

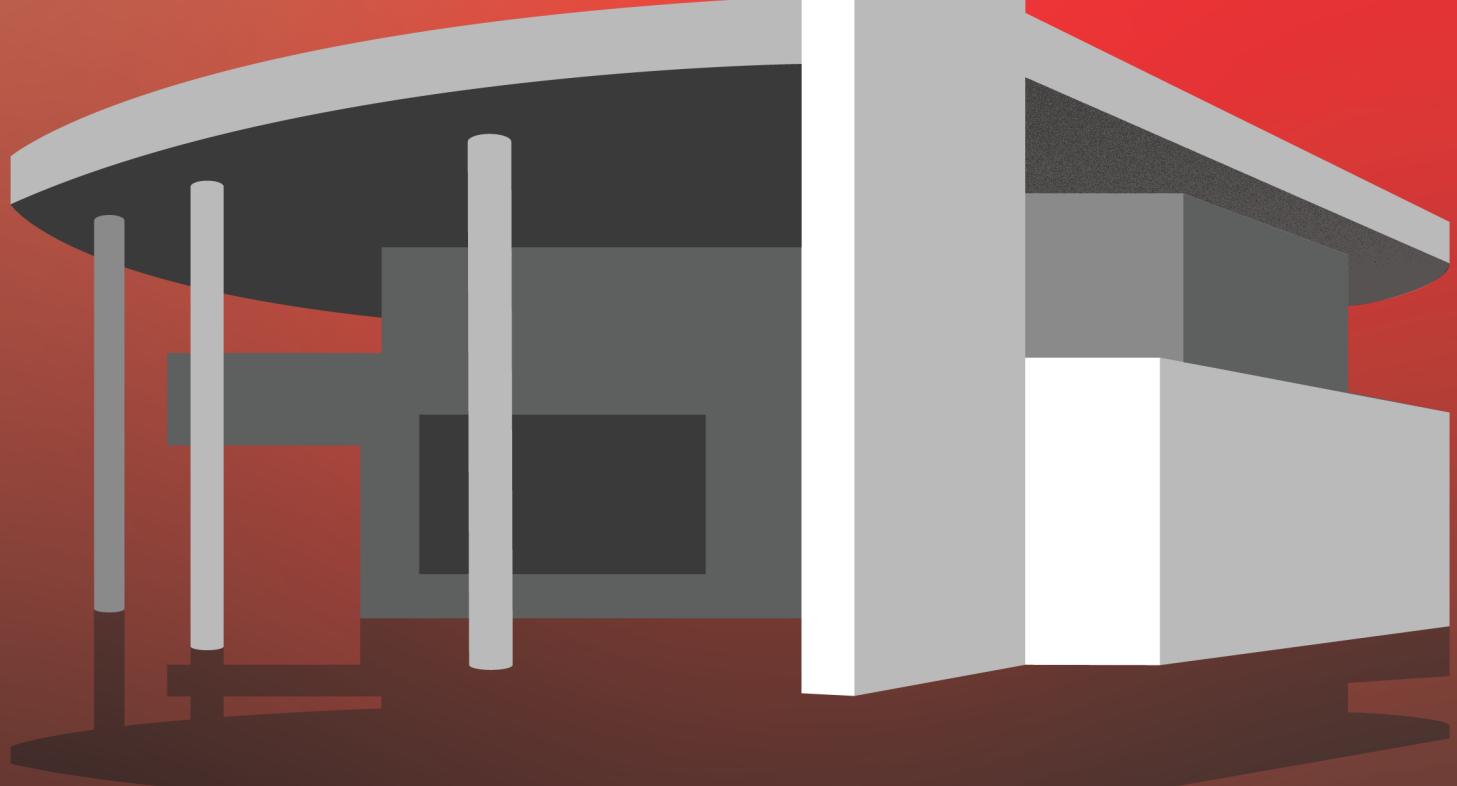
# COURSE

Henry M. Gunn High School

YEAR

2022

23



# CATALOG



# TABLE OF CONTENTS

A Message from the Principal .....	1
PAUSD Promise .....	2
Mission Statement and School Improvement Goals.....	4
<b>Course Selection .....</b>	<b>5</b>
Student Responsibilities in the Scheduling Process.....	5
School's Responsibilities in the Scheduling Process.....	6
Dual Enrollment Courses.....	6
Off-Campus Courses.....	6
Prioritize Graduation Requirements .....	7
Prior Recommended Course(s) .....	7
Schedule Modifications.....	7
Lane Changes .....	7
Dropping a Course.....	8
Grading .....	8
Courses Which May Be Repeated Any Number of Times for Credit.....	9
<b>Graduation Requirements.....</b>	<b>10</b>
A-G Approved Courses .....	10
NCAA Approved Courses.....	10
<b>AP/Honors Contract .....</b>	<b>11</b>
<b>How to Read the Catalog .....</b>	<b>12</b>
<b>Career and Technical Education (CTE) .....</b>	<b>13</b>
Video Production – Digital Filmmaking.....	13
Media Arts Journalism.....	15
Stage Technology.....	17
Business and Finance .....	18
Family Consumer Sciences.....	19
Education, Child Development and Family Services .....	20
Health Science and Medical Technology .....	21
Criminal Law – Legal System.....	22
Engineering and Automotive Technology.....	22
Computer Science.....	25
Work Experience Education Program .....	27
CTE Industry Certifications.....	29
<b>English .....</b>	<b>30</b>
SLOs and Homework Expectations for English Courses.....	31
English Elective Courses.....	32
<b>English Language Learners (ELL) .....</b>	<b>37</b>
<b>History and Social Sciences .....</b>	<b>39</b>
<b>Mathematics.....</b>	<b>43</b>
Mathematics Elective Courses .....	47
<b>Physical Education (PE).....</b>	<b>48</b>
District Requirements .....	48
Gunn Athletics .....	51
Time Commitment for Sports .....	51

<b>Science .....</b>	<b>53</b>
Biology.....	55
Chemistry .....	57
Physics.....	59
Science Elective Courses.....	62
<b>Special Education.....</b>	<b>64</b>
Skills-Based and Support Classes .....	64
Specialized Programs .....	65
<b>Visual and Performing Arts (VPA).....</b>	<b>67</b>
Art .....	67
Instrumental Music .....	75
Choral Music.....	79
Theatre .....	80
<b>World Languages .....</b>	<b>82</b>
<b>Schoolwide Programs.....</b>	<b>86</b>
<b>General Credit Courses.....</b>	<b>89</b>
<b>Appendix .....</b>	<b>91</b>
Time Management .....	91
Time Management Activity Form.....	93

**NOTE:** 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 on 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 Course Catalog on the Gunn website.

*Many thanks to Gunn 10<sup>th</sup> grader Sophie Rong for designing the 2022-2023 Gunn Course Catalog cover.*

## 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



PALO ALTO  
UNIFIED SCHOOL DISTRICT

## 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



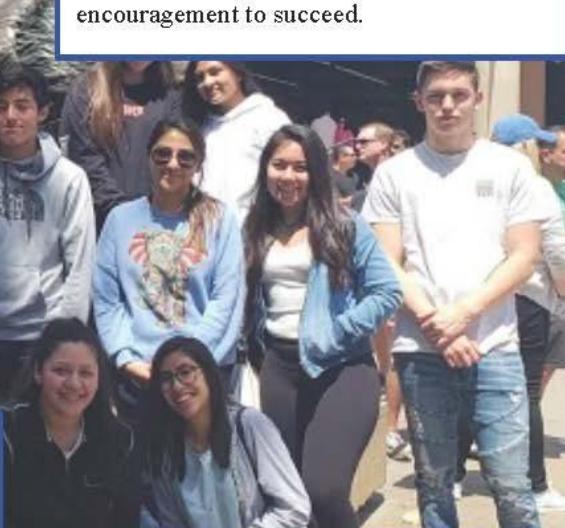
## Wellness & Safety

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

## 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.



## 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.

# **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 12<sup>th</sup> 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 <sup>th</sup> grade	7 courses
10 <sup>th</sup> grade	Minimum of 6 courses
11 <sup>th</sup> grade	Minimum of 5 courses
12 <sup>th</sup> 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 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 **at least one alternate course 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.
  - a. Incoming 9<sup>th</sup> 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.
  - b. Rising grade 10 students will have a group session with their counselor in the month of January through the SELF program. During this meeting, their Four-Year-Plan will be reviewed and adjusted.
  - c. Rising grade 11 students will have group conferences regarding course selection and four-year planning.
  - d. Rising grade 12 students will have course selection and four-year planning support during PRIME sessions in January.
3. 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.
4. Once the course registration window closes on February 28<sup>th</sup>, **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.**

## **Dual Enrollment Courses**

Dual Enrollment courses refer to high-school courses that have gone through curricular alignment with a community college and whose students are enrolled in two institutions concurrently, therefore earning high school credits and college credits simultaneously.

Students in dual enrollment courses will receive regular credit per course. For example, if a “regular” high school course earns five credits, the dual enrollment version of that course will earn five credits on the PAUSD transcript.

Grades, upon completion of the course, will be weighted similarly to AP or Honors classes in weighted GPA calculations, as they are rigorous courses that have gone through an alignment process with the community college.

## **Off-Campus Courses (non-PAUSD)**

**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.

College level courses are given double credit but are not weighted except for Dual Enrollment classes offered on sight (see Dual Enrollment information p.88)

## 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 (12<sup>th</sup> only)
- Course already taken (10<sup>th</sup>-12<sup>th</sup>)
- Prior courses – does not meet recommended prior course(s) (9<sup>th</sup>-12<sup>th</sup>)
- Schedule has an error (same class listed twice, class omitted, or class requested not included) (9<sup>th</sup>-12<sup>th</sup>)
- Schedule has a class which has been taken over the summer and needs to be dropped in the fall (9<sup>th</sup>-12<sup>th</sup>)
- 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

*Lane changes must be initiated by a conversation with the student’s current teacher. The student’s Counselor will be notified once the student submits the GUNN SCHEDULE CORRECTION REQUEST FORM, which can be found on the Gunn Counseling webpage. Counselors will work with the departmental Instructional Lead to finalize the request.*

**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 1<sup>st</sup> 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 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.

## **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.

## **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 only for non a-g courses or in special circumstances. 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.

### **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 the district, school or course 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.

### **Maximum Graduation Credits Earnable**

A student may not earn more than a maximum of 80 credits toward graduation in any given school year. This includes summer school and any courses taken off campus. Courses taken off campus during the summer are applied towards the following school year (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. Repeated courses are applied to the school year in which the course was originally attempted.

## **Courses Which May Be Repeated Any Number of Times for Credit**

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

# 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"> <li>● World History (10)</li> <li>● US Government (5)</li> <li>● Contemporary World History (5)</li> <li>● US History (10)</li> <li>● Economics (5)</li> <li>● Social Studies Elective (5)</li> </ul> 40 Credits	<ul style="list-style-type: none"> <li>● World History (10)</li> <li>● US History (10)</li> </ul> 20 Credits
English (B)	40 Credits	40 Credits
Math (C)	<ul style="list-style-type: none"> <li>● Algebra</li> <li>● Geometry</li> <li>● Algebra 2 (class of 2018)</li> </ul> 30 Credits	<ul style="list-style-type: none"> <li>● Through Algebra 2</li> </ul> 30 credits (40 credits recommended)
Science (D)	<ul style="list-style-type: none"> <li>● Biology (10)</li> <li>● Physical Science (10)</li> </ul> 20 Credits	<ul style="list-style-type: none"> <li>● Lab Science (Physical and Life Science)</li> </ul> 20 credits (30 credits recommended)
World Language (E)	<ul style="list-style-type: none"> <li>● Two years in the same language</li> </ul> 20 credits	<ul style="list-style-type: none"> <li>● Two years in the same language</li> </ul> 20 credits (30 credits recommended)
Visual/Performing Arts (F)	<ul style="list-style-type: none"> <li>● Same field</li> </ul> 10 credits	<ul style="list-style-type: none"> <li>● Same field</li> </ul> 10 credits
Electives (G)	25 credits	<ul style="list-style-type: none"> <li>● College prep electives</li> </ul> 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
<b>TOTAL</b>	<b>220 CREDITS</b>	<i>N/A</i>

## **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 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 9<sup>th</sup> grade students. AP Computer Science Principles is the only approved AP class for 9<sup>th</sup> 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:**

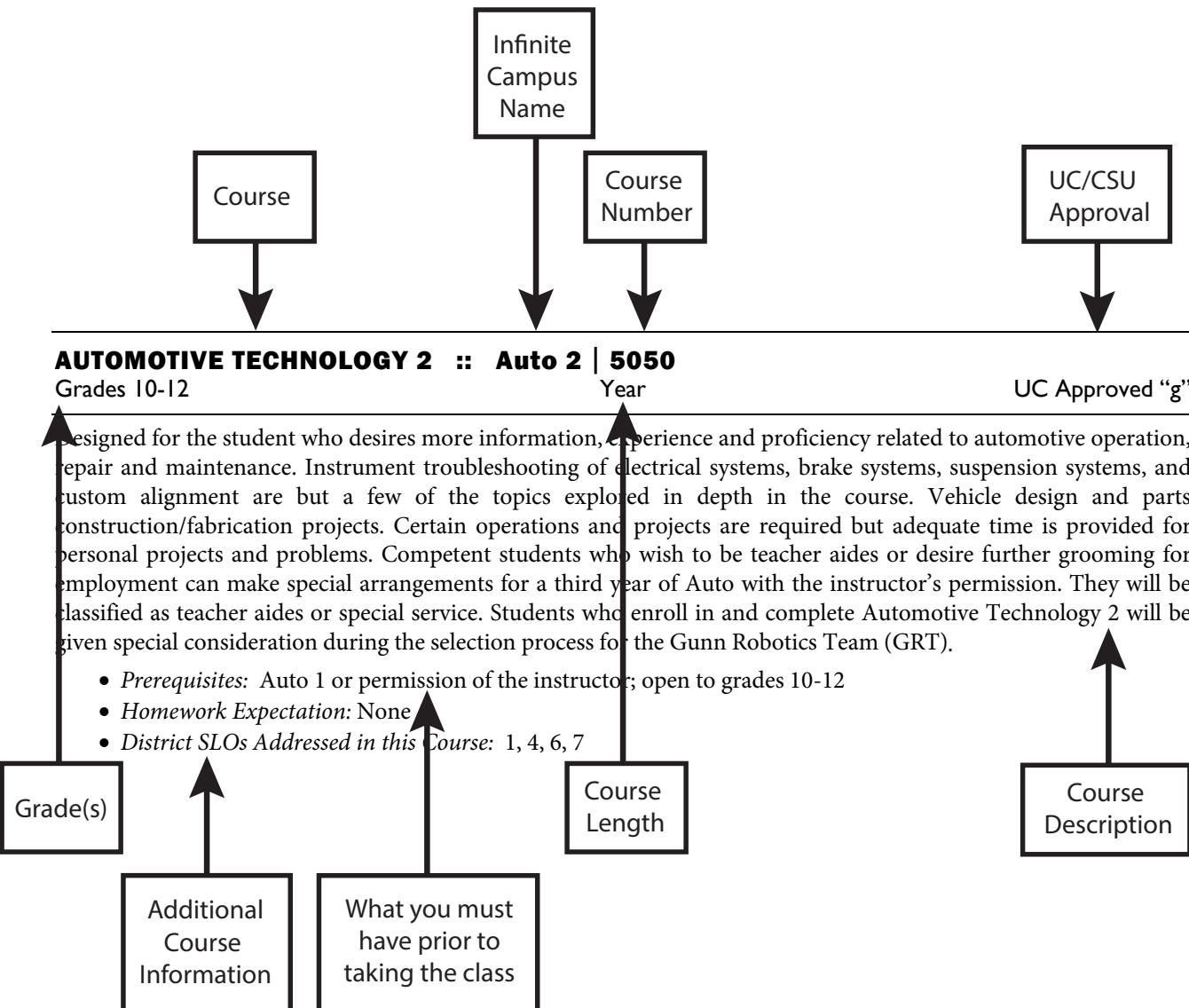
1. Be independent learners willing to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse sources.
2. Meet any prerequisites prior to enrolling in an AP course.
3. Prepare for and take tests on time.
4. Accept that enrollment in an AP course does 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.

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

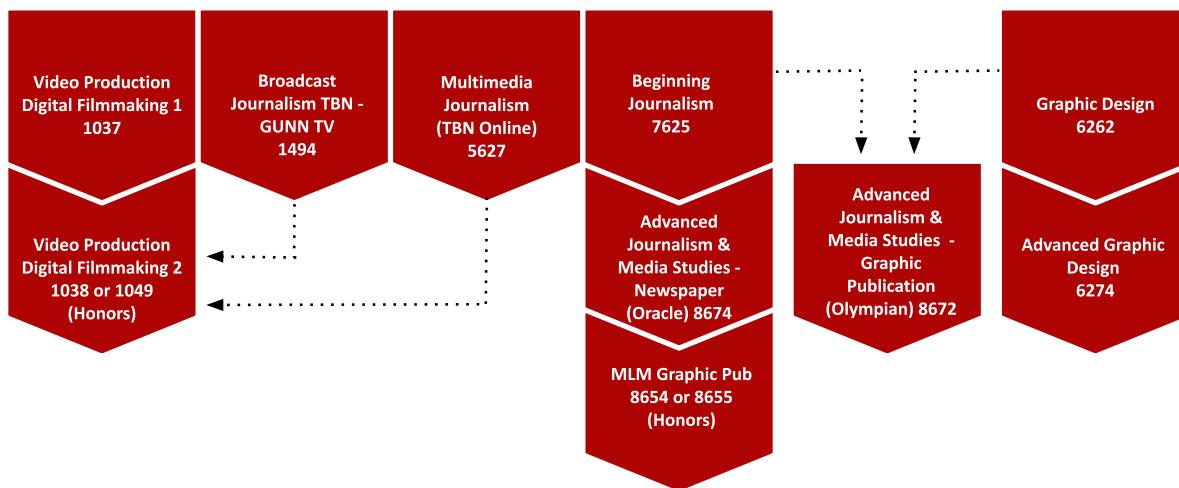
# HOW TO READ THE CATALOG



## 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

Year

UC Approved "f"

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

**ADVANCED VIDEO PRODUCTION: DIGITAL FILMMAKING II :: AdvDigiFilm | 1038**

Grades 10-12

Year

UC Approved “f”

Advanced Video Production Digital Filmmaking II is a course which provides students with opportunities to work on individual and small group video projects at the mastery level with industry grade equipment and software. Peer mentorship and brief workshop methods will be employed to provide students with understandings of advanced principle and practices of digital filmmaking. Students in this course will be expected to use time outside of the school day in collaborative groups during the production process and are expected to complete post production within our specialty lab via Adobe Premiere, After Effects and Audition.

