

COURSE

Henry M. Gunn High School

GRADE 9

YEAR

2022

23



CATALOG

WELCOME TO GUNN

This catalog contains courses that 9th grade students are traditionally sequenced to take at Gunn High School. There may be situations in which a student qualifies to take a higher level course not contained in this catalog. If you believe this situation applies to you, please reach out to your school counselor.

For your convenience, the complete 2022-2023 Gunn Course Catalog is available on the Gunn website.

While care has been taken to ensure that information contained in this Course Catalog is true and correct at the time of publication, changes after the time of publication may impact the accuracy of this information. For the most accurate and up-to-date information, please refer to the online version of the Gunn 2022-2023 9th Grade Course Catalog on the Gunn website.

*Many thanks to Gunn 10th grade student Sophie Rong
for designing the 2021-2023 Gunn Course Catalog cover!*

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A Message From The Principal

Dear Gunn Student,

Our vision is to support all Gunn students as they prepare themselves to thrive as global citizens in a rapidly changing world. We develop our students' knowledge, critical thinking, and problem-solving skills, and nurture their curiosity, creativity, and resilience, empowering every child to reach his or her fullest intellectual, social, and creative potential. Toward that end, our school offers a rich and expansive academic program that requires you to plan and make decisions based on personal strengths, goals and interests.

The Course Catalog is compiled to help you and your parents with the decision-making process. Here are a few points that we encourage you to consider during the course selection process:

- Be open. Don't shy away from taking a class that is outside of your typical academic interest or that you think you should – you might discover something you love.
- Talk to people (your counselor, teachers, parents, and others who know you well), ask lots of questions **and** remember that what you want to study is ultimately your choice.
- Take time to reflect on who you are and who you are trying to become; select classes that will help you develop new ways of thinking and understanding.

Before making choices read through this book and familiarize yourself with all of the opportunities available. Make yourself aware of the requirements of the various courses in order to determine how much time and effort you will need to satisfy these expectations. Again, most importantly, don't be afraid to ask questions and/or ask for help throughout this process. We are here for you.

If you are considering taking multiple honors and/or Advanced Placement courses, we expect you to be thoughtful when you fill out the Time Management form, and we hope you recognize that sleep is a non-negotiable of nine hours/night. Not six hours per night... nine hours each night! Because we value your wellness, we encourage you to take no more than two AP courses per year. Taking on more often results in less sleep and the research is clear – your brain needs to recharge every night while you sleep. Please take good care of yourself in this regard.

Finally, please know we want you to choose a healthy, balanced life. We encourage you to design a program of study that is personally challenging, requires you to stretch and grow and brings you joy. Choose courses that will allow you to balance your academic priorities with the rest of your in and out of school responsibilities. We hope you select courses that will leave you with enough time to develop the necessary skills to become resilient, ethical, and motivated learners and that honors your individual interests, strengths and talents. Most importantly, we want you to enjoy your high school years, learn to love learning and have fun! This is a great time to be a Titan!

Wendy Stratton

Wendy Stratton
Principal

PAUSD PROMISE



High-Quality Teaching & Learning

All students are challenged to reach high standards and are provided an experience capable of accelerating learning through pedagogical academic supports, unobstructed access to rigorous courses, and an unwavering belief that our schools can positively impact the trajectory of each child

Equity & Excellence

All students shall experience an environment characterized by acceptance, respect, and support to become invested in the pursuit of learning and excellence without fear of threat, humiliation, danger or disregard. Excellence shall become the norm for all regardless of background or demographics. Our schools shall embrace uniqueness, strengths, and challenges with support, understanding, expectations, and encouragement to succeed.



Wellness & Safety

Create a physical environment that promotes safety through established protocols and procedures, appropriate internal and external security systems, and routine emergency preparations.

Provide for the social, emotional, and physical health needs of students and staff and cultivate positive, identity-safe school environments that promote high levels of connection, engagement, and overall well-being throughout the school community

Special Education & Inclusion

Students with disabilities will be provided with appropriate identification and high-quality programs and services, in the least restrictive appropriate environment, designed to meet their unique needs and prepare them for post-secondary opportunities.

<https://promise.pausd.org/>

SCHOOLWIDE LEARNER OUTCOMES (SLOs)

To achieve our mission, the Board of Education has adopted the following competencies as the basis of what we expect our students to know and be able to do when they are graduated from PAUSD:

SLOs to be Measured by Report Card Grades

1. Demonstrate knowledge of key concepts, principles, processes, facts, and skills in the disciplines of language arts, history-social science, mathematics, science, physical education, visual and performing arts, foreign language, career technical education, and health/practical living skills.

SLOs to be Measured by the Rubrics

2. Effective communication through listening, speaking, and writing
3. Strong research skills
4. Ability to integrate knowledge among disciplines
5. Reading with understanding
6. Critical and creative thinking to solve problems
7. Effective use of technology

SLOs

The SLOs addressed by each course are indicated for each department. Most departments indicate the SLOs addressed following each course description. The numbers correspond with the numbers indicated above.

Homework Expectations

To assist students in making appropriate choices for the coming school year, the hours of work expected of students outside of class time is indicated below each course description or, in some cases, at the start of course descriptions for each department.

MISSION STATEMENT & GOALS

It's a Great Day to be a Titan!



MISSION STATEMENT

The Mission of Henry M. Gunn High School is to foster a community of creative thinkers who will acquire knowledge, skills, values and integrity to: be resilient, responsible, respectful, contributing citizens; lead rewarding lives which pursue personal excellence and lifelong learning.

SCHOOL IMPROVEMENT GOALS

- GOAL #1:** Develop a culture that broadly defines and promotes multiple paths to success, embraces self-discovery and social-emotional well-being and values the love of learning beyond traditional metrics of achievement.
- GOAL #2:** Increase achievement for all learners at Gunn High School, especially our African American, Hispanic, Socio-Economically disadvantaged, English Language Learners and Special Education students.
- GOAL #3:** Create a comprehensive data system and align course curriculum to regularly assess student progress, inform instruction and aid communication at the classroom, department and school levels.

COURSE SELECTION

A common goal from the PAUSD School Board and the Gunn High School WASC School Improvement plan is “to raise the achievement of historically underrepresented (HUR) students and increase participation and success in rigorous courses at the secondary level, we will assure equity of preparation, access, opportunity, and support from Pre-K to 12th grade.” We are committed to using course enrollment practices that increase access to honors and AP courses for historically underrepresented students. All students will have the right to participate in our honors and Advanced Placement Program, as long as prerequisite coursework is successfully completed.

Our definition of successful completion of a course is aligned with the University of California System definition that a student must earn a C- or higher to demonstrate minimal proficiency.

The school master schedule is built in the spring based upon student needs and student course requests. The schedule is constructed so that students are enrolled in courses they must have, and every effort is made to schedule the electives they would like to have. The schedule also takes into account the staff and facility parameters that affect the schedule.

Courses and schools are staffed based on student course selection in the spring. Once course sections are finalized, changes will be made only within extenuating circumstances based on approval from the Assistant Principal of Student Services. Therefore, every student should regard the schedule they receive as a contract. The school has provided the courses, and the student has the obligation to attend and participate in those courses.

All students must be enrolled in a minimum of five (5) courses to be considered full-time students. Students will not be permitted to drop a course if this puts them below the minimum required course/credit load.

Student Grade Level	Recommended Number of Courses per Semester
9 th grade	7 courses
10 th grade	Minimum of 6 courses
11 th grade	Minimum of 5 courses
12 th grade	Minimum of 5 courses

NOTE: These course minimums may be adjusted for students with IEPs, 504s or RtI Plans.

Student Responsibilities in the Scheduling Process

1. Discuss selections with the academic teachers and inquire about the elective programs from the teachers in those subject areas.
2. Read and discuss the Course Catalog with your parents.
3. Consult with your counselor and Instructional Lead when questions arise.
4. Discuss the preliminary course selections with your parents.
5. Fill out the Time Management Worksheet and AP/Honors Contract (if applicable) and make adjustments to your selections, as needed, to maintain a balanced life.
6. Go to the Infinite Campus Portal and complete online course selection. You must select **alternate courses for all electives**. If no alternate courses are chosen and another course selection needs to be made, you will be placed in a course with low enrollment.

- ***The portal is open for registration: February 2, 2022***
- ***The portal will close on: February 28, 2022***

School's Responsibility in Scheduling

1. The school shall build a master schedule to support student selection and learning to the best of our ability.
2. The school shall provide appropriate support in the course selection process.
3. Incoming 9th grade students will have course selection presentations along with the development of their Four-Year-Plan at their respective middle school, a parent informational night, parent meetings for questions and follow-up brief student meetings at the middle school to confirm schedule selections.
4. The school shall review and provide a course catalog to all students electronically to support their decision making in course selection. Paper copies of the catalog may be available on request.
5. Once the course registration window closes on February 28th, a course selection verification document, Honors/AP Contract and Time Management Worksheet will be available through Schoology. Students must complete and submit the appropriate forms through their Counseling course in Schoology.

Off-Campus Courses (non-PAUSD)

9th Grade students may only take off-campus courses beginning in the fall of their 9th grade year. Courses required for graduation must be taken on campus. However, some courses, usually for elective credit or to make up a D or an F earned in a previous course, may be taken off campus with prior approval. Transcript credit will be granted only for approved courses taken at an accredited school. Prior approval forms are available in the Counseling Office or online in the Counseling section of the Gunn website. For any course taken off campus, it is the responsibility of the student to ensure that the course is taken through an accredited institution and that the course will be accepted by colleges.

All courses taken off-campus require the prior approval of the student's parent/guardian, the student's counselor, and Assistant Principal of Student Services.

Students wishing to take community college courses must first obtain the written permission of the Assistant Principal of Student Services through the Off-Campus Course Approval form available on the Counseling page of the Gunn website. Please be aware that community colleges will not allow students to take a course that is also offered at the high school. Also, courses taken at the community college are college-level courses and the start of a permanent college transcript that must be included when applying to other colleges. No more than 40 credits of the 220 credits required for graduation from PAUSD may be taken at off-campus institutions. Only 80 credits per year can be placed on a student's transcript. Summer School credits will be applied to the following school year. 9th Grade students taking off-campus courses in the summer prior to their 9th grade year will not be approved nor accepted.

Community level courses are given double credit but are not weighted.

Prioritize Graduation Requirements

Palo Alto Unified School District graduation requirements (including CTE and VPA) must be satisfied before students are allowed to take two classes in the same discipline (e.g., two World Languages classes at the same time or two Science classes at the same time). Any exception to this policy must be approved by the counselor and by the Assistant Principal of Student Services.

Prior Recommended Course(s)

Prior recommended courses are **STRONGLY suggested courses**. Students who have completed prior recommended courses have the necessary foundational skills to be successful in a course. Students should consult with the teachers of the course of interest before attempting to take a course without having completed the prior recommended courses.

Schedule Modifications

Gunn High School does not grant schedule changes unless the request meets one or more of the criteria listed below. Any student wishing to request a schedule modification must do so by completing the Schedule Correction Form available in the Counseling Office. The form must be completed and returned by the dates indicated in the Calendar of Events posted on the Gunn website. Forms will be reviewed by the school counselors and administration.

The criteria for a schedule change are as follows:

- Graduation requirement missing from schedule (12th only)
- Course already taken (10th-12th)
- Prerequisite – do not meet recommended course requirements (9th-12th)
- Schedule has an error (same class listed twice, class omitted, or class requested not included) (9th-12th)
- Schedule has a class which has been taken over the summer and needs to be dropped in the fall (9th-12th)
- Any course that a student wishes to add to their schedule must be included as an “alternate” on their course selection list.

NOTE: *We cannot accommodate schedule requests or changes based on teacher preference, specific class period requests, or learning style. We strongly believe that students benefit from learning from a variety of different teachers.*

Lane Changes

English Department Course Level Change Policy: The English department is dedicated to providing the best learning environment for all students. Courses with the same name do not necessarily cover the same standards and texts simultaneously. Therefore, all English course level changes must take place by the end of the second week of the semester. Such changes are contingent on the Instructional Lead’s approval. The Instructional Lead will consider a student’s current and past performance, class size, dynamic of the class, and the overall circumstances. Our semester-long course system does allow students to initiate level changes before the start of the next semester, depending on space available in the class they want to move into.

Social Studies Department Course Level Change Policy: With the exception AP US History, level changes must take place by the end of the second week of the semester/year. Students who wish to drop AP Econ or AP Psychology during the first semester must do so by the end of the second week of the semester in order to be placed in Econ 11 or a non-AP Social Studies elective during the first semester. Anyone dropping after that date will be placed in Econ 11 or a non-AP Social Studies elective at the start of second semester. Students wishing to move from AP US History to US History must do so within the first 4 weeks of first semester.

Math Department Course Level Change Policy: Students choose a particular lane based on their performance in the previous course, teacher recommendation, and potential summer work. Students earning a C- or below in a class can request a lane change during the year. Such changes are contingent on class size and must be approved by the Instructional Lead of the department. Changes can only be made before the end of the 1st quarter or at the semester break. Students who change lanes during the semester will carry over their current homework grade to their new course, but not their grade on assessments. A plan for reassessing on missed learning targets will be arranged between teacher and student.

Science Department Course Level Change Policy: If students show signs of struggling before the end of the first progress reporting period, it may be possible for them to change levels of a course, but only if there is room in the alternate course and only if a major schedule change is not required. Level changes must be approved by both teachers as well as the Instructional Lead. All efforts will be made to support struggling students and to facilitate success (“C-” or higher) in their science courses.

Students wishing to challenge themselves in a higher level of a course may do so at the start of the school year, if there is room; however, once they have changed, they will need to stay in that course until the end of the semester. Teachers recommend that students stay in a course for the first full unit of study in order to have multiple types of assessments (quiz, test, lab report, homework) to help inform their desire to change levels.

