

PLEASANTON UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL  
Course Catalog and College/Career Planning Guide  
*2024-2025*



AMADOR VALLEY HIGH SCHOOL



FOOTHILL HIGH SCHOOL



VILLAGE HIGH SCHOOL



PLEASANTON VIRTUAL ACADEMY



The  
Pleasanton  
Virtual  
Academy

# Pleasanton Unified School District (PUSD)

## High School Course Catalog & College/Career Planning Guide 2024-2025

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# GENERAL INFORMATION

## PLEASANTON UNIFIED SCHOOL DISTRICT STRATEGIC PLAN



CURRICULUM & INSTRUCTION	LEARNING ENVIRONMENT	PERSONAL GROWTH	FISCAL STEWARDSHIP
All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	All students and staff are provided a high-quality physical environment that facilitates teaching and learning.	Empower all students to develop character, compassion, civility, and community consciousness.	Students will be central to all fiscal decisions.
Optimize student learning by utilizing innovative technologies.	Every student and staff will feel safe, respected, and enjoy positive connections.		Ensure fiscal health through investing in today while planning for tomorrow.

## INTRODUCTION

This guide describes the programs at Amador Valley High School, Foothill High School, Village High School, and the Pleasanton Virtual Academy (PVA). The introductory pages outline district graduation requirements, some college entrance requirements, and other district programs. Course offerings are described departmentally with notations as to which high school offers each program. Information regarding specialized programs offered at each high school is also included. Students should read the contents of this guide carefully to discover courses and programs that will interest and challenge them, while balancing their course load to ensure social/emotional well-being. This guide will assist in selecting an appropriate program to develop each student's individual potential. We also encourage students to contact their counselors who are available to help with academic and career planning, as well as personal concerns.

Please choose courses carefully. Transcripts, prerequisites, and the student's four-year plan should be reviewed prior to final selection. Because the master schedule at each school is built based on student course requests and classes are planned at maximum capacity, schedule changes are often not possible. In addition, some courses may not be offered each year due to low requests at either school.

## ATTENDANCE POLICY

The expectation of PUSD is that students attend their entire school day every day of instruction with limited exceptions (e.g., illness, funeral). Many elective absences, such as extended weekends and family trips, are considered "unexcused" by the State of California, even when excused by parents/guardians.

Please note, students **must attend at least four periods** to be eligible for participation in any school-sponsored activity for that day.

## PLEASANTON UNIFIED SCHOOL DISTRICT GRADUATION REQUIREMENTS

<i>Subject Area</i>	<i>Credits Required</i>	<i>Details</i>
English	40	4 years of English
Mathematics	20	2 years of Math 1 year of Algebra or equivalent required
Science	20	Life Science – 1 year Physical Science – 1 year
Social Science	35	Global or Ethnic Studies – 1 semester World History – 1 year US History – 1 year Civics – 1 semester Economics – 1 semester
Physical Education	20	2 years of PE Grade 9 required and usually Grade 10 (see PE information below)
Visual & Performing Arts -or- World Language -or- Career Technical Education	10	1 year in any of these subject areas
Health Education	5	1 semester in Grade 9
Electives	80	
<b>Total Credits Required For Graduation</b>	<b>230</b>	

The high school transcript begins on the first day of 9th grade. The academic year is comprised of two semesters, and five credits are earned for each course in each semester for students earning a grade of D- or higher.

In addition to satisfying the course and credit requirements above, the following are required to receive a high school diploma: ([PUSD Board Policy 6146.1](#))

- Successful completion of a full year of Algebra or the equivalent

- 20 hours of community service completed anytime during grades 9-12. Please see the school website for specific details.

## PE and FITNESSGRAM requirements

State law requires students to take **two years** of physical education (PE) classes in order to graduate from high school. District policy states that **all freshmen must enroll in a PE course**. All freshmen are also required to take the California Physical Fitness Test, or FITNESSGRAM, in order to fulfill high school physical education requirements. The assessment is given at least once a year in the spring. A variety of PE courses are offered as part of the regular school day at each of our comprehensive high schools.

**Sophomore, Junior, and Senior Alternatives and Options for the PE requirement** – Students have alternatives and options available **after the freshman year** in order to meet or reduce the PE requirement. A maximum of ten credits of PE may be waived. In no case shall units toward graduation be granted for meeting the physical education requirements via waiver. Students can receive additional information about each of the approved alternatives and options from their high school counselors.

Physical Education is a requirement for graduation by the [California State Education Code 51222](#) and by the [Pleasanton Unified School District Policy 6113.4](#). Please visit your school's counseling website for more information on the alternative PE options below. Some of these options require pre-approval. All required forms are on each school's counseling website.

- **Participation in Interscholastic Athletics** – Two seasons of any school-sponsored sport waives 5 credits of physical education. Sport seasons can be applied from any year. 10 credits (one year) are the maximum that may be waived through this process (Freshman cannot waive PE). To apply for the athletic waiver, see your school's website.
- **Marching Band/Color Guard** – PE credit/waiver may be given for marching band/color guard. No more than 10 credits of the required 20 credits of PE can be earned with this option (cannot waive freshman PE).
- **Out-of-School Physical Activity** – Students who participate in an approved out-of-school physical activity sponsored by a non-school group, which meets the criteria and objectives listed for the physical education program, **may** apply to have up to 10 credits of physical education waived beginning in the sophomore year (cannot waive freshman PE). Applications can be found on each school's website. The activity must:
  - o Match eight areas of the State Framework for PE
  - o Equal at least 400 minutes of activity every ten days
- **Medical Waiver/Postponement** - If a student has a long-term disability or illness, they can postpone taking PE or participate in a PE program with accommodations. If the condition is temporary, PE may be postponed until another year. A written statement must be provided each year from a physician which includes restrictions associated with and the duration of the disability or illness. In consultation with parents/guardians, school staff will then determine the appropriate PE program and timeline.

