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ALAMEDA HIGH SCHOOL

# Course Catalog 2024-2025

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GENERAL INFORMATION: This catalog is a listing and description of possible courses offered at Alameda High School, a four-year comprehensive public high school serving students in grades nine through twelve in the Alameda Unified School District. Alameda High School is accredited by the Western Association of Schools and Colleges and recognized as a Blue Ribbon School by the U.S. Department of Education. The college preparatory program meets the requirements of all major universities and military academies in the United States.

## NONDISCRIMINATION STATEMENT

The Alameda Unified School District (AUSD) is committed to ensuring equal, fair, and meaningful access to employment and education services. The AUSD does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or any other basis prohibited by California state and federal nondiscrimination laws respectively.

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December 19, 2024

## ADMINISTRATIVE & COUNSELING STAFF

**Robert Ithurburn, Principal**  
**Michael Lee, Assistant Principal**  
**Allison Krasnow, Assistant Principal**  
**Jacqueline Gerosolimo-Snowden, Dean**

**Kristen Jurkovich, Counselor**  
**Janice Loy, Counselor**  
**Sayalee Patil, Counselor**  
**Monica Ann Payumo, Counselor**  
**Izelle Poole, Counselor**  
**Kat Mendoza – Counseling Office Manager**

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## COURSE DESIGNATORS

At the request of the University of California State University systems, the designator "P" is used to identify college preparatory classes (e.g., English 3P). "HP" is used to identify Honors classes (e.g., Pre-Calculus HP) and "AP" is used to identify Advanced Placement classes.

## HOMEWORK POLICY

Each teacher will present a classroom management policy at the beginning of the semester that will explain the student homework requirement, the grading policy, and class rules.

## STUDENT CLASS STANDING

<u>Grade Level</u>	<u>Required Credits</u>
Freshman (9 <sup>th</sup> grade)	0 - 55
Sophomore (10 <sup>th</sup> grade)	56 - 110
Junior (11 <sup>th</sup> grade)	111 - 170
Senior (12 <sup>th</sup> grade)	171 - 220

Students earn credits by earning grades of "D" or higher in their classes at the semester. For each class passed, five (5) credits will be issued per semester for a total of ten (10) credits per class per year. Unless otherwise noted in the course catalog descriptions, a student can only earn a maximum of ten (10) credits per course. If a student chooses to repeat a class for which he/she has already earned a passing grade and credits, the previously earned credits will be removed from the student's credit total and potentially create credit deficiencies toward graduation. Students should consult with their counselor prior to repeating a course.

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## AUSD GRADUATION REQUIREMENTS

- Total Credits Needed: 220
- Minimum GPA: 1.75
- Community Service: 20 Hours
- To Establish Credit: Only Passing Grades of “D” & Above Will Be Used

### Effective for the Class of 2025 and Beyond

Course	Requirements
English	4 courses of English
Mathematics	2 courses – one must be Algebra 1
Lab Science	2 courses in laboratory sciences (including a year each in both biological and physical science that are UC “D” requirements)
Social Studies	3 courses in social studies, including United States History (or African American Studies); World History; one-semester course in American Government and Civics; and one-semester course in Economics
Visual Performing Arts/World Language/ Career Technical Education	1 course in visual and performing arts and 1 course in world language. Students may substitute a course in career technical education for one of these required courses
Physical Education*	2 courses in physical education, unless the student has been otherwise exempted
Adulting/ Navigating Life	1 course in Adulting/Navigating Life (one semester)
Ethnic Studies	1 course in ethnic studies (one semester)
Electives	60 additional elective credits are required

### \* PE Exemption

All AUSD students must complete 2 years of physical education to graduate. Students must complete the 9<sup>th</sup> grade Physical Education course and may opt to waive taking the 10<sup>th</sup> grade Physical Education course by going through the exemption process. Any AUSD high school student in grades ten (10) through twelve (12) may request a waiver of the required physical education course [Ed Code 51241(b)(1)] for a full year (two semesters) or a half year (one semester).

Any AUSD high school student in grades ten (10) through twelve (12) may request an exemption of the required physical education course (Ed Code 51241(b)(1)) for a full year (two semesters) or a half year (one semester). The requirements for an approval are:

- Students shall evidence successful participation in AUSD interscholastic sports. One (1) season fulfills this requirement for a half a year (or one semester) PE exemption; two (2) seasons fulfill this requirement for a one-year (or two semesters) PE exemption request. Documentation of participation must accompany the exemption.
- Students must obtain required signatures to document all requirements are met.
- Students must attach all required documentation that is identified on the AUSD Physical Education (PE) Exemption Application in order to evidence participation.

Any student who is interested in waiving out of the second year of PE must complete the paperwork available on site to apply and be considered.

**Note: Neither marching band nor pep team participation is considered to satisfy waiver requirements of interscholastic participation. JROTC already qualifies for an exemption from PE.**

## AP/HONORS POLICY

AP classes are the equivalent to college courses. Please remember that when selecting your AP/Honors courses.

By completing and signing the course selection sheet, students and guardians acknowledge the following:

- Students may only take a maximum of four AP/Honors classes during the course of one school year.
- Students interested in taking more than four AP/Honors courses at one time must petition in writing (with a parent signature). You can pick up a petition in the Counseling office. Petitions must be turned in to your counselor by **February 15, 2024**, of the current school year. Students whose petitions are granted still may drop any of their AP/Honors classes up to the final drop date of **May 17, 2024**.
- Once students have registered for the following year's classes, they may drop any AP/Honors class up to **May 17, 2024**, with no reason or approval process necessary. Drop requests must be made in writing to the counselor by submitting a completed Course Change Request form.
- After **May 17, 2024**, all AP/Honors drop requests will be reviewed by the counselor and Administrative representative. **These drops are not guaranteed, and the student may need to remain in their originally chosen class.**
- Students must have submitted their completed, signed Course Selection Sheet to the Counseling Office. Otherwise, students will not be enrolled in any AP/Honors courses.

Please note that signing up for an AP/Honors class is signing on to a commitment. DO NOT sign up for an AP class if you are not sure, as we may not be able to release you from the class due to seat availability in other classes. Also note, seat availability includes the planning for new students not yet enrolled.

## REPEATABLE CLASSES

A student can only earn a maximum of ten (10) credits per course. If a student chooses to repeat a class for which he/she has already earned a passing grade and credits, the previously earned credits will be removed from the student's credit total and potentially create credit deficiencies toward graduation. The only exceptions are listed below. The following classes may be repeated for credit towards graduation.

- |   |                        |                   |                           |
|---|------------------------|-------------------|---------------------------|
| • Academic Strategies   | • Creative Writing     | • Jujitsu         | • Sports Medicine 2       |
| • Advanced Projects Multi-Media Art with prior teacher approval | • Digital Filmmaking 2 | • Leadership      | • Strength & Conditioning |
| • Concert Band  | • Drama 3              | • Musical Theater | • Symphonic Band          |
| • Contemporary Dance 2/3  | • ELD Classes          | • Orchestra       | • Theater Tech            |
|   | • Jazz Band            | • PE 2            | • Yearbook                |
|   | • Journalism 2         |                   |                           |

## COLLEGE ADMISSION REQUIREMENTS

A student may enroll in a community college to earn an Associate of Arts (A.A.) or Associate of Science (A.S.) degree. If one plans to transfer to a four-year college, it is recommended that a college preparatory program be taken in high school.

### California State University (CSU)/University of California (UC)

In addition to the requirements below, students must earn an acceptable grade point average. The minimum GPA for UC admissions is 3.0. The minimum GPA for CSU admission is 2.5. All courses must be completed with a "C" or better. A student must have completed a minimum of fifteen units of high school work during grades nine through twelve. A unit of work is equal to a one-year course; a one-semester course is equal to one-half unit. Fifteen of the required units must be earned in college preparatory classes as specified below. At least seven of the fifteen units must have been earned in courses taken in the last two years of high school. Specific UC/CSU "A-G" course requirements for admissions are:

- History/Social Science** - 2 units: one year of U.S. History and one year of World History
- English** - 4 units: four years of college preparatory English composition and literature
- Mathematics** - 3 units (4 years recommended): three years of mathematics including elementary algebra, geometry, and algebra II
- Laboratory Science** - 2 units (3 years recommended): Biology, Physiology, or AP Biology and AP Environmental Science all count as biological sciences. Chemistry or Physics count as physical sciences.
- Languages other than English** - 2 units (3 recommended): two years of the same language other than English that emphasize speaking and understanding, including instruction in grammar, vocabulary, reading, and composition.
- Visual/Performing Arts** - 1 unit: one year of music, drama, art or other UC/CSU approved visual or performing art.
- College Preparatory Electives** - 1 unit: one year of college preparatory electives will be required, chosen from UC/CSU electives or any other UC/CSU approved courses in English, History and Social Science, laboratory science and foreign languages.

**Note:** As the above are minimum requirements, certain majors (such as engineering, pre-med, and science) require additional courses in math and science. The college preparatory courses (P) satisfying entrance requirements for University of California are labeled (UC). Those satisfying entrance requirements for California State University are labeled (CSU).

# ENGLISH

Four years are required for graduation.

The English Language Arts program prepares students for the rigor and challenge of college and for a life of critical thinking. Students will read regularly outside of class at all grade levels. Reading homework will include class texts and may include choice texts. Students will be held accountable for this reading at all grade levels. During each of their four years, students will engage with a wide variety of texts including novels, plays, short stories, poetry, and non-fiction texts. All students will read 6-8+ complete works of literature during each year of English. The complexity of the texts will increase each year as students build on the skills and knowledge from prior years and continue developing the habits of mind and sustained focus necessary for success in college and the world after high school. Students will write extensively throughout each year of English at Alameda High School. Writing will include literary analysis, persuasive writing, narrative, and descriptive writing.

## **Freshman/Sophomore Program: English 1 and English 2**

The primary goal of the Freshman/Sophomore program is to develop in students the ability to use language skillfully and interpret it effectively. A secondary goal is that students continue developing and strengthening the habits of mind and sustained focus necessary to succeed in high school, college, and the world beyond education. In order to accomplish these goals, students are expected to write regularly, read significant literature, practice informal and formal speaking, and develop the critical thinking skills necessary to complete the work successfully. Students will read regularly outside of class. As these skills mutually reinforce each other, they are taught together, not as separate units. Students who successfully complete the foundational courses of freshman and sophomore English will be prepared to choose whether they would like the added challenge of AP Language and Composition (3AP) during junior year and/or AP Literature and Composition senior year.

