



Pasadena Unified School District
351 South Hudson Avenue • Pasadena, California
91109

Orientation
TO
High School

HAND BOOK

2022-2023

March 2022

BOARD OF EDUCATION

2022-23

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Pasadena Unified School District OFFICE OF THE SUPERINTENDENT

Dear Students and Parents:

Welcome to high school! This orientation handbook has been designed to assist you with guidance information that will help you function successfully as a new student.

Please familiarize yourself with the contents prepared in each section of the handbook. A student's success in high school is dependent on parent interest and involvement. We would like you to read this book and keep it in a place for easy reference throughout the year. Please keep in touch with your Guidance Counselor and individual teachers. The high school staff in our district has the ability and experience to make your high school years an exciting period of learning and growth.

Guidance and academic planning are two of the most important services we offer to families at the senior high school level. Enjoy your time with us; it will become part of your fondest memories.

Sincerely,

A handwritten signature in blue ink, appearing to read "B. McDonald", enclosed in a rectangular box.

Dr. Brian McDonald
Superintendent of Schools

The Pasadena Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs.

For inquiries about District policies and procedures related to student-to-student, student-to-staff and staff-to-student harassment/discrimination, including how to file a harassment/discrimination complaint contact

Chief Human Resources Officer
[626.396.3600](tel:626.396.3600) ext. 88779

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Pasadena Unified School District
Secondary School
Honor Code

All who work and study in the Pasadena Unified School District (PUSD) are responsible for maintaining their own integrity and the integrity of the community in all academic matters and in all affairs concerning the community.

The following activities are in violation of the PUSD Secondary School Honor Code:

1. The giving or receiving of any unauthorized aid or assistance on any form of academic work. This includes using technology as an unauthorized aid in academic work.
2. Plagiarism in any form including the copying, or representation, of another's work as your own without appropriate attribution to the source, including claiming work as your own that is posted or published via the internet.

Any violations of the Honor Code in any PUSD course will have serious consequences, which may include but are not limited to the following:

- The student will receive a zero on the assignment.
- Parents and student attendance will be required at a conference with the school staff.
- In an AP class, the student will not be allowed to take the respective AP exam and will be removed from the course.
- The student will be suspended from school.

I understand and have read the PUSD Secondary School Honor Code and will adhere to its expectations of me. I will maintain integrity in my academic work and will not give or receive any unauthorized aid or assistance on any form of academic work.

Student Signature/Date

Parent Signature/Date

Print Name _____

Print Name _____

PUSD Student Number _____

WELCOME TO HIGH SCHOOL

On the following pages, you will find information on admission and registration, graduation requirements, course descriptions, textbook responsibilities, student lockers, and other important information. We hope that this material will be helpful.

ADMISSION TO HIGH SCHOOL

Any student living in the Pasadena Unified School District may apply for admission to high school with satisfactory evidence of ONE of the following requirements.

Completion of the eighth grade

1. Approved non-promotional transfer
2. Transfer from another high school
3. Approved visa for foreign students
4. Accepted application to a voluntary school

Whenever a student enrolls, all of the following are required:

1. A Registration Information form (RI) completed and *signed* by the parent or guardian. If you are the Guardian, a Declaration of Residency and Responsibility form must be obtained from the School Registrar.
2. Verification of student residence within the senior high school areas serving the appropriate zone (i.e., utility bill or rental agreement) or permit issued by the Board of Education.
3. Immunization official records (see requirements below) and a completed health history.
4. As appropriate, a record of all units and courses completed and withdrawal grades at the time of transfer.
5. Verification of legal name and birthday; i.e., birth certificate, passport-visa, school records, etc.
6. A current emergency card.

All students new to the district must show proof of immunizations at the time of registration.

GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY

GRADES TK/K-12



Requirements by Age and Grade Before Entering:

Vaccine	4-6 Years Old Elementary School at Transitional-Kindergarten/ Kindergarten and Above	7-17 Years Old Elementary or Secondary School	7th Grade*
Polio (OPV or IPV)	4 doses (3 doses OK if one was given on or after 4th birthday)	4 doses (3 doses OK if one was given on or after 2nd birthday)	
Diphtheria, Tetanus, and Pertussis	5 doses of DTaP, DTP, or DT (4 doses OK if one was given on or after 4th birthday)	4 doses of DTaP, DTP, DT, Tdap, or Td (3 doses OK if last dose was given on or after 2nd birthday. At least one dose must be Tdap or DTaP/DTP given on or after 7th birthday for all 7th-12th graders.)	1 dose of Tdap (Or DTP/DTaP given on or after the 7th birthday.)
Measles, Mumps, and Rubella (MMR or MMR-V)	2 doses (Both given on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately.)	1 dose (Dose given on or after 1st birthday. Mumps vaccine is not required if given separately.)	2 doses of MMR or any measles-containing vaccine (Both doses given on or after 1st birthday.)
Hepatitis B (Hep B or HBV)	3 doses		
Varicella (chickenpox, VAR, MMR-V, or VZV)	1 dose	1 dose for ages 7-12 years. 2 doses for ages 13-17 years.	

*New admissions to 7th grade should also meet the requirements for ages 7-17 years.

HIGH SCHOOL GRADUATION REQUIREMENTS



High School education in PUSD has expanded to prepare our graduates for an ever-changing world and a global economy. We are providing students more of the advanced skills they need to be successful, productive citizens who are future-ready. We are committed to providing every student with a foundation of knowledge and character necessary to excel in higher education, work, and life.

All students must complete the following requirements to graduate with a high school diploma:

1. Complete 220 Credits of Required Courses:

Students earn 5 credits per semester for every course they pass. Students in the Class of 2021 and beyond are now required to complete a semester of Career Technical Education (CTE).

Subject Area	# of required credits
English	40 credits (4 years)
Math	30 credits (3 years)
Social Science	30 credits (3 years)
Science	30 credits (3 years)
World Language	10 credits (1 year)
Fine Art/Performing Art	10 credits (1 year)
PE	20 credits (2 years)
CTE (Career Technical Education)	5 credits (1 semester)
Electives	45 credits (4 years + 1 semester)

For a complete list of the course offerings at your high school campus, please see your student's counselor

2. Complete Free Application for Federal Student Aid (FAFSA)

3. Complete 40 hours of Community Service or Work Based Learning:

Students enrolled in a traditional diploma path (220 credits) are required to complete forty hours of approved Community Service and/or Work-Based learning, whereas those participating in the alternative learning option (170 credits) are required to complete 60 Community Service and/or Work-Based learning hours.

A supervisor from the organization of service must be able to verify the hours completed with a signature and business card. Parents and students may not sign as a supervisor on the verification form.

4. Submit a Graduate Portfolio and Present the Graduate Defense:

The Graduate Portfolio and Defense is an opportunity for students to showcase their academic achievement and proficiency in the 4 C's (Critical Thinking, Creativity, Communication & Collaboration), and to reflect on and refine their learning and growth. The defense/project allows the student to communicate information and present effectively in multiple formats. Students have to demonstrate proficiency in the following areas which are scored with a common rubric:

Part I: Artifacts – Assignments must be scored with the common rubrics prior to the oral presentation

1. **RESEARCH, as evidenced via Research paper (6-8 pages)** - evidence of student's critical thinking skills, use of evidence to support claims, and critical reading ability
2. **CREATIVITY, as evidenced via various student work** - student work that showcases creative/innovative solutions, processes and/or actual product
3. **WRITTEN COMMUNICATION, via Reflection paper (3-5 pages)** - evidence of written communication skills, ability to reflect and assess growth and progress on items 1 and 2 above. This paper will also serve as the script for the oral presentation.

Part II: Defense of Learning: ORAL COMMUNICATION/PRESENTATION:

- A. **Sharing of portfolio** – share 3 graded documents with panel of judges
- B. **Individual presentation** in front of panel of judges (8-10 minutes)
- C. **Use of technology** - well-produced audio/visual aids or media
- D. **Question and answer session** (5 minutes) – as demonstration of growth, reflection and self-evaluation

**PASADENA UNIFIED SCHOOL
DISTRICT 2022 - 2023
HIGH SCHOOL SENIOR CONTRACT**

Student's Name: _____ School ID# _____

Name of High School: _____

The goal of PUSD Staff and Administration is to ensure the success of every senior. This contract provides support for the achievement of a successful academic journey and a memorable conclusion to your years at PUSD.

To be eligible to participate in senior privileges (activities including the graduation ceremony) and before purchasing tickets to any of the events, students must adhere to and **maintain** the following requirements:

- ✓ No more than 2 F's in the last reporting period.
- ✓ No more than 2 U's in the last reporting period.
- ✓ No more than 60 period absences (10 days), excused or unexcused, per semester. NOTE: Excluding absences for school business.
- ✓ No more than 15 total tardies to all classes during the last reporting period.
- ✓ All detention/Saturday School obligations have been cleared one week before the event.
- ✓ All book fines and other financial obligations paid.

Complete contract and return to your Assistant Principal's Office by the deadline of October 1. Failure to return this contract will result in loss of all senior privileges and activities. Students enrolling after the first day of school will complete contract during the enrollment process.

NOTE – IF a student violates this contract at any time, she/he will be subject to loss of one or all of the remaining events for the year.

Students who have excessive absences or tardies may be assigned Community Service hours. The hours may vary based upon the total amount of period absences and period tardies.

Students must be present in all classes the day of the event.

By signing this agreement, I will abide by all the conditions of this contract and understand that all sales are final and nonrefundable. I further understand I will be notified as soon as possible if my child has not adhered to or maintained any of the above criteria listed and will therefore not be participating in an event.

Student's Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

GENERAL INFORMATION

When a student first enrolls in school, he/she is assigned to a counselor. The counselor's responsibility is to work with the student, parents, and teachers to help plan a program best suited to student needs. The counselor assists the student in numerous ways and should be contacted to help solve problems.

Opportunities for identified gifted and talented (GATE) students are offered in grades 9-12.

School health personnel are available during school hours for first aid treatment. If illness or an accident occurs during school hours, the student must report to the school health office for clearance before leaving school. An emergency card *must* be on file so that parents, a doctor, or a hospital can be contacted in case of emergency.

After any absence, a student must bring a written note or absence form from his/her parent or guardian to the attendance office. This note should indicate the reason for and dates of absence. As a rule, medical or dental appointments should be made after school hours. Students who have been absent should report to the attendance office upon their return to clear the absence.

The school year is divided into two separate semesters. "Grade Reports" are available digitally through Parent Portal or can be mailed to the parents every five weeks when requested. Special notices are mailed to parents periodically when a student's work is unsatisfactory.

Explanation of "Subject Grades": A: Excellent; B: Above Average; C: Average; D: Below Average; I: Incomplete; F: Failure; NG: No Grade.

Explanation of "Citizenship Grades": E: Excellent; S: Satisfactory; U: Unsatisfactory. The evaluation of citizenship is based on responsibility, effort, cooperative class conduct, and courtesy.

Homework may be assigned daily. A total of 2-3 hours will be required daily depending on the number and type of academic subjects.

Many clubs, athletic, and afterschool activities are offered, and involvement in school clubs and activities is an important part of a student's development. Participating enables the student to become a contributing member of the school community, assist in the decision-making process, and develop leadership skills. Every year, new groups are added or dropped in relation to students' interests. Soon after the school year begins, check the school bulletin or go to the school's Student Services Office to find a list of clubs and activities.

DISTRICT HOMEWORK SCHEDULE

Homework occupies an important place in the educational program. Through homework, classroom instruction is reinforced, high expectations are supported, students are motivated toward self-direction, and the relationship of school and home in the learning process is strengthened. Homework is an important part of every student's instructional program.

Accordingly, teachers will require regularly assigned homework based upon classroom instruction and students will be held accountable for completing homework.

Students shall be given the opportunity to make up schoolwork missed because of an excused absence or suspension and shall receive full credit if the work is turned in according to a reasonable make-up schedule.

No student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. (Education Code 48980)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

The principal and staff at each school shall develop a school site homework plan, which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall inform parents/guardians as to how much time on homework will be expected and how homework relates to the student's grades. See your school handbook for guidelines.

Students should be expected to spend an average of 2 to 2½ hours on homework per day, four or five days a week.

PROMOTION POLICY

Students must have satisfactorily completed the following number of units by the end of each year to be remain on track for graduation (parent and students are encouraged to maintain contact with their assigned counselor to ensure students are moving successfully through the grade levels):

Grade	Units
9 th	50
10 th	100
11 th	160
Graduation	220

(Units to enter grades 10, 11, and 12 are to be computed as of August 1.)

ELIGIBILITY REQUIREMENT

The primary responsibility of every student is to meet the academic challenge of learning. Extracurricular and co-curricular activities are integral to a well-balanced educational program; however, these activities are supplemental means to enhance academic and career goals.

To encourage and promote academic excellence, all students participating in sports and activities shall demonstrate satisfactory minimum progress in meeting the requirements of graduation. This includes undertaking the prescribed course of study and meeting the standards of proficiency established by CIF (California Interscholastic Federation overseeing athletics) and the School District.

In order to emphasize the importance of academic achievement, the following constitute minimum requirements for student participation in athletics and student activities: a grade point average of “C” (2.0 on a 4.0 scale) in all classes and no more than two “F’s”, “I”, or “NG”. The student must receive a passing grade in a minimum of four classes per grading period, no more than 5 credits per class will be counted, and receive more than two U’s “Unsatisfactory” in citizenship in a grading period. Eligibility will be checked each quarter. Should an individual fall below the above requirements, the student will not be eligible for participation in athletics/activities during the next five-week grading period.