**Repeating Courses** – Students must repeat courses required for graduation in which they receive a grade of F and may need to repeat a course for which a grade below a C- was received for the purpose of meeting a college eligibility requirement. Upon completion of the repeated course, both the initial grade and credits and the repeated grade and credits will appear on the transcript and be included in the GPA. See your counselor if a course needs to be repeated during the school year. **The UC and CSU systems only allow for repeating a course if the initial grade was D or F. Students may not repeat a course if the initial earned grade is a C- or higher.** ([PUSD Administrative Regulation 5121](#))

The minimum number of credits that should be earned at the end of each year through high school is as follows:

Grade 9	Grade 10	Grade 11	Grade 12
50	110	170	230

## SUMMER SCHOOL

Through the Pleasanton Unified School District, students will have an opportunity to take up to two one-semester classes in summer school only for the purposes of replacing a D or F grade to become eligible for graduation or to meet minimum college entrance requirements. A limited curriculum is available in core academic areas. Honors or AP level courses are not available at summer school. It is strongly recommended that any student who fails a class during the school year attend summer school. In the spring, counselors will contact students with summer school recommendations if applicable. If a student has failed or is currently failing classes and has not received a recommendation, it is the student and parent/guardian's responsibility to register for summer school. Students who have completed Resource (Special Education), English Language Development, or more than one year of Sheltered courses may request to take college preparatory courses in order to become UC/CSU eligible.

**Alternatives and Options for Receiving High School Credit** – To meet the 230 credit graduation requirement per [PUSD Administrative Regulation 6146.1](#), most students enroll in the equivalent of 6 classes per semester. In the event of an exception, a student must be enrolled in a minimum of 240 minutes (or 4 periods) per day of classes at one school in the district. There are classes/programs available to high school students that can be taken as alternatives to taking classes during the regular school day. Information about each of these alternatives can be found in [PUSD Administrative Regulation 6146.11](#). Students should refer to the Counseling page of their school website for additional information. **Some of the options require additional costs, which can vary greatly and are the responsibility of the student.**

## REPORT CARDS AND PROGRESS REPORTS

Quarter grades reflect the cumulative progress-to-date in a particular course. Semester grades are the final grades (December and May/June) achieved in the student's courses and are the grades that will be recorded on the student's transcript. Semester report cards are issued approximately two weeks after the end of the fall and spring semesters and are available to be viewed online in Synergy, PUSD's student information system.

Students and parents/guardians should contact teachers directly with any grade questions.

With the exception of progress reports, which are only generated for students with a grade below C, grades are shared online at the end of each grading term as follows through Synergy.

Grading Term	Grade Reports Available Online
1st Quarter Progress Report	4 ½ weeks after the start of the 1st quarter
1st Quarter Report Card	9 weeks after the start of the 1st quarter

2nd Quarter Progress Report	4 ½ weeks after the start of the 2nd quarter
1st Semester* Report Card	18 weeks after the start of the 1st semester
3rd Quarter Progress Report	4 ½ weeks after the start of the 3rd quarter
3rd Quarter Report Card	9 weeks after the start of the 3rd quarter
4th Quarter Progress Report	4 ½ weeks after the start of the 4th quarter
2nd Semester* Report Card	18 weeks after the start of the 2nd semester

\*As an alternative high school, Village HS grading terms include 4 quarters (rather than 2 semesters).

## FOUR- YEAR PLANNING

Choose courses to develop a four-year plan to ensure that all necessary courses will be completed by graduation.

For students planning for 4-year college or National Collegiate Athletic Association (NCAA) eligibility, additional requirements are discussed on upcoming pages of this guide. The following are important points to consider with your counselor:

- Plan first for the requirements you must meet to graduate.
- Add the additional requirements for college, NCAA, or career planning you wish to pursue.
- Balance your academic load carefully so that one year is not excessively demanding while another year requires little effort.
- Use remaining electives to strengthen a skill, explore a new area, or further pursue an area you enjoy.
- Use the blank template linked here ([PUSD 4-year plan](#)) to plan your own course of study.

## SCHEDULING INFORMATION

Students are provided scheduling information in January to assist with course selection for the next school year. The master schedule is then built around student requests. Courses are scheduled and teachers are assigned accordingly. Every effort will be made to ensure that students are enrolled in the classes they request. However, the issues listed below may affect the development of an overall course schedule for all students (master schedule).

- High School, PUSD, and California budgets may not be finalized until the summer months.
- Staffing assignments may not be resolved until a later date.
- Student requests (or lack of requests) for courses may result in changes in course offerings.
- Student placement in course requests will vary at each school site based on space availability.

Schedule change guidelines are on the forms that will be available during the schedule change period, which is usually within the first 2 weeks of the semester. After the schedule change period, students will be required to remain in classes for the remainder of the semester, unless extraordinary circumstances necessitate a change of schedule after all other options have been exhausted. In the case where a schedule change is made outside the schedule change window, grades from the previous course will transfer with the student to the new course. School administrators will be involved in any schedule changes after the schedule change period.



## **NONDISCRIMINATION STATEMENT**

*The District's programs and activities shall provide equal access to and shall not unlawfully discriminate based on actual race, color, ancestry, national origin, ethnic group identification, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; 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 and against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)*

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

# COLLEGE INFORMATION

## COMMUNITY COLLEGES

Community colleges are two-year institutions that prepare students for transfer to a four-year college or university or for various careers. Examples of community colleges are Las Positas (Livermore), Ohlone (Fremont), and Diablo Valley College (Concord/San Ramon).

California community colleges are required to admit any California resident possessing a high school diploma or the equivalent. Additionally, California community colleges may admit any nonresident possessing a high school diploma or the equivalent, or anyone (resident or nonresident) over the age of 18 without a high school diploma or the equivalent who, in the judgment of the board, is capable of profiting from the instruction offered.

Community colleges may admit minors who do not hold high school diplomas or the equivalent to credit courses as special part-time or special full-time students and this is often referred to as dual enrollment or concurrent enrollment.

Many students attend community college with a plan to transfer to a four-year college. Students typically spend 2 years at a community college and then 2 years at the college to which they transfer. Students work with their community college counselor to ensure they are taking the correct transfer courses, and then usually transfer as juniors. Those who do not plan to transfer may pursue an AA or AS degree or certificate in many vocational fields with the goal of entering the workforce after community college. Interested students should contact the college's admissions office. See <https://home.cccapply.org/en/> for more information on community college opportunities.