This course can be used to fulfill the Career-Technical Education graduation requirements or the "f" requirement, the Visual and Performing Arts requirement, for the CSU and UC systems with honors credit. May be repeated for credit with permission of instructor.

- *Prior Recommended Course(s):* Completion of Video Production: Digital Filmmaking 1, Broadcast Journalism, or Multimedia Journalism
  - *Homework Expectation:* Minimal homework
  - *District SLOs Addressed in this Course:* 1, 2, 4, 6, 7
  - May also satisfy the VPA graduation requirement

**ADVANCED VIDEO PRODUCTION: DIGITAL FILMMAKING HONORS :: AdvDigiFilm | 1044**

Grades 10-12

## Year

UC Approved “f”

The honors option for Advanced Video Production Digital Filmmaking II is an advanced course providing students with opportunities to work on individual and small group video projects at the mastery level with industry grade equipment and software. Peer mentorship and brief workshop methods will be employed to provide students with understandings of advanced principle and practices of digital filmmaking. Students in this course will be expected to use time outside of the school day in collaborative groups during the production process and are expected to complete post production within our specialty lab via Adobe Premiere, After Effects and Audition.

The honors option includes additional written, production presentation and exhibition work that may include, but is not limited to, genre analysis essay, script revision and portfolio, production journals, film analysis journals, a capstone end of class portfolio reflection and presentation.

This course can be used to fulfill the Career-Technical Education graduation requirements or the "f" requirement, the Visual and Performing Arts requirement, for the CSU and UC systems with honors credit. May be repeated for credit with permission of instructor.

- *Prior Recommended Course(s):* Completion of Video Production: Digital Filmmaking 1, Broadcast Journalism, or Multimedia Journalism
  - *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 | 1054**

Grades 9-12

## Year

UC 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

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**ADVANCED AUDIO MUSIC PRODUCTION :: Adv Audio/MusicProd | 1055**

Grades 10-12

Year

UC Approval Pending

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This CTE Audio Production capstone course is a course that builds on the skill sets of the Audio Production 1 course and further prepares students for a wide variety of careers in professional audio industries. In addition to strengthening the skills learned in Audio Production I, students will learn advanced live recording, advanced mixing, synthesis, "off-site" recording and mixing, and live sound reinforcement, music composition and songwriting. Students will create and perform their own live electronic performance piece and explore their personal interests (digital music production, film scoring, sound design), while being challenged with real-world concepts and technologies found in today's professional audio industries. Each unit focuses on a major project, building off the skills learned in Audio Production 1 and in previous projects. 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, Ableton Live, and Adobe Audition. Students will also create a digital personal portfolio of their work for final presentation. Study and training in the Audio 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 songs).

- *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).

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**BROADCAST JOURNALISM :: BroadJourn | 1494**

Grades 9-12

Year

UC Approved "g"

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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 (7:50 a.m. - 8:50 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

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**BEGINNING JOURNALISM :: Beginning Journalism | 7625**

Grades 9-12

Semester

UC Approved "g"

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 Pathway on page 13.

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

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**ADVANCED JOURNALISM & MEDIA STUDIES – NEWSPAPER (ORACLE) :: AdvJournMS****Newspaper | 8674**

Grades 10-12

Year

UC Approved "g"

Advanced Journalism and Media Studies (AJAMS) builds upon the foundational understandings of journalistic writing and ethics that were explored in the Beginning Journalism course. Working under the guidance of students in Media Leadership and Management (and under the supervision of the teacher/adviser), AJAMS students will employ various genres of journalistic writing to investigate topics of importance within their local community, and will work together to develop and circulate a regularly recurring journalistic publication or other media production to their school community, publishing in print, digital, audio, broadcast/streaming, and/or social media. Students will progress in their ability to defend – both orally and in writing – decisions regarding the medium and style of their journalistic output, and its legal and ethical soundness. Students will analyze the writing styles and perspectives of prominent local media while also frequently reflecting on the styles, perspectives, and values represented in their own publication. This course may be repeated for credit, but students entering their senior year will enroll in Media Leadership and Management or Media Leadership and Management Honors.

- *Prior Recommended Course(s):* Successful completion of Beginning Journalism. Adviser interview required
- *Homework Expectation:* Minimal, except during production times when students are expected to attend after-school production two times a month
- *District SLOs Addressed in this Course:* 1, 2, 3, 5, 6, 7
- Not approved NCAA course

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**ADVANCED JOURNALISM & MEDIA STUDIES – GRAPHIC PUBLICATIONS****(OLYMPIAN/YEARBOOK) :: AdvJournMS Graphic Pub | 8672**

Grades 10-12

Year

UC Approved "g"

Advanced Journalism and Media Studies (AJAMS) builds upon the foundational understandings of journalistic writing and ethics that were explored in the Beginning Journalism course. Working under the guidance of students in Media Leadership and Management (and under the supervision of the teacher/adviser), AJAMS students will employ various genres of journalistic writing to investigate topics of importance within their local community, and will work together to develop and circulate a regularly recurring journalistic publication or other media production to their school community, publishing in print, digital, audio, broadcast/streaming, and/or social media. Students will progress in their ability to defend – both orally and in writing – decisions regarding the medium and style of their journalistic output, and its legal and ethical soundness. Students will analyze the writing styles and perspectives of prominent local media while also frequently reflecting on the styles, perspectives, and values represented in their own publication. This course may be repeated for credit.

- *Prior Recommended Course(s):* Successful completion of Beginning Journalism, Graphic Design or Photo plus required adviser interview for AJAMS Graphic Publication (The Olympian).
- *Homework Expectation:* minimal except during production times when students are expected to attend after-school production a few times a year
- *District SLOs Addressed in this Course:* 1, 6, 7

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**MEDIA LEADERSHIP & MANAGEMENT GRAPHIC PRODUCTION :: MLM GraphPub | 8654**

This course is a capstone option in an extensive media and digital communication strand offered at the school. Students will have successfully completed the course sequence that covers journalism reporting and writing, design, photography and production. This leads to a year of serving in a publication leadership role in peer-editing and production teams for student media as well as studying college and career options. Options will range from serving as a section editor to managing editor to business manager, or as an editor-in-chief over a full staff. In addition to peer editing responsibilities, leadership and management, students will work to create a sense of community, foster the development of good journalistic principles, help each other and their younger peers in the selection of story ideas, conduct primary research, and will serve as writing coaches.

The honors class differs from its parallel in Media Leadership and Management in that students will complete more extensive personal explorations, reflections and analytical work in leadership and management. In key assignments, they will interact with professional media leaders. They will demonstrate mastery of all journalistic reporting and writing principles as well as print, digital and mobile package planning and execution.

- *Prior Recommended Course(s):* Successful completion of prior courses in Journalism pathway
- *Homework Expectation:* Minimal, except during production times when students are expected to attend after-school production two times a month. Includes summer reading assignment.
- *District SLOs Addressed in this Course:* 1, 2, 3, 5, 6, 7

## STAGE TECHNOLOGY

**STAGE TECHNOLOGY :: Stage Tech | 1087****STAGE TECHNOLOGY :: Stage Tech | 1088**

Grades 9-12

Semester

**Semester 1****Semester 2**

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 8th period

**ADVANCED STAGE TECHNOLOGY & DESIGN :: Stage Tech 2 | 4915****ADVANCED STAGE TECHNOLOGY & DESIGN\* :: Stage Tech 2D | 4915D\***

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

**\*Dual Enrollment Course:** Please see p.88 for information regarding Dual Enrollment courses. Although not a-g approved, credits for this course are transferable for college credit. Note that this year-long Gunn dual enrollment course includes three separate courses at Foothill, which are not repeatable.

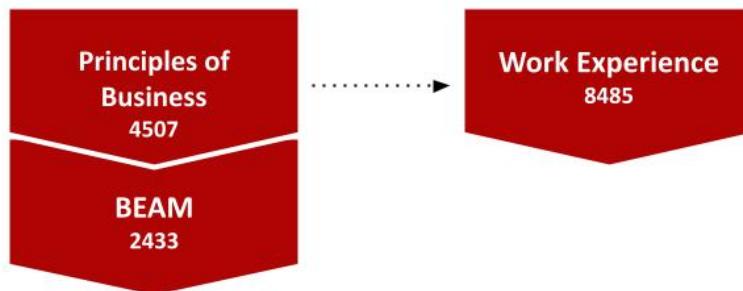
- *THTR 45A – 4 quarter UC/CSU transferable units*
- *THTR 45B – 4 quarter UC/CSU transferable units*
- *THTR 45C – 4 quarter UC/CSU transferable units*

Students who choose to take Stage Tech 2 for two or more years will need to enroll in Dual enrollment Stage Tech 2 (4915D) for the first 3 semesters, and regular Stage Tech 2 (491)5 for the fourth and any subsequent semesters. If only taken for one year, enroll in 4915D.

## 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




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#### PRINCIPLES OF BUSINESS :: Princ of Bus | 4507

Grades 9-12

Year

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

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#### BUSINESS, ENTREPRENEURSHIP & MATH :: BEAM | 2433

Grades 10-12

Year

UC Approved “g”

BEAM (Business, Entrepreneurship and Math) is a private-public partnership that replicates real-life business environments, which require application of mathematical principles. During this course, students develop their own

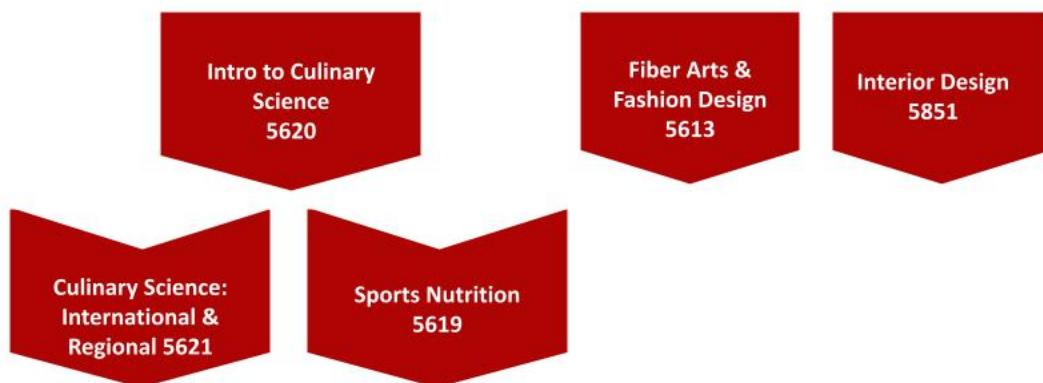
start-ups while learning entrepreneurship, finance, and quantitative marketing from customized curricula created in partnership with Ernst & Young and PricewaterhouseCoopers. The students design and develop self-driven solutions while being mentored by the teacher and designated mentors. After finishing the BEAM curriculum and successfully completing the business pathway, students will have the opportunity to work for local companies or non-profit organizations through internships and/or volunteer consulting work.

- *Prior Recommended Course(s):* Successful completion of an introductory Algebra course and Principles of Business course
- *Homework Expectation:* 1 hour per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7
- Students may elect to receive math elective credit in lieu of CTE credit for this course

## 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



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#### CULINARY SCIENCE – INTRODUCTION :: Culinary Arts - Introduction | 5620

Grade 9-12

Semester

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.

- *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, 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 appliqu , 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

## **EDUCATION, CHILD DEVELOPMENT & FAMILY SERVICES**

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### **EARLY CHILDHOOD DEVELOPMENT 1 :: EarlyChildDev 1 | 5912**

Grade 10-12

Year

UC Approved "g"

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Students receive classroom instruction working with infant, toddler and preschool children. Students learn basic principles of child growth and development, explore the characteristics of early childhood programs and participate in the implementation of early childhood curriculum. Emphasis is on principles underlying physical, cognitive, emotional and social development, and methods of child study and practical application of theory.

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

## **HEALTH SCIENCE & MEDICAL TECHNOLOGY**

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### **BIOTECHNOLOGY: THEORY & PRACTICES :: Bio Tech | 3955**

Grade 11-12

Year

UC Approved "d"

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This course will introduce students to the theoretical aspects of Biotechnology (Cell Biology, Microbiology, Molecular Biology, Immunology) and societal issues arising from this new technology. Hands on laboratory activities will reinforce theoretical information and teach lab safety, data analysis, the scientific method, and related computer skills. This course may include topical speakers from biotechnology.

- *Prior Recommended Course(s):* Successful completion of Biology and Chemistry or with department approval
- *Homework Expectation:* No assigned homework. Students are given class time to complete work. Some students may need extra time to complete assignments at home.
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7
- For UC/CSU application, the course is approved "d," Laboratory Science

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### **SPORTS MEDICINE - Dual Enrollment \* :: Sports Med D | 4533D**

Grade 10-12

Year

UC/CSU Transferable Credit

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Athletic injury prevention is emphasized through pre-participation physical exams, exercise programs, preventative taping, proper fitting of equipment, and protective braces. Basic injury recognition and emergency response of acute trauma. Practical hands-on skills are emphasized in laboratories.

- *Prior Recommended Course(s):* Completion of Biology; open to 10, 11, 12 graders
- *Homework Expectation:* 1-2 hours per week

*\*Dual Enrollment Course: This is a college-level, dual enrollment course; you will be enrolled both at Gunn and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of UC/CSU transferable college credit through Foothill UC/CSU Transferable Credit College. Transferable college courses receive an additional grade point in the weighted GPA grade calculation as they are considered Honors-level work. Please note this year-long Gunn dual enrollment course includes two separate courses at Foothill.*

- *KINS 16A – 3 quarter UC/CSU transferable units*
- *KINS 16B – 3 quarter UC/CSU transferable units*

# 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

## LAW 1 :: Law | 4541

Grades 11-12

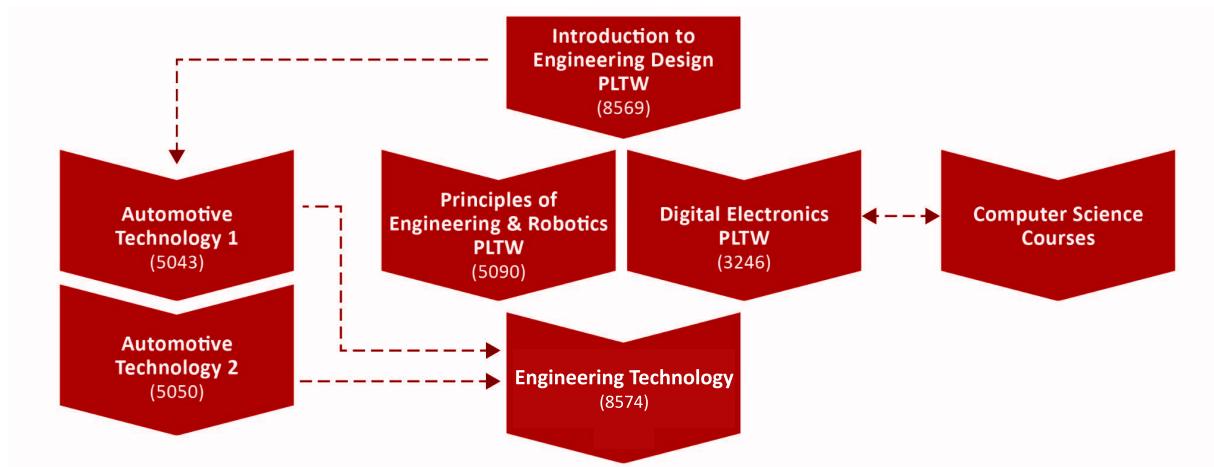
Year

UC Approved “g”

Law 1 is an exciting legal course targeting students who may consider a career in the legal field. This exciting course takes the students through the criminal justice system, criminal law, Constitutional law, procedural law, adjudication process and an in depth look into landmark court cases. Students also examine the Bill of Rights and how they apply to law. There are many expert guest speakers, such as the FBI, four mock trials, debates, and a field trip to the Ninth Circuit Court of Appeals in this year’s course.

- *Homework Expectation:* Most work is completed in class. Little to no homework.
- *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).

- *Prior Recommended Course(s):* None
- *District SLOs Addressed in this Course:* 1, 4, 6, 7

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**AUTOMOTIVE TECHNOLOGY 2 :: Auto 2 | 5050**

Grades 10-12

Year

UC Approved "g"

Designed for the student who desires more information, experience and proficiency related to automotive operation, repair and maintenance. Instrument troubleshooting of electrical systems, brake systems, suspension systems, and custom alignment are but a few of the topics explored in depth in the course. Vehicle design and parts construction/fabrication projects. Certain operations and projects are required but adequate time is provided for personal projects and problems. Competent students who wish to be teacher aides or desire further grooming for employment can make special arrangements for a third year of Auto with the instructor's permission. They will be classified as teacher aides or special service. Students who enroll in and complete Automotive Technology 2 will be given special consideration during the selection process for the Gunn Robotics Team (GRT)

- *Prior Recommended Course(s):* Completion of Auto 1 or permission of the instructor
- *Homework Expectation:* None
- *District SLOs Addressed in this Course:* 1, 4, 6, 7

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**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

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**INTRODUCTION TO ENGINEERING DESIGN – PLTW :: Int Engr Des PLTW | 8569**

Grades 9-12

Year

UC Approved "d"

This course will introduce students to foundational 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).

- *Prior Recommended Course(s):* Successful completion of Algebra IA. Concurrent enrollment in a college preparatory math AND science course
- *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

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**INTRODUCTION TO ENGINEERING DESIGN HONORS – PLTW :: Int Engr Des H PLTW | 8685**

Grades 10-12

Year

UC Approved "d"

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This course will introduce students to foundational 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, data analysis and presentation using spreadsheets, 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).

The honors option requires additional independent study to earn CAD certification.

- *Prior Recommended Course(s):* Successful completion of Algebra IA. Concurrent enrollment in a college preparatory math AND science course
- *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

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**PRINCIPLES OF ENGINEERING & ROBOTICS – PLTW :: Prnc Of Engr PLTW | 5090**

Grades 10-12

Year

UC Approved "d"

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This course will introduce basic engineering concepts and mathematical models to students who want to build and program their own mechanical inventions. The course is based on curriculum provided by Project Lead the Way (PLTW) and includes topics such as simple machines, work and energy, statics, electronics, robotic control and real-time programming, and projectile motion. Theory is developed through application problems and hands-on projects built from VEX robotics and other components. Students develop personal engineering notebooks that document skills, design plans and completed projects. Teamwork, problem-solving, and communication skills are developed through group projects. Students in this course also have the opportunity to compete in VEX Robotics competitions. Students who enroll in and complete Principles of Engineering and Robotics will be given special consideration during the selection process for the Gunn Robotics Team (GRT).