Students interested in changing levels should contact their science teachers as soon as possible in order to discuss their options. Students who change levels during the semester will carry over their current grade to their new course.

English language learners are correctly placed in a class if they demonstrate enough knowledge of English to earn a “C-” grade or better. At any time, if they are not able to perform at that level due to their English language proficiency, the counselor together with the EL coordinator will support the student’s lane change, or dropping of the course. (*California State Board of Education Policy #98-04*) (*California State Board of Education Policy #98-04*)

Dropping a Course

Students wishing to drop courses in which they are enrolled must submit a Schedule Correction Request Form with parent signatures to their counselor. Schedule Correction Request Forms can be found on the Gunn website. Students must attend the class until their schedule is officially changed.

Colleges should be notified of any changes in academic schedule if completed after the application has been sent. It is the student's responsibility to make this notification.

A student wishing to drop a course in which they are enrolled and not have it appear on their transcript must do so by the date indicated on the Calendar of Events posted on the Gunn website.

Courses Which May Be Repeated Any Number of Times for Credit

Art	Music/Drama	PE	Career Technical Ed	Other
Drawing/Painting Advanced Draw/Paint 1 Advanced Draw/Paint 2 Graphic Design Advanced Graphic Design Ceramics/Sculpture Advanced Sculpture Advanced Sculpture 2 Yearbook Advanced Photo	Symphonic Band Jazz Ensemble Wind Ensemble Orchestra Concert Choir Advanced Vocal Stage Tech Theater 3/4	Physical Ed Adaptive PE	Fiber Arts Automotive Technology Engineering Technology Digital Filmmaking I Digital Filmmaking II Multimedia Journalism Broadcast Journalism Advanced Authentic Research (AAR)	Work Experience Exploratory Experience School Service Teacher Assistant English Language Development classes Academic Planning Focus on Success Advanced Journalism Student Government

Grading

A student wishing to drop a course in which they are enrolled and not have it appear on their transcript must do so by the date indicated on the Calendar of Events posted on the Gunn website. Overall evaluation in a course is measured in a number of ways: class participation, homework, written work, performance assessments and subjective and objective testing at intervals during the course. Course grades are an average of quarter and exam grades. The following definitions appear on report cards and transcripts:

- A – Superior
- B – Good
- C – Satisfactory
- D – Poor
- F – Unsatisfactory
- I – Incomplete
- P – Pass-Credit
- NM – No Mark

The Use of Plus or Minus as Part of the Letter Mark

The mark of record may carry a plus (+) or minus (-) attached to the letter grade of A, B, C, or D. The pluses and minuses will appear on both the report cards and transcripts. The Grade Point Average does not include the pluses or minuses in the calculation.

As of the 2020-2021 school year, the following courses no longer use (+) or (-) in their letter grade:

- All Biology courses
- All Physics courses
- All Chemistry courses
- AP Environmental Science

Conditions Controlling Use of “I”, “P”, and “NM”

- Mark of “I”: A mark of “I” (INCOMPLETE) may be given when for some unusual reason (illness) a student has been unable to complete required course work. The student must enter a contract with the teacher to complete the work. If the contract has not been fulfilled and the “I” has not been changed to a different mark by the end of the next grading period in which the student received an incomplete, the “I” will be converted

to a mark of “F” by the Registrar. A mark of “I” may not be given as a final mark at the close of the school year.

- Mark of “P” (PASS-CREDIT): A mark of “P” may be given at the discretion of the teacher. If a mark of “P” is used, the grade book becomes the official record which an assigned mark of A, B, C, D, or F must be recorded. A mark of “P” is not used for calculation of the GPA.
- Mark of “NM” (NO MARK): A mark of “NM” may be given when it is inappropriate to make an evaluation. Credit will not be given and “NM” will not impact GPA. A student who is enrolled in a given course at least four weeks prior to the close of a grading reporting period is entitled to a mark (including NM).

Eligibility for a Mark

A new student who enrolls in a given course at least four weeks prior to the close of a grade-reporting period (semester) is entitled to a mark (including NM). A student who has withdrawn from school during the four weeks prior to the end of a grade reporting period is entitled to a valid mark (including NM) even though the student is no longer enrolled in the school.

Maximum Graduation Credits Earnable

A student may earn a maximum of 80 units of credit toward graduation in any given school year. This includes summer school and any courses taken off campus (please see above guidance for courses taken off-campus).

Repeated Course

When an academic course is repeated because a student intends to improve the mark of record, the credit shall be attached to the better mark; both marks shall remain on the transcript. The higher mark is used in the computation of the GPA. Students are not allowed to repeat a course in which they earned a C- or above.

GRADUATION REQUIREMENTS

Students are required to have at least 220 semester credits for graduation. Five credits are granted for each semester course, and ten credits for completion of a full year course.

Subject Requirements (A-G)	PAUSD Graduation Requirements	University of California (UC)/ Cal State University (CSU)
Social Studies (A)	<ul style="list-style-type: none"> ● World History (10) ● US Government (5) ● Contemporary World History (5) ● US History (10) ● Economics (5) ● Social Studies Elective (5) 40 Credits	<ul style="list-style-type: none"> ● World History (10) ● US History (10) 20 Credits
English (B)	40 Credits	40 Credits
Math (C)	<ul style="list-style-type: none"> ● Algebra ● Geometry ● Algebra 2 (class of 2018) 30 Credits	<ul style="list-style-type: none"> ● Through Algebra 2 30 credits (40 credits recommended)
Science (D)	<ul style="list-style-type: none"> ● Biology (10) ● Physical Science (10) 20 Credits	<ul style="list-style-type: none"> ● Lab Science (Physical and Life Science) 20 credits (30 credits recommended)
World Language (E)	<ul style="list-style-type: none"> ● Two years in the same language 20 credits	<ul style="list-style-type: none"> ● Two years in the same language 20 credits (30 credits recommended)
Visual/Performing Arts (F)	<ul style="list-style-type: none"> ● Same field 10 credits	<ul style="list-style-type: none"> ● Same field 10 credits
Electives (G)	25 credits	<ul style="list-style-type: none"> ● College prep electives 10 credits
Physical Education	20 credits	0 credits required
Career Technical Ed. (CTE)	10 credits	0 credits required
Living Skills	5 credits	0 credits required
TOTAL	220 CREDITS	N/A

2022-2023 Approved A-G Courses for University of California and California State University

For a live list of approved courses:

<https://hs-articulation.ucop.edu/agcourselist>

2022-2023 NCAA Approved Courses

For a list of NCAA approved courses, please visit the NCAA Eligibility Center at:

<https://web1.ncaa.org/hsportal/exec/hsAction>

The NCAA High School Code and the CEEB code are both 052347. You can use either box to find Gunn High School.

AP/HONORS CONTRACT

HENRY M. GUNN HIGH SCHOOL ADVANCED PLACEMENT/HONORS CLASSES CONTRACT

Gunn High School supports any student who wishes to enroll in Advanced Placement (AP) classes. However, the majority of AP classes are reserved for 11&12th graders. Honors and AP classes are NOT weighted for 9th grade students. AP Computer Science Principles is the only approved AP class for 9th graders. Please remember that Advanced Placement courses are college level courses. Students should be motivated to take an AP class by an appreciation for the subject. Students who are overextended with academics and/or extracurricular activities should give careful consideration to whether they have time to devote to an AP class and also to the number of AP classes that they can successfully complete. Gunn High School suggests a maximum of two AP classes per semester.

Students who enroll in an AP course are expected to:

1. Be independent learners willing to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse sources.
2. Meet any prerequisites prior to enrolling in an AP course.
3. Prepare for and take tests on time.
4. Accept that enrollment in an AP course does not guarantee an A or B grade.
5. Spend more than the average amount of time on work outside of class.

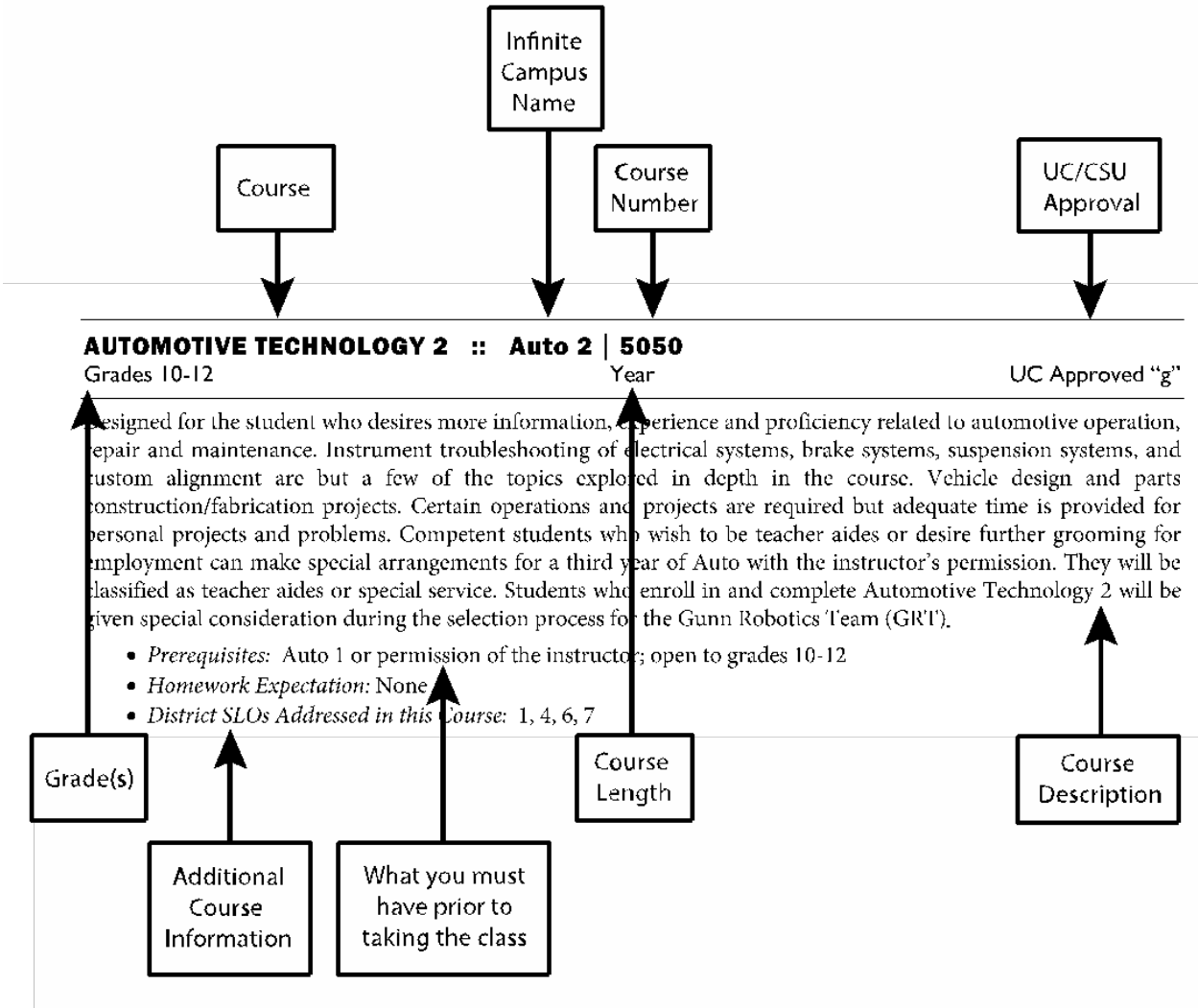
Students who enroll in an AP courses and their parent/guardian must sign the following written contract:

1. I recognize that I have to demonstrate independence and responsibility. AP courses typically require more homework compared to non-AP college prep courses (approximately 40 minutes a night or 2.5 hours a week).
2. I commit to remain enrolled in the AP courses I have chosen for the entire year (or semester for AP Econ). If special circumstances arise and I must drop an AP course, I understand there may not be space available in a college prep class. I understand I may have to delay taking a required class because of my drop.
3. I understand that Gunn High School does not recommend students take more than two AP classes per year.
4. I understand there may be a prerequisite for an AP/Honors course as outlined in the Paly/Gunn course catalog. By enrolling in an AP/Honors course, I certify that I meet these prerequisites.
5. I agree to uphold Gunn High School’s Academic Integrity Policy.
6. I will speak with my parent/guardian, teacher or guidance counselor if I start feeling overwhelmed with my academic workload.
7. I realize that by enrolling in an Advanced Placement course I am expected to take the corresponding Advanced Placement Examination in May. Funding support for this examination may be available for students with demonstrated financial need.
8. I will complete the Time Management Worksheet to the best of my ability and use this tool in selecting my courses to maintain a balanced life.

Student Signature *Date* *Parent Signature* *Date* *Counselor Signature* *Date*

AP courses I plan on taking <i>(Gunn recommends a maximum of 2)</i>	Additional AP Courses I would like to take
1.	1.
2.	2.