## COLLEGE ADMISSIONS TESTING

The tests below are nationally standardized assessments, which, along with courses taken and GPA, are sometimes used to determine a student's eligibility for admission, placement, and/or scholarships to some four-year colleges and universities. As students begin their college research, they should monitor the need for these tests at specific institutions on [fairtest.org](https://fairtest.org).

**PSAT:** Preliminary SAT (Scholastic Aptitude Test) is designed for juniors as a means to prepare for the SAT, enter the National Merit Scholarship Qualifying Test (NMQT) competition, and receive information from colleges. This test is given once a year in October in high school. Registration for this test is done through each school.

If a student determines they need an admissions test score after checking [fairtest.org](https://fairtest.org), they should visit these websites for information:

- SAT: [www.collegeboard.org](https://www.collegeboard.org)
- ACT: [www.actstudent.org](https://www.actstudent.org)

If a test is needed, a typical testing timeline is:

- Fall of junior year: take the PSAT and/or practice ACT
- Winter of junior year: receive practice test results and use the results to prepare for first SAT or ACT
- Spring of junior year: take SAT or ACT
- Fall of senior year: retake SAT or ACT (if needed)

**CAASPP Early Assessment Program (EAP):** The California State University (CSU) and the California Community Colleges (CCC) may use CAASPP results to determine your readiness to take college courses before you enroll in college.

CAASPP Early Assessment Program (EAP) results are for placement purposes ONLY. The CSU or CCC does not use EAP results for admission. Students who meet the admission requirements may apply to the CSU or CCC regardless of their EAP status.

For more information see <https://www.csustudentsuccess.org/>.

## A-G REQUIREMENTS FOR CALIFORNIA PUBLIC UNIVERSITIES

Both the University of California (UC) and California State University (CSU) college systems require first-time freshman applicants to complete, with a grade of C-/CR or better in each course, a 15-course comprehensive A-G pattern of college preparatory work. For the purposes of UC/CSU admission, one course equals one academic year or two semesters of study. **The UC system requires students to have 11 of these courses completed prior to the beginning of their senior year.** The UC/CSU systems calculate GPA for eligibility using the 10th and 11th grade years and award extra grade points for grades received in AP and some honors-level courses to a maximum of eight semesters, including no more than two courses taken in the 10th grade.

While A-G courses are required for minimum admission eligibility to the UC/CSU system, all PUSD students are strongly encouraged to complete the A-G course requirements. **To determine which courses meet A-G requirements for your high school, visit <https://hs-articulation.ucop.edu/agcourselist>.**

<i>Required A-G Courses</i>	<i>Subject</i>	<i>UC/CSU</i>
A	<b>History and Social Science</b> (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government <i>AND</i> 1 year of world history, cultures, and geography)	2 courses
B	<b>English</b> (4 years of college preparatory English)	4 courses
C	<b>Math</b> (including Algebra I, Geometry/Math II, Algebra II/Math III-IV)	3 courses (UC recommends 4 levels)
D	<b>Science</b> (including 1 biological science and 1 physical science)	2 courses (UC recommends 3 courses)
E	<b>Language Other than English</b> (2 levels of the same language; American Sign Language is accepted at UC/CSU; check private universities for policies)	2 courses (UC recommends 3 levels)

F	<b>Visual and Performing Arts</b> (one consecutive year of drama or theater, music, or visual art)	1 course
G	<b>College Preparatory Elective</b> (additional year chosen from the A-G list)	1 course
	<b>Total</b>	<b>15 courses</b>

## CALIFORNIA STATE UNIVERSITY

The California State University (CSU) is a system of 23 campuses: Bakersfield, Channel Islands, Chico, Dominguez Hills, Fresno, Fullerton, East Bay, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San José, San Luis Obispo, San Marcos, Sonoma, Stanislaus and Maritime Academy. Factors included in CSU admissions can be viewed at [www2.calstate.edu/apply](http://www2.calstate.edu/apply). Students should also review the website for the particular campuses of interest for more information.

## THE UNIVERSITY OF CALIFORNIA

The University of California (UC) is composed of nine undergraduate campuses: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara and Santa Cruz.

The UC system also uses a “Comprehensive Review” to select candidates for enrollment. Factors included in UC admissions can be viewed at [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu). Students should also review the website for the particular campuses of interest for more information.

## PRIVATE AND OUT-OF-STATE PUBLIC COLLEGES

There are thousands of out-of-state and private colleges throughout the world. We encourage students to visit the Career Center, and to use Xello to narrow their college search and sign up for college visits. The best source of up-to-date information will be each college’s website. Students can also perform college searches on [www.californiacolleges.edu](http://www.californiacolleges.edu). Out-of-state and private colleges may consider extracurricular activities, special talents, and letters of recommendation in admissions decisions.

Many colleges use [www.commonapp.org](http://www.commonapp.org) or their own online applications. Students should also review the website of particular campuses of interest for more information and application instructions.

## FINANCIAL AID

Financial aid for college expenses may be awarded based on merit (academic achievement), financial need, or some combination of both. Colleges themselves may be the greatest sources of financial aid. Aid from colleges is usually awarded as a package consisting of:

- Grants: Gifts which do not need to be repaid
- Loans: Must be repaid
- Work-Study: An opportunity to work for pay on campus

Starting in the 2022-23 academic school year, high schools and school districts (Local Educational Agencies) will need to ensure that all 12th graders in the state of California complete a FAFSA or CA Dream Act Application, unless the student has formally submitted an opt-out waiver. Here is a [LINK](#) to more information.

The *FAFSA (Free Application for Federal Student Aid)* or the *California Dream Act* application is required by all colleges in order to apply for financial aid. All 12th grade students should go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or [CA Dream Act Application](#). Students who are not U.S. citizens, national or permanent residents, or do not fulfill all of the FAFSA requirements can apply for the California Dream Act at <https://dream.csac.ca.gov/>. Check [here](#) to learn which application applies to you. The applications may be filed beginning October 1<sup>st</sup> of the student's senior year (deadlines vary; many colleges require this form by March 2). There is no fee to file.

The California Student Aid Commission administers the Cal Grant Program to provide scholarships to California residents for California colleges and universities based on their need and academic performance. More information is available at [www.csac.ca.gov](http://www.csac.ca.gov) and all senior GPA's are automatically uploaded to the California Student Aid Commission each year unless a parent opts out of this process.