### **ENGLISH 1 (P) – 9th Grade (UC/CSU “B” requirement)**

Students will read 6-8+ complete texts over the course of the year. Representative texts are *Romeo and Juliet*, *The Odyssey*, *Of Mice and Men*, *Great Expectations*, and *The Curious Incident of the Dog in the Night*. Much of the literature is structured around the hero’s journey. Students will follow the guidelines established by the California Common Core State Standards in their study of reading, critical thinking, vocabulary, writing and speaking. These skills include systematic vocabulary analysis, definition, and study of the major genres of literature, and writing practice in the areas of literary response, autobiographical narrative, and persuasive writing.

### **ENGLISH 2 (P) -10th Grade (UC/CSU “B” requirement)**

Students will read 6-8+ complete works over the year. The core works studied are Wiesel’s *Night*, and Shakespeare’s *Macbeth* supplemented by many other works from the extended reading list, *A Raisin in the Sun*, *To Kill a Mockingbird*, *Flight*, *Medea*, *Persepolis* and *The 57 Bus*. The English 2 curriculum addresses the California Common Core State Standards by uniting the study of literature and non-fiction around central themes common to the works studied or reflecting eras and themes studied in Modern World History. Students will read from selected world literature as well as from selected modern and classical works. Students will develop and strengthen writing skills, particularly as they relate to literary response and other modes of the standards. In addition, students will get systematic grammar practice, as well as extensive vocabulary study.

## **Junior/Senior Program**

### **ENGLISH 3 (P) - 11th Grade (UC/CSU “B” requirement)**

Students will read 6-8+ complete works over the year. The English 3 course addresses the California Common Core State Standards for vocabulary development, reading comprehension, and literary response and analysis through a focus on major movements in American literature and major works by American writers. In this way, the course echoes themes and situations studied by students in their American History classes. The course deals with novels, plays, stories, non-fiction, and poetry. The coreworks studied are Fitzgerald’s *The Great Gatsby*, Shakespeare’s *Othello*, supplemented by many other works from the extended reading list, such as *The Crucible*, *Their Eyes Were Watching God* and *The Catcher in the Rye*. Both reading and writing are extensive and in-depth.

### **AP ENGLISH 3 (AP) - 11th Grade (UC/CSU “B” requirement)**

**Prerequisite: A demonstrated proficiency in the English 2 standards as determined by a multi-measure placement matrix.**

This is an advanced placement English language and composition course emphasizing expository, analytical, and argumentative writing that forms the basis of academic and professional communication. As in the college course, its purpose is to enable students to read complex texts with

understanding and to write prose of sufficient richness and complexity to communicate effectively with adult readers. The reading focus is American literature: sermons, essays, fiction, drama, and poetry. The AP Language and Composition course assumes that students already understand the sophisticated interpretive reading and writing skills they will be asked to demonstrate on the AP Exam. This course is closely aligned to the curriculum and standards established by the College Board in preparation for success on the AP Exam. A summer reading assignment is required.

#### **ENGLISH 4 (P)** – 12th Grade (UC/CSU “B” requirement)

Students will read 6-8+ complete works over the year. The English 4 Curriculum extends the California Common Core State Standards for reading, writing, listening and speaking. In addition to the study of sophisticated classic and modern literature, students also read and analyze a number of non-fiction pieces. The core works studied are Shakespeare’s *Hamlet* and Sophocles’ *Oedipus the King*, supplemented by many other works from the extended reading list, such as *Lord of the Flies, 1984* and *The Kite Runner*. Students continue to write responses to literature but also learn to develop rhetorical modes useful to college and work situations, such as the college entrance essay. There is extensive study and application of literary terms (both in poetry and prose) as well as systematic vocabulary acquisition.

#### **AP ENGLISH 4 (AP)** – 12th Grade (UC/CSU “B” requirement)

**Prerequisite: A demonstrated proficiency in the English 3 standards as determined by a multi-measure placement matrix.**

This is an advanced placement English literature and composition course in which students study works from several genres and periods. Students continue to develop their analytical skills through close reading of literature to arrive at an interpretation of multiple meanings and consideration of a work’s social and cultural values. Students write interpretive essays at home and under timed conditions, practice how to make careful observations and draw from these connections a series of inferences leading to an interpretive claim about the work’s meaning and values. This course is closely aligned to the curriculum and standards established by the College Board in preparation for success on the AP exam. A summer reading assignment is required.

#### **ENGLISH WORKSHOP** - 9th – 12th Grades

**Prerequisite: Individualized Education Plan required.**

CAPA standards-based course focusing on functional English/Language Arts Skills and their application in the real world.

## **ENGLISH LANGUAGE DEVELOPMENT**

#### **BEGINNING ELD** - 9th – 12th Grades

This is a content based ELD instruction class with a focus on developing the vocabulary necessary for achievement in high school academic classes. Non-English Proficient (NEP) students are enrolled in this class semester by semester until they reach the Intermediate Fluency Stage and are ready for sheltered instruction. This class will count towards elective credits.

#### **INTERMEDIATE ELD** - 9th – 12th Grades

This course provides intermediate level students acquiring English the opportunity to improve their fluency in both oral and written communication skills. Using interactive activities, students strengthen their survival skills as well as their oral and written skills in English. Students may repeat this course for credit. Students must also enroll in Newcomer English.

#### **NEWCOMER ENGLISH** - All Grades

This course for Newcomers introduces students to the different components of literature and literary analysis, such as theme, characterization, and structure. In addition, students will gain knowledge of foundational literary and identification, application, and enhancement of their understanding of literature. Meta-cognitive reading strategies will be discussed and utilized to help students become independent and critical readers. Students

must also enroll in Beginning ELD. This course counts for English credits.

### **HIGH INTERMEDIATE ELD - 9th – 12th Grades**

This course provides high intermediate level students acquiring English the opportunity to improve their fluency in both oral and written communication skills. Using interactive activities, students strengthen their survival skills as well as their oral and written skills in English. Students may repeat this course for credit.

### **ADVANCED ELD - 9th – 12th Grades (UC/CSU “B” requirement for 9th – 11th grades only)**

This course is for students acquiring English at the advanced level. Students work on developing their English language skills, both oral and written to near native fluency in social situations and academic discussions. Specific practice for passing the graduation competencies is regularly provided. Particular attention will be paid to developing oral competence with exercises in public speaking.

### **SOCIAL JUSTICE & YOUTH EMPOWERMENT (P) – 9th – 12th Grades (UC/CSU “G” Requirement)**

The Long-Term English Learner Social Justice Course is about using curriculum that provides a social lens to empower students to transition into being fully fluent English Proficient so that they may succeed in all of their classes, their higher education, their careers, and become active members of their community. This course meets the state's criteria for Designated ELD at the Bridging Level.

## **MATHEMATICS**

A minimum of two years of mathematics taken at the high school level are required for high school graduation. For most students this requirement may mean they must pass Geometry, Algebra 2 or Pre-Calculus to graduate from high school, depending on the initial math course taken in high school.

The completion of an Algebra I course in middle school or at high school is required by the state of California for a high school diploma.

Four years of Mathematics are recommended for college bound students.

Summer math courses taken at the community college should be viewed only as an enrichment course that is taken **before** taking the full, year-long course at Alameda High School. Summer community college math courses *may not* be used to advance in math by skipping a math course offered at the high school.

### **MATH WORKSHOP - 9th – 12th Grades**

**Prerequisite: Individualized Education Plan required.**

CAPA standards-based course focusing on functional mathematics skills and their application in the real world.

### **ALGEBRA 1 (P) - 9th – 12th Grades (UC/CSU “C” requirement)**

**Prerequisite: Placement of students into this class is determined by the student’s score on a district-wide multiple measure placement matrix.**

This one-year course covers the California State Standards for Algebra 1. This course is a required course for high school graduation.

### **GEOMETRY (P) - 9th – 12th Grades (UC/CSU “C” requirement)**

**Prerequisite: A demonstrated proficiency in the Algebra standards as determined by a multi-measure placement matrix.**

This one-year course covers the California State Standards for Geometry with an emphasis on problem solving, logical thinking and formal proofs. Topics include congruency, similarity, area, volume, and trigonometry.

**ALGEBRA 2 (P)** - 9th – 12th Grades (UC/CSU “C” requirement)

**Prerequisite: A demonstrated proficiency in Algebra 1 and Geometry standards as determined by a multi-measure placement matrix.**

This one-year course covers the California State Standards for Algebra 2. Topics include logarithms, exponential and rational functions, probability and basic statistics.

**ADVANCED ALGEBRA 2 (P)** - 9th – 12th Grades (UC/CSU “C” requirement)

**Prerequisite: A demonstrated proficiency in Algebra 1 and Geometry standards as determined by a multi-measure placement matrix.**

This fast-paced one-year course covers the California State Standards for Algebra 2, emphasizing rigor in problem solving and critical thinking. Students are encouraged to become independent learners. It is recommended that students have a graphing calculator. (This course recommended for the honors Pre-Calculus course.)

**PRE-CALCULUS (P)** - 10th - 12th Grades (UC/CSU “C” requirement)

**Prerequisite: A demonstrated proficiency in Algebra 2 standards as determined by a multi-measure placement matrix.**

Pre-Calculus (P) is a standards-based course in analytic geometry, mathematical analysis, and discrete mathematics. The course emphasizes technology, critical thinking, and applications. A graphing calculator is highly recommended.

**PRE-CALCULUS (HP)** - 10th - 12th Grades (UC/CSU “C” requirement)

**Prerequisite: A demonstrated proficiency in Advanced Algebra 2 standards as determined by a multi-measure placement matrix.**

This honors course is a fast-paced, standards-based, rigorous course in analytic geometry, mathematical analysis, and discrete mathematics. The course emphasizes technology, critical thinking, and applications. A graphing calculator is highly recommended. (This course is the prerequisite for AP Calculus.)

**CALCULUS (P)** - 11th -12th Grades (UC/CSU “C” requirement)

**Prerequisite: A demonstrated proficiency in Pre-Calculus standards as determined by a multi-measure placement matrix.**

Calculus CP is a one-year medium-paced course covering the California State Standards for Calculus. Topics include limits, differentiation, and integration. A graphing calculator is recommended. This course is not a preparation for the AP exam.

**AP CALCULUS AB (HP)** - 11th-12th Grades (UC/CSU “C” requirement)

**Prerequisite: A demonstrated proficiency in Pre-Calculus standards as determined by a multi-measure placement matrix. It is strongly recommended for students with a C or better in Honors Pre-Calculus.**

AP Calculus is an honors course in mathematics consisting of differential and integral calculus. The course is fast-paced and rigorous, taught according to the National AP standards. It is approximately equivalent to 2/3 of the first year of a theoretical calculus college course. The class is basically lecture/discussion oriented. This course is designed for students who plan to enroll in the state or university system and major in one of the following areas: biology, social science, business administration, engineering, physical science or medicine. Students need to be independent learners. A graphing calculator is recommended.