TEXTBOOKS AND OTHER DISTRICT PROPERTY

All textbooks, library books, chromebooks or other district property issued to students must be maintained in an acceptable manner and returned in satisfactory condition upon request. Education Code Section 48904 authorizes the district to secure reimbursement from students or legal guardians for the cost of lost, stolen, or damaged property. Replacement books and materials will not be issued until full or partial reimbursement as part of an on-going payment plan has been made. Failure to pay for missing or damaged books may result in withholding of student records including report cards, grades, transcripts, and diplomas, along with exclusion from participation in graduation or promotion

exercises. Pursuant To California Education Code Section 35186: “There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each, pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home to complete required homework assignments.” (Williams Act)

Pasadena Unified School District
DIVISION OF INSTRUCTION
351 S. Hudson Avenue, Pasadena, CA 91109
(626) 396-3600 Ext. 88087

Textbook Policy and Contract
2022-2023

1. Each student is responsible for ALL books issued to him/her during the course of the school year including Chromebooks used for digital materials. Fines will be assessed for all damaged and lost books. Students must pay for all fines associated with their assigned textbooks. Each student is responsible for the EXACT copy of the book issued to him/her. Any outstanding fines and textbooks can result in the withholding of grades, transcripts, and promotion to the next grade and/or graduation.
2. Each student may fill out and return a Textbook Condition report, which is supplied to them when they receive their textbooks. The Textbook Condition report will allow students to identify damages within their textbook that they will not be held responsible for.
3. Barcodes are assigned to each book for identification. Do not tamper with or remove barcodes. There is a \$10.00 fine for removing or tampering with textbook barcodes.
4. Students must maintain the appearance and cleanliness of their assigned textbooks. Examples of damages to be mindful of are: writing, water damage, torn pages, bent covers, broken bindings, and stains. Do not lend assigned textbooks to others unless you are willing to pay for any damages that may occur through their use.
5. Do not leave your textbooks in your classrooms **EVEN IF YOUR TEACHER SAYS IT'S OKAY**. Leave your books in the classroom **AT YOUR OWN RISK!** You are still responsible even if someone else damages or loses your book. *Your teacher is NOT responsible for your book.*
6. It is highly recommended that all students cover their books and use protective cases for Chromebooks.

STUDENT: I have read the above textbook policy and agree to honor the regulations of the textbook policy. I understand the terms and conditions stated above, and I know that I will be held responsible for all books issued to me during the school year.

Student Name (Please Print)

Grade

Student Signature

Address

Telephone Number

PARENT: I have read the above textbook policy and as the parent/guardian of _____ I acknowledge that he/she must abide by the regulations and will be held responsible for all books issued to him/her during the school year.

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Date: _____

Student ID# _____

STUDENT LOCKERS

Lockers may be issued to students but remain the property of the school district. Use of lockers by students is voluntary and district property issued to students or personal items placed in lockers are the responsibility of the student, not the district. Students must use district issued locks on lockers; unauthorized locks will be removed. Lockers may be opened and inspected at any time by school officials.



PASADENA UNIFIED SCHOOL DISTRICT POLICY ON BULLYING

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. The policy applies to all acts related to school activity or school attendance within a school under the jurisdiction of the superintendent of the school district. (California Education Code (EC) sections (§§) 200, 220, 221.5, 234.1, and 260; California Government Code (GC) section (§) 11135; California Penal Code (PC) § 422.55; California Code of Regulations, Title 5 (5 CCR) §§ 4900, 4902, and 4960) The District's Policy on Bullying can be accessed on the District's website

<https://www.pusd.us/Page/3153>

1. The District prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900(r).
2. School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so.
3. Acts of discrimination or bullying should be brought to the attention of the principal.
4. You may make an anonymous complaint by contacting the school principal or the Director of Child Welfare, Attendance, and Safety. If there is sufficient corroborating information, the District will commence an investigation.
5. Complaints of bullying or discrimination will be considered confidential; however, it may be necessary to disclose certain information in order to effectively investigate.
6. Students who violate the District's policies on bullying or discrimination may be subject to progressive interventions and/or disciplinary actions.
7. The District prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.
8. Students and parents also may contact the District's Office of Child Welfare, Attendance and Safety at (626) 396-3600, extension 88230.

Don't Be Silent . . .



Stop Bullying NOW!
WeTIP. Do Tell!

Report it!  Call

1.800.78.CRIME
 1 8 0 0 7 8 2 7 4 6 3

No one will know who you are. Not us . . . Not ever!

stopbullying.gov

Home | What You Can Do | Blog | Newsroom | Videos | Resources | Policies & Links

WHAT IS BULLYING | CYBER BULLYING | WHO IS AT RISK | PREVENT BULLYING | RESPOND TO BULLYING | GET HELP NOW

FEATURES

- Bullying Risk Play
- Report Cyberbullying
- Be More Than a Bystander
- Follow us on Twitter

WHAT YOU CAN DO

Prevention | Bullying | Community | Terms | Kids

Report Cyberbullying When it Happens

Don't Be Silent . . .



Stop Bullying NOW!
WeTIP. Do Tell!

Report it!  Call

No one will know who you are. Not us . . . Not ever!

1.800.78.CRIME
 1 8 0 0 7 8 2 7 4 6 3

COURSE CATALOG

GLOSSARY OF TERMS

AP – Advanced Placement (AP courses provide a higher level of academic preparation for post-secondary education and college credit upon successfully completing the AP test). Students enrolled in AP courses receive an extra point on the weighted Grade Point Average (GPA) calculation.

IB – International Baccalaureate (IB courses are rigorous internationally benchmarked courses for college bound students. IB Diploma Programme is recognized by the world’s leading universities). Students enrolled in IB courses receive an extra point on the weighted Grade Point Average (GPA) calculation.

A-G Approved Honors – Courses that satisfy the “a-g” subject requirements for University of California and Cal State Universities are academically challenging. An extra point is granted on weighted GPA calculation for A-G Approved Honors courses.

+ *This course is only offered at specific schools*

ENGLISH

In the ninth and tenth grades, students continue to apply the knowledge and skills acquired in the earlier grades but in more refined and sophisticated ways. Emphasis is centered on analyzing literature, analyzing career-related and other informational materials completing more complex writing assignments, and giving oral presentations. In the eleventh and twelfth grades, English Language Arts (ELA) standards are sophisticated extensions of the knowledge and skills targeted in the earlier grades. They highlight several interrelationships among the different domains of language arts: reading, writing, written and oral English-language conventions, and speaking and listening.

ENGLISH 1P ~ 9TH GRADE (*HONORS available)

A-G Approved

10 CREDITS

Emphasis will be on reading core works of literature, both classic and contemporary. Students will develop an understanding of and appreciation for various literary genres, including novels, short stories, plays, and poetry. The course will also include a study of informational materials and functional workplace documents. The writing component will stress the correct usage of English conventions and build the composition skills necessary to develop fluency using the writing process. Students will employ practical applications of technology to produce written documents and deliver presentations. *Extra point *not* granted in GPA calculation for Honors.

ENGLISH 2P ~10TH GRADE (*HONORS available)

A-G Approved

10 CREDITS

Emphasis will be on universal themes found in core works of literature, both classic and contemporary. Student will study technical documents and informational materials to evaluate their credibility using research and analysis. Students will continue their study of the writing process to become adept at composing narrative, expository, persuasive and response to literature essays. Students will utilize technology to produce documents

in all of the writing genres and to enhance their understanding of literature. *Extra point *not* granted in GPA calculation for Honors.

ENGLISH 3P~ 11TH GRADE (*HONORS available)

A-G Approved

10 CREDITS

Emphasis will be on literary criticism as students analyze all of the genres of American literature in their historical context. Students will trace the development of language, theme, and culture from the colonial period forward and evaluate the political, philosophical, religious, and social issues represented by the various authors. Writing will demonstrate a command of English conventions and show fluency in the application of all writing domains, including reflective essays and historical research papers. Students will develop multi-media presentations that show competence in speaking and listening. *Extra point *not* granted in GPA calculation for Honors.

ENGLISH 4P ~ 12TH GRADE (*HONORS available)

A-G Approved

10 CREDITS

Emphasis will be on analyzing works of world literature through the centuries with a focus on British literature. Students will employ literary criticism to compare and contrast the major themes and issues of each literary period. Writing will demonstrate sophistication in the use of rhetoric, language and style, and control of English conventions. Written and oral communication will show evidence of higher-level technical skills through the integration of databases, graphics, spreadsheets, and word-processed documents. *Extra point *not* granted in GPA calculation for Honors.

AP ENGLISH LANGUAGE AND COMPOSITION

A-G Approved Honors

10 CREDITS

Prerequisite: Student commitment to persist for entire school year in college-level course and take the AP examination in the spring. Emphasis will be on extensive close reading of non-fiction materials from a variety of genres in addition to the traditional study of American literature. Students will study the rhetorical strategies and techniques that authors employ in order to convey their meaning. Students will practice incorporating these strategies into their own writing to produce sophisticated text and properly documented college-level research papers. Students will develop multi-media presentations that show competence in speaking and listening. This class will prepare students to take the AP English Language and Composition exam.

AP ENGLISH LITERATURE

A-G Approved Honors

10 CREDITS

Prerequisite: Grade of B in a previous course, writing sample, and required summer reading. Emphasis will be on extensive reading and analyzing works of world literature through the centuries with a focus on British literature. Students will employ literary criticism and comparative analysis in the study of each literary period. Writing will demonstrate sophistication in the use of rhetoric and control of English conventions. Compositions will show a broader spectrum of creativity and depth of style that is acceptable at the college level. Written and oral communication will show evidence of higher-level technical skills through the integration of databases, graphics, spreadsheets, and word-processed documents. This class will prepare students to take the AP English Literature and Composition exam.

+IB ENGLISH HL ~ YEAR ONE 11TH GRADE ; ~ YEAR TWO 12TH GRADE

A-G Approved Honors

20 CREDITS

Prerequisite: Required summer reading.

IB (International Baccalaureate) English Higher Level (HL). This college-level course focuses on groups of literary works, exploring literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. This class will prepare students to take the IB English HL exam after both years of the course in 11th and 12th grade. Students not completing full requirements of the IB Diploma Programme may choose to take Year One without continuing with Year Two.

ENGLISH LANGUAGE DEVELOPMENT 1, 2, 3 ~GRADES 9-12 **40 CREDITS**

Only one year of this course, the highest level, meets UC requirements as college prep (Level 3)

This course meets the English requirement for students whose native language is not English. Vocabulary, basic communication skills, and literature in beginning English are studied.

Instruction is delivered using special methodologies and strategies to ensure comprehension of written and spoken English. The purpose is to develop students' reading, writing, speaking, and listening skills to a proficient level in both fluency and literacy.

EXPOSITORY READING & WRITING COURSE (ERWC) ~12TH GRADE

A-G Approved **10 CREDITS**

Alternate to English 4P (12th Grade English)

The ERWC aligns with the California English-Language Arts Content Standards, addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares students to meet the expectations of college and university faculty. Course assignments into 14 modules and based mainly on non-fiction texts emphasize the in-depth study of expository, analytical, and argumentative reading and writing. The University of California has approved the ERWC for "a-g" requirements (area "b" credit), and the course meets college preparatory requirements for both the UC and CSU.

SCIENCE

The following science courses are core classes that include extensive laboratory work and are designed to meet university entrance "a-g" requirements for science 'd' credit. Two years of science 'd' credit courses are required for admission to a University of California campus, with a third year of science recommended. The subjects covered in each core science course are in alignment with the California State Standards for that course. The specific topics covered are listed below the course title.

BIOLOGY: THE LIVING EARTH- GRADES 9-12

A-G Approved **10 CREDITS**

Prerequisite: Math 1 and/or concurrent enrollment

Through the lens of the science and engineering practices and the crosscutting practices identified in the California NGSS, students will study the biological concepts of ecosystems, genetics, evolution and cells to organisms. Standards of Earth and Space Science, such as Earth's History

and Global Climate Change will be used to deepen students understanding of the Biology concepts that are being learned.

AP BIOLOGY - GRADES 10-12

A-G Approved

10 CREDITS

Recommended Prerequisites: Biology and Chemistry with C or higher; student commitment to persist for entire school year in college-level course and take the AP examination in the spring.

The course covers biochemistry, heredity and evolution, and organisms and populations, following the College Board outline of topics in preparation for the Advanced Placement Biology Exam.

+ IB BIOLOGY HL

A-G Approved Honors

20 CREDITS

Prerequisite: Biology

IB (International Baccalaureate) Biology Higher Level (HL) is a two-year college level course. The course focuses on the chemistry of life, genetics, ecology, evolution, and human health and physiology. This class will prepare students to take the IB Biology HL exam after both years of the course in 11th and 12th grade.

+ BIOTECHNOLOGY 1 A. 1B – GRADES 10-12

A-G Approved

10 CREDITS

These courses are designed to give students an introduction to the scientific concepts and

laboratory research techniques currently used in the field of biotechnology. Students develop

laboratory skills, critical thinking, and communication skills currently used in the fields of

genetics, microbiology and biotechnology. Through extensive reading, laboratory work, and

workplace experiences, students will gain workplace competency skills in the field of biotechnology.

CHEMISTRY IN THE EARTH SYSTEM - GRADES 9-12

A-G Approved

10 CREDITS

Prerequisite: Recommended: Math 1 and/or concurrent enrollment

Through the lenses of the science and engineering practices and the crosscutting practices

identified in the California NGSS, students will study the concepts of atoms, elements, molecules chemical reactions, bonding, and thermodynamics. Students will apply their knowledge of Chemistry by studying Earth's systems, climate change, and ocean acidification.

CHEMISTRY (*HONORS available) Grade 10

A-G Approved

10 CREDITS

This course is a laboratory science course designed for students who have an interest in developing a deep understanding of the chemical nature of our world. Students are required to demonstrate the ability to conduct scientific inquiry and engineering within the context of the Next Generation Science Standards. This course specifically examines the role of chemical properties and processes in driving the Earth system. Topics to be studied include chemistry laboratory skills, the classification and structure of matter, ratio and proportion of chemical reactions, physical chemistry, acid-base chemistry, kinetics, thermodynamics, electrochemistry, and organic chemistry.

*Extra point not granted in GPA calculation for Honors.

AP CHEMISTRY - GRADES 10-12

10 CREDITS

A-G Approved Honors

Prerequisite: Chemistry in the Earth System with teacher approval

This course covers the in-depth review of the first year of Chemistry as well as considerable content beyond Chemistry P. The student is given the preparation necessary to take the Advanced Placement Examination in Chemistry.

PHYSICS OF THE UNIVERSE- GRADES 9-12

A-G Approved

10 CREDITS

Minimum co-requisite: Algebra 1 or Math 1

Physics of the Universe is a lab science class aligned to the three dimensions of the California NGSS. Students will learn Physics concepts as well as the Earth and Space Science Standards that support Physics ideas and concepts. Students will investigate and construct their understanding of concepts such as forces and motion, energy conservation and renewable energy, nuclear process and Earth's history, waves and electromagnetic radiation and the origin of the universe.