Colleges may also require the *CSS College Profile*, offered through the College Scholarship Service, the financial aid division of the College Board. More information is available at <https://cssprofile.collegeboard.org/>. There is a fee associated with this filing. Individual institutions may also require their own financial aid form.

Be sure to check with the colleges to which you are applying to ensure you complete all necessary financial aid application requirements, as some colleges may require additional forms. Please note that financial aid deadlines differ for each college. Local and national organizations also offer thousands of dollars to graduating seniors every year. Many scholarship search engines exist online. Juniors and seniors should regularly check the scholarship list on Xello.

## **XELLO**

Students are encouraged to utilize their Xello accounts to build their four-year high school plan, investigate colleges, explore careers, and record goals and interests. Go to your school's website, click on [Clever](#), and follow the link to login to Xello with Google. Each year, counselors will lead students through their course planner and grade-level Xello lessons.

## **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)**

All students who wish to compete in college level athletics must register with the NCAA, ideally during spring of sophomore year, in order to be considered an eligible athlete. High school courses required by the NCAA may vary from general college requirements. As soon as a student considers participating in college level athletics, the student needs to visit the NCAA website and ensure they are taking the correct high school courses. It is the student's responsibility to track their progress toward becoming NCAA eligible. It is important that any student who may wish to compete at the college level refer to the NCAA Eligibility Center website at [NCAA.org](http://NCAA.org).

# PROGRAMS

## COLLEGE PREPARATORY (P) AND NON-COLLEGE PREPARATORY COURSES

All PUSD high schools offer college preparatory and non-college preparatory courses. In this program guide, course descriptions for college preparatory courses include statements under the title that indicate which UC/CSU A-G requirement the course fulfills. On student schedules and transcripts, college preparatory courses are designated with a (P) indicating college preparatory status. Non-college preparatory courses do not have a (P) after the title on the student schedule or on the student transcript and do not count toward eligibility requirements for UC/CSU; however, every class earns a grade and course credits toward PUSD graduation requirements.

## HONORS COURSES

PUSD high schools offer various honors courses in multiple subject areas. These courses offer increased depth and breadth in the given subject. Specific information on each course is in the course descriptions. Curriculum for these courses is developed by PUSD. Please note, honors courses are not available in summer school.

Some of these courses may carry a weighted grade by colleges and universities, including the UC/CSU systems. Weighted courses are designated with (HP) in the course title and can be found on the UC A-G list at <https://hs-articulation.ucop.edu/agcourselist>. The UC/CSU systems calculate GPA for eligibility using the 10th and 11th grade years and award extra grade points for grades received in AP and some honors-level courses to a maximum of eight semesters, including no more than two courses taken in the 10th grade. For UC/CSU, honors weighting cannot be applied before a student is enrolled in grade 10.

## ADVANCED PLACEMENT (AP) COURSES

Advanced Placement courses are college level classes taught on a high school campus. The College Board develops the curriculum. AP courses will carry a weighted grade point on students' transcripts of A=5 points, B=4 points, C=3 points. For each AP course taken, students are encouraged to sit for the standardized AP exam given worldwide in May of each year. Receiving college credit for a passing grade on the AP exam will depend on the college attended and/or the major selected. AP courses are available to all students, and we encourage students who excel in a particular subject or who have a passion for a specific discipline to consider taking an AP class. These courses are very challenging, require an additional time commitment, and demand significantly more work than regular high school classes. Students need to carefully consider the impact of AP courses on their overall workload (schedule, sports, clubs, emotional well-being, etc.). AP courses and exams are not required for college entrance, so please ensure they are the right fit prior to enrolling. Most AP course descriptions contain recommendations of courses to complete prior to enrollment; we strongly encourage students to complete these recommendations because AP courses build upon knowledge learned in these courses. Due to limited space availability, it may not be possible for a student to drop an AP class after it has

been requested. AP courses are not available in summer school. Please note that, as with any other class, if a course is approved to be dropped, the grade from the AP course will transfer with the student to the new course.

### **ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)**

AVID is an application-based academic elective course which seeks to close the opportunity gap and prepare historically underserved students for college readiness using an equity lens. AVID is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. Applications for admission to the program are available during the course selection process.

### **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

Pleasanton Unified School District is committed to providing an English Learner Program, which assures all students equal educational opportunities. It is essential that English Learners access:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction. Instruction is provided in English, and in the primary language when applicable and appropriate. Instruction includes Specially Designed Academic Instruction in English (SDAIE) as a delivery model. Students will receive both Designated English Language Development to support understanding of the form and function of English as well as Integrated English Language Development to support students in accessing curriculum content.
2. Structured activities designed to develop multicultural proficiency and positive self-esteem. In addition to adopted curricula, such activities can be found in character education.

To learn more about the instructional program and overall ELD program in general, contact your school site. If assistance is needed, PUSD's team of multi-lingual Parent Liaisons are available to support the families of English Learners.

### **PROJECT LEAD THE WAY (PLTW)**

Project Lead the Way empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through PLTW pathways in computer science, engineering, and biomedical science, students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. Some PUSD PLTW courses are articulated with the Regional Occupational Program (R.O.P.) to earn dual credit for high school and college courses.

### **SPANISH DUAL LANGUAGE IMMERSION (DLI)**

Spanish Dual Language Immersion is an aligned pathway from Pleasanton Middle School and Valley View Elementary School. DLI courses are held at Foothill High School only, pending student interest, and are designed for 9th grade DLI students as well as 9th-12th heritage and/or native Spanish-speaking students. After completion of Spanish Immersion 9, the typical course pathway is AP Spanish Language and Culture and then AP Spanish Literature and Culture.

## SPECIAL EDUCATION

Special education programs are available for eligible students with a current Individual Education Program (IEP). A continuum of services and classes are available based on individualized goals and services as outlined in the student's IEP. See a vice principal for questions about eligibility.