- *Prior Recommended Course(s):* Successful completion of Algebra IA. 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

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**PRINCIPLES OF ENGINEERING & ROBOTICS HONORS – PLTW :: Prnc Of Engr H PLTW | 5092**

Grades 10-12

Year

UC Approved "d"

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This course will introduce basic engineering concepts and mathematical models to students who want to build and program their own mechanical inventions. The course is based on curriculum provided by Project Lead the Way (PLTW) and includes topics such as simple machines, work and energy, statics, electronics, robotic control and real-time programming, and projectile motion. Theory is developed through application problems and hands-on projects built from VEX robotics and other components. Students develop personal engineering notebooks that document skills, design plans and completed projects. Teamwork, problem-solving, and communication skills are developed through group projects. Students in this course also have the opportunity to compete in VEX Robotics competitions. Students who enroll in and complete Principles of Engineering and Robotics will be given special consideration during the selection process for the Gunn Robotics Team (GRT).

The honors option requires additional independent on-line study to earn a pre-engineering certification (by passing an online exam administered by the REC Foundation).

- *Prior Recommended Course(s):* Successful completion of Algebra IA. 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

## **ENGINEERING TECHNOLOGY :: Engr Tech | 8574**

Grades 10-12

Year

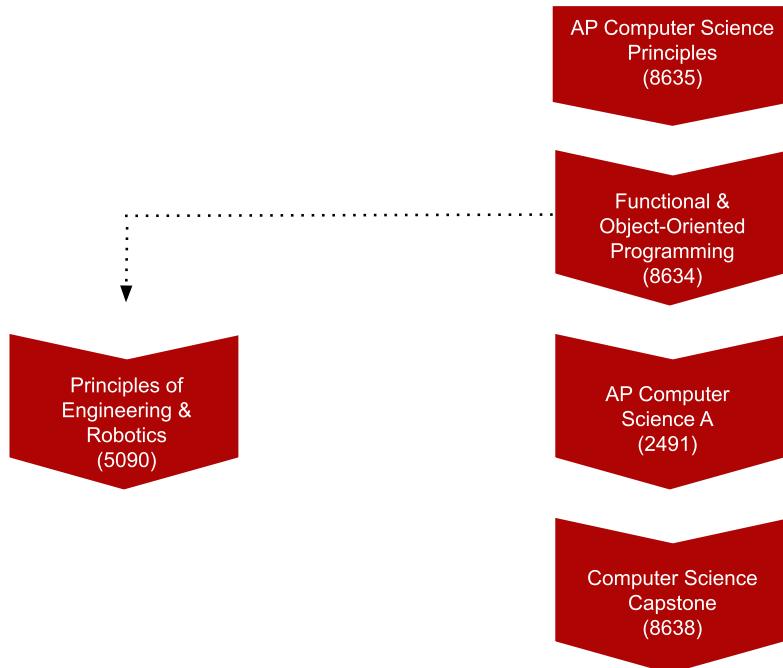
UC Approved "g"

This is a hands-on course that will provide students real-life experience in mechanical design, machine shop skills, engineering project work and leadership. The curriculum is designed to fit the needs of both four-year-college-bound students and those interested in a two-year career tech education. Conceptual instruction begins with the design cycle, which students experience in all stages, including hands-on skill development from brainstorming to prototyping to manufacturing and testing. Mechanism design and prototyping, programming, electronics, pneumatics, machining and welding, and CAD (computer-aided design) technologies are introduced to all students using industry-standard equipment. Applications of scientific and engineering principles, group dynamics, leadership and communication skills are developed in an activity-oriented approach including informal classroom challenges and two or more FIRST Robotics competitions each year.

Students who wish to enroll in Engineering Technology must select this course as an Alternate since members will be selected as members of the Gunn Robotics Team (GRT). Team members will be selected based on team needs of skills. An application process will be used to award spaces within GRT, and detailed information regarding this process will be published in January. Students who have completed Introduction to Engineering Design, Principles of Engineering and Robotics, an Automotive Technology course, or a Stage Technology course will be given special consideration during the selection process.

- *Homework Expectation:* Yearlong participation in after-school and weekend activities is required. First semester 4 hours per week average, second semester (January through April) 12 hours per week minimum.
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

## **COMPUTER SCIENCE COURSES**



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**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
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6
- Not approved NCAA course

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**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.

- *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

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**AP COMPUTER SCIENCE A :: APCompSci A | 2491**

Grades 10-12

Year

UC Approved "c"

This course is designed to give the student a taste of what it is like to be a freshman computer science major at a good university. The course includes data abstraction, procedural abstraction, evaluation processes, top-down design, iteration, recursion, primitive and abstract data types, data structures (arrays, lists, sets, tables, queues, stacks, trees), algorithm analysis and orders of growth, the beginnings of an object system (with message passing), searching and sorting, inheritance and delegation, interfaces and polymorphism, and more! Students should be able to analyze code in terms of functionality, efficiency, readability, reusability, modularity, and meaning.

- *Prior Recommended Course(s):* Completion of Functional & Object-Oriented Programming
- *Homework Expectation:* 4 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 5, 6, 7
- This is an advanced placement course
- Not approved NCAA course

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**COMPUTER SCIENCE CAPSTONE :: CS Capstone | 8638**

Grades 11-12

Year

UC Approved "g"

This course allows students to apply their computational skills in a real-world context. Students will work in teams to use the design thinking process to identify a problem within their local community and then develop a possible solution. Students will work with mentors related to their problem areas and the teacher of the course will facilitate the design-thinking process and support students in managing their projects. The course will culminate in a public presentation of their yearlong project.

- *Prior Recommended Course(s):* Prior completion of or concurrent enrollment in AP Computer Science A
- *Homework Expectation:* 1-1.5 hours per week
- Also qualifies for Career Tech Ed credits

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

## **WEB DEVELOPMENT :: Web Development | 4735**

Grades 10-12

Year

Board & UC Approval Pending

In this course students will take a project-based approach to learning the basics of full-stack Web development. Topics include how the internet works, http, building databases, version control, servers, the document object model (DOM), Model-View-Controller design pattern, coupled and decoupled applications, routing, API's, and test-driven development. Languages, modules, libraries, frameworks, etc. are always evolving, but this course will include the following (or an analogue to the following): HTML, CSS, JavaScript, jQuery, Ajax, SQL, Active Record, Ruby, Sinatra, and Ruby on Rails.

- *Prior Recommended Course(s):* Successful completion of Functional and Object-Oriented Programming or permission of instructor
- *Homework Expectation:* 1-1.5 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 5, 6, 7

## **WORK EXPERIENCE EDUCATION PROGRAM**

Work Experience is a program where students can individualize their learning outcomes based on their work-based learning needs:

### **Tier 1 = Work Permit**

Students obtain a work permit through the WEEP program, but do not desire to pursue any additional support/guidance at this time. Students do not earn units for this tier.

### **Tier 2 = Work Permit + Curriculum Modules**

Curriculum modules will provide students with basic knowledge in certain fields/work experience.

### **Tier 3 = Work Permit + Exploratory or Work Experience Course**

Allows students to complete all modules to enhance their personalized learning and demonstrate mastery of certification opportunities, and provides students with work-based oversight since the WEEP teacher makes quarterly visits to the student work sites.

### **EXPLORATORY EXPERIENCE (Unpaid Job/Internship)**

NOT UC Approved

**Expl Exp 11 | 8421AS**

Fall Semester

Grades 9-12

**Expl Exp 12 | 8422AS**

Spring Semester

Grades 9-12

### **WORK EXPERIENCE (Paid Job/Internship)**

UC Approved

**Gen WEEP | 8485**

Yearlong

Grades 11-12

The WEEP program combines classroom instruction with part-time student employment (paid or unpaid). Students develop work habits, attitudes, self-confidence, job-related skills, and demonstrate their mastery through a portfolio. The course follows the California Department of Education guidelines and covers the following curriculum: career exploration, job/work cycle, labor law, economic awareness/financial literacy, and soft skills.

Students must have an appropriate\* job/internship and obtain a valid work permit prior to attending class. If a student wishes to take the course and does not have a job/internship, the student must meet with the Work Experience Education Teacher to assist with finding a position prior to the beginning of the semester.

Class meets one time per week as an 8th period (Mondays). Students work a minimum of 3 hours per week in addition to their time towards academic work. Students can earn a total of 5 units of credit per semester that can be applied

toward either Career Technical Education or Elective credits, but credit earned is variable based on the number of hours worked during the semester and on class attendance.

*All employers must comply with labor laws and regulations concerning Workers' Compensation Insurance, Social Security, Title IX, and Income Taxes. An employer-employee relationship must exist and all employers must agree to work with the student and teacher in order for the student to successfully complete the class.*

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<b>ADVANCED AUTHENTIC RESEARCH (AAR) :: ExplExp-AAR   8429</b>		
<b>ADVANCED AUTHENTIC RESEARCH (AAR)* :: ExplExp-AAR   8429D</b>		
<b>ADVANCED AUTHENTIC RESEARCH (AAR)** :: ExplExp-AAR   8429SJ</b>		

Grades 10-12

Year

UC Approved "g"

The Advanced Authentic Research (AAR) Program is a unique opportunity for students in grades 10-12. It is designed for students with interest, passion, curiosity, and perseverance to investigate an authentic topic of their choosing. In this year-long course, students develop an original research question and devise a year-long project, culminating in a research paper and a community presentation. Students are supported by a process-oriented curriculum developed by the AAR team and are encouraged to develop a mentorship with an industry expert. The recursive nature of the research process allows students to go back and forth between the different stages of inquiry as they encounter new information. This course can satisfy the Career Technical Education graduation requirement.

For more information, please visit <http://aar.pausd.org>

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

**\*Dual Enrollment Course Option:** This course has a college-level, dual enrollment course option. Sign up for 8429D. You will be enrolled both at Gunn and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of CSU transferable college credit through Foothill CSU Transferable Credit College. Transferable college courses receive an additional grade point in the weighted GPA grade calculation as they are considered Honors-level work. Please note this year-long Gunn dual enrollment course includes six separate courses at Foothill over one academic year, which are not repeatable:

- LINC 66C – 2 quarter CSU transferable units
- LINC 77A – 2 quarter CSU transferable units
- LINC 63 – 1 quarter CSU transferable units
- LINC 90C – 2 quarter CSU transferable units
- LINC 58 – 2 quarter CSU transferable units
- LINC 66E – 1 quarter CSU transferable units

**\*\*Social Justice Course Option:** Students enrolled in the Social Justice Pathway or students with an interest in social justice should register for 8429SJ. Students in Social Justice AAR will focus their research on a social justice issue and, in teams, create and implement a project that will serve the local community. Please see page 87 for a description of the SJ Pathway program.

#### COURSES OFFERED IN OTHER DEPARTMENTS THAT MAY BE TAKEN FOR CAREER TECH ED CREDIT

- |                                                                               |                   |
|-------------------------------------------------------------------------------|-------------------|
| Advanced Photography (6158) .....                                             | (UC Approved "F") |
| Advanced Drawing & Painting I (6344) .....                                    | (UC Approved "F") |
| Advanced Graphic Design (6274).....                                           | (UC Approved "F") |
| Advanced Ceramics 2 (6279).....                                               | (UC Approved "F") |
| BEAM (2433) .....                                                             | (UC Approved "g") |
| Advanced Journalism Graphic Publications – The Olympian/Yearbook (8672) ..... | (UC Approved "g") |

# CTE INDUSTRY CERTIFICATIONS

Certifications offer students the opportunity to show mastery in a certain field through industry recognized tests or course work, often providing essential career skills for specific professions and specialties. Students in PAUSD can earn certifications through qualifying CTE pathways in specialized fields or in multiple pathways. Pathways are designed to connect high school classes to college, industry certifications, and/or career. PAUSD offers several certifications through its CTE programs.

Precision Exam  
(90 minute exam)



## 21st Century Skills Certification

The 21st Century Success Skills standards represent the fundamental, yet critical, personal traits, knowledge, and skills that each person should possess to successfully transition from secondary education into the workforce and post-secondary education, and are to be continually developed throughout one's life. These skills and knowledge can be applied to any industry or subject matter.

(Facilitated by our work experience coordinator.  
Please contact Rachael Kaci at rkaci@pausd.org )

Online Training & Exam  
(120 minutes)

## eFood Handlers Certification eFood HANDLERS®

eFoodHandlers is a national, ANSI-accredited food safety training provider. Training is an interactive program which includes videos and learning exercises to provide quality training for students. The certification is valid for 3 years.

(Facilitated by our CTE Department Instructional Leader & Culinary Sciences and Design. Please contact Cindy Peters at cpeters@pausd.org )

Introduction to  
Engineering Design  
Honors PLTW  
Gunn (8685)

(1 Year)

Onshape Exam  
(180 minute exam)



## OnShape Certification

Students taking Introduction to Engineering Design Honors PLTW have the opportunity to receive the OnShape Certification by taking a 180 minute exam. This exam will enable students to leverage their knowledge of Onshape, and with the successful completion of the examination, receive certification as an Onshape Certified Associate.

### Principles of Business

Gunn (4507)

(1 Year)

### BEAM

Gunn (2433)

(1 Year)

### Work Experience

Gunn (8484AS)

(1 Year)

+  
Internship(s)  
120 Hours Paid\*



## NAF Business Pathway Certification CERTIFIED

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

\*To accommodate COVID-19 pandemic restrictions, NAF is updating their internship requirement to 80 hours paid/unpaid internship through August 2023.

SCAN TO EXPLORE  
THE CTE HANDBOOK



# 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 2022-2023, 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 Contemporary Writers (College Preparatory) or Contemporary Heritage (accelerated) AND one semester of Writer's Voice (College Preparatory) or Literary Style (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	<b>Contemporary Writers</b> ( <i>Course#1190</i> ) <b>OR</b> <b>Contemporary Heritage</b> ( <i>Course#1191</i> )	<b>AND</b>	<b>Writer's Voice</b> ( <i>Course#1192</i> ) <b>OR</b> <b>Literary Style</b> ( <i>Course#1193</i> )
GRADES 11-12*	<b>American Literature</b> ( <i>Course#1293</i> ) <b>OR</b> <b>American Classics H</b> ( <i>Course#1309</i> )	<b>AND</b>	<b>One English Elective</b>

\*GRADE 12 ONLY: Students may take the yearlong **AP English Literature & Composition** (*Course# 1279*) instead of 2 semester long English courses. Taking AP English indicates a commitment to taking the AP Examination in Literature and Composition in May.

In 2022-2023, students in grades 11 and 12 will select one required semester of either American Literature (College Prep) or American Classics H, a course that carries an "honors" designation on the transcript. In addition, students in grades 11 and 12 should indicate on their Course Request forms a choice of one semester-long elective and two alternate elective selections. It is very important to make accurate and thoughtful selections on this form so that the department schedule accurately reflects students' choices; requests made later are often difficult or impossible to satisfy, and courses with insufficient initial enrollment, may not be offered through the department. Students in grade 12 may also choose to take the yearlong AP English Literature & Composition course instead of two semester long English courses.

# **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.

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## **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 86 for a description of the SLC program.

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## **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

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**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 86 for a description of the SLC program.

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**AMERICAN LITERATURE :: AmerLit | 1263**

Grades 11-12

Semester

UC Approved "b"

This college prep course for students uses the works of important American writers such as Fitzgerald, Steinbeck, Morrison, and Tan as the focus for studying the composition and literature as well as American thought and values. Because it is a required course, it includes a particular emphasis on instruction in reading and writing. One semester of this course or American Classics H is required for graduation.

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

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**AMERICAN CLASSICS H :: Am Clas11 H | 1309**

Grades 11-12

Semester

UC Approved "b"

This advanced course for students uses the works of major American writers such as Fitzgerald, Steinbeck, Morrison, and Tan as the source of studying composition and literature as well as American thought, culture, and values. As a required course, it includes a particular emphasis on instruction in reading and writing. One semester of this course or American Literature 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 class is an Honors Class

## ENGLISH ELECTIVE COURSES

These courses are open only to juniors and seniors, may not be repeated for credit, and will be offered annually only if there is sufficient enrollment. All electives meet the UC specifications for a significant reading and writing component unless otherwise indicated.

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**ANALYTIC COLLEGE WRITING :: AnalyticCollWrit | 1525**

Grades 11-12

Semester

UC Approved "b"

This course focuses on preparation for college and beyond. Instruction centers on the requisite skills: critical thinking (reading comprehension), vocabulary development, sentence completion techniques, effective timed essay writing, and thorough teaching of grammar in order to prepare students for success in college, from the application process through degree attainment. Fiction and informational text studied and analyzed, in preparation for weekly writings and composition. In addition to grammar, vocabulary, writing, and test preparation, this course also works on the writing and completion of the college essay, research and writing a college search, research and writing a scholarship search, and resume building for jobs and internships, including interview skills and assessment. There is an emphasis on instruction in reading and literature, writing and composition.

- *Homework Expectation:* Surveyed students reported 1-2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 5, 6, 7
- Open to both 11th and 12th graders
- This is a college prep course

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**THE WORKS OF SHAKESPEARE :: Shakespeare | 1364**

Grades 11-12

Semester

UC Approved "b"

Afraid of being called a “beetle-headed, flap-ear’d knave”? Learn the language to fight back. This course introduces the students to the range of Shakespeare’s plays, including comedies, tragedies and histories, and to his sonnets. The course will also introduce students to Shakespeare’s language and times. Students need not be experts in Shakespearean plays to enroll in the course. Experts and novices alike are welcome.

- *Homework Expectation:* 3 hours a week
- *District SLOs Addressed in this Course:* 1, 2, 5, 6
- This is a college prep course

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**ESCAPE LITERATURE :: Escape Lit | 1384**

Grades 11-12

Semester

UC Approved "b"

This course explores three of the most popular forms of modern fiction—mystery, science fiction and horror. From the clever antics of Sherlock Holmes to the dark crevices of Dr. Frankenstein’s lab, students will get a taste for both the groundbreaking works of each form, as well as offerings from modern day writers. We will do both expository and creative writing and a variety of individual and group projects related to the stories and books we read.

- *Homework Expectation:* Surveyed students reported 1-2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 5, 6
- This is a college prep course

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**CLASSIC MYTHOLOGY :: Class Myth | 1469**

Grades 11-12

Semester

UC Approved "b"

The mythology and literature of ancient Greece and Rome is the focus of this multidisciplinary elective for juniors and seniors. The course will touch on the essentials – the gods of Mt. Olympus, the heroes who carried out amazing feats, and the many stories of tragedy, love, humor and adventure. Students will read both ancient and modern versions of the myths and demonstrate their knowledge through a mix of writing, visual arts, performance and research-based activities.