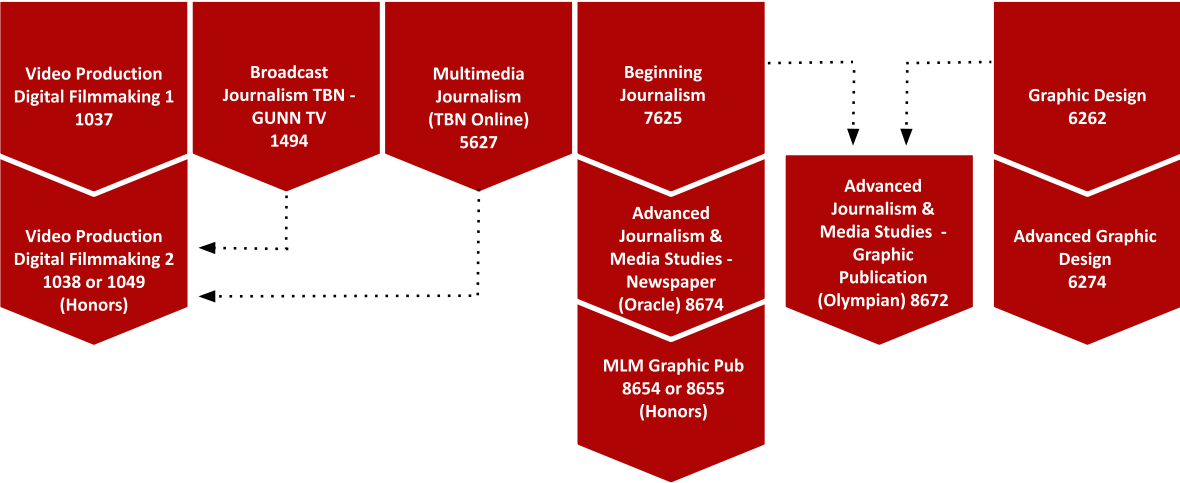
HOW TO READ THE CATALOG



CAREER TECHNICAL EDUCATION (CTE)

Career Technical Education (CTE) programs are designed to provide students with the communication, critical thinking, problem-solving, and technical skills required for the 21st-century workplace and global economy. The pathways and courses offered represent several of California's 15 industry sectors. Students may complete a CTE Pathway by successfully completing two yearlong courses within the same industry sector. Gunn High School offers CTE courses related to careers in Media Arts, Consumer Family Sciences, Auto Technology, Engineering, Computer Science, Biotechnology, and Criminal Law/Legal System.

Media Arts Courses



VIDEO PRODUCTION - DIGITAL FILMMAKING

VIDEO PRODUCTION – DIGITAL FILMMAKING I :: Video Prod	1037
Grades 9-12	UC Approved “F”
Year	

In this course, students will investigate techniques of video production: directorial style, script development, camera technique, editing, etc. Evaluation of the aesthetic principles of videography, investigation of selected historical topics, and “hands-on” training in video technique will form the basis of most class sessions. Students will write, shoot, and edit short films ranging from the traditional to the avant-garde. In order to produce original digital films, students will be trained in camera technique and in the uses of non-linear editing and audio creation software applications.

- *Homework Expectation:* Minimal homework
- *District SLOs Addressed in this Course:* 1, 2, 4, 6, 7
- May also satisfy the VPA graduation requirement

AUDIO MUSIC PRODUCTION I :: Audio/MusicProd

Grades 9-12

Year

1054UC Approval Pending

The Audio Music Production course focuses on the aesthetic qualities of sound production and analyzes the impact of digital audio technology as an inherent form of communication in today's society, including production, recording, composing and editing. Students will convey creative expression and develop ideas individually and within groups, write compositions, proposals, and budgets. Projects will consist of historical and or cultural nature, and completed projects will be an audio product based on compositions. Students will also write and produce podcasts and songs in a variety of formats. Students will study the impact audio and sound production on our society from a social, economic, and political viewpoint. Students will learn the history of sound production and the technological advances in the art form. The class will gain knowledge and utilization of microphones, both digital, and analog and computer-based audio editing and recording equipment, and software programs such as Logic Pro, Pro Tools, Ableton Live, and Adobe Audition. Study and training in the Audio Music Production course will prepare students for careers in music engineering and production, post-production for film and television, and live sound-mixing for theater and concerts. Students will develop an extensive Digital Audio Portfolio - A collection of sound designs, podcasts, and produced music.

- *Homework Expectation:* Minimal homework
- *District SLOs Addressed in this Course:* 1, 2, 4, 6, 7

MEDIA ARTS JOURNALISM

BROADCAST JOURNALISM course produces the student-run broadcast and online multimedia publications for the Titan Broadcast Network (TBN).

BROADCAST JOURNALISM :: BroadJourn

Grades 9-12

Year

1494UC Approved "g"

This course is an intensive laboratory course in gathering, writing and producing news for broadcast media for GunnTV on the Titan Broadcast Network (TBN). Workshop methods and "hands-on" training will be employed to provide students with an understanding of the principles of broadcast television production, video journalism, and radio. Operation of broadcast newsrooms, ethics in broadcast journalism, interviewing techniques, and media criticism will also be examined in the course. This course also serves to broadcast campus news and selected features to the Gunn High School community. Students will be required to attend a weekly lab session in the broadcast studio during the 0 period (7:30 a.m. - 8:30 a.m.) to produce a live television announcements show. Lab sessions will be scheduled weekly. Broadcasting operates as a project-based classroom where collaborative groups will be responsible for creating student produced school video features. All student productions will be broadcast over television and the web. Field video production will be applied to explore various types of programs such as student documentaries, sports and events. Speaking and interpersonal abilities are integral to this class for interviews and appearances on camera. This course will address the hands-on use of technology, primarily cameras, video editing software, podcasts, and web streaming.

- *Homework Expectation:* Attend weekly live television lab session required (The G-Live Morning Show). Video productions will require additional time outside of scheduled class period.
- *District SLOs Addressed in this Course:* 1, 2, 4, 6, 7

BEGINNING JOURNALISM :: Beginning Journalism

Grades 9-12

Semester

7625UC Approved "e"

Through reading and analyzing professional models of non-fiction writing including news, features, editorials and reviews, students will learn to plan, write and revise news stories, profiles, personal experience, observational and persuasive writing. Students will acquire the skills of fact gathering and note-taking through interviews with primary sources and research of secondary sources. This elective course is a prerequisite for both Advanced Journalism and Media Leadership and Management GraphPub (H). See the Media Arts Courses Pathway on page 13.

- *Homework Expectation:* Minimal – most work happens in class
- *District SLOs Addressed in this Course:* 1, 2, 3, 5, 6, 7

STAGE TECHNOLOGY

STAGE TECHNOLOGY :: Stage Tech

1087

Semester 1

STAGE TECHNOLOGY :: Stage Tech

1088

Semester 2

Grades 9-12

Semester

NOT UC Approved

Stage Technology and Design is designed to integrate theoretical and practical knowledge of stage technology and design. Students will study the design and construction of sets, lighting, sound, and costumes, and apply their skills by developing design concepts and mounting productions from a variety of theatrical genres. By assuming vital roles in play productions, students will work effectively in leadership and ensemble situations, and experience the relationship of technical theatre to the theatrical event as a whole. Students will learn to operate theatrical equipment and tools safely, and use these skills to provide technical services for many school stage activities. This course satisfies the Career Technical Education Program requirement and Visual and Performing Arts requirement, and may be repeated for four years. Students who enroll in and complete Stage Technology will be given special consideration during the selection process for the Gunn Robotics Team (GRT).

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 4, 6, and 7
- This class meets during H Period

ADVANCED STAGE TECHNOLOGY & DESIGN :: Stage Tech 2 | 4915

Grades 9-12

Year

NOT UC Approved

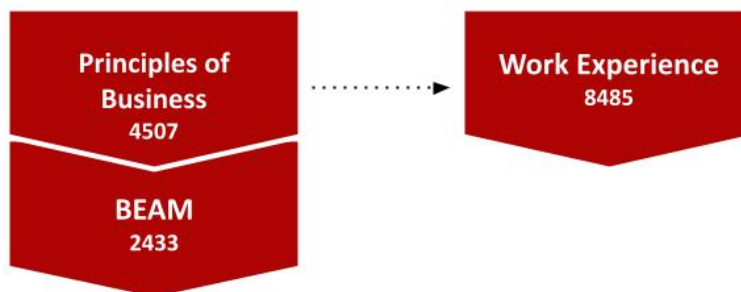
Students will continue to practice their technical theater skills at an advanced level through working in leadership roles on Gunn Theatre Productions. They will manage and supervise a design or construction crew while drawing on their knowledge of theater history, design aesthetics, and creative processes. At the end of a production, students will be responsible for a production report, analyzing their process, successes and challenges. This course will also require students to archive their designs and experiences in a portfolio, which they will present at the end of the spring semester. This course satisfies the Career Technical Education Program requirement and Visual Performing Arts requirement, and may be repeated for three years. Students who enroll in and complete Stage Tech 2 will be given special consideration during the selection process for the Gunn Robotics Team (GRT).

- *Prior Recommended Course(s):* Successful completion of one full year of Stage Technology, and approval of the instructor
- *Homework Expectation:* 4 hours a week on average
- *District SLOs Addressed in this Course:* 4, 6, and 7

BUSINESS & FINANCE

Experienced and beginning students have the opportunity to learn the wide varieties of business topics and apply to real-life scenarios. By successfully completing a business pathway and meeting the NAF academy's requirements, students will be NAFTrack certified and will have access to NAF resources.

Business Pathway



PRINCIPLES OF BUSINESS :: Princpls Busn

Grades 9-12

Year

4507

UC Approved "g"

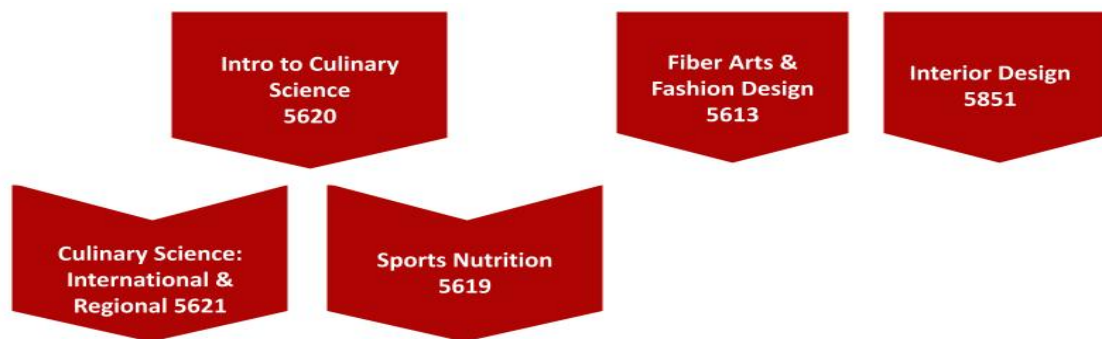
This course introduces students to the study of Business Management, Economics, Personal Finance, Marketing, and Entrepreneurship. Students complete projects on a range of business topics: economic concepts, financial literacy, investments, sales and marketing strategies, career exploration, and business plan. Students apply what they learn to a variety of real-life examples and scenarios, and share their learning through written work and oral presentations. This course sets the foundation for students seeking success in any career. Students looking to participate in DECA and/or FBLA should take this course to be eligible for competitions..

- *Homework Expectation:* 1 hour per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

FAMILY CONSUMER SCIENCES

Experienced and beginning students have the opportunity to use their expertise and learning skills. Each course stands on its own merit and can be taken independently or in combination. The best student projects will be exhibited at various times throughout the semester.

Family Consumer Sciences Courses



CULINARY SCIENCE – INTRODUCTION :: Culinary Arts - Introduction

Grade 9-12

Semester

5620

UC Approved "g"

If you have a special liking for good food, even if you have never done much more than boil water, this class is for you. If you have had lots of experience in the kitchen but want to stretch your skills, want to explore the why's and how's of delicious foods, this is your course, too. An art as well as a science, good cooking rests on basic principles and skills that have been refined over centuries. These principles and skills are demonstrated and practiced in class in clear, easy steps. Plunge in and have fun! Your family and friends will relish the results while you build your reputation as a terrific cook.

- *Prerequisites:* None
- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6

CULINARY SCIENCE – INTERNATIONAL & REGIONAL :: Culinary Arts - International
5621

Grade 9-12

Semester

UC Approval Pending

Join a classroom tour of famous food of the regional United States, Asia, Europe, Africa and more. In addition to selecting, preparing, tasting and enjoying famous dishes typical to each region, you will learn about preparation

methods, serving techniques and special equipment specific to the dishes made. If you love to cook and enjoy trying new and different foods, this eighteen-week travelogue of international culinary delights is for you!

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6

SPORTS NUTRITION :: SportsNutr | **5619**
Grade 9-12 Semester UC Approval Pending

This course is all about empowering students with the knowledge to create nutritionally balanced meals that will enhance sports performance as well as overall good health. Guest speakers (Athletes, Sports Trainers, Nutritionists, Former Student Athletes) will be invited into our classroom, and we will use technology to actively engage your mind in the dynamic field of Sports Nutrition. Emphasis is placed on healthy food selection, improving nutritional value through ingredient selection, and cooking techniques that will enable students to create nutritionally balanced delicious dishes. If you are interested in eating for everyday activities or you especially have sports success on your mind; this class will prepare you for a healthy lifestyle with plenty of cooking and you will be creating and analyzing recipes to support peak performance.

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6

FIBER ARTS & FASHION DESIGN :: Fiber Arts | **5613**
Grade 9-12 Semester UC Approval Pending

If you like working with fabric and textiles to create unique products, this is the class for you. In this course you will work with many different fibers and material applications. We will cover the fashion design basics - from repairing clothes you already have, to repurposing thrift store finds and learning how to design and construct clothing. Other techniques and skills covered are: quilting, embroidery, machine appliqué, knitting and crocheting. You will also learn to use the sewing and embroidery machines to enhance your creations.

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6

INTERIOR DESIGN :: Interior11 | **5851**
Grade 9-12 Semester UC Approval Pending

Do you care about your living environment? Do you want your room and your home to reflect you? In this course you will examine your likes and dislikes and to discover and develop your own personal sense of good taste.

You will create your own floor plan, select and arrange furniture, fabrics, and accessories for your “dream home.” You will learn architectural and furniture styles, line, design, form, color and texture and be able to combine them into the kind of living environment which best reflects you. You will also develop an ability to decorate on a budget and how to inexpensively change the appearance of a room.