**AP CALCULUS BC (HP)** – 12th Grade (UC/CSU “C” requirement)

**Prerequisite: A demonstrated proficiency in AP Calculus AB standards as determined by a multi-measure placement matrix.**

Advanced Placement (AP) Calculus BC is a theory-based course covering all the AB topics as well as additional topics including series and sequences. It is approximately equivalent to the first year of a theoretical calculus college course. Students are expected to be familiar with the Calculus AB content since the AB content will be taught as a review only. A graphing calculator is required.

**STATISTICS (P)** - 11th - 12th Grades (UC/CSU “C” requirement)

**Prerequisite:** A demonstrated proficiency in Algebra 2 standards as determined by a multi-measure placement matrix.

Statistics with technology is an activity centered course where students develop their own understanding of the principles and practices of statistics through guided activities, not lecture. Students learn how to use statistics and technology to make sense of data and to make intelligent decisions. The course provides an excellent foundation for college-level statistics, now a requirement for many college majors. A TI-84 plus or TI-83 plus graphing calculator is recommended.

**AP STATISTICS (HP)** - 11th - 12th Grades (UC/CSU “C” requirement)

**Prerequisite:** A demonstrated proficiency in Advanced Algebra 2 standards as determined by a multi-measure placement matrix.

This course is a fast-paced, rigorous activity-centered course emphasizing a non-calculus introduction to statistics. Advanced Placement Statistics is designed to prepare students for the AP exam, according to the National AP Standards. Projects are a significant portion of the course. The course provides an excellent foundation for college-level statistics, now a requirement for many college majors. A TI-84 plus, TI-89, or TI-83 plus graphing calculator is recommended.

## HISTORY/SOCIAL SCIENCE

Three years are required for graduation, including Modern World History, U.S. History, and Government/Economics. Starting with the Class of 2025, a semester of Ethnic Studies will also be required.

**ETHNIC STUDIES (P)** - 9th -12th Grades (UC/CSU “A” requirement)

This semester long course is an introduction to the historical and contemporary experiences of diverse cultural and ethnic groups of American society. The course will draw from the other major social sciences including anthropology, sociology, economics, political science and psychology, and is therefore not a traditional history class. Instruction in the course will include lecture, discussion, journal writing, current events, historical reading, guest speakers, videos, research and student-directed projects, and a number of in-class activities and exercises. Primary focus will be given to the understanding culture, race, and the role of immigration. Particular attention will be given to students’ own perceptions about their identity, and they will be expected to be self-reflective, thoughtful, and explorative.

**MODERN WORLD HISTORY (P)** - 10th Grade (UC/CSU “A” requirement)

Modern World History is an in-depth course that covers world history from the late eighteenth century. Students examine and discuss major cultural, economic and political events and trends. Geographical skills are also emphasized. Reading and writing are considered to be a regular part of the course.

**AP WORLD HISTORY (HP)** - 10th Grade (UC/CSU “A” requirement)

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. While there are no course prerequisites for AP World History, students should be able to read a college-level textbook and write grammatically correct, complete sentences.

**U.S. HISTORY (P)** - 11th Grade (UC/CSU “A” requirement)

U.S. History (P) surveys 20th Century United States history and geography. Students learn about a variety of racial and ethnic groups and their contribution to the development of America, and they study the national system of government, the economic growth of the U.S., and American influence in world affairs. Students develop skills necessary to prepare research papers.

**AP U.S. HISTORY (HP)** - 11th Grade (UC/CSU “A” requirement)

AP U.S. History (HP) is a survey course designed to provide students with the skills and knowledge necessary to deal critically with issues in U.S. history. Students are expected to assess historical materials and determine their relevance, reliability, and importance. Students are expected to prepare major research papers.

**AP AFRICAN AMERICAN STUDIES (HP)** - 11th Grade (UC/CSU “A” requirement)/ 12<sup>th</sup> Grade (UC/CSU “G” requirement)

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct, authentic, and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary movement. This course will study the diversity of Black communities in the United States within the broader context of African and the African diaspora. Given the interdisciplinary character of African American studies, students will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. For 11<sup>th</sup> graders who select AP African American Studies, it will count for the US History graduation requirement. For 12<sup>th</sup> graders who select AP African American Studies, it will count towards elective credits. Priority will be given to juniors.

**AMERICAN GOVERNMENT (P)** - 12th Grade (UC/CSU “A” requirement)

American Government (P) is a study of the institutions of American government. The course focuses on the executive, judicial and legislative branches of the federal government, the election process, and political parties. There is an emphasis on the concepts of constitutionalism, representative democracy, separation of powers, checks and balances, and federalism. In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. In addition, they draw on their studies of world and American history and geography and other societies to compare differences and similarities in world governmental systems today. Students will participate in a multiple step “Mock Congress” or Election activity, which involves dynamic steps in which all students play critical roles in the political process. In addition to the course of study, emphasis will be on critical reading and discussion, essay examinations, theme papers, and study habits essential to university study. This semester long class pairs with Economics. Students must sign up for a semester of Economics.

**ECONOMICS (P)** - 12th Grade (UC/CSU “G” requirement)

Economics (P) is the study of how society organizes its limited resources to satisfy unlimited wants. The course will include an in-depth study of micro and macroeconomics. Students will be introduced to the major characteristics of the mixed market economic system in the U.S. and how basic economic questions are answered. The course will include not only concrete principles, which deal with practical business concepts, but also stress critical thinking and problem-solving skills with regard to the financial world. The learner will use these skills to help them make financial decisions that will affect the rest of their personal and professional lives. In addition to the course of study, emphasis will be on critical reading and discussion, essay examinations, theme papers, and study habits essential to university study. This semester long class pairs with American Government. *Students must sign up for a semester of American Government or year of AP Government.*

**AP AMERICAN GOVERNMENT (HP)** - 12th Grade (UC/CSU “A” requirement)

AP American Government (AP) is a year-long course designed to give students a critical perspective on politics and government in the United States. The course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. AP Government explains the constitutional underpinnings of the American government, political beliefs and behaviors, political parties and interest groups, political institutions and processes and civil rights and civil liberties. This course actively connects concepts from the course to current events and political issues of relevance. Students must sign up for a semester of Economics separately.

**SOCIAL STUDIES WORKSHOP** - All Grades

**Prerequisite: Individualized Education Plan required.**

CAPA standards-based course focusing on functional Social Studies Skills and their application in the real world.

## SCIENCE

Two years are required for graduation: a biological/life science and a physical science must be taken. Two years required (3 recommended for UC/CSU).

### **SCIENCE WORKSHOP** - 9th – 12th Grades

**Prerequisite: Individualized Education Plan required. CAPA standards-based course focusing on functional Science Skills and their application in the real world.**

### **BIOLOGY (P)** - 9th – 12th Grades (UC/CSU “D” requirement) Biological Science

Biology (P) is a college preparatory course that studies living organisms including cells, genetics, plants, animals, human beings, evolution and ecosystems. This course helps students better understand the natural world around us and the marvels of the human body. Class time is used for lectures, discussions, and laboratory experiences.

### **AP BIOLOGY (HP)** - 11th - 12th Grades (UC/CSU “D” requirement) Biological Science

**Prerequisite: A demonstrated proficiency in Chemistry.**

AP Biology is equivalent to a University introductory level Biology course. The course is divided into four “Big Ideas” – Evolution, Biochemistry, DNA, and Biological Systems (from cellular to organismal to the ecosystem). This course provides excellent preparation for students planning on pursuing a career in a discipline of the Biological Sciences, including but not limited to health sciences, biotechnology, bio engineering, and environmental sciences. While knowledge is an important component of the course, students will also perform laboratory activities that will expose students to modern laboratory techniques, experimental design, and data analysis. Students are expected to collaborate, ranging from formal groupings to informal discussions.

### **BIOTECH 1: PRINCIPLES OF CHEMISTRY & BIOTECHNOLOGY (P)** - 10th - 11th Grades (UC/CSU "D" requirement)

Physical Science

**Prerequisite: Biology**

This course is ideal for students who are interested in learning the skills needed to work in the rapidly expanding fields of biotechnology and biomufacturing while fulfilling their one-year Physical Science (chemistry) requirement for graduation. The project-based course focuses on the major issues affecting humans today: Water, Food, Health, Waste Management, Climate Change, and Energy. Students will become proficient in lab techniques needed to work in industry and in scientific research by doing hands-on labs, including solving a mystery using DNA fingerprinting, creating a biofuel from waste materials, and remediating polluted drinking water. Students will learn how to apply chemistry concepts to make protein purification and assays, recombinant DNA, as well as learning isolation and tracking techniques. The course will cover laboratory notebook recording, spreadsheet data analysis, written protocols, and standard operating procedures. Career exploration, including field trips to local biotech companies, industry speakers, and opportunities for students to apply for summer internships are all part of the class. This course is recommended for students interested in biotech or biomedical careers or who like the idea of learning about forensics, agriculture, engineering, waste management, and environmental science. Note: This is the first course in the Biotechnology pathway and can be taken as a Physical Science. Students who complete Biotech 1 are strongly encouraged to take the second-level course: Biotech 2. Biotech 1 is formally articulated with Laney College’s course called "Fundamentals of Biotechnology." This means that students who successfully complete this course with a B or better will earn both Alameda High School credits and Peralta Community College credits.

### **CHEMISTRY (P)** - 10th - 12th Grades (UC/CSU “D” requirement) Physical Science

**Prerequisite: A demonstrated proficiency in Algebra 1 standards.**

Chemistry is a college preparatory course that is all about matter—the stuff that makes up you, your friends, your phone, and the universe around you! In chemistry, you will be able to answer the big questions about matter: What is matter made of? What holds matter together? Why is the Periodic Table a big deal? Why do some substances violently explode when mixed, while other substances don’t react at all? Some of the other things you will learn are how to turn substances into gold, judge if your drinking water is safe, explain why humans explode in space, to be very afraid about climate change, and know the chemistry concepts you need to know to be an informed voter. The course is focused around student learning through collaborative discovery and laboratory learning.

**AP CHEMISTRY (HP)** - 11th - 12th Grades (UC/CSU “D” requirement) Physical Science

**Prerequisite: Completion of Chemistry and completion or concurrent enrollment in Algebra II.**

AP Chemistry is a course that is equivalent to an introductory College level general Chemistry class. It is intended to prepare students who are interested in STEM related careers. This course is centered around six Big Ideas – Structure of Matter, Bonding and Intermolecular Forces, Chemical Reactions, Kinetics, Thermodynamics and Chemical Equilibrium. Students will perform laboratory activities that will expose them to modern laboratory techniques, experimental design, and data analysis – as they relate to solving real life problems.