Special Education programs are offered at the following schools:

School	Speech and Language	Resource	Supported Classes	Related Services	SDC Mild to Moderate	SDC Moderate to Severe	Counseling Enriched Class	Adult Transition (18-22 year olds)
Amador Valley	X	X	X	X	X	X	X	
Foothill	X	X	X	X	X	X	X	
Village	X	X		X	X		X	X

### Speech and Language:

Service provided to students that qualify under Speech Language Impairment. Depending on the goal, the service can be individual or in a group setting. The service takes place with a Speech Language Pathologist working with a student outside of the classroom or supporting inside a classroom.

### Resource:

Common Core Standards instruction delivered with the Board-adopted General Education materials, typically in a smaller setting than a general education course and directed toward working on a student's IEP goal(s). These classes may not have the (P) for college-preparatory denoted on the transcript, and thus are working toward graduation and potential community college entrance, but not toward direct enrollment from high school to a four-year college. Some of these courses may be made up in summer school in order to become eligible for four-year college directly after high school ([Sample pathways](#) to diploma and college eligibility).

### Supported Classes:

Common Core Standards instruction delivered with the Board-adopted General Education materials, while working toward a student's IEP goals. Supported classes are General Education classes with General Education peers but provide additional adult support in the classroom.

### Related Services:

Related services are provided for students that have IEP goals in one or more of the following areas: Behavior, Counseling, Adapted Physical Education, Occupational Therapy, Physical Therapy.

### SDC (Special Day Class) Mild to Moderate:

Common Core Standards instruction delivered with Board-adopted General Education materials. Majority of students are on Diploma track and earn their diploma within the typical timeline. Students access the curriculum in a smaller setting with additional adult support in the room. Depending on a student's diploma or non-diploma track assignments can be accommodated or modified to meet their needs.

### SDC Moderate to Severe:

A Board-adopted functional skills curriculum. Students receive instruction in Humanities, Science, Math, Life



Skills, Community-based Instruction, Vocational Skills, and academic areas, based on the Common Core Standards but modified to their instructional level. Students are on a Certificate of Achievement track. Students with moderate to severe disabilities may transition to our post-secondary program housed at Village HS, after four years at their home high school, until the student turns 22 based on the IEP team decision.

**Counseling Enriched Classes:**

Counseling Enriched Program is a shared program with the Tri-Valley SELPA that includes students from any district in our SELPA. It is a program designed for students with greater mental health needs. The program provides a therapeutic environment for students to meet academic standards. The students are on diploma track and are working toward participating in the general education classes offered at the school site as they make progress.

**Adult Transition (18-21 Years of Age)**

The focus is functional skills curriculum in the four domain areas of community access, domestic skills, recreation and leisure, and vocational educational skills. Students receive instruction in Life Skills, Community-based Instruction, Vocational Education Skills, and functional academics for their transition to adulthood. Students receive paid and/or unpaid work experience under the We Can Work grant from the Department of Rehabilitation (DOR) up to four times a week; students age out of this program and public education when turning 22 years of age.

## CAREER TECHNICAL EDUCATION PATHWAYS

### What is Career Technical Education?

Career Technical Education (CTE) is a program of study that involves a multiyear sequence of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. This program of study is commonly referred to as a CTE pathway, and all courses must be taken in high school in order to receive academic credits.

### What are Career Technical Education Pathways?

CTE pathways are classes organized into specific industry sectors that allow students to experience real world, hands-on learning in high-demand career fields. CTE pathways enable students to thrive in independent and collaborative work environments while helping them develop the personal and professional competencies they will need to be successful in their post-secondary education and future career.

### What are the Benefits of participating in a Career Technical Education Pathway?

- ✓ Receive special recognition for completing a pathway at graduation and on your transcript
- ✓ UC-approved courses
- ✓ Earn college credits for specific classes
- ✓ Earn industry certifications
- ✓ No cost to join the program
- ✓ Start taking classes as early as freshman year
- ✓ Work with your counselor and pathway lead teacher to map out a pathway to postsecondary education that suits your interests and professional goals

The minimum number of courses required to complete a pathway varies by sector but ranges between 1-3 courses and at least 20 credits. Some courses are articulated and offer the opportunity to earn college credits with qualifying performance on an examination or course grade.

### How do I earn pathway recognition?

Pathway recognition consists of receiving a special medal to wear during graduation and notation of the accomplishment on a student's transcript that will strengthen college and job applications. To receive recognition for completing a pathway, one course from each of the following levels within a specific section must be taken in order: Introduction (if applicable), Concentrator (if applicable), and Capstone.

Students must also earn a grade of C- or better in those courses and complete all assigned career-related activities within those courses as assigned by the teacher. Career-related activities may include but are not limited to:

- Attending guest speaker presentations
- Creating a resume
- Participating in class field trips
- Doing career interviews and job shadows

- Enrolling in an industry-related summer camp or program
- Securing Internships, Apprenticeships, or Other Type of Industry Work Experience
- Participating Pathway Presentations for the Public or Approved Industry Community Service
- Participating in Career Technical Student Organizations (CTSOs) or Clubs
- Completing a Post-Secondary Transition Plan
- Participating in an Exit Interview with Academy

[Link to PUSD Career Technical Education Pathways Chart](#)

## REGIONAL OCCUPATIONAL PROGRAM

Tri-Valley Regional Occupational Program (ROP) offers career-technical classes to high school juniors and seniors (some sophomores) at various tri-valley locations. ROP provides elective courses that satisfy A-G requirements for UC and CSU, college credit through partnerships with local community colleges, preparation for college and careers through rigorous and relevant instruction, hands-on learning and internships, and instruction by industry professionals. ROP classes are designed to expose students to industry sectors including:

- Arts, Media and Entertainment
- Education, Child Development & Family Services
- Energy and Utilities
- Engineering & Architecture
- Health Services and Medical Technology
- Information and Communications Technologies
- Marketing, Sales and Service
- Public Services
- Transportation