+ IB PHYSICS SL

A-G Approved Honors

10 CREDITS

This Standard Level (SL) IB Physics course is designed to be consistent with International Baccalaureate (IB) aims and objectives and will include the SL Physics core topics such as studies of motion, force, energy, momentum, waves, sound, light, electricity, and a new unit on global climate. The course will emphasize critical and analytical thinking. Students will be encouraged to develop their curiosity and knowledge about the physical world. This course is currently offered concurrently with PCC Physics for college credit

AP PHYSICS 1 - GRADES 11-12

A-G Approved Honors

10 CREDITS

Prerequisite: Concurrently enrolled in Algebra 1 or Math 1

This course includes an in-depth review of the first year of physics as well as content beyond Physics 1A1B. The development of problem-solving skills is strongly emphasized, and the student is prepared to take the Advanced Placement Exam.

+ AP ENVIRONMENTAL SCIENCE – 11TH GRADE

A-G Approved Honors

10 CREDITS

Students will learn about the scientific principles, concepts and methodologies required to understand the interrelationships between humans and the world in which we live. Students will evaluate and analyze both natural and anthropocentric environmental issues, as well as examine alternative solutions for solving and/or preventing environmental problems. The course will encompass a wide variety of disciplines including biology, chemistry, physics, geology, climatology, and geography, to name a few.

+ ANATOMY AND PHYSIOLOGY – GRADES 10-12

A-G Approved

10 CREDITS

Foundations of Anatomy and Physiology I is the first in a set of two semester-long lab courses that introduce students to basic anatomy and physiology. The first unit covers directional terminology and those aspects of chemistry and cellular biology that students must master in order to study anatomy and physiology. It also teaches students how to use lab equipment safely. Then students learn about the following body systems: integumentary, skeletal, muscular, nervous, and endocrine, with separate lessons on the brain and the senses. Students make connections to their personal health and the

prevention of disease for each body system studied. As they conduct research, complete wet labs, participate in a wide range of group activities, and take quizzes and exams, students develop the skills they need for college-level work and careers in the health professions.

+ IB SPORTS, EXERCISE, AND HEALTH SCIENCE

A-G Approved Honors

10 CREDITS

The IB (International Baccalaureate) Sports, Exercise and Health Science Standard Level (SL) course involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physical performance and the traditional

disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings, acquiring the knowledge and understanding necessary to apply scientific principals and to critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise, and health relative to the individual in a global context. This class will prepare students to take the IB Sports, Exercise and Health Sciences SL exam.

The following courses are electives that meet UC requirements for “g” credit.

+ SPORTS MEDICINE – GRADES 9-12

A-G Approved

10 CREDITS

Sports Medicine is a multi-level (multi-year) program is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine related fields. The first year includes class work and practical hands-on application in the following areas: prevention, treatment, and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, emergency procedures, and sports medicine careers.

MATHEMATICS

INTEGRATED MATH I

A-G Approved

10 CREDITS

This is the first course in a sequence of three integrated courses for high school. The course is intended to provide students the extension of foundational geometry, algebra and statistical concepts from middle school math. Students build upon linear and exponential functions, congruence, proof and transformation, and descriptive statistics. The problem situations and models used help foster connections among the various strands of mathematics.

INTEGRATED MATH I HONORS

A-G Approved

10 CREDITS

This is the first course in an accelerated, compacted math sequence. The goal is for students to develop an integrated understanding of algebra, geometry, and data analysis, where concepts, skills, and representations in each of the content strands support concepts, skills, problem solving, and reasoning in the other strands. Students will be expected to describe and translate among the various representations such as graphic, algebraic, numeric, tabular, and verbal relationships and use these representations to solve problems. The curriculum will extend the understanding of general concepts of linear relations, functions, algebraic manipulation, applications of data and rigid motions on the coordinate plane to building various functions, including exponential and quadratic; interpreting solutions to equations and inequalities; employing regression techniques and using rigid motions as

a basis for geometric proof. In addition, students will approach standards that may include some pre-calculus standards.

INTEGRATED MATH II

A-G Approved

10 CREDITS

In this course students build upon work with exponential functions and extend this knowledge to quadratic functions. Additionally, a deeper understanding of number and quantity and expressions are developed through the thorough manipulation of expressions and equations. Students apply earlier experience with dilations and proportional reasoning to develop a formal understanding of triangle similarity.

INTEGRATED MATH II HONORS

A-G Approved

10 CREDITS

Prerequisite: Integrated Math I honors or equivalent

Integrated Math II Honors is the second course in an accelerated, compacted math sequence. Students build upon work with exponential functions and extend this knowledge to understand inverse functions, including logarithmic functions. Additionally, a deeper understanding of number and quantity and expressions are developed through the advanced manipulation of more complex expressions and equations. Students now study the application of probability and use the language of set theory to expand their ability to compute and interpret probabilities. Finally, students learn to prove the Laws of Sine and Cosine and understand the algebraic and geometric underpinnings of each.

NOTE: Students in Math 2H are not automatically moved to Math 3H. This is an Acceleration Check Point (ACP) where students must meet the criteria as set forth in the University of California course articulation in order to be accepted in the Math 3H.

INTEGRATED MATH III

A-G Approved

10 CREDITS

Prerequisite: Integrated Math II or equivalent

In this third and final course of the integrated math sequence application of mathematics learned from earlier courses is the focus. Students expand their understanding of functions to include polynomial, rational and radical functions. In addition, they consolidate geometry and the functions to create models and solve contextual problems. Finally, students apply methods from probability and statistics to draw inferences and conclusions from data; and expand right triangle trigonometry to include general triangles.

INTEGRATED MATH III HONORS

A-G Approved Honors

10 CREDITS

Prerequisite: Integrated Math II honors or equivalent

Integrated Math III Honors with Pre-calculus is the third course in a compacted, honors sequence that includes Integrated Math I Honors and Integrated Math II Honors. The compacted sequence is for advanced students and allows completion of the college preparatory math over two years with any remaining standards integrated into the pre-

calculus curriculum. In this course, students use graphing calculators and or other technology to address graphical analysis, which is an essential element of the course. Modeling of functions and equations is extended from previous course work as a means of problem solving. In addition, extensive study of fundamental trigonometric identities and their applications along with analytical practices are at the focus in order to prepare students for the study of Calculus.

Note: This is a University of California a-g Honors course, generating extra weight in GPA calculation. Prerequisites must be met in order to enroll.

ADVANCED MATH

A-G Approved

10 CREDITS

Prerequisite: Integrated Math III or equivalent

Advanced Math is a Pre-calculus course designed to strengthen students' mathematical background and to provide the necessary tools for college level math courses including calculus. It includes an in-depth study of polynomial, rational, exponential, logarithmic, trigonometric functions, sequences and series. Other topics studied are analytic trigonometry, analytic geometry, polar coordinates, vectors and limits (introductory concepts of calculus).

+ MULTIVARIABLE VECTOR CALCULUS WITH LINEAR ALGEBRA

A-G Approved Honors

10 CREDITS

Multivariable/Vector Calculus with Linear Algebra is a comprehensive, an undergraduate, college-level course that integrates calculus and linear algebra. Prerequisite course is AP Calculus BC. This course provides

a unified and enriched treatment of multivariable/vector calculus and advanced maths to equip students

with an in depth understanding of the disciplines. This is a year-long course for high school students that introduces techniques of calculus in two and three dimensions, vectors, partial derivatives, multiple

integrals, line and surface integrals, vector spaces, linear transformations, eigenvalues and eigenvectors. The course utilizes traditional linear algebra topics necessary to understand the theory behind vector calculus.

+ ABSTRACT ALGEBRA-DISCRETE MATH-DIFFERENTIAL EQUATIONS

A-G Approved Honors

10 CREDITS

Abstract Algebra/Discrete Math/Differential Equations is a comprehensive, college level course that integrates Abstract Algebra, Discrete Math and Differential Equations. Abstract Algebra and Discrete Math model discrete phenomena while Differential Equations models phenomena that are inherently continuous. Thus this course provides a unified and enriched treatment of Abstract Algebra, Discrete Math and Differential Equations. This is a year-long course for high school students that introduces techniques from Abstract Algebra: groups, functions, permutation groups, rings, quotient rings, fields, fundamental homomorphism theorems; Discrete Math: counting principles, sequences, symbolic logic, graph theory and Differential Equations: first order systems, linear systems, nonlinear system, modelling.

+ PROBABILITY, STATISTICS, METRIC SPACES & REAL ANALYSIS, GRAPH THEORY AND ALGORITHMS

A-G Approved Honors

10 CREDITS

This is a comprehensive, college level course that integrates Probability & Statistics, Metric Spaces & Real Analysis and Graph Theory & Algorithms. Prerequisite courses are: multi-variable calculus, linear algebra, abstract algebra and discrete mathematics. Probability & Statistics and Graphs & Algorithms are branches of discrete mathematics while Metric Spaces and Real Analysis are foundational courses, making it possible to study advanced courses in geometry and numerical analysis but also models phenomena that are inherently continuous. Thus this course provides students a unified and enriched approach to model both discrete and continuous phenomena. A recurring theme in each part of this course is an emphasis on proof writing and mathematical presentation.

+ COMPLEX ANALYSIS & NUMBER THEORY

A-G Approved Honors

10 CREDITS

This is a comprehensive, college level course that integrates Probability & Statistics, Metric Spaces & Real Analysis and Graph Theory & Algorithms. This is the 5th course in a radically-accelerated math sequence intended for highly-gifted math students. These students would have already completed courses in multi-variable calculus, linear algebra, abstract algebra and discrete mathematics. Probability & Statistics and Graphs & Algorithms are branches of discrete mathematics while Metric Spaces and Real Analysis are foundational courses, making it possible to study advanced courses in geometry and numerical analysis but also models phenomena that are inherently continuous. Thus this course provides students a unified and enriched approach to model both discrete and continuous phenomena. A recurring theme in each part of this course is an emphasis on proof writing and mathematical presentation.

+ IB MATHEMATICAL STUDIES SL – YEAR ONE GRADE 11; YEAR TWO GRADE 12

A-G Approved Honors

20 CREDITS

Prerequisite: Integrated Math III or equivalent

This International Baccalaureate Standard Level (SL) course is designed to be taken in two years and focuses on important interconnected mathematical topics. Emphasis is on understanding concepts and developing sophisticated mathematical reasoning, applications of mathematical and statistical techniques, problem solving in a variety of settings, and critical thinking. Students may opt to take a course such as Advanced Math or AP Calculus before joining in Year Two.

Students take the IB Math Studies SL exam.

AP CALCULUS AB - GRADES 10-12

A-G Approved Honors

10 CREDITS

Prerequisite: "B" in Advanced Mathematics 1B or equivalent.

This is a standard college-level course in analytical geometry and calculus. The course includes analytics of the straight line and conics, differentiation and integration of algebraic functions, and applications.

AP CALCULUS (BC*) - GRADES: 10-12

A-G Approved Honors

10 CREDITS

Prerequisite: AP Calculus (AB) or equivalent

Calculus BC is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi- representational approach to calculus and concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations are also important.

STATISTICS - GRADES 11-12

A-G Approved

10 CREDITS

Prerequisite: Successful completion of Math II

This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem-solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

+ AP STATISTICS - GRADE 10

A-G Approved Honors

10 CREDITS

Prerequisite “B” in Math III or Advanced Math and teacher’s recommendation
Advanced Placement Statistics introduces students to the major concepts and tools for collection, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring data: In examining distribution of data, students should be able to detect important characteristics such as shape, location, variability, and unusual values. Topics include linear regression, association and causation, and descriptive statistics.
2. Planning a study: Students learn how to identify important variables related to a question or conjecture and decide on measurement techniques.
3. Anticipating patterns: Students learn to analyze random phenomena in probability models, using the idea of long-run behavior.
4. Statistical inference: Students draw conclusions from data and use data to gather evidence for or against a conjecture.

+ COLLEGE ALGEBRA - GRADE 12

A-G Approved

10 CREDITS

Prerequisite: Integrated Math II or equivalent

The advanced College Algebra course is considerably more demanding than Algebra 1 and 2 together. The course is to allow students to gain mastery of basic concepts of Algebra. Students will work on application projects that will test their mastery of applying the content and the understanding of mathematical concepts such as linear, quadratic, rational, radical, logarithmic, exponential absolute value equations, and more. Students will learn methods in solving problems, such as multiplying polynomials using the FOIL method versus Pascal's Triangle.

Students will become familiar with mathematical vocabulary and be able to develop mathematical language skills.

+ CAREER MATHEMATICS - GRADES 11-12

10 CREDITS

Prerequisite: Integrated Math II or equivalent

Career Mathematics is a mathematics course designed to prepare students to use mathematics in their everyday life. The emphasis is on practical and consumer mathematics

+ COLLEGE PREPARATORY MATHEMATICS

10 CREDITS

Prerequisite: Successful completion of Math II

This course was designed by PUSD Math faculty in collaboration with the Mathematics division at Pasadena City College. The course is designed to reinforce foundations in basic Mathematics and Algebra, and prepare students to successfully place into college-level mathematics upon matriculation. Students who earn a B or higher in the course receive automatic placement into a college level course and are excused from placement tests.

NOTE – UC Requirements: 30 Math units (three years) are required including Integrated Math III.

SOCIAL SCIENCE

The goal of the Social Studies department is to implement a standards based curriculum that will meet or exceed State of California content standards. Students will acquire social studies literacy and vocabulary, critical thinking, and assessment skills. The core courses will be offered from grades 10 through 12 with alternatives to fill the regular courses offered at all grade levels.

WORLD HISTORY – (*HONORS available) - GRADE 10

A-G Approved

10 CREDITS

This course examines the major turning points that shaped the modern world from the late eighteenth century through the present, including the cause and course of the two world wars. It traces the rise of democratic ideas and develops an understanding of the historical roots of current world issues, especially as they pertain to international relations. It extrapolates from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the

world. Students develop an understanding of current issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. *Extra point *not* granted in GPA calculation for Honors.

AP WORLD HISTORY - GRADE 10

A-G Approved Honors

10 CREDITS

This course is a college level survey course on world history. It is designed to follow the advanced placement curriculum so that students will be prepared to take the AP exam.