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6

CRIMINAL LAW – LEGAL SYSTEM

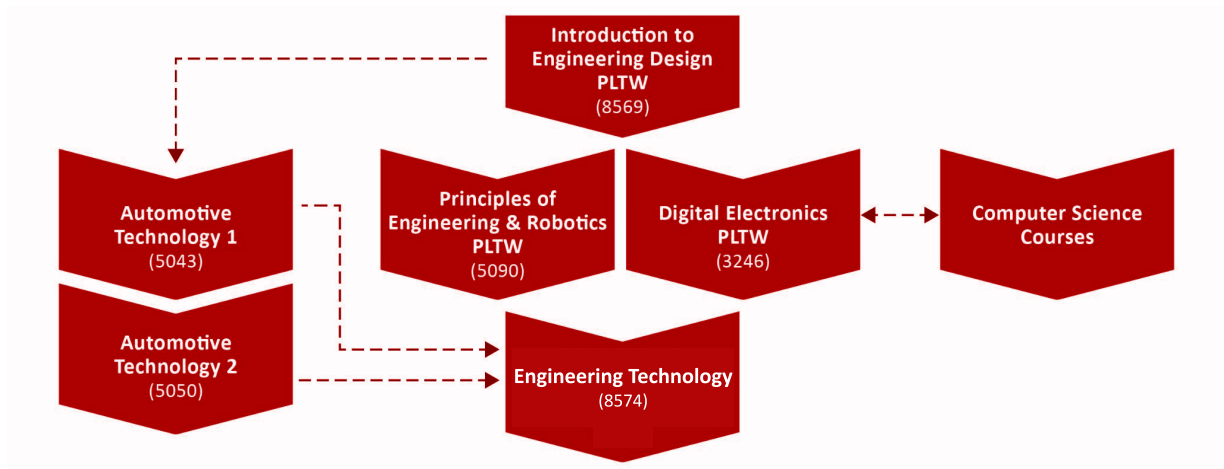
CRIMINAL & CIVIL LAW :: Cr/CivLaw | **4540**
Grades 9-12 Semester NOT UC Approved

This is a very exciting class that will challenge your perspective of law and punishment as we explore controversial cases and issues. Criminal and Civil Law examines the types of crimes, legal rights, as well as the civil consequences faced after a crime. Criminal and Civil Law class also examines torts, individual rights and liberties, contract law and juvenile law. A field trip to criminal court will occur and there will be guest speakers such as lawyers, a police officer, among others.

- *Homework Expectation:* None

- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6

ENGINEERING & AUTOMOTIVE TECHNOLOGY COURSES



AUTOMOTIVE TECHNOLOGY 1 :: Auto 1 | 5043

Grades 9-12

Year

UC Approved “g”

This course assumes no previous knowledge about automobiles and their operational systems.

The course is designed for the owner/driver, and emphasizes the understanding of the operation of automotive components, consumer awareness, preventive maintenance practices, tune-up procedures, elementary trouble analysis, and minor repairs. Approximately 40 percent of the class time is devoted to discussions and demonstrations and 60 percent to related shop activities on shop units and personal automobiles. This is the type of course automobile owners wish they would have taken. Students who enroll in and complete Automotive Technology 1 will be given special consideration during the selection process for the Gunn Robotics Team (GRT).

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 4, 6, 7

DIGITAL ELECTRONICS – PLTW :: DIGITAL Elec PLTW | 3247

Grades 9-12

Year

UC Approved “d”

This course will introduce basic analog and digital electronics concepts to students who want to explore how binary numbers and logic elements are used to implement complex digital circuits. The course is based on curriculum provided by Project Lead the Way (PLTW) and includes topics such as analog circuits, transistors and logic gates, Boolean algebra and Karnaugh mapping, combinational and sequential logic, synchronous and asynchronous clocks, state machines, programmable logic devices and programming microcontrollers. Students use a circuit design program to simulate circuits before building them using soldered breadboards and integrated circuits. Students develop personal engineering notebooks that document skills, design plans and completed projects. Teamwork, problem-solving, and communication skills are developed through group projects.

- *Prior Recommended Course(s):* Completion of Algebra 1A. Concurrent enrollment in a college preparatory math AND science course
- *Homework Expectation:* 1 hour per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

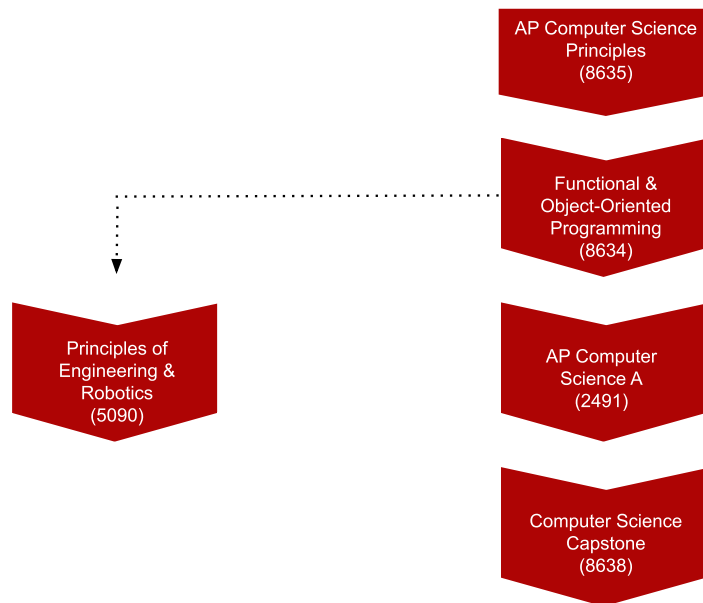
INTRODUCTION TO ENGINEERING DESIGN – PLTW :: Int Engr Des PLTW | **8569**
 Grades 9-12 Year UC Approved “d”

This course will introduce students to basic concepts of design and engineering. The course is based on curriculum provided by Project Lead the Way (PLTW) and has been customized to address Gunn High School’s Silicon Valley student population and equipment, including a state-of-the-art 3D printer. Topics include the process of design, technical sketching, CAD (computer-aided design), dimensional analysis, statistical analysis using Microsoft Excel, tolerances, reverse engineering and 3D printing. Students develop personal engineering notebooks that document skills and designs, including several projects printed on the 3D printer. Teamwork and communication skills are developed through group projects. Students in this course have the opportunity to compete in regional and statewide PLTW design competitions hosted by local tech companies and universities. Students who enroll in and complete Introduction to Engineering Design will be given special consideration during the selection process for the Gunn Robotics Team (GRT).

College Board AP + PLTW student recognition: Students who complete two PLTW courses and a STEM (math or science) AP class, with qualifying scores on course-related exams and assessments, earn a College Board AP + PLTW certificate of preparation for more advanced coursework in college.

- *Prerequisites:* Successful completion of Algebra I. Concurrent enrollment in a college preparatory math AND science course; open to all grades
- *Homework Expectation:* Students are given class time and resources to complete assignments. Some students may need additional time at home.
- *District SLOs addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

COMPUTER SCIENCE COURSES



AP COMPUTER SCIENCE PRINCIPLES :: AP Comp. Sci. Princ | **8635**
 Grades 9-12 Year UC Approved “d”

AP Computer Science Principles introduces students to the central ideas of computer science, inviting them to develop the computational thinking vital for success across multiple disciplines. The course encourages students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. They will also develop effective communication and teamwork skills, working individually and collaboratively to solve

problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

- *Homework Expectation:* 0-1 hours per week
- May qualify for Math credits
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6
- Not approved NCAA course

FUNCTIONAL & OBJECT-ORIENTED PROGRAMMING :: Funct Object Or Prog | 8634

Grades 9-12

Year

UC Approved “g”

This project-based course introduces the student to the functional and object-oriented programming paradigms. It includes concepts such as functions, conditionals, data abstraction, recursion, lambda, higher-order functions, lists, loops, arrays, interfaces, inheritance, and polymorphism. Some projects throughout the year will consist of creating small games, simulating real-world processes, taking apart a computer, and producing graphically interesting programs (such as Conway’s Game of Life) in which almost all of these big ideas are needed.

- *Prerequisites:* Completion of AP Computer Science Principles OR enrollment in Geometry H, Alg 2, Alg2/TrigA, Alg 2/Trig H or above
- *Homework Expectation:* 1-1.5 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 5, 6, 7
- This is a college prep course
- Not approved NCAA course

ENGLISH

The English program at Gunn High School focuses on the traditional concerns of the discipline—literature, composition, language, and grammar. Literature serves as a resource for the study of ideas, culture, and values, as well as the development of composition skills. The study of composition and writing emphasizes the art and the craft, the organization and the support, and the clear and effective use of language in its written forms. Vocabulary, language, and grammar studies are integrated with the study of literature and composition.

The Gunn English program consists of a four-year required sequence of both required and elective semester-long courses designed to meet students’ needs in literature, composition, and language study. The complete sequence includes required courses in American, World, Contemporary, and Western Literatures, as well as in communication skills and literary genres.

In 2021-2022, students in grades 9 and 10 should enroll for the two courses required of freshmen and sophomores. They should indicate on their Course Request forms a choice of (a) one semester of Western Literature (College Preparatory) or Western Culture A (accelerated) **AND** (b) one semester of Communication (College Preparatory) or Communication A (accelerated). The other two required courses for grades nine and ten will be offered the following year. The choice of college prep or accelerated/advanced should be made with consideration of prior performance in English classes, work habits, development of skills, and academic interests. Consultation with a student’s current English teacher and counselor may be helpful in making a choice.

English Course Progression

	1 SEMESTER OF :		1 SEMESTER OF :
GRADES 9-10	Contemporary Writers (<i>Course#1190</i>)	AND	Writer’s Voice (<i>Course#1192</i>)
	OR		OR
	Contemporary Heritage (<i>Course#1191</i>)	AND	Literary Style (<i>Course#1193</i>)

SLOs & HOMEWORK EXPECTATIONS FOR ENGLISH COURSES

The four-year sequence of English courses provides students opportunities to demonstrate competence in all areas of the Schoolwide Learner Outcomes (SLOs). Each course places particular emphasis on the following three SLOs: (2) effective communication through listening, speaking, and writing; (5) reading with understanding; and (6) critical and creative thinking to solve problems.

By the nature of the discipline, the study of English will take some learners longer than others. In addition, due to the cycles of long- and short-term projects, a statement of the amount of time required for homework is only an estimation and an average. Homework for English generally comprises reading, writing, and the study of vocabulary. Advanced and honors courses, including AP English Literature and Composition, may require an average of three to five hours per week of work outside of class; regular and elective courses usually require less time. Included in many descriptions is the average time spent as surveyed by last year’s classes.

CONTEMPORARY WRITERS :: Cont Writr | 1190

Grades 9-10

Semester

UC Approved "b"

This course is for students who want a college prep program in high school English and uses the works and ideas of modern writers such as Harper Lee, Khaled Hosseini, and Julia Alvarez as the focus for studying literature and composition at the high school level. Because it is a required course, it includes particular emphasis on instruction in reading and writing. One semester of this course or Contemporary Heritage is required for graduation.

- *Homework Expectation:* Surveyed students reported 1-2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 4, 5, 6
- This class is a College Prep Class

CONTEMPORARY HERITAGE :: Cont Herit | 1191**CONTEMPORARY HERITAGE SLC* :: Contemporary Heritage SLC | 9409**

Grades 9-10

Semester

UC Approved "b"

This course is for students who want an advanced program in high school English and uses the work of modern writers such as Harper Lee, Khaled Hosseini, Charles Dickens, and Julia Alvarez to explore the sources of contemporary trends and thought in literature and composition. Because this is a required course, it includes particular emphasis on instruction in reading and writing. One semester of this course or Contemporary Writers is required for graduation.

- *Homework Expectation:* Surveyed students reported 2-3 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 4, 5, 6
- This class is an Advanced Class

*This is the Small Learning Community (SLC) section of the English class. Please see page 46 for a description of the SLC program.

WRITER'S VOICE :: Writr Voice | 1192

Grades 9-10

Semester

UC Approved "b"

This college prep course introduces students to the writer's choices for communicating a message through the variety of literary types: a Shakespearean drama, a memoir, short stories, poetry, and a novel. Because it is a required course, the works provide the resources for particular emphasis on instruction in reading and literature, writing and composition. One semester of this course or Literary Style is required for graduation.

- *Homework Expectation:* Surveyed students reported 1-2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 4, 5, 6

LITERARY STYLE :: Lit Style | 1193**LITERARY STYLE SLC* :: Literary Style SLC | 9410**

Grades 9-10

Semester

UC Approved "b"

This course introduces students in an advanced English program to the writer's options in literary genres such as drama, memoir, short story, novel, and poetry. Because it is a required course, the works of writers such as Shakespeare, Golding, and Angelou provide the resources for particular emphasis on instruction in reading and literature, writing and composition. One semester of this course or Writer's Voice is required for graduation.

- *Homework Expectation:* Surveyed students reported 2-3 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 5, 6

*This is the Small Learning Community (SLC) section of the English class. Please see page 46 for a description of the SLC program.

ENGLISH LANGUAGE LEARNERS (ELL)

The English Language Learners (ELL) program offers individual and group instruction to meet the needs of students whose primary language is not English and have limited English proficiency. We prepare students for College Prep classes by providing an extensive program of English instruction on different levels (emerging, expanding, and bridging English language proficiency). For the students with emerging English proficiency, we offer individual tutoring in a student's primary language to ensure access to the core curriculum.

In addition, we offer ELL Social Studies courses which are taught by teachers in the Social Studies Department and are open to ELL students. The University of California grants admission credit "a" for all of the ELL social studies courses and credit "b" for one year of ELL (English EL28) and one year of Intermediate Composition.

Because our English Learner students contribute a welcoming diversity to our campus, we encourage them to participate in school activities and clubs, so they can experience the social life of an American high school. This not only promotes cross-cultural understanding, but also helps young people maintain a positive self-concept.

If English Learner students are at the emerging or expanding levels in English proficiency (that is, if they do not speak, read, and write in fluent English), and if they plan to earn a diploma of graduation, we urge them to enroll in the ELL program at Gunn High School.