**AP ENVIRONMENTAL SCIENCE (HP)** - 11th – 12th Grades (UC/CSU “D” requirement) Biological Science

**Prerequisite: A demonstrated proficiency in Biology and Chemistry standards.**

Environmental science is the study of how humans affect and are affected by their environment. Students will study units including: The Human Population, Biodiversity, Energy Production, Pollution, Food, Waste, and Global Climate Issues. Learning takes place through inquiry-based labs using data generated in class to answer real scientific questions. Students are expected to collaborate, ranging from formal groupings to informal discussions. This class will challenge student skills and prepare them for college-level studies.

**PHYSICS (P)** - 10th - 12th Grades (UC/CSU “D” requirement) Physical Science

**Prerequisite: A demonstrated proficiency in Algebra 1.**

Physics (P) is a physical science algebra-based course focusing on how the world around us works. Students will learn about motion and forces, conservation of energy and momentum, thermodynamics and geophysics, sound and waves, light and communication technology, electricity and magnetism, and astronomy. Students will develop scientific critical thinking and problem solving through labs and engineering projects.

**AP PHYSICS 1 (HP)** - 11th - 12th Grades (UC/CSU “D” requirement) Physical Science

**Prerequisite: A demonstrated proficiency in Algebra 2 standards.**

AP Physics 1 is an algebra-based, introductory college-level physics course. It explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and electrical circuits. Laboratory activities provide direct experience with phenomena and techniques. While avoiding the application of calculus, it presents a mathematically intensive and rigorous approach to these topics and is recommended for students pursuing studies in science and engineering.

**AP PHYSICS 2 (HP)** - 11th - 12th Grades (UC/CSU “D” requirement) Physical Science

**Prerequisite: Completion of Physics (P) or AP Physics 1 and a demonstrated proficiency in Algebra 2 standards. Pre-Calculus or Calculus can be taken concurrently.**

AP Physics 2 is an algebra-based, introductory college level physics course that explores physics topics such as fluids, thermodynamics, electricity, circuits, magnetism, optics and light, and quantum, atomic, and nuclear physics. Through inquiry-based learning students will develop critical thinking and problem-solving skills. Students will do labs regularly that demonstrate the application to what they are learning about.

**PHYSIOLOGY (P)** - 11th - 12th Grades (UC/CSU “D” requirement) Biological Science

**Prerequisite: A demonstrated proficiency in Biology standards highly recommended but not required.**

Physiology is a college preparatory course covering human anatomy (the structures of the body) and physiology (how these structures function). Diseases and their treatments are also explored. Students dissect a variety of animal organs such as a brain, spinal cord, heart, eyes, and muscles. Learning also takes place through a variety of laboratory activities. For example, the unit on the nervous system includes testing reflexes with rubber hammers, measuring the speed of nerve signals, using electric muscle stimulators, and examining models of organs. Videos show real patients and surgeries further demonstrate the real-world implications of the material covered in class. This course provides excellent preparation for students interested in further study in health and medical fields.

## VISUAL AND PERFORMING ARTS

One year of Visual and Performing Arts, foreign language or vocational education is required for graduation.

### Art

#### **VISUAL ARTS 1 (P)** - 9th – 12th Grades (UC/CSU “F” requirement)

Visual Arts 1 is a course in which any student can join to improve their skills in drawing and painting. You will learn to draw observationally and imaginatively, how to use many different materials, as well as the basics of 3D Design. Students will also learn to conceptualize, plan, and execute original pieces of art within the realms of tattoo design, character design, and video game environment design.

#### **VISUAL ARTS 2 (P)** - 10th - 12th Grades (UC/CSU “F” requirement)

**Prerequisite: A strong interest in the visual arts, have some prior skills either from Advanced Art in middle school, Art 1, or with prior consent of instructor.**

Visual Art 2 is a course in which students will be creating with a higher range of materials while developing the skills to create deeper conceptual artworks. The artwork made will be bigger, deeper, and with more challenging materials such as stencils and spray paint, watercolor and acrylic painting, and printmaking.

#### **VISUAL ARTS 3 (P)** - 11th - 12th Grades (UC/CSU “F” requirement)

**Prerequisite: A strong interest in the visual arts, have some prior skills from Art 2, or with prior consent of instructor.**

Visual Arts 3 is for students who want to continue to improve their skills with a wide range of material usage and develop the skills necessary to make conceptual and personal pieces of art. Focus is placed on advanced studies in drawing, stencils and spray paint, watercolor and acrylic painting, and printmaking.

#### **VISUAL ARTS 4 (P)** - 12th Grade (UC/CSU “F” requirement)

**Prerequisite: Having prior technical drawing and painting skills developed, either by taking Art 3, or with prior consent of instructor.**

Visual Arts 4 is for advanced art students who are ready to tackle creating their own personal artwork and will continue to increase their technical skills. Art 4 is also for students who need to make portfolios for their college applications and have already taken AP Studio Art.

#### **AP STUDIO ART (P)** - 11th – 12th Grades (UC/CSU “F” requirement)

**Prerequisite: Having prior technical drawing and painting skills developed, either by taking Art 3 or 4, or with prior consent of instructor.**

AP Studio Art is at the level of a first-year college curriculum course designed to challenge students into building a portfolio based on a single investigative question. At the beginning of the course, students will continue to make technical pieces of work to fill the selected works portion of their portfolio that will demonstrate a high degree of understanding of composition, visual concepts, and individualized execution of ideas. Starting second semester students will be working on their artistic investigation and will spend their time creating a consistent body of work that utilizes their own voice.

#### **DIGITAL FILMMAKING 1 (P)** - 9th – 11th Grades (Formerly TV Media 1) (UC/CSU “F” requirement)

This introductory course in the CTE Digital Filmmaking pathway will immerse students in the creative process required to produce short form video content. Participants will engage in hands-on video production focusing on fundamental skills in project planning, camera operation, and editing in multiple genres of filmmaking, including Silent Film, Documentary, and Narrative. Students will study the history of film, the formal mechanics of moving images, and the cultural significance of media. Students will also explore and evaluate potential career paths in

the media industry. *Note: Students who enroll in Digital Filmmaking 1 are encouraged to take **Digital Filmmaking 2** to complete this CTE pathway sequence of courses. Students who successfully complete this course with a B or better will earn both Alameda High School credits and Peralta Community College credits.*

### **DIGITAL FILMMAKING 2 - 10th - 12th Grades**

**Prerequisite:** Digital Filmmaking 1

In this second-level course in the Digital Filmmaking CTE pathway students will build on the skills they learned in Digital Filmmaking 1 and is structured for students to gain the professional skills they need to be competitive participants in the film and broadcasting industry. The course will cover advanced techniques in film, video, and television production, along with acting for the camera, and will involve opportunities to produce and host school news shows. Students will learn project management skills by guiding their projects from script to screen while working with small crews. At the completion of the course all students will produce a demo reel for use as a professional portfolio for job or college applications. *Note: Students who complete this course with a grade of B or higher will earn both Alameda High School credits and Peralta Community College credits.*

**MULTIMEDIA ART 1 (P) - 9th – 12th Grades (UC/CSU “F” requirement)**  
(priority enrollment will be given to underclassmen)

Multimedia Art 1 is the entry-level course in this Career Technical Education (CTE) Pathway. The course provides students who have a strong interest in graphic design the opportunity to acquire proficiency in graphics programs used by industry professionals. During this year-long course, students will gain an understanding of art and design principles as they begin to master Adobe Photoshop and Adobe Illustrator. Students will also learn to look at images critically, develop their creativity, and gain skills to communicate in a visual language. The course is project-based and will cover graphic design, digital photography, and basic animation. *Note: Students who enroll in Multimedia Art 1 are strongly encouraged to take the second course in the pathway: Advanced Multimedia Art.*

**ADVANCED MULTIMEDIA ART (P) - 10th – 12th Grades (UC/CSU “F” requirement)**

**Prerequisite:** *Multimedia Art 1*

Advanced Multimedia Art is the second course in this Career Technical Education (CTE) Pathway and allows students to deepen their technical skills as well as their proficiency with graphics programs used by industry professionals. Instruction integrates the study of art history and students will complete assignments based on the techniques and styles of specific art movements and artists. Additionally, students will explore careers in design and complete logo projects for clients in the community. Students will also learn to export their digital designs to a laser cutter to make 3D projects. The final quarter is reserved for students to focus on a personal design project. In addition to Photoshop and Illustrator, students may choose to use Adobe Animate, XD (Web and Mobile Apps), InDesign (Publishing) Premiere (Video Editing) or After Effects (motion graphics) for this personal project. *Note: Students who complete this course have the option to enroll in the final course in the pathway: Advanced Projects.*

**ADVANCED PROJECTS MULTIMEDIA ART - 11th – 12th Grades**

**Prerequisite:** **Advanced Multimedia Art**

In the Advanced Projects course, students have the opportunity to apply their graphic design skills using Adobe Create Cloud applications to complete significant projects. In addition to honing their technical expertise, students will build professional skills such as client communication, time management, and portfolio creation. Examples of potential projects include:

Prototyping apps in Adobe XD, creating books and eBooks in Adobe InDesign, mastering post-production effects and motion graphics for video in Adobe After Effects. Students may also choose to complete a photo essay project using the photography studio, to design 3D projects using the laser cutter, or to use sewing machines to create designs with fabric and other materials. The course incorporates industry speakers and students may choose to participate in potential job shadowing, internships, and freelance graphic design opportunities.

**PUBLICATION DESIGN (P)** - 11th – 12th Grades (UC/CSU “F” Requirement)**Prerequisite:** Yearbook or approval from the teacher

Students in this foundational class will explore all aspects of modern media production and design. Students will master basic design skills for print, social media and web using a variety of current software. In addition, students will work in teams using critical thinking skills to conceive, develop, report, and produce projects on a variety of topics. The projects incorporate both independent work and group management skills for success - critical career skills in an ever-evolving work environment. Formats explored will be modern multimedia and social media for storytelling, which includes photography, preparation for web production and print readiness for magazine and yearbook.

## Theater

**DRAMA 1 (P)** - 9th – 12th Grades (UC/CSU “F” requirement)

This year-long course is designed to expose students to the fundamentals of acting and theatre. Whether students are brand new to drama or already have some experience, all are welcome to the Drama I community. In this course, students will explore basic acting and performance techniques, read and analyze dramatic literature, practice the basics of improv, explore the role of technical theatre elements, engage in class rehearsals and performances of short scenes, and study theatre history. Students will be expected to attend play performances at the school and in the community and reflect on them. The course will culminate in the performance of a student-designed and directed 1-act play at the end of the 2nd semester. Upon successful completion, students are encouraged to enroll in Drama II and/or Technical Theatre the following year.