### General Information

- **Registration:** High school students select ROP classes during the annual course selection time. Some classes require an application and interview. If selected, students commit to enroll for the duration of the class and must provide their own transportation for off-campus programs. Students traveling between high schools may need to consult with their counselor to determine if their schedule allows for travel time to ROP classes.
- **Attendance Policy:** High school students are required to attend classes daily in accordance with the district calendar. Students traveling to an off-site ROP class will be asked to follow the ROP class attendance schedule that may vary on occasion from the home high school schedule, i.e. holidays and teacher workdays. Students suspended from their home school are also suspended from their ROP class.
- **Transfers and Drops:** Students who must drop or change a class section due to a change in circumstances are encouraged to talk with the ROP instructor and must obtain permission from their school counselor or administrator. The high school counselor or administrator will notify the College and Career Specialists of any student schedule changes.
- **Repeat Policy:** Credit is awarded for ROP classes in the same manner as all high school credit. ROP classes may not be repeated for credit. Non-credit repetition will be allowed for enrichment or to raise a letter grade in keeping with school policy. ROP subjects designated as I and II year programs allow students to receive credit in both years.
- **High School Credit:** Credit for ROP courses is determined by the number of hours in which the student is enrolled. A two period course equals 20 credits per year, while a one period course equals 10 credits per year. Some ROP courses offer flexible credits and offer the opportunity to earn more than 10 credits per year per course.
- **Community College Credit By Exam:** Most ROP courses are articulated with local community colleges and allow students to earn college units by successfully completing the ROP course. Additionally, many ROP courses offer special certification following course completion.

Further explanation/information is available from the College and Career Specialists in each school's Career Center, and at the ROP website, [www.tvrop.org](http://www.tvrop.org).

## COURSE DESCRIPTIONS



The  
Pleasanton  
Virtual  
Academy

Most courses are offered at the comprehensive high schools unless otherwise noted.  
For Village High School and Pleasanton Virtual Academy offerings, please refer to the school websites.

## CAREER AND TECHNICAL EDUCATION

### **ARTS, MEDIA AND ENTERTAINMENT**

#### **ANIMATION & MOTION GRAPHICS I (P) (R.O.P.):** (Course Code 751245)

Open to grades 11, 12.

**Campus:** Dublin High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

#### **HONORS ARTIST PORTFOLIO (HP) (R.O.P.):** (Course Code 751241)

Open to grades 11, 12.

**Campus:** Dublin High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

#### **VIDEO GAME ART & DESIGN (P) (R.O.P.):** (Course Code 751225)

Open to grades 11, 12.

**Campus:** Dublin High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

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

#### **CHILD GROWTH AND DEVELOPMENT (P):** (Course Code 632750)

One-year course. Open to grades 10, 11, 12. Meets the UC/CSU "G" Requirement for Electives.

This course is a study of the developmental stages of children from conception through adolescence, personal development, the role of the family and life cycle, and dating and marriage. The course will provide the student with knowledge of the principle theories of child growth and development and their application. The emphasis is on the scientific method, research strategies, historical overview and social and cultural content. Students will participate in simulations using the Empathy Belly and Baby Think It Over. Class discussion and in-class activities will connect the curriculum to student's own lives. Careers involving children and families will be covered. Students may participate in a mentoring program with a local elementary school or special education class.

#### **DEVELOPMENTAL PSYCHOLOGY OF CHILDREN I (P) (R.O.P.):** (Course Code 751801)

Open to grades 11, 12.

**Campus:** Foothill High School, Granada High School, Livermore High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

#### **DEVELOPMENTAL PSYCHOLOGY OF CHILDREN II (P) (R.O.P.):** (Course Code 751802)

Open to grade 12.

**Campus:** TBD

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

## **ENERGY AND UTILITIES**

### **AP ENVIRONMENTAL SCIENCE (HP) (R.O.P.)** (Course Code 751665)

Open to grades 11, 12. Highly recommended: Completion of two years of high school science - one year of life science and one year of physical science. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). AP Environmental Science meets the UC/CSU "D" Requirement for Science.

The AP Environmental Science course is a full-year high school course designed to be the equivalent of a one-semester, introductory college course in environmental science. This course has been developed to stress scientific principles and analysis, including laboratory components incorporating knowledge from biology, chemistry, physics and the earth sciences. The course offers a unique combination of laboratory and fieldwork through a lens of how human activities integrate into the natural systems of the Earth. Students will study both outdoors and in class. Critical thinking and the construction of solid arguments will explore the many sides of the issues our populations face as more people are required to share fewer resources. The skills required for the course are often learned in seemingly disparate subjects. The breadth of students' academic skills are integrated to examine and explore how our presence and cultural choices impact the natural systems which we all rely upon for our survival and wellbeing.

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

### **HONORS ENVIRONMENTAL SUSTAINABILITY (PLTW) (HP)** (Course Code 751685/751686)

One-year course. Open to grades 11, 12. Pending approval by UC/CSU "D" Requirement for Interdisciplinary Sciences Environmental Sustainability students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Through both individual and collaborative team activities, projects, and problems, students problem solve as they practice common design and scientific protocols such as project management, lab techniques, and peer review. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions.

## **ENGINEERING AND ARCHITECTURE**

### **COMPUTER INTEGRATED MANUFACTURING (P) (PLTW/R.O.P.)** (Course Code 717014)

Open to grades 11, 12.

**Campus:** Dublin High School. For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

### **HONORS COMPUTER INTEGRATED MANUFACTURING (PLTW) (HP)** (Course Code 717015)

One-year course. **(FHS Only)** Open to grades 11, 12. Pending approval by UC/CSU "D" Requirement for Interdisciplinary Sciences Prerequisite: Introduction to Engineering Design and Principles of Engineering.

Computer Integrated Manufacturing is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems. Throughout the course students learn about manufacturing processes and systems. This course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product.

### **INTRO TO ENGINEERING DESIGN (P) (PLTW)** (Course Code 632775)

One-year course. First course in Project Lead the Way sequence. Open to grades 9, 10, 11, 12. Meets the recommended third year UC/CSU "D" Requirement for Science.

Introduction to Engineering Design™ is intended to serve as a foundation course within the Project Lead The Way® Engineering course sequence. All of the topics learned in this course will be used in future courses.