EL 1 :: Eng LL 1 | 8761 (2 Periods)

All Grades

Year

NOT UC Approved

This course satisfies the state and district requirements for graduation. It offers individual and group instruction to prepare students for the high emerging to low expanding fluency level. The course content includes beginning grammar, reading skills and basic vocabulary. Emphasis is placed on speaking, reading, listening, and writing in both formal and informal English. Methods and materials suitable for beginning language learners are used. This course can be repeated for high school graduation credit.

- *Homework Expectation:* 2-2.5 hours weekly
 - *District SLOs Addressed in this Course:* 2, 5, 6
 - This course is two periods
-

EL 2 :: Eng LL 2 | 8762 (2 Periods)

All Grades

Year

NOT UC Approved

This course satisfies the state and district requirements for graduation. It offers individual and group instruction to prepare students for the high expanding to bridging fluency level. It intensifies and expands the course content of English EL 1 by focusing on the fundamentals of grammar, spelling and punctuation, listening and reading comprehension, vocabulary development, and writing sentences using American idioms. Descriptive and academic paragraph writing is emphasized in the second semester. Methods and materials suitable for students with expanding English language proficiency are used. The course includes an individual reading program with weekly discussions in small groups. This course can be repeated for high school graduation credit.

- *Homework Expectation:* 2-2.5 hours weekly
- *District SLOs Addressed in this Course:* 2, 5, 6
- This course is two periods

EL 28 :: EL 28 | 8768

All Grades

Year

UC Approved “b”

This course satisfies the state and district requirements for graduation along with the requirements for admission to the University of California. It offers individual and group instruction to prepare students for the upper range of the bridging fluency level. The course focuses on developing spoken, written, and interpretive communication based on a variety of texts organized by themes, and essential questions. The course includes an individual reading program with weekly meetings in small discussion groups. Grammar concepts, development of academic vocabulary, essay writing techniques and presentation skills are also covered. *Prerequisites:* None; open to all grade levels

- *Homework Expectation:* 3 hours weekly
- *District SLOs Addressed in this Course:* 2, 5, 6

INTERMEDIATE COMPOSITION :: Inter Comp | 1328

All Grades

Year

UC Approved “b”

This is a one-year class for English Learners transitioning from EL English classes to mainstream English classes. It satisfies state and district graduation requirements and also meets the requirements for admission to the University of California. The course integrates reading, writing, listening, and speaking skills around readings in fiction and non-fiction. Students learn key vocabulary and write reading responses that connect the reading to the theme and essential question of each unit. Advanced grammar and mainstream essay writing techniques are also covered.

- *Homework Expectation:* 4 hours weekly
- *District SLOs Addressed in this Course:* 2, 5, 6
- This course qualifies for English credit

WORLD HISTORY EL :: WidHist LL | 8784

All Grades

Year

UC Approved “a”

This course satisfies the state and district requirements for graduation. It includes the major historical eras of world history, from the Age of Enlightenment to an introduction to the Cold War. Emphasis is placed on the interrelationships among nations and cultures, as well as reading, writing, analysis, and bringing historical themes into current events.

- *Homework Expectation:* 2 hours weekly
- *District SLOs Addressed in this Course:* 1, 2, 3, 5
- This course qualifies for World History credit

HISTORY & SOCIAL SCIENCES

WORLD HISTORY :: Wid Hist | 1625

WORLD HISTORY SLC* :: World History SLC | 9343

Grade 9

Year

UC Approved "a"

World History covers important historical events in the world, from the Age of Enlightenment through the birth of the Cold War. The content focuses on major historical eras and impacts such as: The Age of Absolutism, World War One and World War Two. Special attention is given to the social, political and economic developments as a result of all of these major eras.

- *Homework Expectation:* Approximately 2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 5, 6

**This is the Small Learning Community (SLC) section of the World History class. Please see page 46 for a description of the SLC program.*

MATHEMATICS

Mathematics is offered in three college preparatory sequences. Students who are new to PAUSD are recommended for a math course based on the results of a placement test.

Our college prep pathway is a four-year sequence that prepares students for their first calculus course in college. It begins with Algebra 1 and also includes Geometry, Algebra 2 and Pre-Calculus. It is possible, by doing summer work, to begin in this pathway and still finish with AB Calculus. Please contact the math IL to discuss such a pathway. Our new Introduction to Data Science course will offer an alternative to Pre-Calculus.

Students who have completed Algebra in middle school should enroll in the advanced or honors pathways.

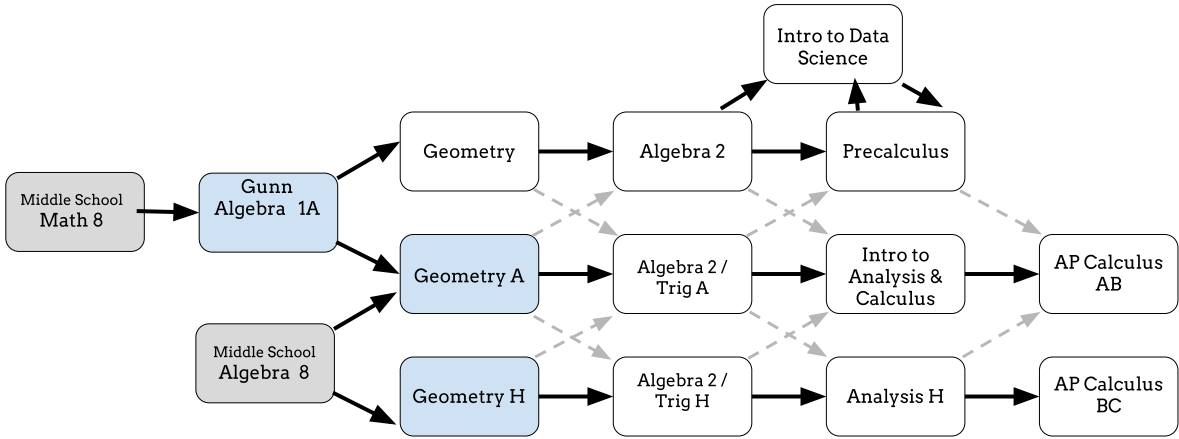
The advanced pathway takes students through Advanced Placement AB Calculus, and prepares them to finish “C Calculus” in college. This course sequence includes Geometry A, Algebra 2/Trig A, Intro to Analysis and Calculus, and Advanced Placement AB Calculus.

The most rigorous course of study is a four-year honors sequence that culminates with the Advanced Placement course BC Calculus. This course sequence includes Geometry H, Algebra 2/Trig H, Analysis Honors, and Advanced Placement BC Calculus.

It is possible for students to change between lanes over the course of their math education. Your student’s counselor, math teacher, and the Math Instructional Lead (IL) can help with such decisions. Students showing academic responsibility, independence, and mastery on current year assessments might consider moving up a lane. Students not meeting these requirements are encouraged to speak with the IL for support choosing a new lane. Changing lanes may require summer work.

Elective courses include Advanced Placement Statistics (full year) and Applied Math H (semester). Other elective courses which may receive math credit, such as Computer Science and BEAM, can be viewed in the CTE section of the course catalog.

Possible Pathways in Math



KEY

- Typical Pathway
- Possible Pathway
- Typical 9th Grade Class

Electives

- AP Statistics
- Applied Math

ALGEBRA 1A :: Alg 1A | 2348

All Grades

Year

UC Approved “c”

Students study the applications of linear and quadratic functions. Students learn properties of real numbers, solve linear equations and inequalities, graph linear equations, equations and inequalities with absolute value, solve systems of linear equations and inequalities, simplify exponential expressions, graph and solve quadratic equations and use factoring and the quadratic formula. Students will summarize, represent and interpret data for single count variables, and analyze scatter plots for two quantitative variables. Students learn how to simplify irrational expressions, and solve equations with square roots.

- *Prerequisite(s)*: Completion of 8th grade math
- Students self-report spending an average of 1.5 hours a week outside of school on this course
- *District SLOs Addressed in this Course*: 1, 2, 5, 6
- This is a college prep course

GEOMETRY A :: Geom A | 2358

Grades 9-10

Year

UC Approved “c”

In addition to the objectives of the Geometry curriculum, analytic geometry and transformations are studied in greater depth. Students also begin an extensive inferential logic unit. Students are expected to work more independently, have strong algebra skills and solve more challenging problems in this course, compared with college prep Geometry.

- *Prerequisite(s)*: Successful completion of Algebra; open to grades 9 and 10
- Students self-report spending an average of 2.5 hours a week outside of school on this course
- *District SLOs Addressed in this Course*: 1, 2, 5, 6
- This is an advanced course

GEOMETRY H :: Geom H | 2408

Grade 9

Year

UC Approved “c”

In addition to the objectives of the Geometry A curriculum, students study an extensive inferential logic unit including truth validity and tautologies, complete conditional, direct and indirect proofs. Students are expected to be highly motivated to learn about mathematics and have exceptional algebra skills. Students are regularly exposed to challenging, multi-step and non-routine problems.

- *Prerequisite(s)*: Successful completion of an Algebra course; open to grade 9
- Students self-report spending an average of 2.5 hours a week outside of school on this course
- *District SLOs Addressed in this Course*: 1, 2, 5, 6
- This is an honors course

ALGEBRA 2 / TRIGONOMETRY H :: Alg2/TrigH | 2416

Grades 9-10

Year

UC Approved “c”

This course covers content similar to Alg2/TrigA but with a greater emphasis on proof and problem solving. In each unit, students are expected to apply their understanding of the content to solve problems that are similar but not identical to problems solved in class. Additional content includes an in-depth study of conic sections, as well as arithmetic and geometric sequences and series, law of sines and cosines, and vectors.

- *Prerequisite(s)*: Successful completion of an introductory Algebra course and a Geometry course; open to grades 9 and 10
- Students self-report spending an average of 2.5 hours a week outside of school on this course
- *District SLOs Addressed in this Course*: 1, 2, 5, 6, 7
- This is an honors course

PHYSICAL EDUCATION

DISTRICT REQUIREMENTS

- A. California State Physical Fitness Test (required for 9th graders)
- B. Students must pass 5 out of 6 of the Physical Fitness Tests by the end of their freshmen year or they are required to enroll in PE as a sophomore. Sophomores, juniors and seniors who have not passed 5 of 6 Fitness Tests must retake the 6 (six) tests at the beginning and end of the fall semester, and at the end of the spring semester, every year until they have passed 5 of the 6 tests.
- C. 2 years of PE are required as a graduation requirement.

NOTE: A Sports Waiver is NOT given for marching band, drill team, rally, color guard, winter guard, or similar activities. A PE waiver may be granted for varsity, junior varsity and frosh-soph teams at Gunn, including Cheerleading and the Gunn Dance Team.

COURSE OFFERINGS (9th & 10th Grades)		
Team Sports	Dual / Individual Sports	Aquatics
Soccer Football (flag) Basketball Softball Volleyball Indoor Hockey Team Handball Ultimate Frisbee Lacrosse Street Hockey Field Hockey Rugby	Personal Fitness Badminton Golf Tennis Self-Defense Track & Field Orienteering Gymnastics/Tumbling Over-the-Line Pickleball	Swimming & Water Safety

9TH GRADE PHYSICAL EDUCATION :: PE 9 | 2695
PE 9 Zero* | 5011
PE 9 LP | 5013**

Grade 9 Year NOT UC Approved

All freshmen are required to take and complete the first year of physical education. This course is designed specifically for 9th grade students with a focus on dual and individual sports, aquatics and dance. The activities are designed around the State Physical Education Framework and Statewide Standards for PE (HS Course 1).

* This course is the same as 9th Grade PE, but runs four days each week from 7:55 – 08:50 in the morning instead of during the regular school day. This course is appropriate for students and athletes who are early risers. NOTE: Taking this course DOES NOT allow students to enroll in another class during the school day - all students are limited to 7 classes including PE.

** This course will take place in the last period of the day (4th or 7th). Priority will be given to athletes in sports that require early release for competition(s). Requests for this course should be made through the [PE Prep \(Zero,4th,7th\) Request Form](#)

GUNN ATHLETICS

After-school sports are open to all Full-Time Students attending Gunn.

- *Prerequisites:*

1. Filled out Athletics Registration: see Gunn Athletics web page.
2. Completed doctor's physical examination. "Pre-participation Physical Evaluation" form (under Gunn Athletics)

To be eligible, students must have passed 20 units of credit and maintain a minimum grade point average (GPA) of 2.0 in the last grading period. All students, except first semester freshmen enrolled in a PE class, must also be currently passing 20 units of credit. Students enrolled in a PE class may be excused from attending PE while playing for a Gunn Athletic team. To receive a "prep," students must submit a request form (online from the Gunn PE website). The form must be signed by their parents/guardian along with their coach. The student-athlete will receive a grade and credit based on a self-evaluation including a coach's grade, and must return to PE following the last athletic practice or competition.

Interscholastic Sports

SEMESTER 1	
Boys' Sports	Girls' Sports
<i>FALL:</i> Cross Country Football Water Polo	<i>FALL:</i> Cross Country Golf Water Polo Tennis Volleyball
<i>WINTER:</i> Basketball Soccer Wrestling	<i>WINTER:</i> Basketball Soccer Wrestling

SEMESTER 2	
Boys' Sports	Girls' Sports
<i>SPRING:</i> Badminton Baseball Golf Swimming & Diving Tennis Track & Field Lacrosse Volleyball	<i>SPRING:</i> Badminton Softball Track & Field Swimming & Diving Lacrosse

□ *Cut sports (sports that need to be trimmed to a manageable size)*

Fall Sports

All Fall Sports start in mid-August and run approximately through November 10. Each sport practices five to six days a week.

Girls' Volleyball	2 hours a day, two matches a week, Saturday practices or tournaments
Cross-Country	2 hours a day, one meet a week
Girls' Tennis	2 hours a day, two matches a week. One week summer practice.
Boys' & Girls' Water Polo	2-3 hours a day, some morning workouts, one game each week. Tournaments most Saturdays.
Football	2.5 hours a day, one game a week. Extensive off-season training including summer.