**DRAMA 2 (P)** - 10th – 12th Grades (UC/CSU “F” requirement)**Prerequisites:** Drama 1 or consent of instructor.

This year-long course is designed to deepen and expand upon students’ understanding of acting and theatre. Whether students are aspiring theatre-makers or simply in it for fun, self-expression or community, all students who have completed Drama I are welcome members of Drama II. In this course, students will review and expand a tool kit of acting and performance techniques, read and apply critical analysis to a range of dramatic literature, express their voices and take dramatic risks through improv, theatre games and devising, engage in class rehearsals and performances of memorized scenes, and research and present on key social justice theatre movements. Much of second semester will focus on the creation of original work (devising). All members of the course are invited and encouraged to audition for school plays and participate in productions, whether onstage or off.

**DRAMA 3 (P)** - 11th – 12th Grades (UC/CSU “F” requirement)**Prerequisites:** Drama 2 or consent of instructor.

In addition to all content listed for Drama II, Drama III students will be required to take on additional leadership roles in the drama department. These roles may range from participation in shows, to participation in Drama Club, to directing student scenes or assistant directing plays, to organizing field trips. Drama III students are the “stewards” of the department and are partially responsible for passing on department knowledge and traditions to upcoming students.

**THEATRE TECHNOLOGY** -10th – 12th Grades**Prerequisites:** Completed Drama 1 or Art 1 or approval of teacher.

This course is designed to teach students the “behind the scenes” elements that make a theatrical production come alive. Students will explore design elements such as lighting, sound, set, costuming, make-up and props, and learn important skills such as color theory, basic carpentry and set building, light board operation and sewing. Students will learn the fundamental skills of stage management, house management and show publicity. The course will include required, hands-on opportunities to design, build and run all technical elements for AHS plays, musicals and other performing arts productions and may include some required after-school hours to support with productions. Students should be prepared to work collaboratively in teams on the design element of their choosing. This course will empower students with tools that can lead to employment in the technical theatre industry within and outside the Bay Area.

**MUSICAL THEATRE (P)** – All Grades (UC/CSU “F” requirement)

**Prerequisite: Drama 1 or Concert Choir, or the consent of the instructor. Audition may be required.**

This is an introductory course exploring the fundamentals of song analysis and dance technique in the preparation of music theatre repertory for performance. Emphasis on solo song preparation and audition preparation. Basic music skills, dance technique, and/or singing ability are highly recommended, but all levels welcome. This class will prepare you to pursue a future in Musical Theatre and teach you how to be a true “Triple Threat.” This course may be repeated for credit.

## Music

**BEGINNING GUITAR (P)** - 9th – 12th Grades (UC/CSU “F” requirement)

This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences.

**CONCERT BAND (P)** - 9th – 12th Grades (UC/CSU “F” requirement)

**Prerequisite: A demonstrated proficiency in musical skills standards as determined by a multi-measure placement matrix including an audition.**

Concert Band is a class in which students build on the basic musical skills. Prior musical experience and/or instructor approval is required. Performances at athletic events, concerts and other scheduled events are required for successful course completion. Concert Band may be repeated for credit with the instructor’s approval.

Applicable Instruments: Piccolo/flute, Oboe, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Bari Saxophone, Bassoon, Trumpet, French Horn, Trombone, Baritone, Tuba, Percussion

**JAZZ BAND (P)** - 9th – 12th Grades (UC/CSU “F” requirement)

**Prerequisite: A demonstrated proficiency in musical skills standards as determined by a multi-measure placement matrix including an audition.**

Jazz Band is a course designed to develop in the student an aesthetic sensitivity, appreciation and understanding of music through performance of standard big band and combo repertoire in the jazz idiom. Performances at athletic events, concerts and events are required for successful course completion. This course may be repeated for credit.

Applicable Instruments: Clarinet, Alto Saxophone, Tenor Saxophone, Bari Saxophone, Trombone, Trumpet, Piano, Guitar, Electric Bass, Double Bass, Drum set

**ORCHESTRA** - 9th – 12th Grades (UC/CSU “F” requirement–pending approval)

**Prerequisite: Basic fundamental skills with string instruments in an orchestral setting; no prior AHS course needed.**

Intermediate-level string players study/perform both orchestral and chamber literature, developing the craftsmanship and mastery necessary to mold music into a creative expression. Students in this ensemble can expect to have many opportunities to perform throughout the academic year: competitive festivals, concerts, and a bi-annual trip. This class is taken for VAPA credit and can be taken multiple times for elective credit.

Applicable Instruments: Violin, Viola, Cello, Double Bass

**SYMPHONIC BAND (P)** - 9th – 12th Grades (UC/CSU “F” requirement)

**Prerequisite:** A demonstrated proficiency in musical skills standards as determined by a multi-measure placement matrix including an audition.

Symphonic Band is a course for students who wish to become more proficient on their chosen instruments by studying and performing a variety of musical styles. Standard concert band repertoire, classical, musical theater and jazz material are offered. Performances at athletic events, concerts and other scheduled events are required for successful course completion. This course may be repeated for credit.

**Applicable Instruments:** Piccolo/flute, Oboe, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Bari Saxophone, Bassoon, Trumpet, French Horn, Trombone, Baritone, Tuba, Percussion

## Dance

**CONTEMPORARY DANCE (P)** - 9th – 12th Grades (UC/CSU “F” requirement)

This year long course is designed for all levels. Students will learn a variety of dance styles: Modern, Jazz, Musical Theater, African and Hip-Hop. Activities will include a technical warm-up, positioning, alignment, centering, and balance as applied to turns, falls, extensions and movement through space. Students will also study some of the history of dance. The focus is on developing technique and artistic proficiency.

**CONTEMPORARY DANCE 2 (P)** - 9th – 12th Grades (UC/CSU “F” requirement)

**Prerequisite:** Contemporary Dance 1 or approval of teacher.

This year long course further explores techniques learned in Contemporary Dance 1. Students will learn a variety of dance genres including jazz, hip-hop, ballet, break dance, and improvisation. Students will choreograph their own dance pieces and become comfortable performing in front of an audience. Students will learn to appreciate and analyze dance critically and will understand dance vocabulary and history. Students will improve their kinesthetic awareness, preventing injury and promoting physical strength and agility. This class further develops the intermediate dancer’s technique and cultivates each student’s creative voice. This course may be repeated for credit.

**CONTEMPORARY DANCE 3 (P)** - 9th – 12th Grades (UC/CSU “F” requirement)

**Prerequisite:** Contemporary Dance 2 or approval of teacher.

This year long course is open to students who have completed Contemporary Dance 1 and 2 and who are interested in dance performance, as well as creating more advanced pieces of choreography. Performance techniques and choreography concepts such as space, phrasing, timing, imagery, energy, dance dynamics, and partnering are further explored. Students will work alone and in groups on weekly choreography assignments. When not creating original choreography, students will learn pieces of choreography to perform at school, community and competitive events. Students will learn to productively discuss and give feedback on their work, as well as analyze ground-breaking choreographers who have made their mark in different genres of dance. This course may be repeated for credit.

## WORLD LANGUAGE

One year of world language, visual/performing arts or career technology education is required for graduation. Two years of world language required (3 recommended) for UC/CSU.

**FRENCH 1 (P)** - 9th – 12th Grades (UC/CSU “E” requirement)

French 1 (P) is a course in which students will be introduced to basic communication skills in speaking, reading and writing. Emphasis is given to the development of listening comprehension and speaking, as well as exploring the various aspects of French culture.

**FRENCH 2 (P)** - 9th – 12th Grades (UC/CSU “E” requirement)

**Prerequisite:** A demonstrated proficiency in French 1 standards as determined by a multi-measure placement matrix.

French 2 (P) is a continuation for students of elementary French with an emphasis in oral communication skills. Learning new vocabulary and speech patterns will enable students to express their own ideas in a way that will successfully communicate wants and needs to a native speaker. There will be further study of French culture.

**FRENCH 3 (P)** - 10th - 12th Grades (UC/CSU “E” requirement)

**Prerequisite: A demonstrated proficiency in French 2 standards as determined by a multi-measure placement matrix.**

French 3 (P) is a continuation of studies in reading, writing, listening, and speaking. Students develop expanded vocabularies. Emphasis is placed on communication of ideas and needs. Cultural topics are investigated through cooking, drama activities, and singing. Reading in the target language is also expanded to include short stories and plays.

**FRENCH 4 (P)** - 11th - 12th Grades (UC/CSU “E” requirement)

French 4 is a comprehensive study of the French language with emphasis on acquiring skill in expressing ideas in both oral and written form. The class studies literature and advanced composition, as well as continuing study of French culture. Students become fluent in conversational French.

**HONORS FRENCH 4 (HP)** - 11th – 12th Grades (UC/CSU “E” requirement)

**Prerequisite: A demonstrated proficiency in French 3 standards as determined by a multi-measure placement matrix.**

This course is an intense preparation for college level language studies, conducted entirely in French. It continues to prepare students to successfully complete the French AP Exam. Mastery of basic communication skills, which include listening, speaking, reading, and writing, will be emphasized. This course will also include various readings from contemporary and traditional literature, developing higher level linguistic skills such as persuasion, analysis, and expression of complex ideas.

**MANDARIN 1 (P)** - 9th - 12th Grades (UC/CSU “E” requirement)

This is a beginning Mandarin Chinese course intended for students with no prior knowledge. Students are introduced to both the language and the culture. Pinyin with tones, stroke order of character writing, and structure of Chinese language are stressed in the first semester. Throughout the school year, students learn the vocabulary and basic communication skills needed for listening, speaking, reading, and writing.

**MANDARIN 2 (P)** - 9th - 12th Grades (UC/CSU “E” requirement)

Mandarin II is the continuation of Mandarin I. Through this course, students build upon skills acquired in level I and advance into communicating on new topics. Some activities include selective and extensive reading, journal writing and oral reporting. All practices reflect the academic goal of developing higher level language proficiency and communication skills in real-life situations.

**MANDARIN 3 (P)** - 9th - 12th Grades (UC/CSU “E” requirement)

Students begin to explore Chinese languages that may contain advanced structures and social ideas. Students practice having conversations with native speakers and near-native speakers on familiar topics. Through extensive reading and viewing of multimedia materials, students are further exposed to Chinese language in the context of Chinese culture.

**MANDARIN 4 (P)** - 9th – 12th Grades (UC/CSU “E” requirement)

Students read extensively, write about various topics with depth and present to an audience of listeners and readers. Students learn to recognize subtle distinctions of different opinions and perspectives from reading, and also begin to produce written and oral expressions that state conditions and sequences. Students are exposed to both traditional and simplified writing styles.