WORLD HISTORY AP PREP

A-G Approved

10 CREDITS

World History AB AP PREP is a college-level preparatory course to help students learn the skills required in advanced placement.

AP EUROPEAN HISTORY - GRADE 10

A-G Approved Honors

10 CREDITS

This course will survey the history of Europe from approximately 1450 A.D. to modern times and from the High Renaissance to the very recent past. The primary focus of this course will be to provide students with an opportunity to develop an understanding of some of the major themes in modern European history, to train students to analyze historical evidence, and to develop in students an ability to analyze and express historical understanding in writing. The course is intended to approximate an introductory lecture and discussion seminar typically taken within the first two years of one's college or university study. AP European History will provide students with an opportunity to further develop their skills of critical thinking, writing, and expression. In addition, this course seeks to prepare students to successfully complete the AP European History exam scheduled for May of each academic year.

U.S. HISTORY – (*HONORS available) - GRADE 11

A-G Approved

10 CREDITS

This course examines major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. It traces the change in the ethnic composition in the American society, the movement for equal rights for racial minorities and women, and the role of the United States as a major world power. Emphasis is placed on the expanding role of the federal government and the federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our times and trace their causes in historical events. It teaches the United States has served as a role model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection. *Extra point *not* granted in GPA calculation for Honors.

AP U.S. HISTORY - GRADES 11-12

A-G Approved Honors

10 CREDITS

This course will survey the history of the United States of America from approximately 1492 A.D. to modern times from the "discovery" and settlement of the New World to the very recent past. The primary focus of the course will provide students with an opportunity to develop an understanding of some of the major themes in American

history, to train students to analyze historical evidence, and to develop in students the ability to analyze and express historical understanding in writing. In addition, this course seeks to prepare students to successfully complete the AP U.S. History exam scheduled for May of each academic year.

+ IB HISTORY OF THE AMERICAS HL – YEAR ONE GRADE 11; YEAR TWO GRADE 12

A-G Approved Honors

20 CREDITS

This International Baccalaureate (IB) Higher Level (HL) course is a two year course studying a variety of types of history, including political, economic, social and cultural, focusing on North, Central and South America. Students develop critical thinking and develop understanding of multiple interpretations of history. Six key concepts are change, continuity, causation, consequence, significance and perspectives. Students not completing requirements for an IB Diploma may take the first year only if desired. Students take the IB History of the Americas HL exam at the end of 12th grade (and typically take the AP US History exam at the end of 11th grade.).

ECONOMICS – (*HONORS available) – GRADE 12

A-G Approved

5 CREDITS

This is a semester course that along with U.S. Government comprises the senior social science requirement. It examines fundamental economic concepts, applying the tools (graphs, statistics, and equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historical context are the basic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods. *Extra point *not* granted in GPA calculation for Honors.

AMERICAN GOVERNMENT– (*HONORS available) - GRADE 12

A-G Approved

5 CREDITS

This is a semester course that along with Economics comprises the senior social science requirement. Students pursue a deeper understanding of the institutions of American government. It compares systems of government in the world today and analyzes the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judicial branches of the government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. *Extra point *not* granted in GPA calculation for Honors.

AP ECONOMICS - GRADE 12

A-G Approved Honors

5 CREDITS

This course is a college level survey course on economics. It is designed to follow the Advanced Placement curriculum so that students will be prepared to take the AP exam.

AP U.S. GOVERNMENT - GRADE 12

A-G Approved Honors

5 CREDITS

This course is a college level survey course on American government. It is designed to follow the advanced placement curriculum so that students will be prepared to take the AP exam.

BUSINESS ECONOMICS – GRADE 12

A-G Approved

5 CREDITS

This program will provide students with an introduction to the key concepts of economics as it pertains to business – supply, demand, profit, costs and markets, microeconomics from macroeconomics. Students will learn the different business

descriptions and the program will provide students with a broad overview of the global economy. Students will form their own teams and present their strategic recommendations via a PowerPoint presentation.

AP PSYCHOLOGY – GRADE 11-12

A-G Approved Honors

10 CREDITS

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

SOCIAL SCIENCE ELECTIVE COURSES

+ IB THEORY OF KNOWLEDGE – GRADES 11-12

A-G Approved Honors

10 CREDITS

In Theory of Knowledge (TOK) students inquire into the different ways of learning and the interpretative nature of knowledge, especially by asking questions such as, “How do we know?” Students learn about reflecting critically on knowledge, how to link learning across subject areas, and how to apply their knowledge responsibly and credibly. TOK is a central component of completing the International Baccalaureate (IB) Diploma Programme but not limited to Diploma students.

AP HUMAN GEOGRAPHY – GRADE 10

A-G Approved Honors

10 CREDITS

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

WORLD HISTORY – GRADE 9

A-G Approved

10 CREDITS

World history at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times.

+ URBAN CULTURE AND SOCIETY – GRADES 9-12

10 CREDITS

This course will allow students to study contemporary American history with special attention paid to the role of art, media, and entertainment as a critical part of understanding history. The course will help students support general academic skills and introduce students to the growing academic field of hip hop studies.

WORLD LANGUAGE

+ FRENCH 1 – GRADES 9-12/ IB FRENCH AB INITIO – GRADES 11-12

A-G Approved

10 CREDITS

This course provides practice in speaking, listening, writing, and reading. Vocabulary and sentence structure are learned through language patterns and oral drills. There is additional work with tapes and recordings. The course is conducted in French.

+ FRENCH 2 - GRADES 10-12

A-G Approved

10 CREDITS

Prerequisite: "C" grade or better in French 1P

This course offers further practice in speaking and listening in French for greater insight into grammatical constructions and their application. French culture is introduced. Course is conducted in French.

+ FRENCH 3 – GRADES 10-12

A-G Approved

10 CREDITS

Prerequisite: "C" or better in French 2P

This course provides a review of French grammar with increased emphasis in the use of the passé composé, the imperfect, the future and conditional tenses, and an intensive study of the subjunctive and its uses. Reading and discussion of representative French authors are included along with an introduction to important features of French civilization.

+ MANDARIN 1 – GRADE 9

A-G Approved

10 CREDITS

The purpose of this course is for students to speak, read, and write Chinese at a basic level. Students will learn Chinese simplified characters.

+ MANDARIN 2 – GRADES 10-12

A-G Approved

10 CREDITS

Mandarin 2 is learning intermediate-level Chinese language and culture through a communication-based approach. This course continually teaches pronunciation, vocabulary, and grammar fundamentals as essential elements in reading, writing, and understanding Chinese.

+ MANDARIN 3

A-G Approved

10 CREDITS

This third course continues to give a systematic introduction of simple Chinese characters. Students who wish to learn Mandarin Chinese and the culture of China will continue to develop skills in listening, speaking, reading, and writing skills for practical and academic purposes. This course is designed to help students further develop their proficiencies across the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills); and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in for the 21st Century. Developing understanding and appreciation of the Chinese culture is also an essential component in this course. Students will be provided many opportunities to explore and experience various aspects of the Chinese culture

+ CHINESE CINEMA/BUSINESS

A-G Approved

10 CREDITS

This post-AP Chinese Cinema/Business course, taught entirely in Chinese, is designed to help students develop their proficiencies across the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills); as well as the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Students will be given opportunities to watch, discuss and analyze various aspects of Chinese culture and society through watching a selection of outstanding movies, documentary films, and TV shows. They will also explore and experience cross-cultural communication using

appropriate expressions of business languages. Another essential component in this course is deeply developing an understanding and appreciation of Chinese society and culture.

+ AP CHINESE LANGUAGE AND CULTURE

A-G Approved Honors

10 CREDITS

AP Chinese Language and Culture is equivalent to an intermediate-level college course in Chinese. Students cultivate their understanding of Chinese language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

SPANISH 1 - GRADES 9-12

A-G Approved

10 CREDITS

This course teaches fundamentals of Spanish, both oral and written. Grammar is studied in simple dialogues and narration. The vocabulary is controlled. Verbs are limited to present and progressive tenses.

SPANISH 2 - GRADES 10-12

A-G Approved

10 CREDITS

Prerequisite: "C" or better in Spanish 1P

This course provides deeper insight into grammatical constructions and their application. The vocabulary is greatly enlarged. Spanish 2P emphasizes learning the preterits, the imperfect, and introduces the future, conditional, and the perfect tenses.

SPANISH FOR NATIVE SPEAKERS 2- GRADES 9-12

A-G Approved

10 CREDITS

Prerequisite: Language Assessment

This course provides grammar instruction that includes the conjugation of the present, imperfect, preterits, future, and conditional tenses with emphasis on correct usage. Spelling is also emphasized.

SPANISH 3 - GRADES 10-12

A-G Approved

10 CREDITS

Prerequisite: "C" or better in Spanish 2P

This course develops skill in speaking and comprehending Spanish. It enlarges vocabulary via more advanced composition and a wider reading program. Grammar study includes the subjunctive tenses. Reading selections in Spanish and Latin American history and culture are provided, and the course is conducted in Spanish.

AP SPANISH LANGUAGE – GRADES 11-12

A-G Approved Honors

10 CREDITS

Prerequisite: Teacher Approval

This course places emphasis upon the reinforcement and enrichment of the student's Spanish vocabulary. This is done through listening-comprehension exercises, literary and cultural selections on tapes and records, teacher lectures, and student reports on literary and cultural subjects. Composition work is introduced to teach greater skill in written expression. The purpose of this course is to prepare students for the Advanced Placement Exam in Spanish.

+ AP SPANISH LITERATURE - GRADES 11-12

A-G Approved Honors**10 CREDITS**

Prerequisite: Teacher Approval

The Spanish Literature class consists of opening the students to new vocabulary and exposing them to the Spanish-Latin authors. This class will prepare them to take the AP exam.

+ IB SPANISH (SL) - GRADES 11-12**A-G Approved****10 CREDITS**

Prerequisite: Students should have a minimum of three years of Spanish, four is preferred.

The IB Spanish Language B Standard Level (SL) course prepares students for the IB exam.

+ LATIN AMERICAN LIT EN ESPANOL**A-G Approved****10 CREDITS**

Through the compositions of Latin American authors, students will gain an understanding of the historical, social, and political context of Latin America from the early 1500s through contemporary times. The course, taught entirely in Spanish, will use novels, excerpts, poetry, dramas, articles, etc., that will help students investigate the impact that globalization has had on the development of Latin America. As all readings, writings, and discourse will be in Spanish, students will continue developing Spanish language proficiency while simultaneously engaging in a comprehensive study of Latin American history, through the lens of literature.

+ CHICANO LITERATURE EN ESPANOL**A-G Approved****10 CREDITS**

The course, taught entirely in Spanish, will focus on the history and creation of the Chicana/o identity in the US and the experience of the Chicana/o people, through the lens of their literature. The course will investigate the emergence of the modern understanding of Chicanismo, alongside pondering the ideas of activism and political consciousness through literature and the role it plays. Students will be expected to use Spanish as the language for all readings, writing, and discourse, simultaneously developing Spanish language proficiency while engaging in literary and thematic analysis.

+ ARMENIAN 1**A-G Approved****10 CREDITS**

The purpose of this course is for students to speak, read, and write Armenian at a basic level. Students will learn Armenian alphabet and common phrases.

+ ARMENIAN 2**A-G Approved****10 CREDITS**

Armenian 2 is learning intermediate-level Armenian language through a communication-based approach. This course continually teaches pronunciation, vocabulary, and grammar fundamentals as essential elements in reading, writing, and understanding Armenian.

+ ARMENIAN CULTURE I**A-G Approved****10 CREDITS**

This course is conducted in the Armenian language; through a comprehensive study of Armenian authors, artists, and thinkers, students will gain an understanding of the social and political struggles of the Armenian nation in the 19th century. This course will integrate literary fiction and nonfiction texts, ranging from novels to newspaper articles, as well as artwork and photographs, in order to help students investigate the impact that this time period has had on the Armenian nation in the 21st century. As all readings, writings, and discourse will be in Eastern and Western Armenian, students will also continue developing Armenian language proficiency while simultaneously growing their political and social consciousness through a study of Armenian culture.

+ ARMENIAN CULTURE II

A-G Approved**10 CREDITS**

This course is conducted in the Armenian language and will provide students a thorough study of Armenian culture during the early 20th century. In particular, the primary area of focus will be literature and the arts in the context of the Armenian Genocide, its causes and effects, and its impact on 21st century Armenia and the modern Armenian diaspora. Students will engage in the works of prominent Armenian authors, artists, and thinkers during this time. This course will integrate both literary fiction and nonfiction texts, as well as artwork, photographs, and other cultural elements of significance. Readings, writings, and discourse will be in Western and Eastern Armenian, as students will also develop Armenian language proficiency while growing their political and social consciousness via a thorough study of this Eastern European culture.

+ ARMENIAN CULTURE III**A-G Approved****10 CREDITS**

This course is conducted in the Armenian language and will provide students a continuing study of Armenian culture during the early 20th century to present day. This course will integrate both literary fiction and nonfiction texts, as well as artwork, photographs, and other cultural elements of significance. Readings, writings, and discourse will be in Western and Eastern Armenian, as students will also develop Armenian language proficiency while growing their political and social consciousness via a thorough study of this Eastern European culture.

+ IB ARMENIAN SL**A-G Approved Honors****10 CREDITS**

This IB course is conducted in the Armenian language and challenges students to engaged in critical thinking around Armenian literary works, media, the modern Armenian Republic and the Armenian diaspora of the 21st century. Students will reflect on interpretations and develop sensitivity to the influence of literary forms and text types to the societal context of the Armenian culture and language.

AMERICAN SIGN LANGUAGE 1P - GRADES 11-12**10 CREDITS**

This is an introductory course in American Sign Language as developed and used by the deaf community in most areas of North America. It consists of a preparatory phase to attune students to communicate in the manual-visual mode, followed by instruction and practice in vocabulary, sentence structure, elementary conversation, and literature.

AMERICAN SIGN LANGUAGE 2 – GRADES 10-12**10 CREDITS**

Prerequisite: ASL 1 or equivalent

American Sign Language 2 is an intensive introduction to ASL emphasizing communicative- based listening, speaking, and writing in ASL. The emphasis is on the rudiments of the receptive and productive skills of American Sign Language and awareness of Deaf Culture.