- *Homework Expectation:* Surveyed students reported 1-2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 5, 6
- This is a college prep course

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**DRAMATIC LITERATURE IN PERFORMANCE\* :: DramLtPerf | 1203**

Grades 11-12

Semester

UC Approved "b"

This interdisciplinary course for juniors and seniors offers students five units of English and five units of Drama credit. Students will enrich their study of a variety of plays as literary texts with hands-on experiences involving every facet of creating the "living" play. Students need not have extensive acting experience. Offered in alternate years.

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

\*Students must be concurrently enrolled in Theatre 3 (1076) or Theater 4 (1097)

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**FILM AS COMPOSITION AND LITERATURE :: Film Lit | 1332**

Grades 11-12

Semester

UC Approved "b"

This course relates composition in the motion picture to student reading and writing. It introduces the art and technique of film through a history of the film and a study of its genre and directors. Activities help the student explore film as art and as composition.

- *Homework Expectation:* 1 hour a week, but can be more depending on major writing assignments
- *District SLOs Addressed in this Course:* 1, 2, 5, 6
- This is a college prep course
- Not approved NCAA course

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**ANALYSIS OF THE WRITER'S CRAFT :: WritCr 11 | 7601**

Grades 11-12

Semester

UC Approved "b"

In this creative writing course, students will have the opportunity to write memoir, short fiction, and poetry, as well as to experiment with innovative forms. We will focus on developing a strong, authentic voice, developing scenes, and understanding effective structure. Students will write daily and will regularly share their work with other students. The course is recommended only for those who understand that the best writing comes from both creativity and discipline.

- *Prior Recommended Course(s):* Successful completion of 9th and 10th grade UC Approved "b" courses; grades 11 and 12
- *Homework Expectation:* Approximately two hours per week, but can be longer when students are working on stories. Surveyed students reported 1-2 hours per week.
- *District SLOs Addressed in this Course:* 1, 2, 5, 6
- This is a college prep course
- Students wishing to continue their studies in English may re-enroll in this course for Elective credit

---

**PHILOSOPHY THROUGH LITERATURE :: Philos Lit | 1179**

Grades 11-12

Semester

UC Approved "b"

"Too often we enjoy the comfort of opinion without the discomfort of thought" – John F. Kennedy

Over the course of the semester, we will explore nearly three thousand years of humanity's most pressing questions: What is real? Do we have free will? What is the meaning of life? Can we create a just society? In this case we will use a wide range of literature and primary sources ranging from Plato's Allegory of the Cave to Descartes' Meditations to Hermann Hesse's Siddhartha. Students will discuss, debate, and write their own philosophies on life and the world around them.

- *Homework Expectation:* 1-3 hours a week, depending on major writing assignments. Surveyed students reported 1-2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 5, 6
- This is a college prep course

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**AP ENGLISH LITERATURE & COMPOSITION :: AP English Lit & Comp | 1279**

Grade 12

Year

UC Approved "b"

This advanced study course is open to seniors who have successfully completed three years of English credit (UC "b" category). The focus is on college-level work in reading and writing, culminating in preparation for the Advanced Placement Examination in English Literature and Composition. Accepting enrollment in this course indicates a student's commitment to taking the AP Examination in Literature and Composition in the spring. Students wishing to move from AP English to World Classics 11H or World Literature must do so within the first 4 weeks of first semester.

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

---

**READING BETWEEN THE LINES :: ReadBetLines | 1521**

Grades 11-12

Semester

UC Approved "b"

This course is designed for the college-bound student who wants to strengthen reading, writing and critical thinking skills in preparation for university-level demands. Since the course was designed to mesh with The Expository Reading and Writing Course, the majority of our reading will be non-fiction texts drawn from a variety of disciplines. We also explore contemporary plays about global issues, make space for free reading assignments, and include a creative writing unit in which students convey their learning across the disciplines through narrative. We do most of our reading outside of class, with a focus on developing strategies to help students understand even the most difficult content and text structures. During class meetings we have lively discussions, play-reading time, and instruction in argumentative writing. By the end of the course, students will read more widely, more skillfully, and with more enjoyment than before.

- *Homework Expectation:* 4 hours a week, with 3 of those hours dedicated to outside of class reading time. Surveyed students reported 3-4 hours per week.
  - *District SLOs Addressed in this Course:* 1, 2, 5, 6
  - This is a college prep course
- 

**EXPOSITORY READING & WRITING COURSE :: ERWC | 7650**

Grade 12

Year

UC Approved "b"

Designed by CSU, the grade 12 Expository Reading and Writing Course (ERWC) is a yearlong course employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition. The course includes five to six full-length modules drawn from three categories: 1) Shakespeare drama; 2) full-length books; and 3) contemporary issues (three to four modules). In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules – the assignment Template – progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing).

- *Homework Expectation:* 2 hours a week, with 1 of those hours dedicated to reading
  - *District SLOs Addressed in this Course:* 1, 2, 5, 6
  - This is a college prep course
- 

**THE ART OF VISUAL STORYTELLING :: Visual Story | 1522**

Grades 11-12

Semester

UC Approved "b"

This course introduces students to a unique literary medium: comics! After mastering the basic terms for visual storytelling composition, the students will dive into contemporary works and analyze how the combination of art and words impact character development and the structure of the text. We will examine how the comic format can be utilized for sensitive subject matter such as Holocaust survivor narratives. Students will explore the development of superhero stories and discover the impact of other literary genres on superhero texts. Finally, we will delve into manga in order to compare and contrast Eastern and Western styles.

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

**AMERICAN STUDIES\* :: AmerStudies | 1288**

Grades 11-12

Year

UC Approved "b"

This yearlong interdisciplinary course for 11<sup>th</sup> graders combines the study of U.S. History and American Literature. In this course, students will explore American culture and history through the use of historical documents and readings from a wide range of classic authors, from F. Scott Fitzgerald to Toni Morrison. In addition, the course incorporates the art, music, film, fashion, and popular culture of the 20th century in American society. Through field trips, students

have the opportunity to explore the rich history of the Bay Area. American Studies offers five units of U.S. History and five units of English credit per semester. Students must enroll in American Studies for both U.S. History and English.

- *Homework Expectation (Hours-Min per week):* 2-3.5 hours a week
- *District SLOs addressed in this course:* 1, 2, 5, 6

\* *Students must be concurrently enrolled in the corresponding History/Social Science course American Studies (1694)*

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**WOMEN WRITERS\* :: WomWrit | 1314**

Grades 11-12

Semester

UC Approved "b"

This one-semester course is open to juniors and seniors as an interdisciplinary History and English elective. We will look at the history of women in America as it plays out in both historical and literary contexts. Students will understand what led to the women's movement, particularly in America, and study current female perspectives via nonfiction and fiction. A goal of this course is to present women's history and literature as important components of United States culture and as a unique subject of study.

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

\* *Students must be concurrently enrolled in the corresponding History/Social Science course History of Women in America (1606)*

---

**LITERATURE OF SPORTS :: Sports Lit | 1350**

Grades 11-12

Semester

UC Approved "b"

A college preparatory course, the Literature of Sport will help students analyze, investigate and study, from a literary perspective, the unique phenomenon of participatory and competitive sport in America. Specific attention will be paid to the parallels that exist between professional and amateur sports, as well as their accompanying sociological changes. Students will study all portions of the literary spectrum (novel, non-fiction, essay, short story, poem, and film) to explore a wide panorama of opinions, themes, observations, and social commentary related to sport. While developing analytical and writing skills, students will formulate ideas on this distinct genre through numerous compatible assignments. A final project requiring research is required. 2-3 pages per writing assignment. Emphasis: Contemporary sports writing and research, as well as sports journalism. Estimated Time Spent on Homework: 2-3 hours/week

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

## 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.

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### **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

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### **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

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### **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

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**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

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**US GOVERNMENT LL :: USGovLL | 8781**

All Grades

Semester

UC Approved "a"

This course satisfies the state and district requirement for graduation. It includes information on the U.S. Constitution and on the structure and operation of the American government at the local, state, and national levels. It also provides insights into American politics and political values. Discussion skills are emphasized, as well as reading newspapers and expressing opinions on legislative matters. Active participation in local community service is encouraged.

- *Homework Expectations:* 2-4 hours
- *District SLOs Addressed in this Course:* 1,2, 3 and 6

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**CONTEMPORARY WORLD HISTORY LL :: ContWld LL | 8778**

All Grades

Semester

UC Approved "a"

This course satisfies the state and district requirements for graduation. It continues the World History sequence with a study of the history and cultures of Asia, the Middle East, Africa, Latin America, and Eastern Europe, with emphasis on the inter-relationships among these nations and cultures.

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

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**WORLD HISTORY EL :: WldHist 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

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**WORLD HISTORY :: Wld 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 84 for a description of the SLC program.

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**CONTEMPORARY WORLD HISTORY :: ContWld 11 | 1641****CONTEMPORARY WORLD HISTORY\* :: ContWld 11 | 1641SJ**

Grade 10

Semester

UC Approved "a"

In this course, concepts from the social sciences are used to explore contemporary global issues. Special emphasis is given to non-Western regions, especially Africa, Latin America, and the Middle East and Asia.

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

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**US GOVERNMENT :: US Govt | 1753****US GOVERNMENT\* :: US Govt | 1753SJ**

Grade 10

Semester

UC Approved "a"

This one-semester course explores the constitutional foundations of American government, the decision-making processes within and between the legislative, executive, and judicial branches of government and the changes which have occurred over time. Our rights and responsibilities as American citizens are also stressed together with the electoral process and issues of politics and the media.

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

\*1753SJ is for students in the Social Justice Pathway. Please see page 87 for a description of the Social Justice Pathway program.

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**UNITED STATES HISTORY :: US Hist | 1686**  
**UNITED STATES HISTORY\* :: US Hist | 1686SJ**

Grade 11

Year

UC Approved "a"

This class begins with a review of pre-Civil War America, but its main emphasis is on the period following the Civil War through the present day. The content focuses on major turning points in US history, primarily social, political, and economic themes.

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

*\*1686SJ is for students in the Social Justice Pathway. Please see page 86 for a description of the Social Justice Pathway program.*

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**AP US HISTORY :: AP US Hist | 1699**

Grade 11

Year

UC Approved "a"

This course provides an in-depth survey of US History, including intellectual, political, cultural, social, and diplomatic history. The class format focuses on writing and large and small group discussions, as well as lectures and primary source analysis. It also includes independent research, debates, and guest speakers. In addition to the text, each student will read a variety of books on historical topics and issues. Students are encouraged to take the AP test in May for college credit. Summer reading is expected.

- *Homework Expectation:* Approximately 5 hours per week (with possibly more in the 3 weeks before the AP test)
- *District SLOs Addressed in this Course:* 1, 2, 3, 5, 6

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**ECONOMICS :: Econ 11 | 1815**  
**ECONOMICS\* :: Econ 11 | 1815SJ**

Grade 12

Semester

UC Approved "g"

This one-semester course covers basic micro and macroeconomic theory, including supply and demand theory, market structures, the role of government in the economy, and issues of economic development. While the emphasis is primarily on the United States economy and an introduction to business, the analytical skills needed to be an educated consumer in a global economy are also stressed.

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

*\*\*1815SJ is for students in the Social Justice Pathway. Please see page 87 for a description of the Social Justice Pathway program.*

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**PSYCHOLOGY :: Psych 11 | 1842**

Grades 11-12

Semester

UC Approved "g"

This one-semester course introduces the student to the science of human behavior and mental processes. It explores the biological roots of behavior and such concepts as learning and development, neuroscience, perception and sensation, disorders, and states of consciousness.

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

---

**AP PSYCHOLOGY :: AP Psychology | 1859**

Grade 12

Year

UC Approved "g"

This college-level introductory course will cover the many facets of the science of psychology, including biological roots of behavior, learning, thinking and language, developmental and abnormal psychology, personality theory and research methodology. Students are encouraged to take the AP test in May for college credit.

- *Homework Expectation:* Approximately 3-5 hours per week (with possibly more in the 3 weeks before the AP test and before major tests)
  - *District SLOs Addressed in this Course:* 1, 2, 3, 5, 6
- 

**AP ECONOMICS (MICRO & MACRO) :: Econ AP | 1811**

Grade 12

Year

UC Approved "g"

The course will follow the syllabus approved by the College Board. The first semester's work will focus on microeconomics. The second semester will cover macroeconomics. Students are encouraged to take the AP examinations in micro and macroeconomics.

- *Homework Expectation:* Approximately 0-3 hours per week (with possibly more prior to the AP exams)
  - *District SLOs Addressed in this Course:* 1, 2, 3, 5, 6
- 

**POSITIVE PSYCHOLOGY :: Positive Psychology | 1847**

Grades 11-12

Semester

UC Approved "g"

Positive psychology is a recent branch of psychology that stems from Humanistic Psychology. Its aim is "to find and nurture genius and talent" (Compton 2005), and "to make normal life more fulfilling." Students will be exposed to the theoretical pillars of this discipline and will apply this theory to their own life. Through a series of in class and at home activities, students will not only grow academically but personally as well. Students who have taken positive psychology and personal empowerment classes in the past have reported a significant increase in positive self-image, focus, creativity, curiosity, and general level of happiness.

- *Homework Expectation:* Approximately 0-3 hours per week
  - *District SLOs Addressed in this Course:* 1, 2, 3, 5, 6
- 

**US FOREIGN POLICY HONORS :: US For Pol H | 1769**

Grades 11-12

Semester

UC Approved "g"

This one-semester course is designed to help students better understand US foreign policy. The course will begin with a very brief review of the Cold War and then continue with case studies and history of US policy in Central America, Eastern Europe and the former USSR, the Middle East, Africa, and Asia. Some of the questions we will examine include: Is there a "New World Order"? To what degree can or should we depend upon alliances to steer policy decisions in the future? What values and interests should be reflected in the foreign policy we create for an increasingly interdependent world? There are no unit exams; assessment is based upon policy papers, presentations and seminar participation for each unit.

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

**AP HUMAN GEOGRAPHY :: AP Human Geography | 1762**

Grades 11-12

Year

UC Approval Pending

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

- *Homework Expectation:* Approximately 3-5 hours per week (with possibly more in the 3 weeks before the AP test and before major tests)

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

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**ETHNIC STUDIES :: Ethn St 11 | 1953**

Grades 11-12

Semester

UC Approved "g"

Ethnic Studies courses operate from the consideration that race and racism, have been, and continue to be, profoundly powerful social and cultural forces in American society. The class will examine California as a microcosm of the United States and focus on themes of social justice, social responsibility, and social change.

Ethnic Studies will use primary and secondary sources, class discussion, and a research project as the basis for inquiry into the issues that are raised in the essential question of this course: What is the role of ethnicity in the American Experience?

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

---

**SPORTS & SOCIETY :: SportsSoc | 1901**

Grades 11-12

Semester

UC Approved "g"

Students examine the history of sports and its significance in economics and politics, and the role of race, ethnicity, culture and gender in sport and society. Students also examine specific issues, such as the emergence of professional and collegiate sports in the United States, questions of ethics, commercialization, the relationship between sports and media, the internationalization of sports, and the Olympic movement. Students will also examine youth sport and the current status of youth sport in the United States.

Sports and Society will use primary and secondary sources, class discussion, and a research project as the basis for inquiry into the issues that are raised in the essential question of this course - What is the role of Sports in American and international society?

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

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**HISTORY OF WOMEN IN AMERICA :: Hist Women Am | 1606**

Grades 11-12

Semester

UC Approved "g"

This one-semester course is open to juniors and seniors as an interdisciplinary History and English elective. We will look at the history of women in America as it plays out in both historical and literary contexts. Students will understand what led to the women's movement, particularly in America, and study current female perspectives via nonfiction and fiction. A goal of this course is to present women's history and literature as important components of United States culture and as a unique subject of study.

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

\* Students must be concurrently enrolled in the corresponding English course **Women Writers (Course # 1314)**

# 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, Algebra2 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.

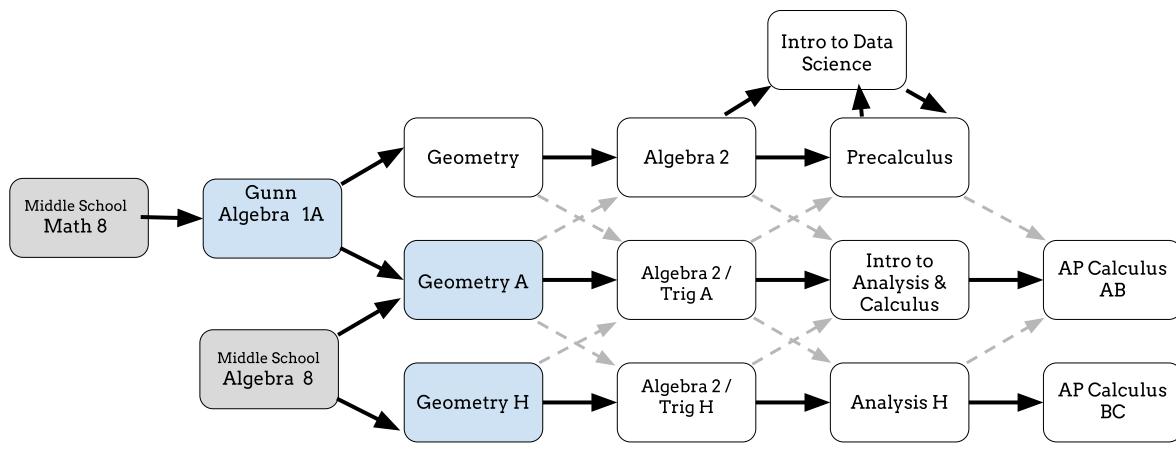
The advanced pathway takes students through Advanced Placement AB Calculus, and prepares them to finish “C Calculus” in college. This course sequence includes Geometry A, Algebra2/TrigA, Intro to Analysis and Calculus, and Advanced Placement AB Calculus.

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, Algebra2/TrigH, 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

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**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

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**GEOMETRY :: Geom | 2357**

Grades 10-12

Year

UC Approved "c"

Students study Euclidean Geometry including points, lines, angles, triangles, circles, polygons, solids, constructions, transformations and are introduced to right triangle trigonometry. This course includes deductive reasoning and two-column proofs. It emphasizes transformational geometry and embeds algebra review all year. Students are also introduced to geometric probability.

- *Prerequisite(s):* Successful completion of Algebra
- 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 for 10th grade students or older

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**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

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**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

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**ALGEBRA 2 :: Alg2 | 2380**

Grades 10-12

Year

UC Approved "c"

Students study families of functions including: linear, quadratic, polynomial, exponential, logarithmic, rational, and radical functions. Students extend the domain of trigonometric functions using the unit circle and model periodic phenomena with trigonometric functions. Other topics include: complex numbers, interpreting categorical/quantitative data and using regression to interpret data. A graphing calculator is encouraged but not required for this course. Students will learn enough trigonometry in this class to be prepared to take AP Physics 1 the following year.