**HONORS MANDARIN 4 (HP)** - 9th – 12th Grades (UC/CSU “E” requirement)

Throughout the course, students have frequent fluency writing and oral presentations on various topics. Students recognize subtle distinctions of different opinions and perspectives from reading, and produce written and oral expressions that state conditions, sequences, and many other

aspects. Chinese poems, proverbs and idioms are analyzed.

**AP MANDARIN 5 (P)** - 9th – 12th Grades (UC/CSU “E” requirement)

**Prerequisite:** A demonstrated proficiency in Mandarin 4 standards as determined by a multi-measure placement matrix.

This is a rigorous academic course for motivated students who are ready to take on the challenge. Students are trained on listening, speaking, reading and composition as required by the AP Mandarin Language and Culture Test. Many authentic classic and contemporary materials are introduced. Culture study is also a major part of this course.

**SPANISH 1\* (P)** - 9th – 12th Grades (UC/CSU “E” requirement)

Spanish 1 (P) is a course in which students have the opportunity to learn the basic communication skills of listening, comprehension, speaking, reading, and writing. Emphasis will be given to the development of oral fluency skills and improving pronunciation. There is also an introduction to the culture of Spain, Latin America and Southwestern United States.

**SPANISH 2\* (P)** - 9th – 12th Grades (UC/CSU “E” requirement)

**Prerequisite:** A demonstrated proficiency in Spanish 1 standards as determined by a multi-measure placement matrix.

Spanish 2 (P) further develops the basic communication skills of listening comprehension, speaking, reading, and writing. Cultures of Spanish-speaking areas around the world are reviewed and studied.

\* Students who speak fluent Spanish will be placed in appropriate courses based on the evaluation of their instructor.

**SPANISH 3 (P)** - 9th – 12th Grades (UC/CSU “E” requirement)

**Prerequisite:** A demonstrated proficiency in Spanish 2 standards as determined by a multi-measure placement matrix.

Spanish 3 (P) continues studies in reading, writing, listening, and speaking. Students develop expanded vocabularies. Emphasis is placed on communicating one’s ideas and needs. Cultural topics are investigated through cooking, drama activities and singing.

**SPANISH 4 (P)** - 11th - 12th Grades (UC/CSU “E” requirement)

**Prerequisite:** A demonstrated proficiency in Spanish 3 standards as determined by a multi-measure placement matrix.

Spanish 4 (P) is a comprehensive study of the Spanish language with emphasis on acquiring skill in expressing ideas in both oral and written form. Spanish plays, short stories, and poems are read and discussed. The class studies literature and advanced compositions as well as a continuing study of the Spanish culture. Students become more articulate in conversational Spanish.

**HONORS SPANISH 4 (HP)** - 11th – 12th Grades (UC/CSU “E” requirement)

**Prerequisite:** A demonstrated proficiency in Spanish 3 standards as determined by a multi-measure placement matrix.

This course is an intense preparation for college level language studies, conducted entirely in Spanish. It continues to prepare students to successfully complete the Spanish AP Exam. Mastery of basic communication skills, which include listening, speaking, reading and writing, will be emphasized. This course will also include various readings from contemporary and traditional literature, developing higher level linguistic skills such as persuasion, analysis, and expression of complex ideas.

**AP SPANISH 5 (HP)** - 11th - 12th Grades (UC/CSU “E” requirement)

**Prerequisite:** A demonstrated proficiency in Spanish 4 standards as determined by a multi-measure placement matrix.

Spanish 5 (AP) is a university level course in the Spanish language. Students work to refine their skills in spoken Spanish, as well as to perfect skills in advanced written composition. Emphasis is placed on preparing students to take the Advanced Placement Exam.

**SPANISH FOR HERITAGE SPEAKERS - 9th – 12th Grades**

This is an advanced placement course designed for students who speak Spanish at home, can primarily understand spoken Spanish, can communicate verbally in the language, and/or for students who have attended an immersion school program long enough to have attained intermediate Spanish language competence and proficiency. This course is equivalent to Spanish 3. The course focuses on positive self-identity through culture and history of the Americas, family, community, health, education, immigration and the challenges Latino stereotypes in media and other forms of communication. Students will be introduced to varying forms of Spanish used throughout the world and receive an introduction to internationally acclaimed Spanish authors, laureates, playwrights, and performers. The class will offer ample time for group discussion and debate in Spanish, foster critical thinking, and promote literacy skills with special attention to spelling, grammar and writing development. Successful completion of this course offers early access to upper-level courses (Spanish 4, 4 Honors and 5 AP), biliteracy transcript identification and/or college credit.

**PHYSICAL EDUCATION**

Two years are required for graduation, one of which must be taken in the ninth grade. Physical fitness, health related fitness, skill related fitness and activity rules are taught. Individual sports such as tennis, badminton, jujitsu, swimming, dance, fitness, and weight training are included. Large group activities include soccer, flag football, softball, bowling, and volleyball. Medical problems are dealt with on an individual basis. Any AUSD high school student in grades ten (10) through twelve (12) may request a waiver of the required physical education course (Ed Code 51241(b)(1)) for a full year (two semesters) or a half year (one semester). The requirements for an approval are:

- Students shall evidence successful participation in AUSD interscholastic sports. One (1) season fulfills this requirement for a half a year (or one semester) PE exemption; two (2) seasons fulfill this requirement for a one-year (or two semesters) PE exemption request. Documentation of participation must accompany the exemption.
- Students must obtain required signatures to document all requirements are met.
- Students must attach all required documentation that is identified on the AUSD Physical Education (PE) Waiver Application in order to evidence participation.

Students must complete the 9th grade Physical Education course and may opt to waive taking the 10th grade Physical Education course by going through the exemption process. Any AUSD high school student in grades ten (10) through twelve (12) may request a waiver of the required physical education course [Ed Code 51241(b)(1)] for a full year (two semesters) or a half year (one semester).

Any student who is interested in exempting out of the second year of PE must complete the paperwork available on site to apply and be considered.

Note: Neither marching band nor pep team participation is considered to satisfy waiver requirements of interscholastic participation. JROTC already qualifies for an exemption from PE.

**FRESHMAN PHYSICAL EDUCATION - 9th Grade**

Academic areas encompass such areas as health, human physiology, proper diet and nutrition and cardiac fitness. In the 9th grade the emphasis in the activities is on large group team activities such as soccer, softball, volleyball, and basketball.

**SECOND YEAR PHYSICAL EDUCATION - 10th - 12th Grades**

These units will embrace academic units that were introduced in the 9th grade core classes. The physical activities presented in the second year will emphasize individual activities such as tennis, badminton, and weight training. This course may be repeated for credit.

**DANCE - 10th - 12th Grades**

This year long course is designed for all levels. Students will learn a variety of dance styles: Modern, Jazz, Musical Theater, African and Hip-Hop. Activities will include a technical warm-up, positioning, alignment, centering, and balance as applied to turns, falls, extensions and movement through space. Students will also study some of the history of dance. The focus is on developing technique and artistic proficiency.

This class may be repeated for credit.

### **JUJITSU - 10th - 12th Grades**

Judo will have students sweating and smiling as they develop physically, culturally, and morally. This course, about one of the world's most popular Olympic sports, will consider Judo's history in Japan, the U.S. and in Alameda. Judo culture, including its philosophy and etiquette, will also be discussed and students will be expected to carry themselves as "judoka" both inside and outside of the dojo. Judo technical instruction will begin with learning to fall safely before we move on to pinning and throwing techniques. Students will also learn Japanese including counting, introductions, judo terminology and children's songs. Students will receive belt promotions. They will also learn about, and be encouraged to participate in, judo competition.

## **ADULTING / NAVIGATING LIFE**

One semester of Adulthood (10<sup>th</sup> – 12<sup>th</sup> Grades) or one semester of Navigating Life (9<sup>th</sup> Grade) and one semester of Ethnic Studies is required for graduation. Navigating Life must be paired with Ethnic Studies.

### **ADULTING (P) - 10th - 12th Grades (UC/CSU "G" requirement)**

The goal of this one semester 10th - 12th grade course is to help prepare students to "launch" into our communities as healthy, active, and critically thinking young adult participants. Students will gain knowledge and skills essential to making thoughtful, knowledgeable, independent, and civic minded choices while navigating the transition from high school to adulthood. Students will demonstrate their understanding of identity, healthy decisionmaking, positive relationships, civic values and practices, and financial literacy through a variety of assessments, projects, reflections, close readings, short research assignments, Socratic seminar, online portfolio and presentations. The knowledge and skills gained from this course are applicable across disciplines and beyond this year; they will help students make choices which will support a happier, healthier and more satisfying life in college, career, and beyond. Replaces Current Life Issues. For students who have not met the Navigating Life requirement previously.

### **NAVIGATING LIFE (P) - 9th Grade (UC/CSU "G" requirement)**

Navigating Life is a one semester course that fulfills an AUSD graduation requirement and is taken in 9<sup>th</sup> grade. The course focuses on issues relevant to youth and success throughout and post high school. Topics include College and Career exploration and skills, money management, themes related to health such nutrition, sexual health in accordance with the California Healthy Youth Act, drug use and abuse, and mental health.

## **UC/CSU ELECTIVES**

NOTE: One year UC/CSU electives required for admission to UC/CSU schools. UC/CSU electives can be combined with other electives to fulfill AUSD elective requirements for graduation.

### **AP COMPUTER SCIENCE A (HP) - 11th - 12th Grades (UC/CSU "C" requirement)**

**Prerequisite: A demonstrated proficiency in Algebra 2 standards.**

The ability to write basic computer programs is a valuable skill not just for computer science majors but people in almost any field. AP Computer Science is an intensive, college-level introduction to computer programming using the Java programming language. This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. No prior programming experience is required or expected, but students should expect the class to move at a challenging pace in order to prepare them for the Advanced Placement Exam.

### **BIOTECH 2: ADVANCED PRINCIPLES OF CHEMISTRY & BIOTECHNOLOGY (P) - 11th - 12th Grades (UC/CSU "D" requirement)**

**Prerequisite: Biotech 1**

In this second-level Biotech course, students will deepen their understanding of the vast applications of biotechnology along with the biological concepts used in this exciting and constantly evolving area of science. Students will continue to develop their laboratory and critical thinking skills while mastering more complex laboratory techniques such as CRISPR and tissue culturing. As a capstone project, all students will develop their own research question that will enable them to design and conduct a lab experiment. Industry advisers will work with students to critique their experiment at multiple steps in the research project. The project will culminate by students completing a research paper and a scientific poster presentation. Students will also explore and evaluate career opportunities in biotech through industry articles, class discussions, research projects, guest speakers, and workplace visits. Students will engage in career preparatory activities including resume workshops, informational interviews and career panels, and summer internship opportunities.