FINE ARTS**ART P - GRADES 9-12****A-G Approved****10 Credits**

This course offers practical experience in design, drawing and painting. The course also provides an introduction to styles of art, the artist, and major historical/cultural movements that influenced works of art. Emphasis is placed upon theories of color, line, value, texture and form. Students will be expected to practice critical judgment using criteria.

CERAMICS P – GRADES 10-12

A-G Approved

Max. 20 CREDITS

Prerequisite: Recommend Art P or Design AB prior to enrollment

This course is a fundamental course in clay. The first semester explores primary building techniques (pinch, coil, slab, and form) which develop visual and tactile skills for creating ceramic forms. The second semester provides an opportunity to explore variations on basic skills, techniques of construction, and surface enrichment.

Introduction to the potter's wheel.

ADVANCED CERAMICS – GRADES 10-12

Max. 30 CREDITS

Prerequisite: "C" or better in Ceramics A or B or Teacher Approval

This course offers an opportunity for development of deeper interest and greater technical skills and allows the student to explore further areas of ceramics. There is also an opportunity to explore clay and glaze technology.

STUDIO ARTS – GRADES 9-12

A-G Approved

Max. 30 CREDITS

Prerequisite: Recommend Art P

This course offers basic craft techniques for three-dimensional design in a variety of materials: paper, fabrics, fiber, leather, beads, dyes, clay, sheet metal, manipulation of wire, enameling and a variety of jewelry skills including etching, appliqué, soldering, piercing and learning finishing techniques. Design of good composition and form is stressed.

DRAWING AND PAINTING – GRADES 10-12

A-G Approved

Max. 30 CREDITS

Prerequisite: A minimum grade of C in Art P

This course offers advanced exploration in media and technical skills. Students learn concepts and skills to express ideas through drawing and painting. Elements of design and composition provide organization for course content. Historical, cultural and critical dimensions are researched through reading and writing projects and are an intricate part of the course content.

PHOTOGRAPHY - GRADES 9-12

A-G Approved

10 CREDITS

This course offers experiences in using cameras, developing negatives, making contact prints, enlargements, and mounting. Throughout the course, emphasis is placed upon composition, sharpness of pictures, good exposure and darkroom techniques. Student activities may include camera and lab projects, lectures, demonstrations, and digital processing.

AP STUDIO ART – GRADES 10-12

A-G Approved Honors

Max. 30 CREDITS

Prerequisite: Teacher Approval

AP Studio Art is engaged in the creation of quality work that will be submitted for the AP Studio Art portfolios. The work is part of a 3-section portfolio that involves depth, breadth, and concentration. All work must show that the students have an understanding of the art elements, principles, and a skill level that indicates a mastery of media and materials.

AP STUDIO ART DRAWING – GRADES 10-12

AG Approved Honors

Max. 30 CREDITS

Prerequisite: No prerequisite; prior experiences in studio art courses that address conceptual, technical, and critical thinking skills can support student success in the AP Studio Art Program.

Explore drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking or mixed media. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

VISUAL COMMUNICATION GRAPHICS – GRADE 12

10 CREDITS

Prerequisite: Successful completion of two years of Graphic Communications Academy courses in 10th and 11th. There is a three-year commitment to the Academy.

Introduction to printmaking techniques, materials, and processes. The course includes an exploration of the history of printmaking and the evolution of printmaking processes over the years into modern commercial printing. Printmaking methods will include serigraphy, linoleum block, relief printing, lithography, papermaking, paper sculpturing and computer aided design with PhotoShop. Development of competence in techniques will apply to visual communications. Creation of artwork that shows the ability to translate personal ideas into visual terms as applied to Graphic Communications technology.

AP ART HISTORY – GRADES 11-12

A-G Approved Honors

10 CREDITS

This course is designed to give students the opportunity to discover, appreciate, and acquire knowledge of art history through the ages, from the Paleolithic era to contemporary times. Students will learn to examine and critically analyze major forms of artistic expression from diverse cultures and understand their contributions to the arts.

PRINT MAKING OCCUPATIONS 1 & 2 – GRADE 12

A-G Approved

10 CREDITS

Printmaking is the process of creating images through the transfer of ink to paper or other material. This is a course designed for students with a strong background and interest in drawing. Students will explore different printmaking processes and screen-printing. Emphasis will be on learning responsible studio practices, developing skills, production of quality work, and portfolio development.

GRAPHIC DESIGN 1 & 2 – GRADES 10-12

A-G Approval pending

10 CREDITS

Students will learn about graphic design principles, creative and expressive typography, page layout, and digital image manipulation through the completion of both print and multimedia based assignments.

DRAMA 1 – GRADES 9-12

A-G Approved

10 CREDITS

In this course, students will develop basic skills and techniques of acting and directing and will participate in multiple aspects of a production. Intense study of a variety of plays and dramatic forms will be included. Students may be required to attend plays as assigned by the teacher/director. This class is available for any student grades 9 thru 12.

DRAMA 1P - GRADES 9-12

A-G Approved

10 CREDITS

This course teaches group and individual participation in pantomime, characterization, short scenes, and one-act plays. The course introduces students to the art of the theater and acting through reading, testing, and performing. Students learn the history of western theater from the Ancient Greeks through the modern age while performing scenes taken from each period.

Students are exposed to various facets of the performing arts industry. Students are expected to write and respond to material and experiences.

ADVANCED DRAMA - GRADES 10-12

Max. 30 CREDITS

Prerequisite: Successful completion of Drama 1AB, department approval
This course features play production for the serious theater student. The course provides students with an opportunity to become comfortable as performers while in front of their peers. Various exercises are employed including voice, diction, stage movement, audience awareness, positioning, memorization, and improvisation. A survey of theatrical and dramatic history from a required text is an additional component with comprehension tests included. In addition, motion pictures that feature elements of theater or dramatics are also presented. Classes perform various one act plays, full-length plays, and musicals for an audience.

FILM AND VIDEO PRODUCTION 1 & 2 – GRADES 9-12

A-G Approved

10 CREDITS

This class is designed to provide students with artistic, creative and historical background of the film and television industry. Students are taught basic camera, lighting and sound techniques that will allow them to produce short films, documentaries, interviews, and newscast.

FILM HISTORY – GRADES 11-12

10 CREDITS

These courses are designed as introductory and advanced levels of film appreciation, consisting of history of film and filmmaking, inventions, genres, film critique and analysis, design, music, current film trends, directors, actors, and public response.

MUSIC

BAND, BEGINNING/INSTRUMENTAL MUSIC – GRADES 9-12

A-G Approved

Max. 40 CREDITS

Prerequisite: None
This course is designed for beginning instruction in the playing of standard band instruments to develop knowledge of the instruments, skill in playing an instrument, and understanding of the nature, structure, and meaning of music.

BAND INTERMEDIATE – GRADES 9-12

Max. 40 CREDITS

Prerequisite: Beginning Band, private study, or Teacher Approval desired
This course provides less advanced band literature with emphasis on developing stronger playing abilities. Performances are required.

CHORUS - GRADES 9-12

A-G Approved

Max. 40 CREDITS

This course provides the beginning and intermediate singer an opportunity to develop and perfect vocal skills through choral literature. Some performances may be required.

DANCE PRODUCTION – GRADES 9-12

Prerequisite: Previous dance experience and Teacher Approval

Dance Production is a class for the serious experienced dancer. Students choreograph and perform. All students are required to perform in outside performances as well as annual dance concerts. Technique and performance skills are stressed. May receive either P.E. or Fine Arts credit.

INSTRUMENTAL ENSEMBLE – GRADES 9-12

A-G Approved

Max. 40 CREDITS

Prerequisite: One or more of the following: Intermediate Band or Orchestra, Advanced Band, Marching Band, Stage Band, Piano AB, Voice, Chorus, Glee Club, Girls' Ensemble, Musical Comedy Workshop, Advanced Middle School Ensembles - Admission by instructor's permission

Designed for brass, string, woodwind and percussion instruments only, instrumental ensemble is for the advanced player who wants training for playing in a small group. The musical literature is studied with emphasis on technical perfection and artistic interpretation. Opportunities for public performances are provided.

JAZZ ENSEMBLE – GRADES 9-12

A-G Approved

Max. 40 CREDITS

Prerequisite: One or more of the following: Intermediate Band or Orchestra, Advanced Band, Marching Band, Stage Band, Piano AB, Voice, Chorus, Glee Club, Girls' Ensemble, Musical Comedy Workshop, Advanced Middle School Ensembles – Admission by instructor's permission

Jazz ensemble teaches standard jazz, big band literature, generally confined to players of saxophone, trumpet, trombone, piano, guitar, bass and drums. Special emphasis is given to the study of jazz rhythm, scales, chords and style. Performances at school and in the community are required as arranged by the instructor.

ADVANCED CHORUS – GRADES 9-12

10 CREDITS

Students will develop the technical skills necessary to perform choral literature. On a deeper level, they will recognize the contributions of choral music to different cultures, and they will develop the listening skills to perceive and react to music.

ADVANCED BAND – GRADES 10-12

A-G Approved

10 CREDITS

The course in Advanced Band is designed to equip the student with techniques in instrumental music performance along with a broad overview of music, its history and development, and its form. Upon completing the course, the student will possess the necessary skills to perform vocationally and/or have a strong background on which they may continue to develop their talents towards a musical vocation.

AP MUSIC THEORY – GRADES 10-12

A-G Approved Honors

10 CREDITS

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course designed to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. These abilities will be developed through various listening, performance, written, creative, and analytical exercises.

IB MUSIC SL – GRADES 9-12

A-G Approved Honors

10 CREDITS

This International Baccalaureate (IB) Standard Level (SL) course covers music performance, music theory/history and world music. Students gain an understanding and appreciation for music of all genres. Special emphasis will be placed upon student understanding of music theory, the use of musical terminology, the evolution of history of music and the study of music from around the globe. Students take the IB Music SL exam, which includes submitting performance recordings.

INTERMEDIATE ORCHESTRA – GRADES 10-12

10 CREDITS

Intermediate String Orchestra is intended to continue the development of students with one to three years' prior experience playing the violin, viola, cello or bass. During class, the students will learn to play their selected instruments both as a soloist (an individual) and as a member of the ensemble (part of a group). They will be taught more difficult techniques (such as intonation, articulation, and phrasing) and further their knowledge of musical terms and symbols. They will learn fundamentals of music theory and history.

MUSIC APPRECIATION – GRADES 9-12

A-G Approved

10 CREDITS

This one-year course is divided into two sections. First semester – exploring the students' existing references and understanding of music, the history and styles of the 20th century including jazz, rock, music theater, film, and contemporary academic music. Second semester – the fundamentals of music, basic rhythm and note reading, world (ethnic) music, history of Western academic music (middle ages to the 19th century). The course includes a strong listening/ recognition component, analysis of music reviews and performances, and the development of an ability to perform on percussion instruments and the recorder. Exposure to live performance and instrument demonstrations is provided throughout the year.

ORCHESTRA – GRADES 9-12

A-G Approved

10 CREDITS

Prerequisite: None

Standard orchestral literature is studied and special emphasis is placed on interpretation and correct instrumental technique.

ORCHESTRA, ADVANCED – GRADES 9-12

A-G Approved

Max. 40 CREDITS

Prerequisite: One or more of the following: Intermediate Band, Intermediate Orchestra, Advanced Band, Marching Band, Stage Band, Piano AB, Voice, Chorus, Glee Club, Girls' Ensemble, Musical Comedy Workshop, Advanced Middle School Ensembles - Admission by instructor's permission

Standard orchestral literature is studied and special emphasis is placed on interpretation and correct instrumental technique. This course is planned for the advanced student and covers major works for symphony orchestra and string orchestra. Performances at school and community affairs are required

VOCAL ENSEMBLE – GRADES 9-12

Max. 40 CREDITS

Prerequisite: One or more of the following: Intermediate Band or Orchestra, Advanced Band, Marching Band, Stage Band, Piano AB, Voice, Chorus, Glee Club, Girls' Ensemble, Musical Comedy Workshop, Advanced Middle School Ensembles; admission by instructor's permission.

This course meets UC entrance requirements. Vocal ensemble is designed for the more advanced students who participate in small groups such as duets, trios, and quartets. The groups combine to study and perform advanced choral literature, such as madrigals. This ensemble also forms the Chamber Singers. Public performances are required.

WIND ENSEMBLE – GRADES 9-12

A-G Approved

Max. 20 CREDITS

Wind ensemble is a small auditioned group that performs advanced high school and college level music. This group prepares for festival performances and represents the school in community events.

COMPUTER SCIENCE

AP COMPUTER SCIENCE – GRADES 10-12

A-G Approved Honors

10 CREDITS

This course provides an introduction to college-level programming, using the Java programming language. Important concepts included are structured Java programming style, assignment and logical operators, decision-making, looping, functions and arrays. Students will also learn the concepts of data structures, classes, inheritance, recursion, and other advanced topics using an object-oriented approach.

COMPUTER SCIENCE PRE-AP – GRADES 9-11

10 CREDITS

This course teaches the programming language of JAVA. Students are prepared for the AP Computer Science course while learning graphics and design as well as real-world applications. This course is ideal for students who plan to continue in the CS AP sequence.

ADVANCED TOPICS IN COMPUTER PROGRAMMING (APP) – GRADE 12

10 CREDITS

Prerequisite: Computer Programming Java, Algebra 2, Integrated Math 3 Co-requisite: Advanced Math (recommended)
Develops knowledge of transferable advanced computer science concepts and techniques for writing software in the C++ programming language. Advanced study of object oriented software development and dynamic memory allocation.

COMPUTER PROGRAMMING JAVA (APP) – GRADES 11-12

10 CREDITS

Prerequisite: Geometry and Web Application Development 2 Co-Requisite: Math III
This course provides an advanced study of rigorous computer science concepts combined with development advanced programming techniques. By the end of the course, students will have a solid foundation of the Java programming language, advanced principles of object-oriented programming, creating programs for the Java-based Android platform and computer sciences.

WEB APPLICATION – GRADES 9-12

10 CREDITS

This class will introduce you to the Web technologies and give you experience creating Web applications. In the process, you will learn about markup languages, scripting languages, network protocols, interactive graphics, event-driven programming, and databases, and see how they all work together to deliver exciting applications.