Ever tried to design something new or draw up an idea you wanted to share with your friends and wondered how you could communicate your idea? Or, have you wondered how someone designed that new MP3 player or sleek new phone? Then Introduction to Engineering Design™ is the course for you. The major focus of the course is learning how to take an idea through a design process that will eventually be manufactured or produced. As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through various activities, projects, and problems. For example, after learning about the different techniques engineers use in determining how to design a product, you and your teacher will have the flexibility to explore the design and engineering processes to solve problems that are of interest to you. The course covers the following: The Role of an Engineer, The Design Process, Product Design, Product Analysis and Improvement and Designing as an Engineer. In addition, you will use Inventor, which is a state of the art 3-D design software package from Autodesk, to help you design solutions to different design projects. Working in teams, you will learn about documenting your solutions, solving problems, and communicating your solutions to other students and members of the professional community of engineering and engineering design. IED is the starting point for the high school pathway, regardless of prior experience or grade level, and serves as the first of the two foundation courses within the Project Lead the Way Engineering course sequence.

**HONORS PRINCIPLES OF ENGINEERING (HP) (PLTW/R.O.P.):** (Course Code 632802) / **PRINCIPLES OF ENGINEERING (P):** (Course Code 632800)

One-year course. Second course in Project Lead the Way sequence. Open to grades 10, 11, 12. **Students may opt to take the course as honors or regular level.** Prerequisite: 2.0 Cumulative GPA, C or better in Introduction to Engineering Design. Meets the recommended third year UC/CSU "D" Requirement for Science. Principles of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a team approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem- solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

**HONORS AEROSPACE ENGINEERING (HP) (PLTW/R.O.P.):** (Course Code 686432)

One-year course. **(FHS Only)** Students will travel to school site: Foothill High School. Third/fourth course in Project Lead the Way sequence. Offered at FHS only alternating years with Honors Digital Electronics. Open to grades 11, 12. Prerequisite: C or better in Honors/Regular Principles of Engineering. Meets the recommended third year UC/CSU "D" Requirement for Science. Aerospace Engineering (AE) is a high school-level course intended to propel 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. This course is designed for 11th, or 12th grade students. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study in the area aerospace engineering.

**HONORS CIVIL ENGINEERING AND ARCHITECTURE (HP) (PLTW/R.O.P.):** (Course Code 632882)

One-year course. **(AVHS Only)** Students will travel to school site: Amador Valley High School. Third/fourth course in Project Lead the Way sequence. Offered at AVHS only alternating years with Honors Digital Electronics. Open to grades 11, 12. Prerequisite: C or better in Honors/Regular Principles of Engineering. Meets the recommended third year UC/CSU "D" Requirement for Science. Civil Engineering Architecture (CEA) is a high school-level course intended to propel students' to learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. This course is designed for 11<sup>th</sup>, or 12th grade students. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study in the area civil engineering or architecture.

**Campus:** Amador Valley High School, Livermore High School



**HONORS DIGITAL ELECTRONICS (HP) (PLTW/R.O.P.):** (Course Code 686442)

One-year course. Third/fourth course in Project Lead the Way sequence. Offered alternating years with Honors Civil Engineering and Architecture at AVHS/Honors Aerospace Engineering at FHS. Students may travel to corresponding school site. Open to grades 11, 12. Prerequisite: C or better in Honors/Regular Principles of Engineering. Meets the recommended third year UC/CSU "D" Requirement for Science. Digital Electronics (DE) is a high school-level course intended to introduce students to the world of electronics that is the foundation for all modern electronic devices. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is designed for 11<sup>th</sup>, or 12<sup>th</sup> grade students. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study in the area of digital electronics.

**HEALTH SERVICES AND MEDICAL TECHNOLOGY****HEALTH EDUCATION (P):** (Course Code 728021)

One-semester course. Required for PUSD graduation. Open to grade 9. Meets the UC/CSU "G" Requirement for Electives. Students will study the main aspects of health including physical, mental, and social factors. There will be a focus on learning the role students can play in maintaining their own health and well-being through deliberate behaviors and choices. Throughout each unit, students will also learn about communication and the role that different influences affect their personal health and the health of others. This curriculum has been articulated with the current 8th grade course and meets the guidelines of the Health Framework for California Public Schools.

**INTRODUCTION TO HEALTH CAREERS (P) (R.O.P.):** (Course Code 751470)

Open to grades 11, 12.

**Campus:** Dublin High School, Granada High School, Livermore High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

**MEDICAL OCCUPATIONS (P) (R.O.P.):** (Course Code 751760)

Open to grades 11, 12.

**Campus:** Foothill High School, Granada High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

**NURSING CAREERS (P) (R.O.P.):** (Course Code 751490)

Open to grades 11, 12.

**Campus:** Foothill High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

**PRINCIPLES OF BIOMEDICAL SCIENCE (P) (PLTW/R.O.P.):** (Course Code 737400)

One-year course. First course in Project Lead the Way sequence. Open to grades 9, 10, 11, 12. Prerequisite: Biology taken concurrently or in a prior year. Meets the UC/CSU "D" Requirement for Science. Refer to Science course descriptions for more information.

Students will investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia and infectious diseases. Students will determine the factors that lead to the death of a fictional person and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes, and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function, are also incorporated. This course is designed to provide an overview of all the courses in the Biomedical Sciences Program and lay the scientific foundation for subsequent coursework.

**HONORS HUMAN BODY SYSTEMS (HP) (PLTW):** (Course Code 772122)

One-year course. Second course in Project Lead the Way sequence. Open to grades 10, 11, 12. Meets the UC/CSU "D" Requirement for Science. Refer to Science course descriptions for more information.

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex, voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

**HONORS MEDICAL INTERVENTIONS (HP) (PLTW):** (Course Code 751272)

One-year course. Third course in Project Lead the Way sequence. Open to grades 11, 12. Meets the UC/CSU "D" Requirement for Science. Refer to Science course descriptions for more information.

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**SPORTS MEDICINE/ATHLETIC TRAINER I (P) (R.O.P.):** (Course Code 751090)

Open to grades 10, 11, 12.

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

**SPORTS MEDICINE II (P) (R.O.P.):** (Course Code 751550)

Open to grades 11, 12.

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

**HOSPITALITY, TOURISM AND RECREATION****FARM TO FORK (P):** (Course Code 612060)

One-year course. Offered at **Village High School and Foothill High School**. Open to grades 9, 10, 11, 12. Meets the UC/CSU "G" Requirement for Electives.