**BIOTECH 3: BIOTECHNOLOGY SPECIAL PROJECTS (BSP) - 12th Grade (UC/CSU "G" requirement) CTE Elective****Prerequisite: Biotech 2**

Biotechnology Special Projects (BSP) is a work experience and laboratory research course. In the first semester, students continue to develop and practice their biotechnology skills by preparing lab materials and reagents for Biotech pathway courses. Students enrolled in BSP will also provide assistance and feedback to Biotech students as they learn to use new lab techniques and equipment. BSP students will peer mentor underclassmen, especially students from underrepresented and marginalized groups, to boost their interest in pursuing careers in science. In the second semester, students will conduct industry-standard research. In research teams, student scientists will model research techniques and strategies used at established biotechnology companies. Students will present their findings in a poster session at the end of the course.

**COMPUTER SCIENCE DISCOVERIES CTE 1 (P) - 9th – 11th Grades (UC/CSU "D" requirement)**

Note: This course fulfills a CTE elective or fulfills an additional "D" Lab Science for UC-A-G

This year-long course is the first course in the Career Technical Education ICT/Computer Science (CS) Pathway. The course is designed to empower students to engage with CS as a medium for creativity, communication, and problem-solving. The class simulates the professional world with students working primarily in pairs or teams to complete their assignments. Course content will cover beginning programming, CS big ideas such as the internet and algorithms, along with the soft skills necessary to succeed in college and career. If you have ever wanted to understand how everything is connected, build a website or game, this pathway is for you! Note: Students who complete this course are strongly encouraged to take the second-level course in the ICT/Computer Science Pathway: ***Computer Science Principles - CTE 2***

**COMPUTER SCIENCE PRINCIPLES CTE 2 (P) - 10th - 12th Grades (UC/CSU "D" requirement)****(OPTIONAL) AP Computer Science Principles CTE 2**

Note: This course fulfills a CTE elective or fulfills an additional "D" Lab Science for UC-A-G

**Prerequisites: Algebra 1 and Computer Science Discoveries CTE 1**

This year-long course is the second course in the Career Technical Education ICT/Computer Science Pathway. Through building mobile apps and researching technological innovations, students will focus on the big ideas of computer science: creativity, abstraction, data and information, algorithms, the internet and global impact. Speakers from the IT industry will help students learn about career opportunities. Students will gain entry-level skills that will prepare them to secure internships and will help them determine if computer science is a field they want to pursue. All students will have the opportunity to take the AP Computer Science exam. Students who successfully complete this course will be prepared for AP Computer Science A (Java). *Note: Students have the option to enroll in this course for AP credit. Students who choose to enroll in the AP section will be required to complete additional assignments and participate in AP test preparation.*

**CREATIVE WRITING (P) - 9th - 12th Grades (UC/CSU "G" requirement)**

In Creative Writing, the student will explore and develop his/her own writing abilities in the areas of fiction, poetry, playwriting (and screenwriting). Craft and technique are discussed through the reading of published writers, along with extensive discussion of student manuscripts. The course covers story construction, character development, dialogue, description, and the basics of clear, lively use of language. Once students have been exposed to various types of writing, they complete short exercises in creative writing and an extended project of their choice.

**FILM AS LITERATURE (P)** - 9th – 12th Grades (UC/CSU “G” requirement)

In this semester or yearlong class students examine films from the structural point of view. Students learn the choices directors make in composing shots and editing scenes. They discuss and write about how directors use cinematic techniques to develop characters and themes. This is a college prep class, so work includes oral presentations, discussions, short writings, and essays. Grading is based on mastery of subject material, quality of ideas and insights, and correctness and organization of writing.

**PSYCHOLOGY (P)** - 11th - 12th Grades (UC/CSU “G” requirement)

Psychology is the scientific study of mental processes and behavior, with a focus on the human psyche, personality, and behavior. This course is a survey approach to the study of terms, approaches, theories, and important researchers. Students learn about the brain and nervous system, how we learn and remember information, how we sense and perceive, how we are motivated and how emotions affect us. The class explores altered states and dreams, psychological disorders, and attitudes towards those who "deviate from the norm." We follow stages in the life cycle from infancy, through childhood, adolescence, adulthood, old age, and death. We examine methods of therapy and means of dealing with stress. The focal theme will be social psychology -- looking at the interaction between personal psychology and sociology, both how we "tick" as individuals and how we interact with others. Issues to contend with include the following: adolescent development, ethnic/cultural/racial issues, gender relations and discrimination, types of crime and roots of violence.

**SPORTS MEDICINE 1 (P)** - 10th - 11th Grades (UC/CSU “G” requirement)

Sports Med 1 is the first level of this Career Technical Education pathway designed for students who are interested in careers in the medical field. Students will be immersed in learning anatomy and kinesiology as they relate to the field of sports medicine. Related topics such as injury rehabilitation, nutrition, dietary supplementation, and the effects of performance enhancing substances will be introduced. Students will be exposed to treatment and rehabilitation protocols for various injuries, including concussion and head injury management. Throughout the year, students will be exposed to different careers in the medical field through guest speakers, fieldwork opportunities, and group projects. A structured opportunity is afforded to all students to participate in a Ride-Along with Alameda Fire Department. Students will be eligible to observe and work alongside the Alameda High School athletic trainer by volunteering with AHS sports teams as a Student Athletic Training Aide. *Note: Students who complete Sports Medicine 1 are strongly encouraged to enroll in the second course in the CTE pathway: **Sports Medicine 2***

## OTHER ELECTIVES

### (NON UC/CSU ELECTIVES/MEETS AUSD ELECTIVE REQUIREMENTS)

**ACADEMIC STRATEGIES –STRATEGIC** - 9th – 12th Grades

**Prerequisite: Individualized Education Plan required.**

Explicit instruction in learning strategies geared toward fostering success and independence in general education classes and in the community.

**BODY SCULPTING (Yoga)**- 10th – 12th Grades

**Prerequisite: Successful completion of PE (9).**

This is an elective course focusing on the cardiovascular endurance, muscular strength and endurance, flexibility, and body composition development. Students will achieve a level of proficiency in body sculpting through the use of core exercises, floor work, yoga, rhythmic aerobic activities, and power walking. Light weights and hand dumbbells will be used. Student’s primary location will be in the dance studio. **This will not fulfill any PE requirements.**

**COMMUNICATION IN THE REAL WORLD (SOCIAL COGNITIVE SKILLS)** - 9th – 12th Grades

**Prerequisite: Individualized Education Plan required.** Social interaction and problem-solving skills for students with social cognitive challenges (e.g., students on the autism spectrum).

**LEADERSHIP - 9th – 12th Grades**

**Prerequisite: Elected to Student Body Office or Appointment via an application and student interview process utilizing a multi-criteria matrix for selection.**

Leadership is a course designed to assist the officers in student government, so they may better serve the student body and the school. This course is designed to develop leadership potential. Students clarify their own goals, develop, and implement school projects, and learn how to channel their abilities to create positive school experiences. Subjects such as how to plan and conduct meetings, budget and budgetary procedures, election procedures, fund raising, working within the community, and polls and poll taking will be considered. It is assumed those enrolled in the class will work toward the following goals: improve and enhance the quality of student government, foster better relationships throughout the community, and open and maintain constructive channels of communication. The course is required of all student body officers. May be repeated for credit.

**LIBRARY REFERENCE SKILLS - 10th – 12th Grades**

**Prerequisite: Application, student interview process and a demonstrated proficiency in basic math skills standards as determined by a multi-measure placement matrix.**

This course provides students with instruction and practice in book and material searches. This course is taught in sequential learning experiences including basic operation functions of library, book selection criteria, card catalog, Readers' Guide of Periodicals, and better use of worthwhile reference sources. The course provides students with the opportunity to use skills in filing, typing, and assisting peers. Students will also have the opportunity to learn computer skills.

**STRENGTH CONDITIONING & AGILITY (Weight Training) - 11th – 12th Grades**

**Prerequisite: Completion of both years of Physical Education and passage of the State-Mandated Fitness Test (PFT).**

This elective course focuses on the cardiovascular endurance, muscular strength and endurance, flexibility, and body composition development. Student's primary location will be in the weight room. Students will achieve a level of proficiency in concepts and techniques using various and develop a level of proficiency in creating a personal fitness plan (self-assessment, adjustment, and realization). **This will not fulfill any PE requirements.**

**STUDENT AIDE/OFFICE AIDE - 10th - 12th Grades**

**Prerequisite: Application and teacher approval.**

In this course, students are trained to assist in offices, media center and/or teachers in specific content areas. Students must have leadership abilities, excellent attendance, and no suspensions. The grading system is Pass/Fail.

**TRANSITION SKILLS - 9th – 12th Grades**

**Prerequisite: Individualized Education Plan required.**

Instruction geared toward practical skills needed in transition to adulthood. May cover any of the following areas: vocational; pre-vocational; community safety; self-care/management; etc.

**YEARBOOK - 9th – 12th Grades**

**Prerequisite: Application and a demonstrated proficiency in English standards as determined by a multi-measure placement matrix.**

Yearbook is a course in which students publish the yearbook at Alameda High School. Students interested in photography, graphics, journalism, advertising, sales, and public relations may gain experience in this class. This course may be repeated for credit.

## CAREER TECHNICAL EDUCATION (CTE)

Alameda High School offers students a unique opportunity to explore career options by enrolling in courses within a specific “CTE pathway.” CTE pathways are structured as a sequence of courses, directly aligned with post-secondary majors, providing students with marketable skills. CTE courses are designed to engage students through hands-on, project-based learning using real world applications to reinforce students’ academic learning. Students also benefit by having access to classrooms equipped with advanced technologies used by industry professionals. CTE instructors possess industry experience and incorporate work-based learning opportunities for students into courses including career speakers, industry-related field trips, and internships. Several CTE classes are academically articulated with local community colleges enabling students to earn college credit. All high school students may enroll in CTE classes, however, some CTE pathways have grade-level requirements that are noted in the specific course descriptions. **Important: Students are strongly encouraged to complete the two-course sequence offered in the specific CTE pathway they choose.**

### BIOTECHNOLOGY PATHWAY

**BIOTECH 1: PRINCIPLES OF CHEMISTRY & BIOTECHNOLOGY (P)** - 10th & 11th Grades (UC/CSU "D" requirement)  
Physical Science

**Prerequisite: Biology**

This course is ideal for students who are interested in learning the skills needed to work in the rapidly expanding fields of biotechnology and biomanufacturing while fulfilling their one-year Physical Science (chemistry) requirement for graduation. The project-based course focuses on the major issues affecting humans today: Water, Food, Health, Waste Management, Climate Change, and Energy. Students will become proficient in lab techniques needed to work in industry and in scientific research by doing hands-on labs, including solving a mystery using DNA fingerprinting, creating a biofuel from waste materials, and remediating polluted drinking water. Students will learn how to apply chemistry concepts to make protein purification and assays, recombinant DNA, as well as learning isolation and tracking techniques. The course will cover laboratory notebook recording, spreadsheet data analysis, written protocols, and standard operating procedures. Career exploration activities include field trips to local biotech companies, industry speakers, and opportunities to apply for summer internships. This course is recommended for students interested in biotech or biomedical careers or who like the idea of learning about forensics, agriculture, engineering, waste management, and environmental science. *Note: This is the first course in the Biotechnology pathway and can be taken as a Physical Science. Students who complete Biotech 1 are strongly encouraged to take the second-level course: **Biotech 2***

**BIOTECH 2: ADVANCED PRINCIPLES OF CHEMISTRY & BIOTECHNOLOGY (P)** - 11th - 12th Grades (UC/CSU "D" requirement)

**Prerequisite: Biotech 1**

In this second-level Biotech course, students will deepen their understanding of the vast applications of biotechnology along with the biological concepts used in this exciting and constantly evolving area of science. Students will continue to develop their laboratory and critical thinking skills while mastering more complex laboratory techniques such as CRISPR and tissue culturing. As a capstone project, all students will develop their own research question that will enable them to design and conduct a lab experiment. Industry advisers will work with students to critique their experiment at multiple steps in the research project. The project will culminate by students completing a research paper and a scientific poster presentation. Students will also explore and evaluate career opportunities in biotech through industry articles, class discussions, research projects, guest speakers, and workplace visits. Students will engage in career preparatory activities including resume workshops, informational interviews and career panels, and summer internship opportunities.