COMPUTER APPLICATIONS – GRADES 9-12

10 CREDITS

Basic computer applications is a course designed to provide introductory computer applications training. Basic computer terminology, care of computer equipment, beginning word processing, data base management and spreadsheet applications, use of graphics and communications are all taught

PHYSICAL EDUCATION

GENERAL INFORMATION

Title IX of the Education Amendments of 1972 prohibits sex-based discrimination in education programs or activities receiving federal financial assistance. The regulations state that schools must not provide any course or otherwise carry out any of its education programs or any activities separately on the basis of sex, or require or refuse participation by any of its students on such basis, including physical education classes. Title IX regulations recognize two categorical exceptions for specific types of classes that may be segregated by sex. Those exceptions are 1) Physical Education classes during participation in sports the purpose or major activity of which involves bodily contact; and 2) portions of classes which deal exclusively with human sexuality. The current regulations also permit schools to group students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex. Participation in a particular physical education activity or sport, if required of students of one sex, shall be available to students of each sex.

Interscholastic sports teams composed of boys and/or boys and girls shall be conducted in accordance with CIF-SS (California Interscholastic Federation- Southern Section) Bylaws. Whenever the school provides only a team or teams for boys in a particular sport, girls are permitted to qualify for the student team(s). Whenever the school provides a team or teams for boys and a team or teams for girls in the same sport, girls shall not be permitted to qualify for the boys' team(s) in that sport, nor shall boys be permitted to qualify for the girls' team(s) in that sport.

PHYSICAL EDUCATION REQUIREMENT

The Pasadena Unified School District may grant, with the consent of a pupil, an exemption, pursuant to Education Code Section 60800, from courses in Physical Education for two years any time during grades 10 to 12, inclusive, if the pupil has met satisfactorily any five of the six standards of the physical performance test administered in grade 9 with a passing grade. A minimum of 20 credits in PE are required for graduation.

If credit is granted for Junior Reserve Officer Training Corps, a yearlong PE experience must include the eight content areas of the Physical Education Framework.

DANCE PRODUCTION – GRADES 9-12

A-G Approved

10 CREDITS

May receive PE or Fine Art Credit.

An integral part of dance production is the teaching of dance staging, choreographing, costuming, dance performance, and rehearsal standards. Emphasis will be placed on

consistent attendance, punctuality, proper work ethic, respect for others, and professionalism. Students are introduced to the audition process.

BEGINNING DANCE – GRADES 9-12

10 CREDITS

P.E. Credit Only

This course has a concentration on movement fundamentals through the dance elements of time, space and energy. The intent is to give students an awareness and reverence for the physical body and its athletic and expressive capabilities. Students experience these elements through a variety of genres (modern dance, swing dance, hip hop, ballet, African, and others). Introductory elements of dance choreography and performance are also included.

ADAPTIVE PHYSICAL EDUCATION – GRADES 9-10

The intent of Adaptive Physical Education is to instruct pupils who may have a handicapping condition that prevents their successful or safe participation in general physical education program. Students qualify for this service through the Individualized Education Program (IEP) process.

PEPSQUAD – GRADES 9-12

Max. 40 CREDITS

Prerequisite: Qualifying GPA is 2.5 and no unsatisfactory citizenship
Pepsquad, cheer, song leader, short flag and mascot are included. This course provides opportunities and activities for both female and male students. Students are allowed to experience a variety of physical activities that comprise of movement skills, socialization skills, self-image and individual excellence. The primary function of the member is to support interscholastic athletics and to promote school pride, spirit, and unity. This refers to sports for both boys and girls. Activities include running, jumping, stunt/pyramid building, tumbling, dancing, and gymnastics. (See PE requirement above.)

PHYSICAL EDUCATION – GRADES 9-10

20 to 40 CREDITS

This course provides activities and opportunities that expose students to a variety of experiences that develop physical fitness, movement skills, socialization skills, self-image, and individual excellence. Activities include aquatics, fitness, and individual and team sports. In lieu of this course, students may take JROTC or Sports if the instructor is properly credentialed and the course is aligned with the “Physical Education Framework.” Students must complete twenty (20) Units of Physical Education to qualify for graduation.

PHYSICAL EDUCATION – GRADES 10-12

This course provides activities and opportunities that expose students to a variety of experiences that develop physical fitness, movement skills, socialization skills, self-image, and individual excellence. Activities include aquatics, fitness, and individual and team sports. In lieu of this course, students may take Sports or JROTC for physical education credit.

SPORTS MEDICINE – GRADES 9-12

10 CREDITS

A-G Approval Pending

Sports Medicine is a multi-level (multi-year) program is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine related fields. The first year includes class work and practical hands-on application in the following areas: prevention, treatment, and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, emergency procedures, and sports medicine careers.

INTERSCHOLASTIC SPORTS

Students wishing to participate in an advanced sports program must have approval from the Athletic Director and maintain a qualifying GPA. Interscholastic competition in sports includes:

Badminton	Softball
Baseball	Swimming
Basketball	Tennis
Cross Country	Track
Football	Volleyball
Golf	Water Polo
Soccer	

NON-DEPARTMENTAL AND ELECTIVES

HEALTH- GRADES 9-12

5 CREDITS

This course will educate students on how to obtain accurate information, develop lifelong healthy attitudes and behaviors, and make sound decisions related to their personal health. Topics will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Overarching themes are the development personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

GLOBAL HEALTH- GRADES 10-12

A-G Approved

10 CREDITS

This course is designed to give students an introduction to

HEALTH CAREERS EXPLORATION- GRADES 9-12

A-G Approved

10 CREDITS

This course is designed to give students an introduction to

MEDICAL TERMINOLOGY- GRADES 10-12

This course is designed to give students an introduction to

CULINARY ARTS- GRADES 9-12

This course is designed to give students an introduction to

SERVE OFFICERS
TRAINING CORPS (JROTC)

10 CREDITS

10 CREDITS

JROTC provides a quality citizenship, character, and leadership development program, while fostering partnerships with communities and educational institutions. By emphasizing physical fitness, orderly appearance, respectful conduct, and individual responsibility (in addition to academic classroom instruction), JROTC seeks to develop informed leaders with a strong sense of self-reliance and a personal knowledge of the responsibilities of citizenship.

Cadets are organized into units along military lines and are taught by **retired** military personnel, but the JROTC does not recruit students for active military service. Instead, its focus is on developing young people and orienting them positively in preparation for whatever role in life they might choose. Students do not incur any military obligation by participating in the JROTC Program but students who complete three or four years of JROTC and receive a “Certificate of Completion” will upon request have a full year of college level AFROTC General Military Course credited (waived). JROTC graduates presenting a Certification of Completion and high school diploma may enlist in the regular Armed Services two pay grades higher than their fellow enlistees.

ARMY JUNIOR RESERVE OFFICERS TRAINING CORPS (AJROTC) – GRADES 9-12
MAX 40 CREDITS

Prerequisite: None

Three classes per week are devoted to core curriculum in the area of leadership, military history, and citizenship. One class each week is devoted to military drill and ceremonies to include the manual of arms and inspections. One class each week is devoted to physical training.

NAVY NATIONAL DEFENSE
CADET CORP (NNDCC)

The four-year program is designed to build leadership and citizenship in participating cadets. This is intended to be done through (1) a broad social-science academic approach, and (2) a practical, guided leadership experience in naval organization and administration of the unit. The curriculum emphasizes the relationship of the seas to American history, world geography, international relations and economics on the one hand, and the behavioral aspects of leadership on the other. Study habits, personal hygiene, conduct, and courtesy are covered in the first unit in order to lay the foundation for leadership and citizenship growth of individuals. Initial information on naval organizations, career opportunities, navigation, seamanship, and military drill introduce the cadet to the naval environment. Each year of the course assists in building a basis for more advanced study of the Navy and sea power as it relates to the nation.

NAVAL SCIENCE 1A1B

Includes curriculum: The program; Introduction to Leadership; Principles of Health Education; The Nation, the Navy, and the People; Sea power and Challenge; Naval History; Our Heritage; Naval Ships, Organization and Missions: Navigation and Maritime Geography; Basic Seamanship; and Military Drill.

NAVAL SCIENCE 2A2B

Curriculum includes: Naval Orientation and Career Planning; Naval Leadership; Naval History: Civil War to World War I; Oceanography; Navigation Fundamentals and Rules of the Road; Naval Operations and Communications; Intelligence and National

Security; Ships and Shipboard Evolutions; First Aid and Health Education; and military drill with arms and manual of the sword.

NAVAL SCIENCE 3A3B

Curriculum includes: Sea Power; The Naval Service, Awarding Way of Life; Naval History; Global War at Sea; Naval Leadership and Discipline; The U.S. Navy in American Democracy; Meteorology and Weather; Astronomy; Electricity and Naval Electronics; Survival Training and Drill

NAVAL SCIENCE 4A4B

Curriculum includes: Navy Career Planning and Education; Naval Leadership, Training and Evaluation; Naval History, the Nuclear Age; Military Justice; International Law and the Sea; National Strategy and Naval Tactics; Naval Weapons, Naval and Maritime Logistics, Naval Research and Development and Corps Staff.

Note: Naval Science can be used to satisfy P.E. and/or elective requirements for high school graduation. Five units per semester.

ELECTIVES

ENGLISH ELECTIVE COURSES

EL READING DEVELOPMENT - GRADES 9-10

Course does not replace high school graduation requirements for English **Max. 20 CREDITS**

Prerequisite: Two or more years below grade level on placement test, department recommendation

This course uses the Language! Program to improve vocabulary, reading, writing, and study skills for students who demonstrate a serious need. Students will be taught phonemic awareness, spelling, grammar, and usage for application across the content areas. Students will practice reading fluency and comprehension strategies to improve their understanding of various texts.

The accelerated content is sequential, cumulative, and dependent on concept mastery.

The course may include an independent reading component. This course is taken along with English 1AB or English 2AB.

JOURNALISM COURSES

JOURNALISM. NEWSPAPER - GRADES 9-12

A-G Approved

MAX. 40 CREDITS

Prerequisite: A grade of C or better in English, department approval

First year students will learn the business of producing a school newspaper. In the second through fourth years, students will become editors, business managers, and photographers, handling the business related to newspaper production. All students will learn news writing skills as well as layout, caption writing, and design tasks required to produce a newspaper.

JOURNALISM. YEARBOOK - GRADES 9-12

MAX. 40 CREDITS

Prerequisite: A grade of C or better in English, department approval

Students will produce the school yearbook and become involved in planning, reporting, and photography. They will also arrange for financing, promotion, and distribution. This course requires knowledge and use of the applications of various computer software and design programs, such as Page Maker and Photoshop. Students are taught to meet deadlines, and to develop strong organizational skills.

INDUSTRIAL EDUCATION AND TECHNOLOGY

INTRODUCTION TO GRAPHIC COMMUNICATIONS 10 PRINTING TECHNOLOGY – GRADES 10-12

10 CREDITS

Prerequisite: Students must apply to the Graphic Communications Academy in their Freshman year to be accepted in their Sophomore year. There is a three-year commitment to the Academy.

The Graphic Communications 10 Printing Technology class is an introduction to the methods and practices, history of printing, design principles, and modern lithographic techniques.

Comprehensive instruction is given in QuarkXpress and desktop publishing basics.

INTRODUCTION TO GRAPHIC COMMUNICATIONS 11 PRINTING TECHNOLOGY – GRADES 11-12

10 CREDITS

Prerequisite: Successful completion of Graphic Communications 10 Printing Technology Class. There is a three-year commitment to the Academy.

The Graphic Communications 11 Printing Technology class instructs the second year student in intermediate production techniques for offset lithographic production.

Instruction includes use of methods and practices for multicolor film assembly, plate making, halftone photography, advanced bindery, color proofing, desktop publishing, and offset press operation.

Comprehensive instruction is given in Photoshop, graphic design and typesetting.

ENGINEERING

INTRODUCTION TO ENGINEERING DESIGN – GRADES 9-10

10 CREDITS

Students dig deep into the engineering design process applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work.

PRINCIPLES OF ENGINEERING – GRADES 10-12

10 CREDITS

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

AEROSPACE ENGINEERING – GRADES 10-12

10 CREDITS

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics

using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

DIGITAL ELECTRONICS – GRADES 9-10

10 CREDITS

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

CAPSTONE COURSE – ENGINEERING DESIGN AND DEVELOPMENT – GRADE 12

10 CREDITS

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career

ALL DEPARTMENTS

STUDENT TUTOR – GRADES 10-12

10 CREDITS

Prerequisite – Teacher Approval

The student will tutor in either high school or elementary school. This course is designed to improve achievement of both tutor and learner under teacher direction.

GOVERNMENT FUNDAMENTALS (ASB) – GRADES 9-12

10 CREDITS

Members of ASB (Associated Student Body) plan school activities and support school spirit. Members are elected and appointed. See the ASB advisor for more information.

SPEECH AND DEBATE – GRADES 9-12

A-G Approval pending

10 CREDITS

Speech and Debate is a year-long course which is designed to give students practical speaking skills, particularly in the development and presentation of speeches to be given publicly in the English language to English speaking audiences. The course aim is to help students develop excellent speaking habits, reduce speaking anxiety, emphasize critical thinking skills and hone the skills of organization, speech writing, and the use of research in speaking. The course also prepares students to compete at the Novice level with the school's interscholastic speech and debate team, which is a member of the Southern California Debate League and the National Forensics League.