Winter Sports

All Winter Sports start in early November and run through late February.

Boys' & Girls' Basketball	2 hours a day, including Saturday, two games a week
Boys' & Girls' Soccer	2 hours a day, two games a week
Wrestling	2 hours a day, one match a week and tournaments most Saturdays

Spring Sports

All Spring Sports start in early February and run through late May.

Badminton	2 hours a day including some Saturdays. Matches twice a week.
Boys' Golf	2 hours a day at local golf courses. One match a week.
Boys' Tennis	2 hours a day. Matches twice a week.
Boys' & Girls' Track & Field	2 hours a day, meets once a week
Boys' & Girls' Swimming	2 hours a day, meets once a week
Boys' & Girls' Lacrosse	2 hours a day, games once a week, some Saturday games
Baseball	2 hours a day, or at least 2 games a week including Saturdays
Softball	2 hours a day and games twice a week
Boys' Volleyball	2 hours a day, two matches a week, Saturday practices or tournaments

SCIENCE

To graduate from high school, students are required to have one year of physical science and one year of life science, both of which fulfill the University of California (UC) laboratory science requirement (known as UC ‘d’). Since the University of California recommends three years of lab science, students are strongly encouraged to take yearlong courses in the core sciences – biology, chemistry, and physics. All Gunn science course offerings are college-prep courses and fulfill the UC “d” requirement.

While we encourage students to take on healthy challenges in their science course selection, strict policies regarding adding or dropping courses once the semester has begun are enforced. (See page 7 for lane change information.) For this reason, students should carefully consider their course choices. To assist with this process, in each course description, the Science Department has listed course prerequisites, predictors of success, and homework time commitment expectations.

Science Course Offerings

9th Grade Options

- Biology
- Biology SLC
- Biology H

10th Grade Options

- Conceptual Physics
- Physics
- Astrophysics
- Chemistry
- Chemistry Honors

11th & 12th Grade Options

- College Prep Courses**
- Chemistry or Chemistry H
 - Conceptual Physics
 - Physics
 - Astrophysics
 - Human Anatomy & Physiology
 - Marine Biology
 - Biotechnology †

- Advanced Placement Courses**
- AP Biology
 - AP Chemistry
 - AP Environmental Science
 - AP Physics 1
 - AP Physics C: Mechanics only
 - AP Physics C: Mechanics & Electricity and Magnetism

**Biology Honors does not earn weighted credit with the University of California*

† The course description for Biotechnology can be found in the CTE section of the catalog (page 21)

BIOLOGY

First-Year Biology Courses

Freshmen at Gunn High School take a college-prep biology course. First-year biology courses will vary in depth of coverage of each topic, degree of independent learning, and amount of homework required. The following table shows predictors for success for freshman biology.

PREDICTORS FOR SUCCESS IN EACH FIRST-YEAR BIOLOGY COURSE		
Predictor	Biology	Biology H
Average # of homework hours per week as reported by students	Up to 3 hours/week uninterrupted time (homework hours reported include daily work and time studying for assessments)	Up to 5 hours/week uninterrupted time (homework hours reported include daily work and time studying for assessments)
Degree of independent learning and academic responsibility	Teacher guidance will be differentiated based on student needs	High level of independence and organization. Student can work independently on most tasks or will take the initiative to seek help
Degree of academic language	Comfortable reading academic texts, but may need support at times. Reading and writing skills may vary.	Strong reading and writing skills, able to analyze complex texts independently Able to construct and support an argument
Degree of mathematical skills	Has foundational graphing and analytical skills, but may need support at times	Has strong algebra skills. Able to analyze data and construct graphs independently. Can recognize complex patterns and graphing trends
Homework structure	Homework based on material learned in class	Homework is preparatory work for next lesson in order to delve more deeply into the topic of study
Intended preparation for future courses	College preparatory biology course and is paced at grade level	Accelerated college preparatory course; paced far above grade level

BIOLOGY :: Biology | 3130

BIOLOGY SLC* :: Biology | 3216

BIOLOGY H :: Biology H | 3131

Grade 9

Year

UC Approved “d”

Units of study include Evolution, Cells to Organism, Genetics and Biotechnology, and Ecology. Topics will be developed through the use of the NGSS Science and Engineering Practices. Emphasis will be placed on developing science skills, including developing and using models, planning and carrying out investigations, analyzing and interpreting data, and engaging in argument from evidence.

**Biology SLC is the section of Biology that is integrated into the Small Learning Community program. See page 46 for a description of the Small Learning Community program.*

Bio H does not earn a weighted grade from the University of California. For additional information, please visit: <https://hs-articulation.ucop.edu/agcourselist/institution/2257>

- *Homework Expectation:* Ranging from 1 to 5 hours uninterrupted time per week depending on course level. See “Predictors for Success in Each First-Year Biology Course” chart above.
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7
- This class is a college prep course

SPECIAL EDUCATION

Special Education classes are offered to students who have an Individualized Education Program (IEP) and who qualify for these classes based on their area of disability, skill level, and demonstrated need. Students with IEP's are enrolled in special education courses to support their individual needs in accessing the general education curriculum. Special education classes are intended to provide focused, direct instruction for students, to continue addressing their area(s) of need, in order to build necessary skills to access their coursework, gain independence and prepare for life after high school as aligned with their Individual Transition Plans. All modified content courses receive non-college prep (NCP) credit, as noted in each course description.

SKILLS-BASED & SUPPORT CLASSES

ACADEMIC ENHANCEMENT :: Acad Enhancement SAI		7090
Grades 9-12		NOT UC Approved
	Semester	

Academic Enhancement is a course designed to provide reading intervention that aligns with California State Standards designed to accelerate the reading levels and test scores of struggling readers by directly addressing individual student needs. The course provides differentiated instruction, high-interest fiction and nonfiction reading materials, and direct instruction in reading skills, vocabulary, writing, and grammar.

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 3, 4, 6

Placement in Academic Enhancement is recommended based on reading scores/level. This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit. This course must be taken concurrently with a general education English course.

ACADEMIC PLANNING :: Acad Planning		8308
Grades 9-12		NOT UC Approved
	Semester	

This course is designed to provide students with instruction on organizational skills and academic study skills. Students are introduced to the concepts and methods needed to increase study efficiency and improve critical thinking. The course acquaints students with better study habits and the processes and practices of critical thinking. Specific areas that may be covered are listening, textbook reading, time scheduling, prioritizing, note-taking, test- preparation and test-taking strategies, project and paper development, library skills, basic study systems improvement, memory processes and strategies, and models of critical thinking. The course is designed to improve students' knowledge and application of effective study and cognitive/thinking strategies so they can succeed in college and in any other environment.

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 3, 4, 6

Placement in Academic Planning is recommended based on student need for specialized support. This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit.

ACADEMIC WRITING :: Academic Writing | 7087

Grades 9-12

Semester

NOT UC Approved

This course gives students the opportunity to develop their academic writing skills. Students receive instruction in generating and developing effectively written sentences, paragraphs, and essays. They review basic grammar principles to develop sentence correctness and practice skills in expanding and clarifying sentence and paragraph content. A strong emphasis on planning, writing, and revising of assignments will be a key component of instruction. A combination of individualized and group instruction in a classroom or workshop setting will be used.

Students receive additional help writing for required English courses and more time to develop the skills they need to perform well in high school and prepare for college.

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 3, 4, 6

Placement in Academic Writing is recommended based on student need for specialized support in the academic area of writing. This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit. This course must be taken concurrently with a general education English course.

ACADEMIC MATH :: Academic Math | 7088

Grades 9-12

Semester

NOT UC Approved

This course will help students prepare for introductory algebra by strengthening their understanding of essential algebra prerequisites. The course will cover: arithmetic operations using fractions, decimals and integers; proportional reasoning using ratios and percents; solutions of linear equations; equivalent expressions; the distributive property; and graphs of linear functions. Students will investigate problems using tables, graphs, and equations in order to make connections between the three representations.

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 3, 4, 6

Placement in Academic Math is recommended based on student need for specialized support in the academic area of math. This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit. This course should be taken concurrently with a general education math course.

SPECIALIZED PROGRAMS

ACADEMIC COMMUNICATION :: Academic Communication**7070**

Grades 9-12

Semester

NOT UC Approved

Academic Communication is a course that addresses social learning needs. The main goals of the courses in Academic Communication include: development of personal problem solving, communication skills, perspective taking, a solid understanding of social thinking, flexibility and independence.

Academic Communication 1: This course addresses the social learning needs of students with deficits in the area of social cognition. Students receive direct instruction in the area of effective social communication strategies such as perspective taking, problem-solving, and communication skills. Students explore how emotions affect them in everyday situations. The Mental Health Therapist and Speech and Language Therapist deliver lessons weekly in this class and provide additional support to students as needed.

Academic Communication 2/3: This course provides direct instruction on career and college related skills as well as financial skills including budgeting. The course focuses on addressing social cognitive deficits that are directly related to getting and maintaining employment and daily living skills. Vocational opportunities are provided for exploration. The Mental Health Therapist and Speech and Language Therapist deliver lessons weekly in this class and provide additional support to students as needed.

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 3, 4, 6

This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit. This course should be taken concurrently with a general education math course.

THERAPEUTIC ELECTIVE CLASS :: Therapeutic Elective

Grades 9-12

Year

7078NOT UC Approved

The Therapeutic Elective Class (TEC) serves students who require regular therapeutic interventions in order to access their educational programs. The class includes academic instruction and therapeutic support. This class is co-taught by a special education teacher and a mental health therapist. Group therapy services are embedded into the class with individual therapy services available for students who qualify. This class is designed to teach students how to effectively and safely regulate their emotions with a goal of being able to successfully transition out of the class after one year.

Referral process, assessments, and IEP documentation required: In order for a student to be eligible for the TEC class, the case manager must submit a TEC referral form. The therapist may conduct an assessment and an IEP meeting will be held to discuss assessment results and recommendations.

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 3, 4, 6

This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit. This course should be taken concurrently with a general education math course.

VISUAL & PERFORMING

The Visual and Performing Arts Department at Gunn High School, in keeping with the UC and CSU entry requirement for Visual and Performing Arts, offers a yearlong sequential curriculum in all department courses. We do not offer semester courses and students should therefore not be enrolled by semester.

Please note that the amount of work expected outside class in Visual Art depends on the student's pace, attendance, and effective use of class time.

ART

ART SPECTRUM :: Art Spec 1

Grades 9-12

6205

Year

UC Approved "F"

This foundation course is designed to meet the challenge of creating visual art in a compelling and interesting way. Through 2-D and 3-D experiences the curriculum will provide each artist with the ability to generate creative ideas as well as the skills to execute them. Since learning to create visual art involves learning to see, Art Spectrum focuses on the development of this essential visual skill. Observational and conceptual exercises will explore the use of a broad variety of materials, techniques, and treatments used to design, draw, paint, and sculpt. Approaching the arts with traditional, hands-on methods, students will learn how to render from life using graphite or charcoal, paint knowing color theory using tempera or watercolor, design with elements and principles using software or apps, and build three-dimensional forms using clay or wire.

Exposure to art in our community, peer support, and the development of personal sketchbooks will build confidence to create. This course inspires and encourages a positive feeling about the visual arts, and knowledge of the basic techniques and procedures to experience and understand art.

Art Spectrum is the pathway or prerequisite course for Gunn's Graphic Design, Painting/Drawing, and Ceramics/Sculpture programs. While the class focuses on art making, it will also include discussions, reflection/critiques, occasional short written assignments, and will include information on artists and artistic styles of historical significance. Outside work may include very occasional sketch or research assignments, and all Art Spectrum students are assigned a Museum Visit. Students will be able to communicate informed critical reflections about their work and that of others, develop an appreciation of the historical and cultural contributions of art and design, and understand the connections between art, design and a variety of associated career options.

- *Homework Expectation:* 1 hour per week on average
- *District SLOs Addressed in this Course:* 1, 4, 6

ART SPECTRUM: DIGITAL EMPHASIS :: Digital Art Spectrum

Grades 9-12

Year

6393

UC Approved "F"

This course can be used to fulfill the "F" requirement, the Visual and Performing Arts requirement for the CSU and UC systems.

Art Spectrum: Digital Emphasis, like Art Spectrum, is a beginning, yearlong foundation art class that focuses primarily on digital art and design, and also includes short traditional units in drawing, painting, and clay. It is aligned in content with our established more traditional Art Spectrum class. Art Spectrum: Digital Emphasis is UC approved and can be used to fulfill the "F" requirement, the Visual and Performing Arts requirement for the CSU and UC systems. Art Spectrum: Digital Emphasis is the pathway or prerequisite course for Gunn's Graphic Design program, Painting/Drawing program, and its Ceramics/Sculpture classes. Additionally, it complements learning in our Photography and Journalism classes.

Digital Art Spectrum focuses on digital art experiences. Students will develop an understanding of major art and design concepts including technical, expressive, idea development and creative problem solving, critical thinking, and the language of art. Art Spectrum: Digital Emphasis introduces students to Art Spectrum art and design units through the use of Photoshop and Illustrator, two important art software programs, and use of WACOM Digital Drawing Tablets. Students will also engage in digital drawing and painting, including work in light and shadow, perspective, color theory and color application. Short traditional drawing, painting and clay exercises are included to strengthen learning and connections within the various units. While the class focuses on art making, it will also include discussions, reflection/critiques, occasional short written assignments, and will include information on artists and artistic styles of historical significance. Outside work may include very occasional sketch or research assignments, and all Art Spectrum students are assigned a Museum Visit. Students will be able to communicate informed critical reflections about their work and that of others, develop an appreciation of the historical and cultural contributions of art and design, and understand connections between art, design and a variety of associated career options.