- *Prerequisite(s):* Successful completion of an Algebra course and a Geometry course; open to grades 10, 11 and 12
- Students self-report spending an average of 1 hour a week outside of school on this course
- *District SLOs Addressed in this Course:* 1, 2, 5, 6
- This is a college prep course

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**ALGEBRA 2 / TRIGONOMETRY A :: Alg2/Trig A | 2365**

Grade 10-11

Year

UC Approved "c"

In addition to the objectives of the Algebra 2 curriculum, students study circular trigonometry in greater depth including trig identities, trigonometric applications, and solving trigonometric equations. Basic counting principles are introduced. A graphing calculator is required for this course.

- *Prerequisite(s):* Successful completion of an Algebra course and a Geometry course; open to grades 10 and 11
- Students self-report spending an average of 2 hours a week outside of school on this course
- This is an advanced course
- *District SLOs Addressed in this Course:* 1, 2, 5, 6, 7

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**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

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**PRE-CALCULUS :: Pre Calc | 2371**

Grades 11-12

Year

UC Approved "c"

Students review exponential, logarithmic and rational functions and study trigonometry including trigonometric identities, law of sines and cosines, trigonometric applications and solving trigonometric equations.

Additional topics include vectors, parametric and polar functions, matrices, sequence and series and an introduction to limits and calculus. This class is meant to prepare a student for a formal class in Calculus.

- *Prerequisite(s):* Successful completion of Algebra 2; open to grades 11 and 12
- 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

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**INTRODUCTION TO DATA SCIENCE :: Intro to Data Science | 2451**

Grades 11-12

Year

UC Approved "c"

In this course students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society.

- *Prerequisite(s):* Successful completion of a Geometry and Algebra 2 course
- May not be taken in conjunction with another math class
- Students self-report spending an average of 1-2 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

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**INTRODUCTION TO ANALYSIS & CALCULUS :: IntrAnl/Calc | 2385**

Grades 11-12

Year

UC Approved "c"

Students will build on their knowledge of functions and explore new topics including: vectors, polar functions, logistic functions, parametric functions, probability, combinatorics, matrices, sequences, series, and statistics. The fourth quarter of the year will focus on limits and an introduction of calculus including the derivative. A graphing calculator is required.

- *Prerequisite(s):* Successful completion of Algebra 2 and a complete Trigonometry course; open to grades 11 and 12
- Students self-report spending an average of 1-2 hours a week outside of school on this course
- *District SLOs Addressed in this Course:* 1, 2, 5, 6
- This is an advanced course

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**ANALYSIS H :: Analysis H | 2399**

Grades 10-11

Year

UC Approved "c"

In addition to the objectives of IAC course, students study Group Theory, Algebraic Problem Solving, quadric surfaces, and more applications of matrices, such as transformations and Markov Chains. The course concludes with the "A" portion of calculus including limits, difference quotients, derivatives and an introduction to the indefinite integral. A graphing calculator is required.

- *Prerequisite(s):* Successful completion of Algebra 2 and a complete Trigonometry course; open to grades 10 and 11. Students laning up from Alg2/TrigA will require summer work to be prepared.
- Students self-report spending an average of 3.5 hours a week outside of school on this course
- *District SLOs Addressed in this Course:* 1, 2, 5, 6
- This is an honors course

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**AP AB CALCULUS :: AP Calculus AB | 2449**

Grade 12

Year

UC Approved "c"

Students study the equivalent of the first semester of a yearlong college calculus course. Students develop their understanding of limit, derivative, definite integral, and the indefinite integral. Students represent their work algebraically, graphically, numerically and verbally. A graphing calculator is required for this course. Students may choose to take the Advanced Placement Exam in Calculus AB.

- *Prerequisite(s):* Successful completion of Pre-Calculus, Introductory Analysis and Calculus, or Analysis Honors; open to grade 12
- 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, 7
- This is an advanced placement course

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**AP BC CALCULUS :: AP Calculus BC | 2459**

Grades 11-12

Year

UC Approved "c"

Students complete the study of a yearlong college calculus course that was started in Analysis H. The course content includes: functions and limits, derivatives of algebraic functions, the definite and indefinite integral, area, volumes of revolution, differentiation of exponential, logarithmic, trigonometric and inverse trigonometric functions, methods of integration, infinite series, simple differential equations, vectors and applications. A graphing calculator is required for this course. Students may choose to take the Advanced Placement Exam in Calculus BC.

- *Prerequisite(s):* Successful completion of Analysis Honors; open to grades 11 and 12
- 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 advanced placement course

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**ELECTIVE COURSES IN MATHEMATICS**

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**APPLIED MATH H :: Applied Math H | 2450H**

Grades 11-12

Semester

UC Approved "c"

Students will learn and apply a variety of mathematical methods to analyze and solve problems in business, applied science, engineering, sports, and everyday life. We'll use math to answer questions like "How could TSA better avoid bottlenecks at airports?", "How big a mortgage should you take out on your first home?", and "Should NBA teams shoot more 2 or 3-pointers?". Emphasis will be on hands-on, project-based learning.

Topics of study include Linear Programming, Decision Trees, Financial Analysis, Queuing, Game Theory, and Applied Statistics.

- *Prerequisite(s):* Successful completion of Pre-calc/IAC/Analysis **OR** concurrent enrollment in Analysis **OR** a recommendation from a math teacher
- Students self-report spending an average of 1 hour a week outside of school on this course
- *District SLOs Addressed in this Course:* 1, 2, 4, 5, 6, 7

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**AP STATISTICS :: AP Statistics | 2319**

Grades 11-12

Year

UC Approved "c"

The objective of this course is to provide students with the equivalent of an introductory college-level statistics course. Course content involves exploratory data analysis, experimental and survey design, the study of random variables (including some probability theory), and inferential statistics for one and two variables. Graphing calculators and computers will be used extensively as an aide to statistical analysis. During second semester, students will also be expected to read excerpts from "The Signal and the Noise" by Nate Silver, and write a short summary about the connections between the book and the course. Students may choose to take the Advanced Placement Exam in Statistics. There is a group project during each quarter and students should expect to complete some project work outside of class.

- *Prerequisite(s):* Successful completion of Algebra 2; open to grades 11 and 12
- 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 advanced placement course and may be taken concurrently with another math class

# 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 PE waiver (Prep) may be granted for varsity, junior varsity and frosh-soph teams at Gunn, including Cheerleading and the Gunn Dance Team. The [PE Prep/Athletic Waiver](#) form can also be found on the PE webpage. Preps begin as soon as official season practices begin and the waiver has been approved. Students are required to return to PE class at the conclusion of the season.

### 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

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### 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 (4<sup>th</sup> or 7<sup>th</sup>). 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](#)*

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<b>10TH GRADE PHYSICAL EDUCATION :: PE 10   2796</b>		
<b>PE 10 Zero*   5012</b>		
<b>PE 10 LP**   5014</b>		

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Grades 10-12

Year

NOT UC Approved

All students who do not pass 5/6 fitness tests as freshmen are required to enroll in physical education as sophomores. This course is designed specifically for 10th-12th grade students with a focus on combative, gymnastic/tumbling, and team activities. The activities are designed around the State Physical Education Framework and Statewide Standards for PE (HS Course 2).

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

*\* This course is the same as 10th Grade PE, but runs four days each week from 7:55 – 08:50 AM 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 (4<sup>th</sup> or 7<sup>th</sup>). 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](#)*

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<b>YOGA &amp; MINDFULNESS :: Yoga   2759</b>		
Grades 10-12	Year	NOT UC Approved

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Students will begin the course by taking an overall assessment of their current emotional and physical fitness as well as set goals for improvement. Students learn a series of yoga postures and philosophy which will help promote strength, flexibility and cardiorespiratory health. Students will begin to appreciate the body, mind, and breath connection and how regular yoga and journaling practice provides balance of these. Course will have adjustable assignments so that students may take the class multiple times. Daily cardiovascular exercise will be included with this class and students may not be on a sports team and receive a prep/study period for this class.

- *Homework Expectation:* Less than 1 hour per week
- *District SLOs Addressed in this Course:* A1, A2, B1, E4
- *CCSS Addressed in this Course:* Effective communication through listening, speaking and writing; Reading with understanding; Critical and creative thinking to solve problems

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<b>ATHLETIC CONDITIONING :: AthlCond   2795</b>		
Grades 10-12	Year	NOT UC Approved

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This course is designed to help the athlete maintain his/her body conditioning, but is open to all students wishing to focus on improving their overall fitness and conditioning. Activities include but are not limited to: strength and endurance training in the weight room, cardiovascular training through form running, flexibility through tumbling, Pilates, and plyometrics. Instructor will also address aspects of self-defense. There will be a strong emphasis on sports psychology concepts. Note that this course is physically challenging and more rigorous than regular Physical Education classes. Athletes are encouraged to enroll in Athletic Conditioning.

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

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**DANCE 1 :: Dance1 | 2731**

Grades 10-12

Year

NOT UC Approved

Students in Dance 1 will learn the beginning techniques of hip hop, jazz, modern and tap, and will have exposure to various traditional ethnic and contemporary dance forms. Students will develop a vocabulary of dance and an understanding of line and spatial design. Dance technique and combinations will be taught. Basic dance history, choreography, and audition technique are covered along with performance skills. No PE Prep given to athletes for this course.

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

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**UNITY PE :: Unity PE | 2769**

Grades 10-12

Year

NOT UC Approved

Gain your general Physical Education credit while also developing important communication and leadership skills required to work successfully with students and peers of all abilities.

This class is for 10th -12th grade students and is developed around the State Physical Education Framework and Statewide Standards for PE (HS Course 2). It is an inclusion class that will meet the standards by reaching each and every student and their unique needs, with a focus on all students succeeding. Get your PE credit and make new friendships and connections along the way.

Students who are not in the Futures program will be eligible for community service hours.

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

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**INDEPENDENT STUDY PHYSICAL EDUCATION :: PE 52 | 2752**

Grades 10-12

Year

NOT UC Approved

The purpose of Independent Study Physical Education (ISPE) is to provide options for students to engage in alternative pathways for which they can receive physical education credit towards graduation. Freshmen are not eligible – this is to ensure that all students are exposed to a well-rounded Physical Education curriculum and participate in a series of state-mandated physical performance tests later in ninth grade. This program allows up to one of those years to be taken as Independent Study for students participating in sports not offered at PAUSD high schools. Permission is granted one semester at a time. Continuation in the course for a second semester may be requested by the student and may granted by the instructor at the teacher's discretion.

**Eligibility requirements are:** (1) The student must have completed and passed 9th grade PE and be a 10th, 11th or 12th grader, (2) the student must have met 5 of 6 fitness standards during 9th grade PE as determined by California Fitness test, (3) the sport/activity is not offered at Gunn, (4) the activity will occur under the supervision of a Supervising Instructor/Coach who has the appropriate training and expertise to provide the level of instruction required for the activity, (5) the student has a minimum of three years' prior experience in the activity. Qualifying experience is year-round instruction/training on a 5-6 days per week average, 6) The activity involves skill improvement sessions 5-6 days per week, Student practices/trains a minimum of 15 hours per week under appropriate supervision of a qualified Instructor/Coach.

The application Packet with pages 1-3, 6 and 7 must be returned along with evidence to the Physical Education Instructional Supervisor, before the second Friday of each semester to be eligible.

Further information and the instructional packet can be found on our Gunn Physical Education website.

- *Homework Expectation:* Up to an hour per week
- *District SLOs Addressed in this Course:* 1, 6

# 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		SEMESTER 2	
Boys' Sports	Girls' Sports	Boys' Sports	Girls' Sports
<i>FALL:</i> Cross Country Football Water Polo*	<i>FALL:</i> Cross Country Golf * Water Polo* Tennis* Volleyball*	<i>SPRING:</i> Badminton* Baseball* Golf * Swimming & Diving Tennis* Track & Field Lacrosse Volleyball*	<i>SPRING:</i> Badminton* Softball* Track & Field Swimming & Diving Lacrosse
<i>WINTER:</i> Basketball* Soccer* Wrestling	<i>WINTER</i> Basketball* Soccer* Wrestling		

\* 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
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
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<b>Boys' &amp; Girls' Soccer</b>	2 hours a day, two games a week
<b>Wrestling</b>	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.

<b>Badminton</b>	2 hours a day including some Saturdays. Matches twice a week.
<b>Boys' Golf</b>	2 hours a day at local golf courses. One match a week.
<b>Boys' Tennis</b>	2 hours a day. Matches twice a week.
<b>Boys' &amp; Girls' Track &amp; Field</b>	2 hours a day, meets once a week
<b>Boys' &amp; Girls' Swimming</b>	2 hours a day, meets once a week
<b>Boys' &amp; Girls' Lacrosse</b>	2 hours a day, games once a week, some Saturday games
<b>Baseball</b>	2 hours a day, or at least 2 games a week including Saturdays
<b>Softball</b>	2 hours a day and games twice a week
<b>Boys' Volleyball</b>	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)*

## 2022-2023 COURSES & PREREQUISITES

CHEMISTRY		
Chemistry	Chemistry H	AP Chemistry
<p>Successful completion of a biology course</p> <p>A <i>strong</i> understanding of introductory algebra</p> <p>Concurrent enrollment in or successful completion of a geometry course strongly recommended</p>	<p>Successful completion of a biology course</p> <p>A <i>very strong</i> understanding of introductory algebra and scientific notation</p> <p>Successful completion of a geometry course strongly recommended</p>	<p>Successful completion of Chemistry H or Chemistry</p> <p>A <i>very strong</i> understanding of first-year Chemistry (see course description)</p> <p>A <i>very strong</i> knowledge of algebra and a high confidence in problem-solving skills</p> <p>Successful completion of a second-year algebra course (Alg 2 or higher)</p>

PHYSICS			
Conceptual Physics	Physics	AP Physics 1	APC Physics
<p>Successful completion of a biology course</p> <p>Completion of 1 year of algebra (not necessarily C or above)</p> <p>May be concurrently enrolled in an algebra course</p>	<p>Successful completion of a biology and algebra course</p> <p>A <i>very strong</i> understanding of introductory algebra.</p> <p>Concurrent enrollment in Geometry or higher-level math</p>	<p>Concurrent enrollment or successful completion of IAC, Analysis Honors, or Calculus</p> <p>Successful completion of any Biology course. Chemistry course recommended.</p>	<p>Concurrent enrollment or successful completion of a calculus course</p> <p>Previous completion of a physics course recommended</p> <p>Successful completion of any Biology course. Chemistry course recommended.</p> <p><b>*Full-year APC Mechanics course recommended if no previous physics</b></p>

OTHER					
AP Bio	APES	Biotech*	Marine Biology	Astrophysics	Human Anatomy & Physiology
<p>Successful completion of a biology course</p> <p>Successful completion of a first-year chemistry course at Gunn High School</p>	<p>Successful completion of a biology course</p> <p>Successful completion of a first-year chemistry course at Gunn High School</p>	<p>Successful completion of a biology and a chemistry course (or department approval)</p> <p><i>*Earns CTE credit</i></p>	<p>Successful completion of a biology <u>and</u> a physical science course (chemistry or physics) or permission of instructor</p>	<p>Successful completion of a biology course.</p> <p>Successful completion of one year of algebra.</p>	<p>Successful completion of a biology <u>and</u> a physical science course (chemistry recommended)</p>

# 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

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### **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 86 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

## Advanced Biology Courses

Each college-prep advanced biology course is an upperclassman course (grades 11-12) that requires students to have successfully completed a biology course and a chemistry or other physical science course. The following table shows both prerequisites and predictors of success.

PREREQUISITES & PREDICTORS OF SUCCESS FOR ADVANCED BIOLOGY COURSES			
Predictor	AP Biology	Marine Biology	Biotechnology (Course description in CTE)
Prerequisites	Successful completion of a <b>biology</b> course and a first-year <b>chemistry</b> course at Gunn High School	Successful completion of a <b>biology</b> and a <b>physical science</b> course (chemistry recommended, but not required)	Successful completion of a <b>biology</b> and a <b>chemistry</b> course (or department approval)
Commitment to uninterrupted hours of required homework per week	5-8 hours uninterrupted time	1 hour uninterrupted time	No assigned homework
Degree of independent learning and academic responsibility	College-level expectation of independence and collaboration with peers	Independence; moderate structure provided by the teacher	Independence; moderate structure provided by the teacher
Intended preparation for future courses	College-level course	College preparatory course; paced at grade level	College preparatory course; paced at grade level

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### AP BIOLOGY :: AP Biology | 3139

Grades 11-12

Year

UC Approved "d"

This college-prep course is designed to provide a survey of biological knowledge at an introductory college level. Because successful completion of the curriculum will enable students to take the College Board Advanced Placement Examination, the course follows the outline recommended by the College Board, covering the general content themes of: (1) Evolution; (2) Energy; (3) Information; and (4) Interactions.

Heavy emphasis is placed on understanding the connection between experimentation and scientific discovery. Both hands-on laboratory activities and scientific readings are used to show how biological information is gained, interpreted, and applied. Required homework includes extensive reading, activities, regular written lab reports, and occasional group projects.

- *Prerequisites:* Successful completion of a biology course. Successful completion of a first-year chemistry course at Gunn High School. (Exceptions must be approved by both the Science Department Instructional Supervisor and the Guidance Department.)
- *Homework Expectation:* 5-8 hours uninterrupted time per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

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### BIOTECHNOLOGY: THEORY & PRACTICES :: Bio Tech | 3955

Grades 11-12

Year

UC Approved "d"

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

**MARINE BIOLOGY :: Marine Biology | 3168**

Grades 11-12

Year

UC Approved "d"

Marine Biology is a second-year biology college-prep course that builds upon and extends biological concepts developed during the first year. Students will take an in-depth look at the features of the ocean and the variety of plant and animal life that lives within. They will investigate how life in the ocean is interconnected and the impact that humans have on that system. Topics will be developed through laboratory exercises, discussions, lectures, demonstrations, informational research projects, and field trips. Please note, this is a laboratory science class where scientific skills and methods (including data analysis and laboratory write-ups) will be emphasized.

- **Prerequisites:** Successful completion of Biology and a physical science course (Conceptual Physics, Astrophysics, Chemistry, Chemistry H, Physics)
- **Homework Expectation:** 1 hour uninterrupted time per week
- **District SLOs Addressed in this Course:** 1, 2, 3, 4, 5, 6, 7

**CHEMISTRY**

All chemistry courses meet the physical science graduation requirement, and all university lab science admission criteria.

Both first-year chemistry courses cover the same fundamental concepts but differ in the degree of analysis, quantitative understanding and independent thinking required of students.