College & Career Academies/Pathways

The college and career-focused secondary program has grown to serve over 50% of our diverse students in grades 9-12 with Academies at all six PUSD high schools. For more information, go to www.GoPUSD.com/pathways

Benefits of Academies for students

Relationships

- Academies offer the smaller, personalized environment of small schools
- Academies offer applied learning opportunities of themed magnet schools
- Academies are part of the open enrollment/choice schools process, so they are open to all students, regardless of their attendance boundaries
- Academies partner with business to solve real-world problems for authentic learning
- Academies focus on 21st Century Skills students need for success in college and life
- Academies provide a culture of teamwork, critical thinking, communication, collaboration and creativity
- Academies give students a choice among many different themes
- Academies provide rigorous interdisciplinary curriculum
- Academies prepare students for college and career

Rigor

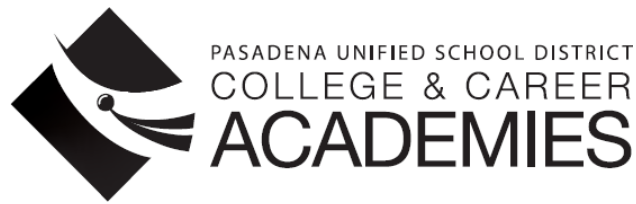
- Graduation requirements are aligned with college entrance requirements
- Opportunities for Advanced Placement
- Opportunities for college credit
- Challenging Career Education courses

Relevance

- Students connect their learning to the real-world
- Students develop a capstone project in their field of interest, which can include a student internship, work-based learning, service learning or a research project
- Students earn a specialized high school diploma, and engage in extensive volunteer work and work-based learning opportunities that relate to their course of study
- Students gain advantages in high school, college and careers because of the strong academic foundation and transferable skills

PUSD's Academies offer well-designed integrative curriculum around a theme area (i.e., computer science, business/entrepreneurship, health, science/engineering and environment, graphic communications, arts, entertainment and media), and expose students to related patterns of experience leading to a more sophisticated and comprehensive view of the world. These academies are open for all students, including Special Education and Honors and AP students, taking the core academic requirements for graduation together. Many of these courses are modified or redesigned to stress the specific "theme" of an academy and to provide students with updated knowledge and skills within a field or profession. State and industry standards are incorporated into the curriculum to ensure that students meet all UC and CSU entrance requirements, and opportunities for paid internships allow students to apply what they have learned in school to real life situations.

LINKED LEARNING/COLLEGE & CAREER ACADEMIES



College & Career Academy students are prepared for both college AND careers. The four core components are:

1. Rigorous academics
2. Career-based learning in the classroom
3. Integrated student supports
4. Work-based learning in professional settings

Academies on our high school campuses

- Academy of Creative Industries (ACI) – Marshall Fundamental High School
The Academy for Creative Industries students gain the necessary skills to develop and explore creative and expressive forms of communication. Students receive technical and relevant training in theater, music, dance and graphic arts industries. They collaborate with leading industry experts, create a senior portfolio displaying create work and present to a panel of professionals, and participate in job shadowing and internship in an art industry of interest.
- Arts, Entertainment, and Media Academy (AEM) – John Muir High School
The Arts, Entertainment, and Media Academy students are trained from 9th to 12th grade in film and video production, photography, graphic arts, painting, sculpting, and other media and fine arts. Students fine-tune their creative energy, master self-expression and hone their critical thinking and problem solving skills. They participate in the creation of a senior portfolio and present to a panel of professionals and industry insiders who assess the craftsmanship behind each piece, helping to determine the next steps in students' education. They participate in on and off campus industry specific college and career workshops and visits.
- APP Academy (APP) – Pasadena High School
The APP Academy students experience a four-year computer science program that prepares them to be successful in an increasingly technology-driven world. In just five years, the mobile application industry has created nearly half a million jobs in the United States, further fueled by the video game industry careers. Students are exposed to computer science through mobile application, web, and game development, and each student is assigned their very own state-of- the-art laptop computer while in the program.

- Business and Entrepreneurship Academy (BE) – John Muir High School
 The Business and Finance Academy students receive rounded curriculum which includes Business Management, Finance, Accounting, Marketing and Entrepreneurship. These courses are designed to strengthen leadership, problem solving, and organizational and management skills. Integrated projects enable students to share ideas and business plans while promoting teamwork. Students participate in internships, learn how to create and assess strategic business plans, and participate in on and off campus industry specific college and career workshops and visits.
- Career Exploration and Opportunities (CEO) – Rose City and CIS High Schools
 This Academy is at our Alternative Education sites. Students explore career options and learn life skills by integrating academic concepts and real-world preparation. Students may choose the Building & Design program at Rose City or the Medical Arts program at CIS. Both programs focus on combining hands-on experiences with practical applications, and offer internship opportunities and mentors to students.
- Creative Arts, Media and Design Academy (CAMAD) - Pasadena High School
 The Creative Arts, Media and Design Academy students learn through a combination of academic courses and visual arts and design projects. Students are armed with real-world skills (client-based projects) to both pursue an art or design career or to attend their college of choice. Course curriculum includes fine arts, graphic design, multimedia design, video editing, photography, screen printing, digital printing, sculpture, and illustration. Students learn Adobe Creative Suite Software including Photoshop, Illustrator, InDesign, Dreamweaver, Flash and Bridge, along with industry certificate for these programs. Academy partners and local arts organizations provide scholarships and internships.
- Engineering and Environmental Sciences Academy (ESSA) – John Muir High School
 The Engineering and Environmental Sciences students learn to use the power of science and mathematics to improve the quality of life on earth. This academy features the “Project Lead the Way” pre-engineering curriculum. Students develop a strong foundation in math, science and technology, engage in challenging hands-on projects, and design innovative solutions to real-life problems. Students have access to industrial sized 3D printers, CAD software, and other mechanical and electrical engineering tools. Students gain valuable work experience from local business internships and can become certified in Computer Aided Design.
- Health Careers Academy (HCA) – Blair High School
 The Health Careers Academy students receive curriculum that combines hands-on learning with real-world applications. This four-year program of study incorporates health industry topics and specific health courses (medical terminology, biotechnology, anatomy, physiology). The program culminates in a highly anticipated 18-hour internship in a health, medical or bioscience field of choice. Students can earn certifications in CPR and First Aid through the American Red Cross and acquire leadership skills by participating in national organizations such as HOSA – Health Occupations Students of America.
- Law and Public Service Academy (LPS) – Pasadena High School
 The Law and Public Service Academy students explore a four-year college preparatory program specially designed for students with interest in legal, government or protective service careers. Shaped with substantial input from post-secondary educators, professionals in the law, law enforcement, and advocacy fields, the curriculum covers topics in forensic science, constitutional law, and criminology. Experiences include integration of law enforcement, social justice, and academic and technical education.

Students participate in on and off campus college and career visits and summer internships.

ALTERNATIVE EDUCATION

In order to meet individual student needs and encourage all students to complete their high school education, the Board of Education desires to provide flexibility in the completion of prescribed courses in accordance with law through alternative programs.

A semester period will be a minimum of 60 hours for which five (5) credits will be earned. With prior approval of the principal, or in alternative educational settings, credit may be assigned when equivalent learning is achieved through individualized instructional programs except in subjects for which a minimum amount of instructional time is specified by law.

Private Instruction. A student who is regularly enrolled and in attendance at a high school shall receive credit toward high school graduation for private instruction under the following conditions: (Code of Regulations, Title 5, Section)

1. The instruction entails fields and subjects included in the school's courses of study and curricula. (Code of Regulations, Title 5, Section 1631)
2. The student demonstrates his/ her capabilities at the beginning and at the end of the period of private instruction by examinations given under the school's supervision, thereby showing that he/ she has made progress in learning satisfactory to the school. (Code of Regulations, Title 5, Section)

Correspondence Instruction. The district shall grant credit for correspondence instruction under the following conditions: (Education Code 51740; Code of Regulations, Title 5, Section 1633)

1. The correspondence instruction is provided by the University of California, or other University or college accredited, in subjects included within or related to the student's course of study.
2. The student is, for good reason, unable to take the course of study offered in the school.
3. The Principal or designee determines the number of semester periods to be credited for successful completion of a particular correspondence course.
4. No more than 40 semester periods of correspondence instruction are credited to a student toward graduation.

Private Foreign Language Instruction. The district shall accept for credit foreign language courses successfully completed in a private school, provided that all of the following conditions are met: (Code of Regulations, Title 5, Section 1632); Education code 51243-51245

1. The student or parent/ guardian applies in writing for the credit, specifies the private school attended and the amount and level of credit requested, and submits written evidence from the private school showing that the student successfully completed the course.
2. The amount of credit sought equals at least one semester's work.
3. The principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools.

Online Course Instruction. Students may participate in web-based courses delivered over the Internet or provided through a set curriculum via software either as alternative credits toward

graduation or as a course eligible for concurrent enrollment for “credit recovery”, “acceleration” and/or “enrichment.” In order for students to earn credits via online course instruction, students must obtain signed pre-approval for any online course or program from the school Principal or designee.

The Principal shall evaluate the quality and effectiveness of online course offerings and determine which online courses shall be accepted for high school credit. The Principal shall certify that the course is comparable to college-preparatory curriculum and ensures that the course and associated grades and credits are listed on the student's transcript.

In order to provide students with online educational opportunities, the following are guidelines for implementation of online courses:

1. All online courses may be offered in a blended learning model that may include both face-to-face and online delivery.
2. The online courses shall meet the academic rigor of the California State standards and meet the CSU/UC "a-g" requirements with the exception of a limited number of non-"g" elective courses approved by the District.
3. The Principal or designee shall ensure student-testing integrity for online classrooms and ensure the accountability of active engagement of students participating in the courses provided via the Internet.
4. Participating students shall strictly adhere to the policies and procedures set forth by the entity offering the online courses.
5. The Principal or designee shall seek guidance from District staff to evaluate the quality and effectiveness of online course offerings.
6. Teachers/Counselors/Advisors shall be trained in the facilitation of online learning and shall participate in e-learning training.
7. Students enrolling in the online courses shall follow the same process as concurrent enrollment at the community colleges, District's alternative educational setting, or a four-year college/university.
8. The high schools, in accordance with the District's policies, shall grant credits earned after verification of student work.
9. Students shall follow the guidelines established by the District including obtaining prior approval from site administration before enrolling in the program to receive credits.

Access to technology utilized by online courses imposes certain responsibilities and obligations for both students and teachers:

1. The appropriate use of the online learning opportunity is both ethical and honest, and demonstrates respect for physical and intellectual property, system security protocols, course provider procedures, an individual's right to privacy and to freedom from intimidation, harassment, and unwarranted annoyance
2. The students utilizing online courses shall adhere to the District's Acceptable Use Policy
3. All policies relating to academic honesty, participation, and attendance shall be applied to online learning.

The Chief Academic Officer or designee shall determine whether a student has satisfactorily met course requirements through any of the above alternative means.

College Programs. The District shall authorize high school students to enroll in a limited number of college credit courses to accelerate or enhance their progress toward their academic and/or vocational goals. In general, enrollment in college courses will be limited to classes not available on the student's high school campus unless special authorization is provided by the school principal. College instruction shall be provided to eligible students consistent with available resources and facilities. Qualified students may attend classes at community colleges, local colleges, or universities. Special college courses for only high school students may also be established. High school and

community college guidance personnel will determine eligibility for college/high school classes.

A. Community College Classes

1. Community college/high school vocational programs. The intent of this program shall be to accelerate the student's progress toward his/her vocational goal and to enhance his/her

opportunities for employment after graduation. Students should have a strong interest with aptitude in the course and should have demonstrated both socially and emotionally that their educational needs can be met at the college level.

2. Community college/high school advanced scholastic and enrichment program. The intent of this program is to provide college classes to enhance or accelerate the student's program toward his/her ultimate educational goal. Students should have a strong academic background and/or aptitude and should have demonstrated both socially and emotionally that their educational needs can be met at the college level.

B. College/University Classes. Four-year college/university programs. The intent of this program is to provide regular college classes to high school students. Students should have strong academic background and should have demonstrated both socially and emotionally that their educational needs can be met at the college level. High school students who meet all conditions and requirements may apply for college classes.

C. Limitations

a. Enrollment shall be limited to:

- Students who are recommended for community college programs by their counselor as having the potential to benefit from college-level instruction either in an advanced scholastic program, career or vocational class, or another class not offered at the high school site.
- Students enrolled in four district high school classes per day (240 minutes), excluding the college course.
- Students with parental consent to enroll in a college class.

Legal Reference:

Education Code, Sections 76001; 76002; 48800; 48802 Policy Adopted: 2/24/64
Policy Amended: 8/1/66; 7/2/85; 12/6/94; 12/16/97; 5/18/99; 10/15/02 (Formerly BP 6152)

College Programs for High School Students

A. Enrollment Approval

b. Permission for a student to enroll in a college course will be based on several factors, including but not limited to:

- Grade point average
- Career/vocational interests
- Recommendations of teacher/counselor
- Potential benefit to the student
- Parent permission

c. College credit will be granted for college courses. Students may also use college credits to meet graduation requirements.

d. Prior to enrollment in college courses, students must complete introductory or prerequisite classes if available as part of the district's regular secondary school curriculum.

e. The site principal shall have the final determination on issues related to special cases.

f. A transcript of work completed is sent to the college, which the student plans to attend.

Each college evaluates the student's work in light of its programs.

6146.1 Credit for College and Adult Education Courses. High school students may enroll in college or adult education classes, when it is legally possible for them to do so. Refer to Board Policy 6141.5.

SPECIAL EDUCATION DEPARTMENT

The philosophy of the Pasadena Unified School District's Special Education Department is "All Students Will Learn." Special Education is a continuum of programs and services to students with special needs. Special Education programs and services are provided to eligible students in addition to the general education program that is provided by the District. The basic goal of the Pasadena Unified School District Department of Special Education is to deliver high quality special education programs and services to our students with disabilities.

The primary purpose of the Special Education Program is to assist students and help increase their knowledge, skills, motivation, and achievement. It is our goal that students, regardless of their ethnic, cultural, or linguistic background, be prepared academically, socially, and vocationally to become fully employed contributing members of society, leading to a meaningful and satisfying life.

The Special Education Department offers four basic instructional programs:

1. **Resource Specialist Program (RSP):** Follows the core curriculum guidelines. RSP is designed to help students with exceptional learning needs succeed in the classroom setting and other instructional settings. The students have mild, moderate, or severe disabilities. The Resource Specialist provides consultation to parents and general staff members in areas such as prevention, intervention, and transition, as well as support to students having academic, behavioral, social/emotional and learning problems. RSP students may be scheduled into special education classes up to a maximum of three periods a day. Students in this program are working towards a high school diploma.
2. **Special Day Class –Mild to Moderate (SDC-MM):** Follows the core curriculum guidelines. The SDC-NSH teacher provides an educational program for students who require intensive, remedial instruction and/or mastery of basic skills. SDC-MM students may be scheduled into special education classes up to a maximum of five periods daily. Students in this program are working for a high school diploma.
3. **Special Day Class – Moderate to Severe (SDC-MS):** Students in this program have significant cognitive disabilities. They receive academic content that incorporates a life skills curriculum. These students are mainstreamed into either high interest classes or electives, with modified academic content and/or socialization with non-disabled peers. Students in this program may be scheduled into special education classes up to six periods daily. Students enrolled in SDC are not diploma bound students; they are working towards receiving a Certificate of Completion.