- *Homework Expectation:* 1 hour per week on average
- *District SLOs Addressed in this Course:* 1, 4, 6

INSTRUMENTAL MUSIC

CONCERT BAND :: Band | 7010

Grade 9

Year

UC Approved “F”

The Concert Band is an intermediate/advanced ensemble open to students with an instrumental background who wish to be a part of a quality performing group. There will be a strong emphasis on instrumental techniques and music fundamentals taught through performance. As a result of participation in this class, the student will be ready to audition for more advanced ensembles.

The Concert Band is an ensemble committed to a high level of study and performance of standard and contemporary large band repertoire. This ensemble provides the students with the opportunity to study and perform outstanding band literature from the Renaissance to the present.

Attendance at all performances is mandatory. Performance opportunities include fall, winter and spring concerts, CMEA Band Festival, solo/ensembles, feeder school concerts. There are also opportunities for individuals to audition for other ensembles: Honors symphony Orchestra, Jazz Bands, All-State Honor Band, and the Santa Clara County Honor Band. This course is open to grade 9 students only.

- *Prior Recommended Course(s):* At least one year of instruction on a band instrument, and at least two years’ experience in your middle school band program. If you do not meet this requirement, you must audition for the directors. If you were not part of your 8th grade band you must audition. Please contact one of our band directors to set up an audition.
- *Homework Expectation:* 90-120 minutes per week outside of class practice. Both performance and written assessments will be included in the curriculum
- *District SLOs Addressed in this Course:* 1, 2, 4, 6

JAZZ ENSEMBLE :: Jazz Ens | 7022

Grades 9-12

Year

UC Approved “F”

The Jazz Ensemble course will focus on the performance techniques and knowledge of repertoire associated with the finest in jazz band literature. Emphasis is placed on the preparation for the performances and evaluation at concerts and various jazz festivals throughout the year. Students will perform music from the international jazz heritage, drawing from, but not limited to, the following styles: blues, swing, be-bop, ballads, bossa nova, samba, funk and jazz rock. Performance assessment, written assessment and self-assessment will be integral parts of the curriculum.

Students will also study and practice jazz improvisation, using music theory and guided listening as tools to an exploration and development of improvising skills. Attendance at all performances is mandatory.

Performance opportunities include Winter and Spring Concerts, guest artist concert (featuring jazz professionals as guest soloist), various Jazz Festivals and various local concerts in other schools or the community.

- *Prior Recommended Course(s):* At least 3 years of instruction on a jazz band instrument and at least 2 years of performing in an ensemble. Student must be a member of the Band or Orchestra. Teacher approval and/or audition required.
- *Homework Expectation:* 2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 4, 6

JAZZ B :: Jazz B | 7017

Grades 9-12

Year

NOT UC Approved

The Jazz B course will focus on the performance techniques and knowledge of repertoire associated with the finest in jazz band literature. Emphasis is placed on the preparation for the performances and evaluation at concerts and various jazz festivals throughout the year. Students will perform music from the international jazz heritage, drawing from, but not limited to, the following styles: blues, swing, be-bop, ballads, bossa nova, samba, funk and jazz rock. Performance assessment, written assessment and self-assessment will be integral parts of the curriculum. Students will also study and practice jazz improvisation, using music theory and guided listening as tools to an exploration and development of improvising skills. Attendance at all performances is mandatory. Performance opportunities include Winter and Spring Concerts, guest artist concert (featuring jazz professionals as guest soloist), various Jazz Festivals and various local concerts in other schools or the community.

- *Prior Recommended Course(s):* At least 3 years of instruction on a jazz band instrument and at least 2 years of performing in an ensemble. Student must be a member of the Band or Orchestra. Teacher approval and/or audition required.
- *Homework Expectation:* 2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 4, 6

ORCHESTRA :: Orchstr | 7030

Grades 9-12

Year

UC Approved "F"

Orchestra will focus on string techniques, knowledge of a broad representation of different string and orchestral repertoire, as well as the promotion of lifelong learning attitudes about ALL music. Students will perform music drawn from the Renaissance to the present. While performance will be an integral part of the end product, the ongoing process of rehearsing quality music at a high level of musicianship will be the daily challenge. Performance assessment, written assessment, opportunity to participate in Chamber Ensembles will also be a part of the regular orchestra curriculum. Attendance at all performances is mandatory, including Fall, Winter and Spring concerts, district festivals, California Music Educators Association festivals, Solo-Ensemble festivals, feeder school concerts, regional and national tours and community events. There are also opportunities for individuals to audition for the All-State Honor String and Symphony Orchestra.

This course is available for Career Technical Education credit to students in grades 11-12 with teacher approval.

- *Prior Recommended Course(s):*
 - *For Entering Freshmen:* At least one year of instruction on your instrument and at least two years' experience in your middle school orchestra program. If you do not meet this requirement, you must audition for the director. Please contact the Orchestra Director to set up an audition.
 - *For Grades 10-12:* If you were not in the Gunn Orchestra during your freshman year you must audition for the director. Please contact the Orchestra Director to set up an audition.
- *Homework Expectation:* 90 minutes per week outside of class practice. Performance and written assessments will be included in the curriculum.
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

CHORAL MUSIC

TREBLE CHOIR :: Treb Choir | 7267

Grades 9-12

Year

UC Approved "F"

The Treble Choir is open to Sopranos and Altos who enjoy singing and desire to participate in a quality-singing group. There will be strong emphasis on improving and increasing the vocal capabilities of the student. (A study of the basic music fundamentals—notes, rests, clefs, signatures, lines and spaces, rhythmic patterns, etc., will be included.)

Music will be drawn from our global heritage, including but not limited to the following musical cultures: African, Asian, Eastern and Western European, Indian, Middle Eastern, Latin American and North American. The chosen music will be sung in the language of each culture. As a result of having discussed, studied and performed the above, students will have a greater appreciation of cultural similarities and differences plus an increased awareness of the many contributions, which enhance our lives.

There will be several performance opportunities for all: fall, winter and spring concerts, Choir Tours, Music Revues, district/area festivals, Baccalaureate, solo/ensemble concerts and feeder school concerts. This course is open to grades 9-12.

- *Prior Recommended Course(s):* An interest in singing is necessary. However, no previous experience is required.
 - *Homework Expectation:* Students will spend approximately 10-12 hours per quarter outside class time in extra rehearsals and performances. This averages out to about 1 hour per week.
 - *District SLOs Addressed in this Course:* 1, 2, 6
-

CONCERT CHOIR :: Conc Choir | 7218

Grades 9-12

Year

UC Approved "F"

The Concert Choir is open to students who enjoy singing and desire to participate in a quality singing group. There will be a strong emphasis on vocal training, production, phrasing, and diction with special work devoted to extending the vocal range of the singers. Basic music theory will be included to aid in the improvement of sight-reading. Both performance and written tests will be included in the curriculum. Memorization of performance music and consistent attendance are required.

Music will be drawn from our global heritage, including, but not limited to, the following musical cultures: African, Asian, Eastern and Western European, Indian, Middle Eastern, Latin American, and North American. The chosen music will be sung in the language of each culture. As a result of having discussed, studied, and performed the above, students will have a greater appreciation of cultural similarities and differences plus an increased awareness of the many contributions which enhance our lives.

There will be several performance opportunities for all: fall, winter and spring concerts, Choir Tours, Music Revues, district/area festivals, Baccalaureate, alumni, solo/ensemble, feeder school concerts. Also, opportunities for individuals to audition for other ensembles and solos: Chamber Singers, Solos for concerts/shows, All-State Honor Choir and National Honor Choirs. This course is available for Career Technical Education credit to students in grades 11-12 with teacher approval.

- *Prior Recommended Course(s):* Treble Choir or by audition (open to 9th grade Tenors/Basses)
 - *Homework Expectation:* Students will spend approximately 10-12 hours per quarter outside class time in extra rehearsals and performances. This averages out to about 1 hour per week.
 - *District SLOs Addressed in this Course:* 1, 2, 6
-

ADVANCED VOCAL :: Adv Vocal | 7226

Grades 9-12

Year

UC Approved "F"

This group is open to students currently enrolled in Concert or Treble Choir who have had a minimum of a year of training and performance with a choral group and have auditioned for the group. The group meets evenings (with some special sectionals/rehearsals during lunch). It is a performance-oriented course, emphasizing vocal production, music reading skills and rehearsal and performance of repertoire appropriate for “chamber singing”; from madrigals to music of the Baroque, Classical, Romantic, Modern, and Contemporary periods along with works representative of other cultures of the world. This group will be expected to memorize music independently and to perform extensively.

- By audition only (AUDITIONS ARE HELD DURING THE FIRST WEEK OF SCHOOL).
- *Homework Expectation:* Students will spend approximately 10-12 hours per quarter outside class time in extra rehearsals and performances. This averages out to about 1 hour per week.
- *District SLOs Addressed in this Course:* 1, 2, 6

THEATRE

THEATRE 1 :: Theatre 1

Grades 9-12

1070

Year

UC Approved “f”

Theatre 1 provides an introduction to theatre as a discipline and art form. Through theatre games and improvisation exercises, students will develop confidence, trust, and voice and movement skills. As they give and receive criticism on performances in and outside of class, including scene and monologue work, students will apply evaluative criteria and appreciate excellence in performance. By studying theatre as an expression of both history and culture, students will explore the way in which theatre affects and is affected by its societal context. This course is open to grades 9-12.

- *Prerequisites:* None
- *Homework Expectation:* Minimal homework
- *District SLOs Addressed in this Course:* 1, 2, 6

THEATRE 2 :: Theatre 2

Grades 9-12

1073

Year

UC Approved “f”

Theatre 2 is designed for the intermediate student who wants to build upon the skills learned in Theatre 1. Through play analysis, scene work, and one-act play preparation and performance, students will build believable characters, apply basic technical theatre skills, develop directing skills, and work effectively in an ensemble. Students will develop audition material suitable for professional use. Students will trace the historical development of theatre through research, performance, and attendance of theatrical productions.

- *Prerequisites:* Theatre 1
- *Homework Expectation:* 15 minutes per night
- *District SLOs Addressed in this Course:* 1, 2, 4, 5, 6

WORLD LANGUAGES

The Gunn World Language department offers five languages: French, German, Japanese, Mandarin Chinese and Spanish. At all levels of instruction students are immersed in the target language and culture. Emphasis is placed on oral and written communication using performance-based assessments. Classes are offered in sequential order in order to build the proper foundation for oral and written proficiency.

Students who successfully begin their language studies in middle school move directly into level 2. Students coming from out of the PAUSD district and/or who are native or heritage speakers or have been in after-school or immersion programs are required to take a placement exam to determine their appropriate placement. Please see the Gunn website or contact the World Language Instructional Leader or Department Secretary for more details about this exam.

The ranges of proficiency levels referred to in the course descriptions come from the American Council of Teachers of Foreign Language (ACTFL) proficiency guidelines:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

The Gunn World Language Department supports and encourages all language learning to the highest degree of proficiency possible. To this end, we strongly encourage students to take language all four years of high school in order to achieve maximum proficiency in reading, writing, speaking, and listening according to the ACTFL Proficiency Guidelines with which all of our courses are aligned. If a student wishes to advance to a higher level, he or she must take a department-administered proficiency placement test before the beginning of the school year in order to demonstrate the appropriate proficiency for the desired level.

FRENCH 1 :: French 1 | 4110

GERMAN 1 :: German 1 | 4210

JAPANESE 1 :: Japanese 1 | 4270

MANDARIN CHINESE 1 :: Chinese 1 | 4010

SPANISH 1 :: Spanish 1 | 4410

Grades 9-12

Year

UC Approved "e"

Level I World Language classes are designed for non-native speakers of the target language. The curriculum prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice range of the ACTFL Proficiency Guidelines; interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of the target culture(s) and other cultures. In addition, students develop insight into their own language and culture. Themes may include family, friends, home, school, food and customs, geography, seasons, weather, and travel.

- *Homework Expectation:* Up to 1 hour per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

FRENCH 2 :: French 2 | 4120

GERMAN 2 :: German 2 | 4220

JAPANESE 2 :: Japanese 2 | 4275

MANDARIN CHINESE 2 :: Chinese 2 | 4020

SPANISH 2 :: Spanish 2 | 4420

Grades 9-12

Year

UC Approved "e"

Level II World Language classes are designed for non-native speakers of the target language. The curriculum prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice high to intermediate low range on the ACTFL Proficiency scale; interpret, exchange, and present, information, concepts and

ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of the target culture(s) and other cultures. In addition, students develop insight into their own language and culture. Themes may include family and friends, school schedules, leisure activities, health, shopping, directions, buildings and monuments, places and events.

- *Prior Recommended Course(s):* Level 1 or department approval; grades 9-12
- *Homework Expectation:* Up to 1 hour per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

SPANISH/SPANISH 1 :: Span/Span1 | 4401

SPANISH/SPANISH 2 :: Span/Span2 | 4402

Spanish for Spanish Speakers

Grades 9-12

Year

UC Approved “e”

These classes are designed for native speakers of Spanish. The S/S 1 curriculum prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency scale. The S/S 2 curriculum prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice high to Intermediate mid-range on the ACTFL Proficiency Guidelines. Both levels assist students to interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of the target culture(s) and other cultures. In addition, students develop insight into their own language and culture. S/S 1 themes may include family, friends, home, school, food and customs, geography, seasons, weather, and travel. S/S 2 themes may include family and friends, preferred activities, healthy lifestyles, professions and work, developments in technology, history, art, literature, music, and global challenges.

A course-specific placement test is given in order to determine proper placement in S/S 1 or 2. If you are not sure which level to choose, contact the World Languages Instructional Supervisor or department secretary or place your student in S/S 1, and he/she will be properly placed by the teacher in the first week of class.