<b>PREREQUISITES &amp; PREDICTORS OF SUCCESS FOR CHEMISTRY COURSES</b>			
<b>Predictor</b>	<b>Chemistry</b>	<b>Chemistry Honors</b>	<b>AP Chemistry</b>
<b>Prerequisite courses</b> and description of math skills required	Successful completion of a biology course  A <u>strong</u> understanding of introductory algebra  Concurrent enrollment in or successful completion of a geometry course strongly recommended	Successful completion of a biology course  A <u>very strong</u> understanding of introductory algebra, logarithms, and scientific notation  Successful completion of a geometry course strongly recommended	Successful completion of <b>Chemistry H or Chemistry</b>  A <u>very strong</u> understanding of first-year Chemistry (see course description)  A <u>very strong</u> knowledge of algebra and a high confidence in problem-solving skills.  Successful completion of a second-year algebra course (Alg 2 or higher)
Degree of independent learning and academic responsibility	Limited guidance needed	High level of independence and organization. Student can work independently on most tasks or will take the initiative to seek help	College-level expectation of independence and collaboration with peers
Commitment to uninterrupted hours of required homework per week  (discretionary out-of-class study time is not included)	2-3 hours uninterrupted time per week  Assigned homework: 1-2 hours  Lab reports: 1 hour	3-4 hours uninterrupted time per week  Assigned homework: 2 hours  Lab reports: 1-2 hours  Homework may be in preparation for in-class work	3-6 hours uninterrupted time per week

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**CHEMISTRY :: Chemistry | 3624**

Grades 10-12

Year

UC Approved "d"

Topics covered include atomic structure, nuclear chemistry, chemical nomenclature, periodic properties of elements, bonding, states of matter, gas laws, solutions chemistry, chemical reactions, thermodynamics and kinetics of reactions, chemical equilibrium, and acid-base reactions. (NOTE: Same topics as Chemistry Honors)

This college-prep course includes many laboratory experiments and demonstrations. Students learn how to work safely in the laboratory, how to perform basic laboratory operations, how to organize and interpret data, and how to draw conclusions from experimental results.

Chemistry is sufficient preparation for students wanting to take AP science courses that require a chemistry course as a prerequisite. Chemistry Honors is not required.

- *Prerequisites:* Successful completion of a first-year biology course or the equivalent. Successful completion of an introductory algebra course, leading to a strong understanding of introductory algebra. Concurrent enrollment in or completion of a geometry course highly recommended. Consent of department required for exceptions.
  - *Homework Expectation:* 2-3 hours uninterrupted time per week (assigned homework: 1-2 hours; lab reports: 1 hour)
  - *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7
- 

**CHEMISTRY HONORS :: Chemistry H | 3625**

Grades 10-12

Year

UC Approved "d"

Chemistry Honors is not required for students wanting to take AP science courses; Chemistry is sufficient for this purpose.

Chemistry Honors covers all material that is covered in Chemistry, but with more depth and breadth. Topics like molecular geometry, thermodynamics, kinetics, and dynamic equilibrium are covered in further detail.

Students should take Chemistry Honors if they have a strong interest in the sciences, prefer a high level of rigor in their studies, and are able to accommodate their schedules for a much more significant time commitment than Chemistry would entail.

- *Prerequisites:* Successful completion of a first-year biology course or the equivalent. Successful completion of an introductory algebra course, leading to a very strong understanding of introductory algebra, including logarithms and scientific notation. Concurrent enrollment in a geometry class or completion of geometry highly recommended.
  - *Homework Expectation:* 3-4 hours uninterrupted time per week (assigned homework: 2 hours; lab reports: 1-2 hours)
  - *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7
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**AP CHEMISTRY :: AP Chemistry | 3609**

Grades 11-12

Year

UC Approved "d"

This course will prepare students to take the AP Chemistry examination.

Life is Chemistry! In general chemistry, much of what we learn is foundational, but this will not be your typical lecture-based chemistry course. The educational philosophy behind the course lies in hands on learning, and inquiry, which will challenge all types of learners. Therefore, students will be spending at least 40% of their time on laboratory work, some of which may need to be completed outside of class. The expectations for this class are to have second-year chemistry students who are excited about learning chemistry, love being in lab, and are willing to work through challenges.

**IMPORTANT NOTE: The AP Chemistry course is taught through lab performance and analysis. Students are required to utilize the knowledge taught in their first-year chemistry course, as that material will not be retaught.**

- *Prerequisites:* Successful completion of Chemistry OR Chemistry H and a very strong understanding of first-year chemistry. Successful completion of a second-year algebra course (Alg 2 or higher). Students need a strong knowledge of Algebra 2 and a high confidence in problem-solving skills.
- *Homework Expectation:* 3 to 6 hours uninterrupted time per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

# PHYSICS

All physics courses are college-prep level and meet the physical science graduation requirement as well as all university lab science admission criteria.

## Physics Courses

All physics courses cover mechanics. With the exception of AP Physics C Yearlong Mechanics, physics courses may also include other topics, such as electromagnetism, optics, waves, and modern physics. Additional emphasis may be placed on thermodynamics, astronomy, and other physics-related or interdisciplinary topics at the discretion of the instructor. Each course develops basic physics concepts and explores applications to daily life.

PREREQUISITES & PREDICTORS OF SUCCESS FOR PHYSICS COURSES				
Predictor	Conceptual Physics	Physics	AP Physics 1	AP Physics C
<b>Math Prerequisites</b>	Completion of 1 year of algebra (not necessarily C or above)  May be concurrently enrolled in an algebra course	A very strong understanding of introductory algebra  Concurrent enrollment in Geometry or higher-level math	Very strong knowledge of Algebra 2 and Trigonometry  Concurrent enrollment or successful completion of IAC, Analysis Honors, or Calculus	Concurrent enrollment or successful completion of a calculus course
<b>Science Prerequisites</b>	Successful completion of any Biology course	Successful completion of any Biology course	Successful completion of any Biology course. Chemistry course recommended.	Successful completion of any Biology course. Chemistry course recommended but not necessary.  Previous completion of a physics course recommended.  <b>*Full-year APC Mechanics course recommended if no previous physics.</b>
Degree of independent learning and academic responsibility	Limited Guidance Needed	Limited Guidance Needed	College-level expectation of independence and collaboration with peers	College-level expectation of independence and collaboration with peers
Commitment to uninterrupted hours of required homework per week	1 hour uninterrupted time per week	1-2 hours uninterrupted time per week	3-5 hours uninterrupted time per week	4-7 hours uninterrupted time per week

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**CONCEPTUAL PHYSICS :: Conceptual Physics | 3254**

Grades 10-12

Year

UC Approved "d"

Conceptual Physics is a college-prep course that is intended to meet the needs of those students who are still developing their basic algebraic skills in a first-year algebra course. The course also has a little out-of-class time commitment that could give students who do not have intentions of studying science in college a way to learn physics in a low-risk environment. It provides a rudimentary introduction to the fundamental principles of physics and how they apply to our daily lives. Topics covered include motion, forces, energy, waves, optics, electricity, and magnetism. Primary emphasis is placed on developing a conceptual understanding of topics, though simple mathematical formulas will be introduced and used to augment their understanding of how nature works. In such cases, use of these formulas will support the development of algebraic skills and provide reinforcement for material covered in introductory algebra courses.

- *Prerequisites:* Successful completion of a biology course. Successful completion of 1 year of algebra. Consent of department required for exceptions.
  - *Homework Expectation:* 1 hour uninterrupted time per week
  - *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7
- 

**PHYSICS :: Physics | 3820**

Grades 10-12

Year

UC Approved "d"

The goal of Physics is to develop a conceptual and algebra-based understanding of the fundamental principles of physics. In this college-prep course, students will explore these concepts in the laboratory and will apply them in problem-solving situations and to explain physical phenomena in their daily lives. Students should be confident with the knowledge and application of introductory algebra.

- *Prerequisites:* Open to grades 10, 11 and 12. Successful completion of Biology. A very strong understanding of introductory algebra. Concurrent enrollment in geometry or higher-level math.
  - *Homework Expectation:* 1 to 2 hours uninterrupted time per week
  - *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7
- 

**AP PHYSICS 1 :: AP Physics | 3824**

Grades 11-12

Year

UC Approved "d"

The course is designed to foster deeper conceptual understanding of physics topics through inquiry, quantitative data analysis, and problem-solving. The course will teach students to relate conceptual and pictorial understanding to mathematical descriptions used in the practice of physics. Students will engage in scientific questioning and evidence-based reasoning to guide their understanding of the content.

This course will also prepare students to take the AP Physics 1 exam.

- *Prerequisites:* Open to grades 11 and 12. Successful completion of any Biology course. Chemistry course recommended. Very strong knowledge of Algebra 2 and Trigonometry and a high confidence in problem-solving skills. Concurrent enrollment or successful completion of IAC, Analysis Honors, or Calculus.
- *Homework Expectation:* 3 to 5 hours uninterrupted time per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

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**AP PHYSICS C****Traditional yearlong course: Please sign up for both course numbers**

AP Physics C:	Mechanics 3859A	Semester 1
AP Physics C:	E & M 3859E	Semester 2

**Yearlong Mechanics**

AP Physics C:	Mechanics 3859Y
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**AP PHYSICS C: MECHANICS :: AP Physics C: Mechanics | 3859A****AP PHYSICS C: E & M :: AP Physics C: E&M | 3859E**

Grades 11-12

Semester

**Semester 1****Semester 2**

UC Approved "d"

Traditional AP Physics C is a calculus-based, college-level physics course taught at an accelerated pace. It is equivalent to a course taken by physics majors and engineers at most universities. Traditional AP Physics C concentrates on Mechanics in the first semester and Electricity and Magnetism in the second semester. The course prepares students to take the two Advanced Placement physics examinations in both Mechanics and Electricity and Magnetism. **Students must sign up for both semesters.** (Students who have previously taken Yearlong APC Mechanics (3859 Y) are able to sign up for second semester E&M (3859Y) only).

- *Prerequisite(s):* Open to grades 11 and 12. Concurrent enrollment or completion of a calculus course (BC Calculus recommended) and a high confidence in problem-solving skills. Previous physics course recommended.
- *Homework Expectation:* 4 to 7 hours uninterrupted time per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

**AP PHYSICS C: MECHANICS :: AP Physics C: Mechanics | 3859Y**

Grades 11-12

Year

UC Approved "d"

AP Physics C: Mechanics is a yearlong calculus-based, college-level physics course. It covers kinematics; Newton's Laws of Motion; work, energy, power; systems of particles; circular motion and rotation; oscillations; and gravitation. This course is founded on the "Big Ideas" of AP Physics C as articulated in the course and exam description published by the College Board. This course prepares students to take the Advanced Placement physics exam in Mechanics.

- *Prerequisite(s):* Concurrent enrollment or successful completion of a calculus course. Previous completion of science requirements for graduation.
- *Homework Expectation:* 3 to 6 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

**How do I choose which calculus-based physics course to take?**

	<b>Traditional Year (accelerated)</b>	<b>Yearlong Mechanics only</b>
<b>Previous physics courses</b>	Previous physics course not required. Year of Physics or AP Physics 1 <u>highly</u> recommended.	Previous physics course not required.
<b>Math course</b>	Concurrent enrollment in or successful completion of a calculus course. BC Calculus recommended.	Concurrent enrollment in or successful completion of a calculus course.
<b>Homework expectations</b>	4-7 hours per week	3-6 hours per week

## SCIENCE ELECTIVE COURSES

PREREQUISITES & PREDICTORS OF SUCCESS FOR SCIENCE ELECTIVE COURSES			
Predictor	Astrophysics	Human Anatomy & Physiology	AP Environmental Science
<b>Prerequisites</b>	Successful completion of a <b>biology</b> course; successful completion of one year of <b>algebra</b>	Successful completion of a biology course <b>AND</b> a physical science course (chemistry recommended)	Successful completion of a <b>biology</b> course; successful completion of a first-year <b>chemistry</b> course at Gunn High School.
<b>Commitment to hours of uninterrupted required homework per week</b>	1 hour uninterrupted time	1–2 hours or uninterrupted time	3–5 hours uninterrupted time
<b>Degree of independent learning and academic responsibility</b>	Limited Guidance Needed	Moderate structure provided by the teacher	College-level expectation of independence and collaboration with peers

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### ASTROPHYSICS :: Astrophysics | 6409

Grades 10-12

Year

UC Approved "d"

This course meets all graduation and university admission criteria for physical science.

This course is a hands-on, inquiry-based laboratory course that will introduce students to concepts in Astronomy while exploring the fundamental principles that govern the physical universe. The course will emphasize the processes of science including observation and experimentation, gathering and evaluating data, interpreting scientific data, searching for patterns, developing and interpreting models, making conclusions based on evidence, and communication of scientific process, ideas and conclusions. The course will highlight the historical development of scientific thinking, cumulative nature of scientific evidence and the evolution of our current understanding of the physical universe. The topics covered in this course include, the scientific process, celestial motions, history of Astronomy, planetary mechanics, the nature of light, telescopes, survey of the solar system, detail study of our Moon and Mars, our Sun as a star, properties of stars, stellar evolution, galaxies and cosmology.

- *Prerequisite(s):* Open to grades 10, 11 and 12. Successful completion of a biology course; successful completion of one year of algebra
- *Homework Expectation:* 1 hour uninterrupted time per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

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### AP ENVIRONMENTAL SCIENCE :: AP Environmental Science | 3279

Grades 11-12

Year

UC Approved "d"

AP Environmental Science is a course structured to provide a survey of earth's geology and history, its environmental processes, disturbances to these processes, impact of human population on the environment and governmental regulation of local and international environmental issues.

The course follows the outline recommended by the College Board and is designed to enable students to successfully take the College Board Advanced Placement Examination.

Course content, laboratory activities, textbook assignments, activities and projects will all be carried through with the skill and content required to be successful on the AP exam.

- *Prerequisite(s):* Successful completion of a biology course. Successful completion of a first-year chemistry course at Gunn High School. (Exceptions must be approved by both the Science Department Instructional Supervisor and the Guidance Department.)
- *Homework Expectation:* 3 to 5 hours uninterrupted time per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

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**HUMAN ANATOMY & PHYSIOLOGY :: Human Anatomy | 3159**

Grades 11-12

Year

UC Approved "d"

This college-prep course covers the design structure of the human body and how it meets the demands of everyday living. Students explore connections between form and function through units in cell biology that include, histology (tissue study), and the following body systems: Integumentary, Nervous, Skeletal, Muscular, Respiratory, Cardiovascular, Immune, Renal, and Digestive. Students will investigate the integration of these systems in the context of homeostasis.

This course includes lecture, discussion, and significant practical experience while working with microscopes, anatomical models, laboratory investigations, and various dissections. Human A&P emphasizes the evolutionary basis for basic body organization, identification of anatomical parts, and the coordination of systems to maintain health and wellness.

- *Prerequisite(s):* Successful completion of a biology course and a physical science course (Chemistry strongly recommended)
- *Homework Expectation:* 1 to 2 hours uninterrupted time per week
- *District SLOs Addressed in this Course:* 1, 2, 6, 7

## 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

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#### ACADEMIC ENHANCEMENT :: Acad Enhancement SAI | 7090

Grades 9-12

Semester

NOT UC Approved

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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.*

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#### ACADEMIC PLANNING :: Acad Planning | 8308

Grades 9-12

Semester

NOT UC Approved

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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.*

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**ACADEMIC WRITING :: Academic Writing | 7087**

Grades 9-12

Semester

NOT UC Approved

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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.*

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**ACADEMIC MATH :: Academic Math | 7088**

Grades 9-12

Semester

NOT UC Approved

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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.*

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**SPECIALIZED PROGRAMS**

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**ACADEMIC COMMUNICATION :: Academic Communication | 7070**

Grades 9-12

Semester

NOT UC Approved

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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 | 7078**

Grades 9-12

Year

NOT 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.*

### **CAREERS CLASS :: Careers | 7082**

Grades 10-12

Semester

NOT UC Approved

This course is designed to assist students with identifying their strengths, weaknesses, and interest while learning about a wide variety of careers. Students will complete several different career interest inventories and self-assessments in order to identify where their individual strengths and interest intersect. Students will explore different career options and conduct research on those that interest them most. Through this research, students will investigate what educational prerequisites and/or vocational experience is required to enter their field of choice. Students will also work toward job placement/internship experiences.

- *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. This course is open to 10th, 11th, and 12th grade students. Upon successful completion, students receive 10 units of elective credit.*

## VISUAL & PERFORMING ARTS

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

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#### **ART SPECTRUM :: Art Spec 1 | 6205**

Grades 9-12

Year

UC Approved "f"

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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

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#### **ART SPECTRUM: DIGITAL EMPHASIS :: Digital Art Spectrum | 6393**

Grades 9-12

Year

UC Approved "f"

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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

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**PAINTING & DRAWING :: Pt/Dr 1 | 6340**

Grades 10-12

Year

UC Approved "F"

Drawing is the foundation of all artists to describe their ideas, regardless of the medium of the final product. This course will prepare any student to draw well by enhancing their ability to see subtle value ranges, create a full range of bold values, understand relationships of space and learn what makes a strong composition. This course can be repeated for two years with credit.

Designed as the first course in the Drawing and Painting Program, the curriculum gradually builds upon itself to move from an exploration in expressive mark-making with graphite, conté, charcoal, colored pencil and pastel, to a painting experience. Drawing well is the foundation for painting well, thus it is after drawing that advanced color theory, painting approaches and brush techniques are considered through acrylic, watercolor and digital-painting.

Assignments are designed to build the “artist’s tool belt” – the technical and expressive skills to render a broad range of surface qualities or textures upon the illusion of forms, in both black and white and color. The lessons encourage creative, imaginative thinking to begin visually communicating personal concepts.

Historical and cross-cultural views on art are integrated into lessons and discussions; sketchbooks are highly used; and exposure to local artwork is obligatory. Representatives will be invited to present, from private Art Colleges and UCs with strong art programs, about options for art careers.

Course work will include art history, research, museum reports, artist statements, and participation in critiques.

- *Prior Recommended Course(s):* Art Spectrum or equivalent, or consent of the instructor; grades 10-12
- *Homework Expectation:* 1 hour per week on average
- *District SLOs Addressed in this Course:* 1, 4, 6

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**ADVANCED PAINTING & DRAWING 1 :: Adv Pt/Dr | 6344**

Grades 10-12

Year

UC Approved "F"

This course can be used to fulfill a year of Career Tech Education (CTE) credit.

Designed sequentially as the second course in the Drawing and Painting Program, Advanced Painting and Drawing is an expansion of the drawing and painting experience, and is less rigorous than the Honors curriculum. This course develops the artist’s expression to communicate visually and find personal meaning in student work. While building technical and expressive skills in advanced media such as Intaglio printmaking, oil painting, digital painting and mixed media, the creation of concept-driven work will be achievable. Through advanced understanding and use of design elements and principles, the beginning of a high-quality body of work will be developed in preparation for college and personal portfolios.

