Street  
Martian Chronicles  
Odyssey or Mythology  
Of Mice and Men  
White Fang  
Maus I, II

**English 2 & 2H (Grade 10)**

**Anchor/Core Texts:**

Lord of the Flies  
Catcher in the Rye

**Supplemental Texts:**

The Glass Castle  
1984  
A Man for All Seasons  
A Separate Peace  
Brave New World  
Frankenstein  
I Am the Clay  
Jane Eyre  
Macbeth  
Nectar in the Sieve

**English 3 & 3H (Grade 11)**

**Anchor/Core Texts:**

Huckleberry Finn  
The Great Gatsby

**Supplemental Texts:**

Billy Budd  
Caine Mutiny  
The Crucible  
Fences  
Grapes of Wrath  
Into The Wild  
Old Man and the Sea  
Scarlet Letter  
A Street Car Named Desire  
Death of a Salesman  
Unbroken  
Tortilla Curtain  
Where You Go Is Not Who You Will Be

**English 4 (Grade 12)**

**Anchor/Core Texts:**

Hamlet  
Outliers

**Supplemental Texts:**

The Kite Runner  
Beowulf  
Boys in the Boat  
Black Boy  
Catch-22  
Cyrano de Bergerac  
Hamlet  
Kitchen God's Wife  
Lords of Discipline  
Metamorphosis  
Rhinoceros  
Nicked and Dimed  
Theban Plays  
The Color Purple  
The Stranger

**English Language AP & Literature AP**

*\*\*Teacher may select titles from English 4 core/ supplemental readings as well as others of comparable quality as suggested by the CollegeBoard.*

Approved March 2017 by:

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