- *Prior Recommended Course(s):* Span/Span 1: ability to speak and understand Spanish due to heritage or immersion education, but little or no reading and writing ability; Span/Span 2: ability to speak and understand Spanish due to heritage or immersion education, with some reading and writing ability, S/S 1 or department approval; grades 9-12
- *Homework Expectation:* Up to 1 hour per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

FRENCH 3 :: French 3 | 4130

GERMAN 3 :: German 3 | 4230

JAPANESE 3 :: Japanese 3 | 4277

MANDARIN CHINESE 3 :: Chinese 3 | 4030

SPANISH 3 :: Spanish 3 | 4430

Grades 9-12

Year

UC Approved “e”

Level III World Language classes are designed for non-native speakers of the target language. The curriculum prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the intermediate mid-range on the ACTFL Proficiency Guidelines; interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of the target culture(s) and other cultures. In addition, students develop insight into their own language and culture. Themes may include family and friends, preferred activities, healthy lifestyles, professions and work, developments in technology, history, art, literature, music, and global challenges.

- *Prior Recommended Course(s):* Level 2 or department approval; grades 9-12
- *Homework Expectation:* Up to 1.5 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

MANDARIN CHINESE CIVILIZATION & CULTURE H :: ChineseCiv&CultureH | 4041

Grades 9-12

Year

UC Approved "e"

This course provides students with the opportunity to continue to demonstrate proficiency in Mandarin Chinese at the Intermediate High to Advanced-low range in each of the 3 modes of communication on the ACTFL Proficiency Guidelines. Students analyze the historical, political, and social issues of the Mandarin-speaking world using authentic literary texts, films, music, art, and mass media. Students also have the opportunity to explore the wide range of cultures in the world where Mandarin is spoken (China, Taiwan, Singapore, etc.). Language skills are developed through oral presentations, research projects, and reflections on literary and non-literary texts. Students are encouraged to independently and deeply explore and research topics of interest to them.

- *Prior Recommended Course(s)*: Chinese 3 or department approval; grades 9-12
- *Homework Expectation*: Up to 1 hour per week
- *District SLOs Addressed in this Course*: 1, 2, 3, 4, 5, 6, 7

SPANISH CIVILIZATION & CULTURE H :: SpCiv/CuIH | 4441

Grades 9-12

Year

UC Approved "e"

This honors course provides students with the opportunity to continue to demonstrate their proficiency in Spanish at the Intermediate High to Advanced-Low range in each of the 3 modes of communication on the ACTFL Proficiency Guidelines. Students analyze the historical, political, and social issues of the Spanish-speaking world using authentic literary texts, films, music, art, and mass media. Students also have the opportunity to explore the wide range of cultures in the world where Spanish is spoken (Spain, Africa, Caribbean Islands, Central and South America, etc.) Language skills are developed through oral presentations, research projects, and reflections on literary and non-literary texts. Students are encouraged to explore and research, in more depth, topics of interest to them.

- *Prior Recommended Course(s)*: Spanish 3 or department approval; grades 9-12
- *Homework Expectation*: Up to 1 hour per week
- *District SLOs Addressed in this Course*: 1, 2, 3, 4, 5, 6, 7

SCHOOLWIDE PROGRAMS

FOCUS ON SUCCESS :: Focus on Success | 2010

Grades 9-12

Year

NOT UC Approved

Focus on Success is an award-winning study and life skills elective, designed to support students in their core academic classes. FOS strategies highlight executive functioning techniques such as organization, time management, study skills, goal setting, and healthy lifestyle. Additionally, FOS provides dedicated homework time and support from subject-specific tutors.

- *Prior Recommended Course(s):* Interview; open to all grades
- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 2, 4, 5, 7

AVID :: Avid 9 | 8333

Grades 9-12

Year

UC Approved "g"

AVID is a UC-approved elective class for students who are college-bound, but could use a bit more support. The AVID curriculum focuses on writing, inquiry, collaboration, organization, and reading (WICOR), all with the goal of getting students college ready. Tutorials, note-taking, study strategies, time management, standardized test prep, and goal setting are key components of the course.

In ninth grade, a major focus is the transition to high school and keeping up with the workload. Tenth grade focuses on beginning to explore potential career paths and expanding future college resumes. Eleventh grade starts to hone in on potential college fits and standardized test prep. By senior year, the focus shifts to the college application process and the transition out of high school.

Interested students should sign up for the course, and they will be interviewed to see if they are a good fit for the program. Alternatively, current AVID students may be recommended by their AVID teacher.

- *Prior Recommended Course(s):* Interview; open to all grades
- *Homework Expectation:* 1 hour per week
- *District SLOs Addressed in this Course:* 1, 2, 4, 5, 7

SMALL LEARNING COMMUNITY

Our Small Learning Community is designed for freshmen and will provide a tightly knit community, integrated curriculum, outdoor adventure, and opportunities to grow as leaders.

All students will share some common classes and teachers. The content and standards will be the same as our traditional courses; however, in the Small Learning Community program, the teachers and students will work together to explore common themes and demonstrate their knowledge in some cross-curricular projects.

Students in the Small Learning Community will be enrolled together in the same English, biology, and history courses which, in addition to the traditional content, will focus on leadership, character, and team building games.

In addition, we will offer our students outdoor adventure trips and leadership training as they do a day field trip to YMCA Ropes Course, Jasper Ridge, Angel Island, and a five-day trip to Yosemite and take part in the Yosemite Institute.

Our theme is “A Sense of Place,” and in our integrated curriculum, students will explore their place in history and in the local and global community. Our Small Learning Community will provide ninth graders with a sense of place at Gunn, as they transition from the middle to the high school.

For more information about this program, please visit the program’s website: <https://sites.google.com/a/pausd.org/slc/> and/or contact a school counselor.

- *Homework Expectation:* See individual courses in English, Math, Social Studies and Science
- *District SLOs Addressed in this Course:* See individual courses in English, Math Social Studies and Science
- *Courses Need to be Selected as Follows:* Biology SLC (3216); World History SLC (9343); Contemporary Heritage SLC (9409) and Literary Style SLC (9410)

COURSE NAME	COURSE #	PAGE
World History SLC	9343	Page 26
Biology SLC	3216	Page 33
Contemporary Heritage SLC	9409	Page 22
Literary Style SLC	9410	Page 23

GENERAL CREDIT COURSES

LIVING SKILLS :: Liv Skill | 8458

Grades 9-12

Semester

NOT UC Approved

This course provides students with the skills and knowledge that will help them to make informed and responsible decisions about issues that affect personal health and well-being. Subjects of study include identity, influences, individuality, communication, brain development, health, drug and sex education.

This fulfills the high school graduation requirement and state CPR/AED requirement. 15 hours of community service required.

- *Homework Expectation:* 1 hour per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

SCHOOL SERVICE :: SchServ 11 | 8385**SCHOOL SERVICE :: SchServ 12 | 8386****TEACHING ASSISTANT :: Tchr Asst | 0676**

Grades 9-12

Semester 1
Semester 2
Semester/Year
NOT UC Approved

Offers the student an opportunity to give valuable service to the school and gain valuable experience in the process. While students who have some clerical skills are needed, those students who may be thinking of teaching as a career should be most interested. In this program they will be given the opportunity to work with teachers in the classroom and school offices in their particular fields of interest, thus gaining a better understanding of teaching as a career. They will also work with experienced office personnel, helping in the preparation and handling of educational materials. This course may be taken for a semester or a year and is open to students of all grade levels.

Students who take this class will receive a grade of "Pass" or "No Credit."

- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 2, 4, 5, 7

STUDENT GOVERNMENT - ASB :: Stu Govt | 8390

Grades 9-12

Year

UC Approved "g"

For elected officers only.

All elected and appointed Associated Student Body (ASB) Officers will be enrolled in this course for the length of their term. Over the course of the year, Leadership students should expect to perform their specific Gunn ASB Constitutional roles as well as participate in leadership activities chosen by both the Student Executive Council and the teacher. This course is only open to current elected and appointed ASB officers at this time. Election and Appointment Applications will be available in February/March of the current school year.

- *Prerequisites:* Teacher and administrative recommendation, appointment or election to ASB office

STUDENT GOVERNMENT - LEADERSHIP :: Stu Govt | 8390L

Grades 9-12

Year

UC Approved "g"

This course is for any student interested in student leadership on campus as well as potentially running for or applying for an ASB officer role on the Student Executive Council. Leadership is a project-based course aimed at increasing

students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their school communities. Students will read about the nature of leadership and its different styles. Students will write - critically, reflectively, persuasively - and speak about the real world issues that arise from the planning of events.

Leadership has two goals:

1. Increase the positive school culture through academic and social events.
2. Help students enrolled in the class become effective leaders.

Students will create a leadership portfolio, synthesizing their learning for the year. Students do not need to be holding an elected or appointed position to take this course.

APPENDIX

TIME MANAGEMENT

The number of hours you spend on certain tasks can be surprising, especially when you begin to compare the totals. Do you spend almost as much time doing extracurricular activities as you do academics? Do you sleep—at all? Are most of your meals eaten on the run? Do you wish you had more free time? As you begin to evaluate your current time expenditures, consider some of the points below.

Academics

When planning your academic time ask yourself...

- How are you doing academically? Are you happy with your progress or do you feel you need to put more time into your work? Do you need more time for studying, assignments or both?
- Which subjects are more challenging for you and require more of your time? Would it be helpful to seek help in the AC and/or Library?
- Are you able to complete assignments on time? Do you have to stay up very late the night before an assignment is due to finish?
- How often do you find yourself procrastinating on assignments? Do you need to work on using the academic time you have more effectively?
- Do you currently use weekend time to study and do assignments?
- Do you sometimes feel overwhelmed by the amount of work you have to do?
- Do you usually study more than 2 days in advance of an exam? Are you able to prepare adequately for tests?

Extracurricular Activities

Finding the right balance between academics and extracurricular activities can be difficult. A commitment made to an activity at the start of the year might not be easy to continue if classes become consuming.

When planning your extracurricular time ask yourself...

- Which of your extracurricular activities is most important to you? Why?
- Which of these activities help you to relax? Which help you to relieve or work off stress?
- Does your enthusiasm sometimes lead you to overcommitting to activities, clubs, sports, etc.?
- Have your extracurricular commitments ever adversely affected your academics? Are they adversely affecting your academics now?
- Which do you enjoy more: well-structured activities with meeting times and established goals or independent activities that you pursue at your own pace?
- Which of your extracurricular activities could you pursue in other ways? Are there more flexible ways to participate in the same activity?

Sleep

Students love to sleep; yet it is the first thing they give up when pressed for time. Not only is sleep necessary for your physical and mental well-being, you will simply not be able to concentrate well if you are tired, distracted and mentally run down. You will spend more time on assignments, learn appreciably less and be vulnerable to making obvious mistakes on exams and projects. Although it might feel as though you are doing more by sleeping less, the habit isn't sustainable, so sleep well and often, and consider it an investment.

When planning for sleep time ask yourself...

- How many hours of sleep per night are ideal for you? How many hours of sleep do you need to wake up feeling rested and refreshed, but not groggy?
- Between which hours of the day are you most comfortable sleeping?

- Do you feel that you get enough sleep now?
- When you run short of time on assignments, do you sacrifice sleep to make up the balance?
- Do you often feel tired or lethargic in class, especially in the morning?
- Do you sometimes have difficulty concentrating in class and/or have headaches due to fatigue?
- Do you occasionally fall asleep in class?
- Do you often wish for (or take) a nap during the day?
- Are you able to get out of bed when the alarm clock rings the first time?

Meals

Eating is just as important as sleeping for all the same reasons. Always eat something in the morning, even if it is just a breakfast bar on the way to class. Plan to make sit-down time for lunch and dinner—not only because you need the fuel, but because you need physical, mental and emotional breaks in your day. Meals can rejuvenate you on all of these levels. Relax, eat well and enjoy yourself.

When planning for meal time ask yourself...

- Do you make a point of eating regularly and well? Although you can't always have a healthy, well-balanced meal, do you usually try to make health-conscious decisions?
- Do you occasionally skip meals? How do you feel when you do?
- Does being hungry sometimes distract you in class?

Free Time!

At last! Are you surprised at the amount of free time that you have? Is it too much or too little? Do you prefer your days to be more flexible and spontaneous or packed and busy? The amount of free time that you have at the start of the year might diminish as you find fun things to do and your academics gain momentum. Again, a conservative approach is often best: leave yourself some space to unwind and relax every day, and extra time to handle the unexpected – whether it is a difficult assignment or going out with friends.

When planning for free time ask yourself...

- Which of your free time activities are most important to you? Which could you give up if you wanted or needed to spend time on other things?
- Which of these activities help you to relax? Which help you to relieve or work off stress?
- Do you occasionally find yourself procrastinating by overindulging in one of these activities? Do you need to be more disciplined about limiting these activities?
- Is there something that you would really like to do or try, but you never seem to have the time? Could you fit it in by reprioritizing your other tasks?

Adapted from MIT Learning Module, Time Management and Organization

TIME MANAGEMENT ACTIVITY FORM

Name _____ Grade _____ Counselor _____

This worksheet is a time management tool. It is designed to help you make informed decisions about the way you want to spend your time next year.

ACTIVITY	AVG. HOURS PER WEEK
School Activities	
School (e.g. 5 days x 7 hours)	35
Work Outside of Class (including projects, studying for tests, homework, etc.)	
English	
Social Studies	
Math	
Science	
Language	
Elective 1	
Elective 2	
Subtotal (School Activities)	
Outside Activities (as applicable)	
Hobbies/Interests	
Work/Job/Chores/Community Service	
Religious Activities	
Sports	
Musical Performances	
Other	
Subtotal (Outside Activities)	
Daily Living Activities	
Family Time	
Sleep (recommended: 7 days x 9 hours = 63 hours)	63
Preparation Time (eating, showering, etc.)	
Social Time (social media, hanging out with friends)	
Subtotal (Daily Living Activities)	
Total Hours in a Week (THW)	
168	
Total Hours adding all Activities (THA)	
Add up the hours, are you + or -? THW – THA =	