Students will support one another’s artistic process through peer assessment, build articulation of conceptual meaning by using advanced art vocabulary in critiques, and create a positive studio environment. This course is for mature artists who have a strong foundation in the use of multiple media, are serious about making art and have responsible studio behavior.

Assignments will gradually be less structured, allowing for personal motivation towards artistic independence. Sketchbooks become an essential part of documenting growth, and semester museum visits and reports offer important exposure to new art and artists. Seniors have the option to curate and exhibit their body of work in the Library Gallery through a sign-up process.

- *Prior Recommended Course(s):* Successful completion of one full year of Drawing/Painting; grades 10-12
- *Homework Expectation:* 2 hours per week on average
- Offered together with Advanced Painting & Drawing H
- *District SLOs Addressed in this Course:* 1, 4, 6
- May also satisfy the CTE graduation requirement

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**ADVANCED PAINTING & DRAWING HONORS :: Adv.Draw/Painting H | 6339**

Grades 10-12

Year

UC Approved "F"

This course can be used to fulfill a year of Career Tech Education (CTE) credit and can be repeated an additional year for Elective (non-CTE) credit.

Designed sequentially as the second course in the Drawing and Painting Program, Advanced Painting and Drawing Honors is an expansion of the drawing and painting experience and gives Honors credits. This course develops the artist's expression to communicate visually and find personal meaning in student work. While building technical and expressive skills in advanced media such as Intaglio printmaking, oil painting, digital painting and mixed media, the creation of concept-driven work will be achievable. Through advanced understanding and use of design elements and principles, the beginning of a high-quality body of work will be developed in preparation for college and personal portfolios. Overall, it is a "Portfolio Preparation" course meant to build and refine 2-D work for a college portfolio, an AP Studio Art Portfolio, or for personal interest.

Students will support one another's artistic process through peer assessment, build articulation of conceptual meaning by using advanced art vocabulary in critiques, and create a positive studio environment. This course is for mature artists who have a strong foundation in the use of multiple media, are serious about making art and have responsible studio behavior.

Assignments will gradually be less structured, allowing for personal motivation towards artistic independence. The Honors status will involve more rigor with regular sketchbook work and compositional analysis and ideation development writing. Sketchbooks become an essential part of documenting growth, and semester museum visits and reports offer important exposure to new art and artists. Seniors have the option to curate and exhibit their body of work in the Library Gallery through a sign-up process.

- *Prior Recommended Course(s):* Successful completion of one full year of Drawing/Painting; grades 10-12
- *Homework Expectation:* 2 hours per week on average
- Offered together with Advanced Painting and Drawing I
- *District SLOs Addressed in this Course:* 1, 4, 6
- May also satisfy the CTE graduation requirement

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**ADVANCED PAINTING & DRAWING II :: Adv.Draw/Painting II | 6349**

Grades 11-12

Year

UC Approved "F"

Designed as the third course in the Painting and Drawing Program, this course has a self-directed curriculum. Thus, quarterly contracts will be based on student-designed learning objectives and aesthetic intent, with a minimum of three pieces of artwork per quarter. Portfolio development will be supported through quarterly one-on-one consultations and class critiques.

This advanced course is in the same period as AP Studio Art, and is for students who choose to opt out of AP Studio Art, but desire artistic independence and full studio access. Sketchbooks continue to be an essential part of documenting personal and artistic growth, and semester museum visits and reports offer important exposure to art trends and concepts.

Seniors have the option to curate and exhibit their body of work in the Library Gallery through a sign-up process.

- *Prior Recommended Course(s):* Successful completion of one full year of Advanced Drawing/Painting; grades 11-12

- *Homework Expectation:* 2 hours per week on average
- *District SLOs Addressed in this Course:* 1, 4, 6

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**AP – DRAWING :: AP Studio Art - Drawing | 6459**

Grades 11-12

Year

UC Approved "f"

The AP Studio Art Painting and Drawing Portfolio consists of artwork involving drawing, painting, printmaking, and mixed media. Advanced Drawing & Painting II and AP Studio Art students are in the same period, and both courses will be together for critiques twice a year.

Students who enroll in this college-level course must first successfully complete a review of their current portfolio with the Painting and Drawing instructor for assessment, ideally by the end of the previous year. If the quantity and quality in the body of work reflects the necessary preparation, or summer plans indicate productive art making or instruction, then there is acceptance to proceed.

Approximately 15 completed pieces reflecting first-year, college-level standards are required in the portfolio by the first week of May, and should exhibit these areas of concern: Sustained Investigation and Selected Works. Photo shoots are scheduled as a service to digitally document artwork for digital submission of Sustained Investigation. Five actual pieces for the Selected Works portion are mailed in an 18" X 24" portfolio to the AP College Board, to be returned mid-summer.

Quarterly, one-on-one reviews are scheduled with instructor to monitor progress, guide the artistic process and evaluate conceptual development and mastery of drawing and painting. To maintain a position in this course, evidence of roughly four pieces per quarter is upheld and a commitment of responsible studio behavior is expected. The AP College Board will assign college credit for this course after their review in summer, upon receiving a score of 3 or higher and completion of their form.

- *Prior Recommended Course(s):* Successful completion of one full year of at least one Advanced Painting and Drawing course within that discipline and approval of instructor
- *Homework Expectation:* The homework will depend greatly on how many art pieces the student brings to the AP course from their portfolio. It is recommended that students have at least Six completed pieces for the Selected Works and/or Sustained Investigation prior to admission. Seniors have the option to curate and exhibit their body of work in the Library Gallery through a sign-up process.
- *District SLOs Addressed in this Course:* 1, 4, 6

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**GRAPHIC DESIGN :: GraphDes | 6262**

Grades 10-12

Year

UC Approved "f"

This is an introductory course involving studio inquiry into the nature of graphic design and visual problem-solving. Topics introduced in the course are: symbols, typography, information design, visual concepts, and three-dimensional graphic design. Emphasis is placed on the basic art elements and principles that underlie all great designs – the tools and techniques needed to effectively translate visual ideas, execute the concept, and construct a design, in order to develop an understanding of how form and message create a visual language. The course also introduces the student to studio operations and procedures including traditional and digital media, client-designer relations, production processes for print media, graphic design history and cultural content, as well as written and oral components of classwork. Seniors have the option to curate and exhibit their body of work in the Library Gallery through a sign-up process. This course is open to grades 10-12.

- *Prerequisites:* Art Spectrum or equivalent
- *Homework Expectation:* 1 hour per week on average
- *District SLOs Addressed in this Course:* 1, 6, 7

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**ADVANCED GRAPHIC DESIGN :: Adv Gr Des | 6274**

Grades 11-12

Year

UC Approved "f"

The primary goal of this course is to develop an advanced understanding of the methods and concepts employed in solving communications problems in graphic and package design. This course also serves to prepare a portfolio of fundamental and dependable methods for creating meaningful, imaginative, communication solutions through

research, analysis, oral and written investigation of communication tasks and their target audiences. Traditional and digital media are utilized, as well as demonstrations, presentations, group exercises, historical and cultural research, class critiques, and one-on-one meetings with students.

Seniors have the option to curate and exhibit their body of work in the Library Gallery through a sign-up process. This course is open to grades 11-12.

- *Prior Recommended Course(s):* Successful completion of one full year of Graphic Design I and approval of instructor. This class fulfills the district Career Technical Education requirement.
- *Homework Expectation:* 2 hours per week on average
- *District SLOs Addressed in this Course:* 1, 6, 7

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**CERAMICS :: Ceramics 1 | 6258**

Grades 10-12

Year

UC Approved “F”

An introductory course in ceramics designed for students who have an interest in making functional wheel thrown pottery as well as hand-built sculptural works. Projects are structured to provide students with foundational technical skills while also allowing them to explore their own creative expression. Design, aesthetics and planning are an integral part of the curriculum. Students will be required to keep an active sketchbook where they sketch their concepts and design their works before construction. The ceramics curriculum analyzes historical, cultural and aesthetic aspects of clay working and creative problem solving.

As a result of taking this course, students will be able to create works of art that reflect an understanding of the elements of art and the principles of design. They will be able to appreciate and discuss the artistic accomplishments of various cultures, past and present, using visual art's vocabulary. Photographing completed works, critiques and museum/gallery visits are an expected part of the curriculum. This course is open to grades 10-12.

- *Prior Recommended Course(s):* Art Spectrum or equivalent, or teacher approval
- *Homework Expectation:* See course description
- *District SLOs Addressed in this Course:* 1, 4, 6

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**ADVANCED CERAMICS 1 :: Advanced Ceramics 1 | 6277**

Grades 11-12

Year

UC Approved “F”

Advanced Ceramics I is the second course in the Ceramics Program and is designed to build upon the foundational skills taught in Ceramics. The course is designed to develop student voice in their created work and covers a variety of more advanced techniques both in sculpture and on the potter's wheel. Students are expected to become proficient designers and planners—students will have more freedom to develop their own ideas and develop skills in a particular area. Sketchbooks are required in which students will take notes, collect research and sketch designs prior to construction.

Students are expected to participate in critiques and will have opportunities to exhibit their work in the library and in the community. Advanced Ceramics I is the prerequisite for Advanced Ceramics II and AP Studio Art 3-D Design. Opportunities to photograph student work will occur throughout the year in order to build a digital portfolio.

- *Prior Recommended Course(s):* Successful completion of one full year of Ceramics or approval of the instructor
- *Homework Expectation:* Less than 1 hour per week depending on the particular project, degree of involvement and point in the curriculum
- *District SLOs Addressed in this Course:* 1, 4, 6
- May also satisfy the CTE graduation requirement

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**ADVANCED CERAMICS 2 :: Advanced Ceramics 2 | 6279**

Grades 11-12

Year

UC Approved “F”

Designed as the third course in the Ceramics Program, Advanced Ceramics II is designed to expand upon students' interests in working with clay. The course is self-directed and is therefore geared for the student who is motivated to undertake ambitious work in clay. Students must get projects preapproved by the instructor and a minimum of four projects per semester is required.

The goal for this course is to provide the advanced student the opportunity to grow in a setting with ambitious peers and to produce works toward a sophisticated portfolio. Students will explain or justify themes and aesthetic decisions, and make connections to art history and culture.

Sketchbooks are required in which students will take notes, collect research and sketch designs prior to construction. Students will have the opportunity to exhibit their work in the library and in the community. Photography of student work will occur throughout the year in order to build a digital portfolio.

- *Prior Recommended Course(s):* Successful completion of one full year of Advanced Ceramics I or the approval of the instructor
- *Homework Expectation:* Less than 1 hour per week depending on the particular project, degree of involvement and point in the curriculum
- *District SLOs Addressed in this Course:* 1, 4, 6

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**AP STUDIO ART 3-D DESIGN :: ArtStu3D AP | 6449**

Grades 11-12

Year

UC Approved "f"

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To enroll in AP 3-D Studio Art you must have completed at least one year of Advanced Ceramics and have met with the instructor to review your current portfolio of work. This course is intended for serious students who would be motivated to develop a body of work and who are independent learners. This course runs in the same period as Advanced Ceramics.

The AP 3-D Design portfolio consists of two sections: Sustained Investigation and Selected Works.

The Sustained Investigation, section 1, will include 15 digital images; some detail and process images (60% of portfolio score). Students will submit images and writing to document their inquiry-guided investigation through practice, experimentation and revision.

The Selected Works, section 2, will include 10 images of five works that may come from section 1 (40% of portfolio score). Students will submit works of art and design to demonstrate skillful synthesis of materials, processes and ideas.

Quarterly, one-on-one reviews are scheduled with the instructor to monitor progress, guide the artistic process and evaluate conceptual development and mastery of media and design principles. To maintain a position in this course, evidence of roughly four pieces per quarter is upheld and a contract of commitment and responsible studio behavior is signed. The AP College Board will assign college credit for this course after their review in summer, upon receiving a score of 3 or higher and completion of their form.

- *Prior Recommended Course(s):* Successful completion of one full year of at least one Advanced course within that discipline and approval of instructor
- *Homework Expectation:* The homework will depend greatly on how many art pieces the student brings to the AP course from their portfolio. It is recommended that students have at least nine completed pieces for the breadth portion, prior to admission. Seniors have the option to curate and exhibit their body of work in the Library Gallery through a sign-up process.
- *District SLOs Addressed in this Course:* 1, 4, 6

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**PHOTOGRAPHY 1 :: Photo 1 | 6150**

Grades 10-12

Year

UC Approved "f"

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Students learn film and DSLR camera operation, digital workflow, composition and design principles, introductory image editing and management in Adobe software (such as Photoshop and Lightroom), related terminology and techniques, and matting/presentation of finished work. Other assignments may include pinhole camera, portraiture, use and selection of lenses, and traditional darkroom techniques. The curriculum will provide learning experiences which include the historical and interdisciplinary aspects of photography, taught through the use of slides, videos and student presentations.

Students will gain confidence in their abilities to create original compositions. Successful work will need to demonstrate technical proficiency and creative expression. Through writing, research and discussions, students will demonstrate aesthetic perception, evaluation and an understanding of historical and cultural aspects of the medium. Students may be assigned a museum or gallery visit in Palo Alto. This course is open to grades 10-12.

- *Homework Expectation:* On average, 1 hour per week
- *District SLOs Addressed in this Course:* 1, 6, 7

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**ADVANCED PHOTOGRAPHY :: Adv Photo | 6158**

Grades 11-12

Year

UC Approved "F"

Advanced Photography builds on skills taught in Photo I. This course fulfills the district Career Technical Education requirement. Assignments will emphasize the technical as well as emotional and communicative nature of the photographic medium. Students will master advanced skills in composition, use 35 mm or medium format film cameras, and practice portable or studio lighting techniques. Students will expand their knowledge of darkroom and digital processes to include contrast control, filters, dodging and burning, advanced film exposure and developing methods. They will also explore one or more alternative photo processes (such as multiple exposures, cyanotype, solarization and photographs).

Students who successfully complete this course will be able to demonstrate an understanding of current and historical directions in photography through completed works, written reviews of exhibits and class critiques. Students will have the opportunity to take field trips outside of Palo Alto, where they will visit galleries and practice street photography or nature photography. During the second semester, students will develop an independent project and have the option to create a blog that features their work. They will also be introduced to online book publishing and have the opportunity to create their own photo book.

This course may be repeated for credit upon instructor recommendation. Third-year students will select a theme that they pursue independently, along with regular meetings for feedback from the instructor. Students can use this third year to build a solid portfolio with which to apply to college art programs. Students may take an Honors version of this course (see description course #4917). Advanced Photography is required in order to take the AP Studio Art 2-D Design course.

Seniors in Advanced Photo have the opportunity to curate and exhibit their work on campus through a sign-up process.

- *Prior Recommended Course(s):* Successful completion Photography 1 or instructor approval
- *Homework Expectation:* On average 1 hour per week
- *District SLOs Addressed in this Course:* 1, 6, 7
- This course fulfills the district Career Technical Education requirement

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**ADVANCED PHOTOGRAPHY HONORS :: Adv Photo H | 4917**

Grades 11-12

Year

UC Approved "F"

Advanced Photography Honors builds on skills taught in Photo I. This course fulfills the district Career Technical Education requirement. Assignments will emphasize the technical as well as emotional and communicative nature of the photographic medium. Students will master advanced skills in composition, use 35 mm or medium format film cameras, and practice portable or studio lighting techniques. Students will expand their knowledge of darkroom and digital processes to include contrast control, filters, dodging and burning, advanced film exposure and developing methods. They will also explore one or more alternative photo processes (such as multiple exposures, cyanotype, solarization and photographs).

Students who successfully complete this course will be able to demonstrate an understanding of current and historical directions in photography through completed works, written reviews of exhibits and class critiques. Students will have the opportunity to take field trips outside of Palo Alto, where they will visit galleries and practice street photography or nature photography. During the second semester, students will develop an independent project and have the option to create a blog that features their work. They will also be introduced to online book publishing and have the opportunity to create their own photo book. This course may be repeated for credit upon instructor recommendation.

Honors students will have additional assignments (written and project-based) beyond those in Advanced Photo, and will select a theme that they pursue independently throughout the year, along with regular meetings for feedback from the instructor. Advanced Photography Honors will prepare students interested in taking the AP Studio Art 2- D Design course. Seniors in Advanced Photo Honors have the opportunity to curate and exhibit their work on campus through a sign-up process. Students may be assigned a museum or gallery visit in Palo Alto or in the Bay Area.

- *Prior Recommended Course(s):* Successful completion Photography 1 and instructor recommendation

- *Homework Expectation:* On average 1 hour per week
- *District SLOs Addressed in this Course:* 1, 6, 7
- This course will also fulfill the district Career Technical Education requirement

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**AP 2-D ART & DESIGN EMPHASIS ON PAINTING/DRAWING :: AP Stud Art | 6448DP**

**AP 2-D ART & DESIGN EMPHASIS ON GRAPHIC DESIGN :: AP Stud Art | 6448GD**

**AP 2-D ART & DESIGN EMPHASIS ON PHOTOGRAPHY :: AP Stud Art | 6448PH**

Grades 11-12

Year

UC Approved "f"

The AP 2-D Art and Design portfolio can include any 2-D media: photography, mixed media, drawing, painting, printmaking, graphic design, digital arts, product design and jewelry making. Students can choose to focus their portfolio specifically towards Photography or Graphic Design or Painting and Drawing.

Students who enroll in this college-level course must first successfully complete a review of their current portfolio with the 2-D Studio Art instructor for assessment, ideally by the end of the previous year. If the quantity and quality in the body of work reflects the necessary preparation, or summer plans indicate productive art making or instruction, then there is acceptance to proceed.

Approximately 15 completed pieces reflecting first-year, college-level standards are required in the portfolio by the first week of May, and should exhibit these areas of concern: Selected Works and Sustained Investigation. Five actual pieces for the Selected Works portion are mailed in an 18' X24" portfolio to the AP College Board, and will be returned by mid-summer.

Quarterly, one-on-one reviews are scheduled with the instructor to monitor progress, guide the artistic process and evaluate conceptual development and mastery of the chosen discipline. To maintain a position in this course, evidence of progress per quarter is upheld with a commitment to responsible studio behavior is expected. The AP College Board will assign college credit for this course after their review, upon receiving a score of 3 or higher and completion of their form. Seniors have the option to curate and exhibit their body of work in the Library Gallery through a sign-up process.