**BIOTECH 3: BIOTECHNOLOGY SPECIAL PROJECTS (BSP) (P)** - 12th Grade (UC/CSU "G" requirement) CTE Elective

**Prerequisite: Biotech 2**

Biotechnology Special Projects (BSP) is a work experience and laboratory research course. In the first semester, students continue to develop and practice their biotechnology skills by preparing lab materials and reagents for Biotech pathway courses. Students enrolled in BSP will also provide assistance and feedback to Biotech students as they learn to use new lab techniques and equipment. BSP students will peer mentor

underclassmen, especially students from underrepresented and marginalized groups, to boost their interest in pursuing careers in science. In the second semester, students will conduct industry-standard research. In research teams, student scientists will model research techniques and strategies used at established biotechnology companies. Students will present their findings in a poster session at the end of the course.

## INFORMATION & COMMUNICATIONSTECHNOLOGY (ICT) PATHWAY

### COMPUTER SCIENCE DISCOVERIES CTE 1 (P) - 9th – 11th Grades (UC/CSU “D” requirement)

Note: This course fulfills a CTE elective or fulfills an additional “D” Lab Science for UC-A-G

This year-long course is the first course in the Career Technical Education ICT/Computer Science (CS) Pathway. The course is designed to empower students to engage with CS as a medium for creativity, communication, and problem-solving. The class simulates the professional world with students working primarily in pairs or teams to complete their assignments. Course content will cover beginning programming, CS big ideas such as the internet and algorithms, along with the soft skills necessary to succeed in college and career. If you have ever wanted to understand how everything is connected, build a website or game, this pathway is for you! Note: Students who complete this course are strongly encouraged to take the second-level course in the ICT/Computer Science Pathway: *Computer Science Principles - CTE 2*

### COMPUTER SCIENCE PRINCIPLES CTE 2 (P) - 10th - 12th Grades (UC/CSU "D" requirement)

#### (OPTIONAL) AP Computer Science Principles CTE 2

Note: This course fulfills a CTE elective or fulfills an additional “D” Lab Science for UC-A-G

#### Prerequisites: Algebra 1 and Computer Science Discoveries CTE 1

This year-long course is the second course in the Career Technical Education ICT/Computer Science Pathway. Through building mobile apps and researching technological innovations, students will focus on the big ideas of computer science: creativity, abstraction, data and information, algorithms, the internet and global impact. Speakers from the IT industry will help students learn about career opportunities. Students will gain entry-level skills that will prepare them to secure internships and will help them determine if computer science is a field they want to pursue. All students will have the opportunity to take the AP Computer Science exam. Students who successfully complete this course will be prepared for AP Computer Science A (Java). *Note: Students have the option to enroll in this course for AP credit. Students who choose to enroll in the AP section will be required to complete additional assignments and participate in AP test preparation.*

## SPORTS MEDICINE & HEALTHCARE PATHWAY

### SPORTS MEDICINE 1 (P) - 10th - 11th Grades (UC/CSU “G” requirement)

Sports Med 1 is the first level of this Career Technical Education pathway designed for students who are interested in careers in the medical field. Students will be immersed in learning anatomy and kinesiology as they relate to the field of sports medicine. Related topics such as injury rehabilitation, nutrition, dietary supplementation, and the effects of performance enhancing substances will be introduced. Students will be exposed to treatment and rehabilitation protocols for various injuries, including concussion and head injury management. Throughout the year, students will be exposed to different careers in the medical field through guest speakers, fieldwork opportunities, and group projects. A structured opportunity is afforded to all students to participate in a Ride-Along with Alameda Fire Department. Students will be eligible to observe and work alongside the Alameda High School athletic trainer by volunteering with AHS sports teams as a Student Athletic Training Aide. *Note: Students who complete Sports Medicine 1 are strongly encouraged to enroll in the second course in the CTE pathway: Sports Medicine 2*

### SPORTS MEDICINE 2 - 11th - 12th Grades

#### Prerequisite: Sports Medicine 1

Students enrolled in Sports Med 2 will be able to deepen their knowledge of anatomy while learning the skills required to successfully address a variety of sports injuries. In addition to completing CPR/First Aid Certification, students will learn the protocols required to respond to a comprehensive range of emergencies encountered by Emergency Medical Responders (EMRs). Topics covered include Emergency Medical Systems, Patient Assessment, Workforce Safety, Medical Terminology, Communication and Documentation. The class will also focus on medical ethics and professional conduct. Students will be exposed to a wide range of careers in the medical field through guest speakers, fieldwork opportunities, field trips, and group projects. A structured opportunity is afforded to all students to participate in a Ride-Along with Alameda Fire Department. Through a partnership with Public Health Institute’s *Face for the Future* program, interested students have the opportunity to apply for hospital internship rotations at Alameda Hospital. Sports Med 2 students are also eligible to gain practical experience

volunteering as an AHS Student Athletic Training Aide.

## DIGITAL MEDIA & COMMUNICATIONS PATHWAY

### DIGITAL FILMMAKING 1 (P) - 9th – 11<sup>th</sup> Grades (Formerly TV/Media 1) (UC/CSU “F” requirement)

This initial course in the CTE Digital Filmmaking pathway will immerse students in the creative process required to produce quality films. Participants will engage in hands-on video production including camera operation, lighting, sound, scriptwriting, and editing in six major genres of filmmaking: Silent Film, Commercial, Public Service Announcement (PSA), Documentary Film, Music Video, and Fictional Narrative. The course will cover the history of film/video and students will develop skills in critical analysis. Students will learn to analyze the impact of media and film across cultures and how media can be used to have a direct impact on solving problems locally and globally. Students will complete video projects that address social issues. Students will also explore and evaluate potential career paths in the creative, technical, and management aspects of the industry. *Note: Students successfully completing this course with a B or better will earn both Alameda High School credits and Peralta Community College credits. Students who complete this course are strongly encouraged to take the second-level course: **Digital Filmmaking 2***

### Digital Filmmaking II - 10th - 12th Grades (Formerly TV/Media 2)

#### **Prerequisite: Digital Filmmaking 1**

This is the second CTE pathway course students will take that will build on the skills students learned in Digital Filmmaking 1. The course is designed to enable students to gain the professional skills they need to be competitive participants in the film and broadcasting industry. The course will cover advanced techniques in film and video production in addition to acting for the camera. Students will learn techniques including voice and movement; development of broadcast styles; preparation of programs; rehearsal, performance, and evaluating work of others. Students will also develop proficiency in operating complex technical equipment used in post-production and editing. Students will learn project management skills by guiding their projects from script to screen. At the completion of the course all students will produce a professional demo reel for use as a professional portfolio. *Note: Students who complete this course with a grade of B or higher will earn both Alameda High School credits and Peralta Community College credits.*

## MULTIMEDIA ART PATHWAY

### MULTIMEDIA ART 1 (P) - 9th – 12th Grades (UC/CSU “F” requirement)

Multimedia Art 1 is the entry-level course to this Career Technical Education (CTE) Pathway. The pathway courses provide students who have a strong interest in graphic design the opportunity to complete a sequence of courses that will enable them to acquire proficiency in graphics programs used by industry professionals. During this year-long course, students will gain an understanding of art and design principles as they begin to master Adobe Photoshop and Adobe Illustrator. Students will also learn to look at images critically, develop their creativity, and gain skills to communicate in a visual language using tablets and high-end Mac computers. The course is project-based and will cover graphic design, digital photography and basic animation. *Note: Students who enroll in Multimedia Art 1 are strongly encouraged to take second course in the pathway: **Advanced Multimedia Art***

### ADVANCED MULTIMEDIA ART (P) - 10th – 12th Grades (UC/CSU “F” requirement)

#### **Prerequisite: Multimedia Art 1**

Advanced Multimedia Art is the second course of this Career Technical Education (CTE) Pathway. Students who have a strong interest in graphic design will complete a sequence of courses enabling them to become proficient in graphics programs used by industry professionals. Instruction integrates the study of art history and students will complete assignments based on the techniques and styles of specific art movements and artists. Additionally, students will explore careers in design and complete logo projects for clients in the community. Students will also have the opportunity to make 2D and 3D projects with a laser cutter. The final quarter is reserved for students to focus on a project of their choosing. In addition to Photoshop and Illustrator, students may opt to use Adobe Animate, InDesign (Publishing) Premiere (Video Editing) or After Effects (motion graphics) for this personal project. *Note: Students who complete this course are strongly encouraged to enroll in the CTE elective course: **Advanced Projects***

**ADVANCED PROJECTS MULTI-MEDIA ART - 11th – 12th Grades****Prerequisite: Advanced Multimedia Art**

Students will have the opportunity to apply their advanced skills in Photoshop and Illustrator to complete significant projects on various platforms of their choosing. In addition to technical expertise, students will build professional skills such as client communication, time management, and research into product viability. Examples of potential projects include Prototyping apps and designing websites for all screens in Adobe XD, creating books and eBooks in Adobe InDesign, mastering post-production effects and motion graphics for video in Adobe After Effects. Students may also choose to design projects using the laser cutter or to use sewing machines to create designs with fabric and other materials. The course incorporates industry speakers and students may participate in potential job shadowing, internships, and freelance graphic design opportunities.