Designated Instruction and Services (DIS): This category of service is designed to support a student in his/her primary classroom placement, whether in a general education or a special education classroom. The services include Adapted Physical Education (APE), Vision Services, Speech and Language Therapy, Occupational Therapy, Psychological Counseling, Physical Therapy, and Orientation and Mobility Services.

Individual Transition Planning Services. All students by age 16 are provided a plan to address activities and instruction to assist them in achieving post high school goals related to employment, training, education and independent living. The student's goals and activities to support his/her progress are reported on an Individual Transition Plan (ITP), developed in addition to the Individualized Education Program (IEP). Prior to graduating or completing the high school program, every student receiving special education or related

services will have a Summary of Progress (SOP) developed which summarizes the student's academic achievements and functional performances with recommendations to assist or support the student in meeting their post-secondary goals.

Academic Resource Support Class

The Academic Resource Support Class is designed to provide support services that will assist students in developing access skills for general education classwork. It is a specific learning environment in which students develop and incorporate compensatory strategies while focusing on self-regulated learning skills. It provides instructional support to students who have needs in organizational skills and strategies, related services, content area, and or social skills/self-advocacy needs. "

ENGLISH LEARNER PROGRAM

Language Acquisition Programs:

The PUSD provides six separate language program options; Structured English Immersion, English Language Mainstream, Primary Language Classroom, the International Academy, Dual Language Immersion, and Long-Term English Learner program.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the PUSD are listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v])

Structured English Immersion (SEI) Program for ELPAC levels 1-2: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

English Language Mainstream (ELM) Program for ELPAC levels 3-4: With Specially Designed Academic Instruction in English (SDAIE) and daily English Language Development. English Learners will continue to learn English (daily ELD) in Program 2 and will have full access to standards-based curriculum and materials at grade-level designed for the native English speaker. Instruction will continue to include Specially Designed Academic Instruction in English (SDAIE). Primary language support is provided for comprehension, if needed, but instruction is overwhelmingly in English. The objective of Program 2 is for English Learners to attain sufficient proficiency in English to meet grade-level and core content standards that will lead to reclassification.

Primary Language Classroom – Parental waiver Option: Elementary School (K-5) Program Option 3 offers instruction in the primary language to English Learners who qualify under the Parental Exception Waiver Option. Students receive primary language instruction while English Language Development is provided on a daily basis. This approach is designed to further develop primary language academic skills and to maintain the students at or above grade level in their primary language while they are acquiring English-language skills. As the students transition to English-language content instruction, SDAIE techniques are used to provide clear instruction and greater access to the core curriculum in the ELs' second language. This option will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level for the same language.

International Academy at Blair – Parental waiver Option: This program option is for 6-12th grade students with less than 12 months in U.S. Schools at Levels 1 or 2. Instruction may be provided in the primary language at the beginning and transition to more instruction in English as skills develop. The students are also given English Language Development instruction.

Dual-Language Immersion (DLI) Program: also called **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to 6th grade.

Long Term English Learner Program for 6-12th grade students. This program option seeks to accelerate the academic English language development of and attainment of academic proficiency in core content subjects by English Learners. This option is for English Learners who have attended school in the U.S. for more than five full years (i.e., commencing their 6th year and subsequent years), but who have not yet met the reclassification criteria.

Specifically, this instructional program option aims to 1) increase success toward graduation; 2) ensure that these students perform at a level comparable to their English-speaking peers; and 3) provide students access to A-G graduation requirements to be college prepared and career ready.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062)

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

PUENTE

The Puente Project is designed to help students succeed in school, earn degrees at four-year colleges and universities, and return to the community as leaders and mentors. Puente involves parents and the Mexican American/Latino community in the education of their youth. Although all students are eligible, Puente is designed to increase the number of Mexican American/Latino students graduating from high school and enrolling in colleges and universities.

Puente students work closely with their Puente counselor throughout their high school careers. The counselor helps students identify career options and stay focused on academic success, preparing them to enroll in four-year colleges and universities.

Students study with the same English teacher for 9th and 10th grades. Puente students study the college preparatory curriculum and read and write about the Mexican American/Latino experience.

Adult mentors serve as role models to Puente students and come from many professions. Mentors expose students to jobs via career exploration workshops and field trips to businesses and corporations in the community. Parents actively participate in their children's education and academic planning. They are invited to meetings, orientations, receptions, and seminars.

ALSO SEE LINKED LEARNING/COLLEGE & CAREER ACADEMIES.

SCHOOL SPECIFIC / SPECIALIZED PROGRAMS

AP PREP HUMANITIES

AP Prep Humanities is an Advanced Placement Preparatory Program for high achieving and highly motivated students in grades 6-10 at Marshall Fundamental High School. Beginning in the sixth grade, students in honors English and Social Studies are introduced to the rigorous critical thinking, reading, and writing skills required for success in Advanced Placement courses in English and History.

Students may continue with AP Prep or pursue the normal Honors program at the 8th and 9th grade levels. Those who continue with AP Prep are required to complete summer reading and learn a list of vocabulary words. AP Prep classes introduce AP level content while working on critical analysis of literature and primary source documents, developing college-level writing and research skills, and teaching students how to work with college-level material.

In the 10th grade, students enroll in AP World History and AP Prep English. AP World History is the first AP course offered to Marshall students. AP Prep English supports the World History class while it continues to work on the skills students will need for AP English. At the completion of 10th grade, students will have completed one AP course and will be prepared to continue with the four AP classes offered at the junior and senior levels.

A critical component of AP Prep Humanities is the collaboration among the AP and AP Prep teachers. Teachers in the program meet formally and informally on a regular basis to discuss student progress, share strategies, and evaluate the program. The AP Prep Program recognizes students mature and develop academic motivation at different rates and ages. Although AP Prep is designed for highly motivated students, its core learning strategies, based on the College Board's Building Success model, are suitable for all students. Marshall teachers participate in the College Board's Building Success workshop to learn proven and effective teaching strategies. World History AP PREP is a college-level preparatory course to help students learn the skills required in advanced placement.

INTERNATIONAL ACADEMY

The PUSD International Academy is a specialized program designed for students in grades six through 12, whose primary language is not English and have been in the United States twelve months or less. Located at Blair High School, the program offers English Learner (EL) students the support and

instruction needed to reach English proficiency as each student learns how to speak, read and write in core subjects.

Students at the International Academy receive daily instruction in English Language Development (ELD) and in their grade level content area classes by experienced teachers who can provide literacy instruction and extra support in math, science and history.

Benefits of the International Student Academy include the extended time to learn English and support to achieve students' academic goals.

DUAL LANGUAGE IMMERSION PROGRAMS

As of 2017-2018, PUSD's dual language immersion programs extend into high school. Spanish immersion students take Spanish language arts and other courses in Spanish at Blair High School. Mandarin immersion students study Mandarin Chinese language arts and other courses at Pasadena High School.

IB MIDDLE YEARS PROGRAMME

Blair High School is an authorized International Baccalaureate (IB) World School, offering programs of the world-recognized curriculum of International Baccalaureate.

All students in grades 6-10 are in the International Baccalaureate (IB) Middle Years Programme (MYP). The IB philosophy and approaches to learning are carried out across the different subject areas. Students in the MYP take a holistic approach to learning based on the IB emphasis of inquiry, action and reflection.

As a result, students build confidence in managing their own learning, learn by doing, and make connections to the larger world. Learning links together academic subjects and real world issues, and promotes intercultural understanding and communication. The IB Learner Profile attributes are developed inside and outside of the classroom: caring, thinker, principled, communicator, balanced, reflective, open-minded, knowledgeable, risk-taker, inquirers.

All students engage in the community through service hours. Grade level projects in grades 6-9 culminate with an extensive Personal Project in 10th grade. The focus on student-driven inquiry prepares students for the IB Diploma Programme in 11th and 12th grade.

IB DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IBDP) is one of the world's most prestigious college preparation programs, and is offered to 11th and 12th graders at Blair High School. The IBDP was developed for international schools around the world, and only later began to be offered in U.S. schools. PUSD's Blair High School has been authorized to offer the IB Diploma Programme for about ten years.

For the full Diploma, students study three Higher Level and three Standard Level advanced IB courses spread across six subject areas. After completing the courses, students then take IB assessments and culminating exams in each subject. Higher Level courses are two-year courses and Standard Level are one year courses; all college-level work. Diploma candidates also take the IB Theory of Knowledge course, research and write a 4000 word Extended Essay, and complete 150 Creativity, Action and Service hours.

Students may pursue individual IB Certificates for completing one or more IB courses if they do not want to tackle the full Diploma. IBDP students also do not need any previous exposure to IB in either the Primary Years or Middle Years Programmes, though the experience definitely is an asset.

IBDP courses are known for their rigor but also for the IB emphasis on inquiry, action and reflection, and the characteristics of an IB Learner. The IB Learner Profile characteristics are caring, thinker, principled, communicator, balanced, reflective, open-minded, knowledgeable, risk-taker and inquirer.

Colleges highly value IB students for their critical thinking, college level research and writing skills, demonstrated hard work, intellectual curiosity and tackling of challenges. IB courses focus on holistic learning, depth of knowledge and student inquiry, while AP emphasizes teaching specific content.

IB CAREER-RELATED PROGRAMME

Blair High School will soon be authorized by the International Baccalaureate to offer the Career-related Programme. Blair Health Career Academy students can integrate rigorous IB Diploma courses with career-related learning, including hands- on professional training, service learning, a reflective project and language development.

PCC DUAL ENROLLMENT & CONCURRENT ENROLLMENT

Dual Enrollment

- The dual enrollment program allows eligible students to take college courses **during** their high school day and earn both high school credit and college credit.
- Many students in dual enrollment take additional courses after school to earn credit towards an AA degree.
- The college courses offered are in partnership with Pasadena City College (PCC).
- Dual Enrollment courses are **FREE**.
- Dual Enrollment course offerings vary based on high school site
- **For more information, please see your high school counselor.**

Concurrent Enrollment

- Students who are interested in challenging themselves further have the unique opportunity of taking college courses **after school** at PCC main campus or PCC Northwest located at John Muir High School.
- The student is responsible for only paying fees of \$24, which includes the health fee, student representation fee, and ASB fees.

COUNSELING AND GUIDANCE

Each high school has a staff of professionally trained counselors who assist students in program planning and encourages them to set and strive for personal goals. The guidance teams employ strategies to enhance academics, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills, and impart life success skills for all students. Counselors work closely with teachers, deans, and parents to see that student needs are met in personal, social, and educational development.

AB1802: The Middle and High School Supplemental Counseling Program in California

Description: The middle and high school supplemental counseling program was established for the purpose of providing additional counseling services to students in grades 7 to 12, inclusive. The counselors must provide the following services:

I. Individual Student Planning

- Ensure each student in grades 7-12 has their academic record reviewed by a school counselor.
- Ensure each student and parent or guardian (if practicable) meet with a school counselor:
 - Explain the academic and department of the student,
 - Explain his or her educational options including:
 - College preparatory program
 - Career Technical programs
 - Any other alternatives available to students within the district.
 - Explain the coursework and academic progress needed for satisfactory completion of middle and high school;

II. Responsive Services for Students At-Risk

Step 1: Identify students who are at risk:

- Students in grades 7 who do not meet grade level standards in English/Language Arts and mathematics
- Students in grades 10-12 who are deficient in credits
- Students in grade 12 who are not on track to graduate

Step 2: Develop a list of coursework and experience necessary to assist each at-risk student in:

- Grade 7 to successfully transition to high school and meet all graduation requirements.
- Grade 10-12 to successfully transition to postsecondary education or employment.

- Grade 12 for continuing his/her education if he/she fails to meet graduation requirements. These options shall include, but are not limited to, all of the

following:

- (a) Enrolling in adult education program.
- (b) Enrolling in a community college.
- (c) Continuing enrollment in the student's school district.

Step 3: Offer scheduled individual conference with each student, his/her parent or legal guardian, and a school counselor.

Step 4: Ensure individual conferences with at-risk students and his/her parent or guardian of the following:

- (1) Information on post-secondary education and training.
- (2) Programs, courses, and career technical education options available for students needed for satisfactory completion of middle and high school.
- (3) Cumulative records and transcripts of the student.
- (4) Performance on standardized and diagnostic assessments of the students.
- (5) Remediation strategies, high school courses, and alternative education options available to the student.
- (6) Test scores and grades, as applicable.

Step 5: Provide a copy of the list of coursework and experience necessary to the student and his/her parent or legal guardian

Step 6: Place a copy of this in the cumulative records of the

student. Step 7: Timeline for individual conferences:

- For a student enrolled in grade 7, the conference shall occur before January of that school year in which the student is enrolled in grade 7.
- For a student enrolled in grade 10, the conference shall occur between the spring of that school year in which the student is enrolled in grade 10 and the fall of the following year in which the student would be enrolled in grade 11. For a student enrolled in grade 12, the conference shall occur between November of that school year in which the student is enrolled in grade 12, but before March of the same school year.

WORK PERMIT REQUIREMENT

A work permit may be issued upon written request of the parent, guardian, foster parent, or caregiver with whom the minor resides or residential shelter services provider. A permit to work may be issued to a student ages 14-18 if he or she is enrolled in and regularly attending school, and is making academic progress toward graduation. If the student's attendance becomes irregular, the work permit may be canceled until such time as student attendance.

CALIFORNIA EDUCATION CODE:

A permit to work may be issued to a minor who is under the age of 18 years and over the age of 14 years who is regularly enrolled in a high school or community college or who has been assigned to a vocational course in a place of employment, and who will work part time as a properly enrolled pupil in a work experience education course that meets all the requirements of such course as provided in Sections 51760 to 51769, inclusive.

Pursuant to E.C. 49110 and E.C. 49113, all minors who are issued work permits must participate "in an employment program that is conducted on school premises" and "serves to foster the development of an appreciation by the pupil of the importance of education in preparing a pupil for future education and employment." (E. C. 49112).