- *Prerequisites:* Admission may be granted to juniors or seniors who have successfully completed advanced courses in photography, graphic design and/or drawing and painting; grades 11-12
- *Homework Expectation:* The homework will depend greatly on how many art pieces the student brings to the AP course from their portfolio. It is recommended that students have at least seven to nine completed pieces for the breadth portion, prior to admission.
- *District SLOs Addressed in this Course:* 1, 4, 6

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**ART HISTORY 11 :: ArtHist 11 | 6241**

**Semester 1**

**ART HISTORY 12 :: ArtHist 12 | 6242**

**Semester 2**

Grades 10-12

Semester/Year

UC Approved "f"

This course surveys the great masters and trends of the history of art, together with an examination of art as a reflection of other historical events. We explore Western art from prehistory through the present, including themes such as: war, power, colonization, landscape, mythology and religion, representations of the human body, use of text and technology. The arts of non-Western cultures are included throughout the year for appreciation of their unique qualities. This includes Oceanic, African, Native American Indian and Asian arts. Class activities include films, slides, museum field trips, lectures and related reading and research.

Students who successfully complete this course will need to demonstrate an understanding of Art History chronology, and how different cultures have aesthetically perceived artistic expressions. They will also need to show expanded ability to make aesthetic judgments about content, techniques, forms, and purposes of art, as seen throughout history. Students may be assigned museum visits outside of class.

This course can be taken for AP credit through enrollment for the full year and completion of all additional AP course work. See the course description for AP Art History for details. One semester of this course will fulfill the Social Studies elective requirement for graduation.

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

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**AP ART HISTORY :: AP Art History | 6249**

Grades 10-12

Year

UC Approved "F"

This course surveys the great masters and trends of the history of art, together with an examination of art as a reflection of other historical events. We explore Western art from prehistory through the present, including themes such as: war/power, colonization, landscape, mythology and religion, representations of the human body, use of text and technology. The arts of non-Western cultures are included throughout the year for appreciation of their unique qualities. This includes Oceanic, African, Native American Indian and Asian arts. Class activities include films, slides, museum field trips, lecture-related reading and research.

Students who successfully complete this course will need to demonstrate an understanding of Art History chronology, and how different cultures have aesthetically perceived artistic expressions. They will also need to show expanded ability to make aesthetic judgments about content, techniques, forms, and purposes of art, as seen throughout history. For AP credit, students will need to take expanded notes on the readings in our textbooks, and practice essay writing. Students may be assigned museum visits outside of class. One semester of this course will fulfill the Social Studies elective requirement for graduation.

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

## INSTRUMENTAL MUSIC

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**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

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**SYMPHONIC BAND :: Symph Band | 7013**

Grades 10-12

Year

UC Approved "F"

The Symphonic Band is an advanced ensemble open to students with a strong instrumental background who wish to be part of a quality performing group. There will be a strong emphasis on performance techniques and developing a repertoire of the finest literature for performances. As a result of this experience, the student will be able to better express themselves creatively, and they will have a knowledge and appreciation of music history. Both performance and written assessments will be included in the curriculum.

The Symphonic Band is an ensemble committed to a high level of study and performances 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/ensemble, feeder school concerts, and graduation. There are also opportunities for individuals to audition for other ensembles: Jazz Band, Honors symphony Orchestra, All-State Honor Band, and the Santa Clara County Honor Band. This course is available for Career Technical Education credit to students in grades 11-12 with teacher approval.

- *Prior Recommended Course(s):* At least two years of instruction on a band instrument and at least one year in Concert Band at Gunn High School. If you are entering Gunn from outside PAUSD schools you must audition for the directors. Please contact one of our band directors to set up an audition. Grades 10-11-12.
- *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

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**WIND ENSEMBLE :: Wind Ens | 6455**

Grades 10-12

Year

UC Approved "f"

The Wind Ensemble is a highly advanced and select ensemble open to students with an extensive background in instrumental music performance. This ensemble will focus on the performance techniques and knowledge of repertoire associated with the finest in band and wind literature. All of the selected works, concepts learned, and techniques developed, will adequately prepare students to participate in collegiate-level musical ensembles. There is an opportunity for all students in this ensemble to participate in small chamber music ensembles. Performance assessment, written assessment and self-assessment will be integral parts of the curriculum. Attendance at all performances is mandatory. Performance opportunities include Fall, Winter, and Spring concerts, California Music Educators Association Festivals, Solo-Ensemble festivals, feeder school concerts, regional and national tours, community events, and graduation. There are also opportunities for students to audition to participate in select ensembles such as the Jazz Band, Honors symphony Orchestra, the Santa Clara County Honor Band, the California Band Directors Association All-State Honor Band, and the California Music Educators Association All-State Honor Band.

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

- *Prior Recommended Course(s):* Teacher approval and/or audition required. Auditions for Wind Ensemble are held in the spring each year for the following year. At least three years of instruction on a band instrument, and at least one year performing in a Gunn Large Ensemble the prior year. If you are entering from outside PAUSD, you must have performed in your school band for a year: Grades 10-11-12.
- *Homework Expectation:* 2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 4, 6

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**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

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### **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

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### **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

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### **CHAMBER ORCHESTRA :: Orchstr H | 7030H**

Grades 10-12

Year

UC Approved "F"

Chamber Orchestra is an upper level course open by audition to all students who have played in the Gunn String Orchestra for at least one year. Auditions will be held in the spring and students will have the opportunity to view and work on all audition materials except for the sight reading which will be only available at the time of the audition.

This course will focus on continued development of technical skills, tone production, tuning, rhythmic maturity, posture, bowing/articulation and ensemble rehearsal etiquette in a full ensemble setting. The study of music theory will be embedded into the fabric of the warm-up and concert literature.

Once accepted to the class students will work with directors on advanced string orchestra and chamber orchestra literature. The course is designed for students who have at least five years of playing experience on their instrument and who also work well in a fast paced musical environment. Students are expected to practice all materials outside of the class and be able to work well in small groups. Leadership and initiative are also expected as well as dedication to the artistic process and the musicians and directors that are working with the ensemble. There are also opportunities for individuals to audition for Gunn's Honors Symphony Orchestra, the All-State Honor String and Symphony Orchestra.

This ensemble is also a group that will travel for festivals and competitions and because of the balance of the ensemble students must be able to commit to travel. Financial aid will be available but students who have conflicts due to sports or other outside commitments should not audition.

- *Prior Recommended Course(s):* Successful completion of one (1) year in Gunn Orchestra, previous string instrument and orchestral experience
- *Homework Expectation:* 90-120 minutes per week of instrument practice and assignment completion on orchestra materials. This is in addition to outside instrument practice/private lessons if applicable.
- *District SLOs Addressed in this Course:* (1, 2, 3, 4, 5, 6, 7)
  - Technical Skills (SLOs 1, 2, 6)
  - Music Literacy, History, and Creation (SLOs 1, 2, 3, 4, 5, 6, 7)
  - Concert Skills (SLOs 1, 2, 6)
  - Ensemble Skills (SLOs 2, 4, 6)
  - Community & SEL (SLOs 1, 3, 6, 7)

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**SYMPHONY ORCHESTRA :: Sym Orchestra H | 6443**

Grades 10-12

Year

UC Approval Pending

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The Symphony Orchestra Honors class will allow students to experience the wide canon of symphony orchestra repertoire, with instrumentation across all band and orchestra instruments. There will also be a continued focus on technical skill development, tone production, tuning, rhythmic maturity, posture, articulation and ensemble rehearsal etiquette in a full ensemble setting. The study of music theory will be embedded into the fabric of the warm-up and concert literature.

Symphony Orchestra Honors will be offered as an 8th Period course. It is open by application/audition to all students who have played in a PAUSD Orchestra or Band for at least one year. Students enrolled in Symphony Orchestra must also be concurrently enrolled in a band and orchestra course during the school day (Periods 1-7). This honors-level course is designed for students who have at least four years of playing experience on their instrument and who also work well in a fast-paced musical environment. Auditions will be held in the spring and students will have the opportunity to view and work on all audition materials except for the sight reading which will be only available at the time of the audition.

- *Prior Recommended Course(s):* At least one year in a PAUSD Orchestra or Band class. Audition required for enrollment. Students must be concurrently enrolled in a Gunn Band or Orchestra
- *Homework Expectation:* 90 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, 3, 4, 5, 6, 7

# CHORAL MUSIC

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## 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

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## 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 9<sup>th</sup> 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

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## 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

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**AP MUSIC THEORY :: AP Music Theory | 7379**

Grades 11-12

Year

UC Approved “f”

This course can be taken for AP credit if enrolled for the full year and all additional AP course work has been completed.

Basic music theory, i.e., names of lines and spaces of the grand staff, clef signs, key and time signatures, note and rest values, and scales, both major and minor, will serve as an introduction to the course.

Ear training and dictation, sight-reading and sight-singing, form and analysis, and elementary orchestration will be part of the course. The harmony portion of the course will include the study of: chord structures, positions and inversions, harmonization of bass and soprano lines, use of the figured bass, and analysis of compositions for piano, chorus, and orchestra.

As a result of this study, students will be able to compose an original work and notate it correctly. This original composition will be performed in June and is required. This course is open to grades 11-12.

- *Prior Recommended Course(s):* Open to all students interested in the course. If a student is uncertain if their musical background is sufficient, they can take a pretest to determine their level of experience with musical notation.
- *Homework Expectation:* 20-45 minutes 3 times a week depending on the student’s musical background before entering the course. Each unit also has a composition assignment that requires additional time. A student with poor listening skills may need additional time outside of class to develop the necessary aural recognition skills required.
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6

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**THEATRE**

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**THEATRE 1 :: Theatre 1 | 1070**

Grades 9-12

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.

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

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**THEATRE 2 :: Theatre 2 | 1073**

Grades 9-12

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.

- *Prior Recommended Course(s):* Theatre 1
- *Homework Expectation:* 15 minutes per night
- *District SLOs Addressed in this Course:* 1, 2, 4, 5, 6

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**THEATRE 3 :: Theatre 3 | 1076**

Grades 11-12

Year

UC Approved "F"

Theatre 3 is designed to build upon the skills learned in Theatre 1 and 2. Through participation in in-depth projects, students will apply directing, acting, technical, and dramaturgical skills. During these projects, they will write and adapt scripts and research societal contexts. By exploring different theatrical genres, students will evaluate and appreciate a variety of production styles including non-Western and non-traditional theatre. This course is open to grades 11-12.

- *Prior Recommended Course(s):* Theatre 2 and permission of instructor
- *Homework Expectation:* 15 minutes per night
- *District SLOs Addressed in this Course:* 1, 2, 6

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**THEATRE 4 :: Theatre 4 | 1097**

Grade 12

Year

UC Approved "F"

Theatre 4 provides an opportunity for students to pursue an individualized course of study, taking leadership roles in in-depth theatrical projects in their areas of interest. Students will locate their productions within a theatrical genre, emphasizing the historical and cultural influences on their project. Students will create unified production concepts, integrating the contributions of the director, actor, designer, playwright, and spectator of a theatrical event.

SENIOR PROJECT: Students who are selected to produce and direct a one-act production in the spring may have the option to use this as the focus for a senior project. Prior approval from the instructor is required. This course is open to grades 11-12.

- *Prior Recommended Course(s):* Theatre 3 and permission of instructor
- *Homework Expectation:* 15 minutes per night
- *District SLOs Addressed in this Course:* 1, 2, 3, 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.

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**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

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**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

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**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

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**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

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<b>MANDARIN CHINESE CIVILIZATION &amp; CULTURE H :: ChineseCiv&amp;CultureH   4041</b>		
Grades 9-12	Year	UC Approved "e"

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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

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<b>SPANISH CIVILIZATION &amp; CULTURE H :: SpCiv/CulH   4441</b>		
Grades 9-12	Year	UC Approved "e"

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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

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<b>AP FRENCH LANGUAGE &amp; CULTURE :: AP French Language   4149</b>		
<b>AP GERMAN LANGUAGE &amp; CULTURE :: GermanLangAP   4249</b>		
<b>AP JAPANESE LANGUAGE &amp; CULTURE :: JapnLangAP   4290</b>		
<b>AP MANDARIN CHINESE LANGUAGE &amp; CULTURE :: ChLangCulAP   4029</b>		
<b>AP SPANISH LANGUAGE &amp; CULTURE :: AP Spanish Language   4449</b>		
Grades 10-12	Year	UC Approved "e"

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The AP Language and Culture courses provide students with opportunities to demonstrate their proficiency at the intermediate to pre-advanced range in each of the 3 modes of communication on the ACTFL Proficiency Guidelines. Students are expected to: engage in spoken and written interpersonal communication; synthesize information from a variety of authentic audio or audiovisual resources; synthesize information from a variety of authentic written and print resources; plan, produce and present spoken and written presentations. The 6 broad themes of study include beauty and aesthetics, contemporary life, families and communities, global challenges, personal and public identities, and science and technology.

- *Prior Recommended Course(s):* Level 3 or department approval; grades 10-12
- *Homework Expectation:* Up to 2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

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<b>FRENCH CIVILIZATION &amp; CULTURE :: French Civilization &amp; Culture   4154</b>		
Grades 10-12	Year	UC Approved "e"

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This course provides students with the opportunity to continue to demonstrate their proficiency in French 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 French-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 French is spoken (Europe, Africa, Caribbean islands, Southeast Asia, etc.). Language skills are developed through oral presentations, research projects, and reflections on literary and nonliterary texts. Students are encouraged to explore and research in more depth topics of interest to them.

- *Prior Recommended Course(s):* French AP Language or department approval; grades 11-12
- *Homework Expectation:* Up to 2 hours per week
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6, 7

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**AP SPANISH LITERATURE & CULTURE :: AP Spanish Literature | 4459**

Grades 10-12

Year

UC Approved "e"

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The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g. art, film, literary criticism).

- *Prior Recommended Course(s):* Spanish AP or department approval; grades 10-12
- *Homework Expectation:* Up to 2 hours 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

<b>AVID :: Avid 9</b>	<b>8333</b>	Grade 9
<b>Avid 10</b>	<b>8334</b>	Grade 10
<b>Avid 11</b>	<b>6687</b>	Grade 11
<b>Avid 12</b>	<b>6705</b>	Grade 12

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/sl/> 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 39
Biology SLC	3216	Page 55
Contemporary Heritage SLC	9409	Page 31
Literary Style SLC	9410	Page 32

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## SOCIAL JUSTICE PATHWAY COURSES

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**What:** The Social Justice Pathway is a three-year program featuring self-direction and project-based learning in an interdisciplinary model rooted in community action and collaboration. Students begin by learning the practices of social justice in sophomore year by identifying global and local issues that they want to devote themselves to, and learn how to achieve transformative rather than temporary relief from social problems. This program encourages students of all backgrounds to appreciate the richness of their similarities and differences; to understand the beliefs, conditions and policies that have marginalized and oppressed populations; to listen with empathy; to foster in all their peers a sense of belonging to a community; and to resolve conflict peacefully; all in the name of Freedom, Justice and Equality.

**Who:** This program is for students interested in empowerment, conviction and the passion to build a better world and are willing to work hard at it. It is also a program that encourages diverse viewpoints. It provides an opportunity for authentic education and experiential learning beyond the high school walls. The Social Justice Pathway is for the student who is interested in rigorous curriculum that is not learned in a traditional way.

**How:** Designed to be a school-within-a-school, this three-year program begins sophomore year. Gunn's social justice program will give committed students the opportunity to study the principles of justice, freedom and equality that form our nation's core values, as well as the worldwide history of oppression and injustice towards marginalized populations, within the context of the core college-preparatory and A-G approved curriculum. Students move together through Social Studies and AAR classes, working in a project-based environment both on and off campus. Class work is designed to connect to real issues identified by our students and challenges in our local community. Then, students make their own solutions to these problems and work to solve them. Social Justice Pathway is available for 10<sup>th</sup>, 11<sup>th</sup> and 12th grade students.

	Social Studies	CTE	Suggested Options
<b>Grade 10</b>	Contemporary World (1641SJ) (Sem. 1)  AND  U.S. Government (1753SJ) (Sem. 2)		
<b>Grade 11</b>	U.S. History	AAR - Advanced	AP Statistics (2319)

	(1686SJ) (Full Year)	Authentic Research (8429SJ (Required)	AP Human Geography (1672) Law 1 (4541) World Lang Civ & Culture: <i>Chinese (4041)</i> <i>Spanish (4441)</i> <i>French (4154)</i>
<b>Grade 12</b>	Economics (1815SJ) (Sem)	AAR - Advanced Authentic Research (8429SJ or 8429AS) (Optional)	AP Statistics (2319) AP Human Geography (1672) Law 1 (4541) World Lang Civ & Culture: <i>Chinese (4041)</i> <i>Spanish (4441)</i> <i>French (4154)</i>

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## DUAL ENROLLMENT COURSES

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Dual Enrollment courses refer to high-school courses that have gone through curricular alignment with a community college and whose students are enrolled in two institutions concurrently, therefore earning high school credits and college credits simultaneously.

Students in dual enrollment courses will receive regular credit per course. For example, if a “regular” high school course earns five credits, the dual enrollment version of that course will earn five credits on the PAUSD transcript.

Grades, upon completion of the course, will be weighted similarly to AP or Honors classes in weighted GPA calculations, as they are rigorous courses that have gone through an alignment process with the community college.

This also means that, if students decide to drop the class, they will need to consider the deadlines and consequences for doing so at each institution.

For more information on Dual Enrollment and other Pathways: <https://cce.pausd.org/explore-pausd/news/secondary-pathway-handbook>

SCAN ME



## GENERAL CREDIT COURSES

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**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

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**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

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**AP SEMINAR :: AP Seminar | 8401**

Grades 11-12

Year

UC Approved "b"

AP Seminar, an interdisciplinary offering from the College Board, is the first of two courses in the AP Capstone program. The course offers the foundational research and writing skills students will need for college-level and professional work. The course focuses on the process-oriented skill sets rather than on content specific to a particular discipline. Students will synthesize and articulate research on any number of subjects into formally presented arguments, both written, multi-media, and oral. There is also a large collaborative component of the course, as students work in teams to present their findings. Similar to a "First-Year" seminar experience in college, students will engage in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives (scientific, economic, political, cultural). Students should be strong readers of non-fiction primary texts, fluent writers and team players.

- *Homework Expectation:* 3 to 4 hours per week
- Please see page 28 in the CTE section of the course catalog for information about AAR (8429)
- *District SLOs Addressed in this Course:* 1, 2, 3, 4, 5, 6
- For more information, please visit <http://aar.pausd.org/>

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**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
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**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
<b>School Activities</b>		
School (e.g. 5 days x 7 hours)		35
<b>Work Outside of Class (including projects, studying for tests, homework, etc.)</b>		
English		
Social Studies		
Math		
Science		
Language		
Elective 1		
Elective 2		
Subtotal (School Activities)		
<b>Outside Activities (as applicable)</b>		
Hobbies/Interests		
Work/Job/Chores/Community Service		
Religious Activities		
Sports		
Musical Performances		
Other		
Subtotal (Outside Activities)		
<b>Daily Living Activities</b>		
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 =		