In this course students have two classrooms-a culinary lab and a garden. Students plant and maintain a high school garden. Students learn the origin of their food, from "farm to fork", and are more likely to eat fresh fruits and vegetables they weren't previously familiar with. The garden will be utilized to grow produce for training and demonstrations in all culinary classes. In addition to growing their own food, students learn food preparation techniques, geared to the home cook and the budding professional. Students explore food preparation skills in a professional kitchen, transferrable to their home kitchens. In addition, all students will earn the industry recognized food handler certification. In both the garden and the culinary lab there is an authentic emphasis on developing work ethic, problem solving, critical thinking, teamwork, leadership skills, taking initiative, and teaching others. Farm to Fork is a concentration course in the high school Culinary Pathway. Daily lessons reinforce the standards and academics, while we practice sustainability and environmental stewardship with an edible garden. All students have an opportunity to "bring their garden home", when they select seeds to plant and germinate in the greenhouse. Then they bring their container garden home to share with their families, no matter if their home garden is a tiny balcony or large backyard.

**CULINARY SKILLS (P):** (Course Code 676060)

One-year course. Open to grades 9, 10, 11, 12. Meets the UC/CSU "G" Requirement for Electives.

Culinary Skills is a cooking class appropriate for students with all levels of experience in the kitchen. New foods and flavor combinations are discovered as students learn the science behind the process and ingredients. Nutrition is emphasized as students learn how to prepare any food to be healthy and delicious at the same time. All categories of foods are prepared. Examples are baked goods, breakfast foods, homemade soups, chili, cakes, pies, ethnic foods, barbecue, soft pretzels, Chinese chicken salad, stir-fry, pizza, and microwave apple crisp. Instruction in the kitchen focuses on equipment use, safety, and professionalism. Students work with partners and in small groups to prepare and enjoy food several times every week.

**BAKING AND PASTRY (P):** (Course Code 676430)

One-year course. Open to grades 9, 10, 11, 12. Meets the UC/CSU "G" Requirement for Electives.

Baking and Pastry is a culinary class appropriate for students with all levels of experience in the kitchen. New ingredient and flavor combinations are discovered as students learn the science behind the process and ingredients. Technique is emphasized as students learn how to prepare baked items from scratch. Instruction in making baked products and pastries from many different cultures will take place. Examples are cookies, cakes, babka, focaccia, croissants, cinnamon rolls, muffins, pita, pies, tarts, strudel and all sorts of quick and yeast breads. Ice cream, candy making and cake decorating will be taught. A unit on special dietary restrictions involving Gluten, Dairy, Sugar and Egg Free products will be covered. Instruction in the kitchen focuses on food costing, procurement, equipment use, safety, building baking skills and professionalism. There will be a focus on pastry related employment in the industry and other pastry related careers. Students will obtain their eFoodhandler certification which is required for any hospitality or food service job. Sustainability, minimal food waste, equality in the industry and other current food trends will be covered. Students work with partners and in small groups to prepare and enjoy food several times per week. Baking and Pastry counts as one of the courses in the Culinary Career Pathway.

**CATERING (P):** (Course Code 676330)

One-year course. Open to grades 10, 11, 12. Course may be repeated for credit. Prerequisite: C or better in Farm to Fork, Culinary Skills, or Baking and Pastry. Meets the UC/CSU "G" Requirement for Electives.

In this foods class, students will operate an on campus business. Students will utilize food preparation techniques while exploring speed and quantity food preparation skills. All aspects of setting up and operating a catering company, including advertising, promotion, long-range planning, and accounting will be covered. There will be an emphasis on developing teamwork, leadership skills, creativity, and professionalism. This is a course for students interested in the culinary arts and hospitality industry (caterer, chef, sports nutrition, food writer, restaurant/hotel manager, baker, health inspector, food service director, food technologist, etc.) as well as for students who want to explore the realities of small business ownership. This course can fulfill the Culinary Arts Career Pathway recognition course. This course is articulated with Diablo Valley College and students may receive 2.5 college units for earning a grade of B or better and passing the final exam for DVC Courses CULN 105 and CULN 153 with a score of 80% or higher.

**INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)****COMPUTER SCIENCE PRINCIPLES (P) (PLTW):** (Course Code 686570)

One-year course. Open to grades 9, 10, 11, 12. Meets the recommended third year UC/CSU "D" Requirement for Science.

This course covers the College Board CS Principles framework. The course does not aim to teach mastery of a single programming language, but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Problems aim for ground-level entry with no ceiling so that all students can successfully engage in the problems. Students with greater motivation, ability, or background knowledge will be challenged to work further. Successful completion of this course may prepare the student for the AP Computer Science Principles Examination administered annually in May.

**CYBERSECURITY (P) (PLTW):** (Course Code 751159)

One-year course. Open to grades 10, 11, 12. Prerequisite: C or better in Computer Science Principles or AP Computer Science. Meets the UC/CSU "G" Requirement for Electives.

This course will expose high school students to the ever growing and far reaching field of Cybersecurity. Students accomplish this through problem-based learning, where students role-play as cybersecurity experts and train as

Cybersecurity experts do. Students will identify cybersecurity threats and how to protect against them, learn how to detect intrusions and respond to attacks and begin to examine their own digital footprint and how to better defend your own personal data. They will learn how organizations protect themselves in today's world and what careers in the emerging field of Cybersecurity exist. Yet whether the student is seeking a career in the emerging field of Cybersecurity or learning to defend their own personal data or a company's data, students in PLTW Cybersecurity establish an ethical code of conduct while learning to defend data in today's complex cyberworld.

**AP COMPUTER SCIENCE A (HP):** (Course Code 697370)

One-year course. Open to grades 10, 11, 12. Meets the "C" UC/CSU Requirement for Math. Refer to Math course descriptions for more information.

**ADVANCED COMPUTER SCIENCE FOR THE CONTEMPORARY WORLD (P):** (Course Code 697375)

One-year course. Open to grades 11, 12. Prerequisite: B or better in AP Computer Science A. Meets the UC/CSU "G" Requirement for Electives.

*Advanced Computer Science Projects for the Contemporary World* is a rigorous opportunity for students to explore technology that is currently being developed in the Real World. Students will collaboratively learn the skills and techniques for creating an original, encapsulated program or app, based on an emerging technology. Working in project groups, students will work with community stakeholders and will develop an original concept or idea that uses emerging technology to help solve a problem in the community. Students will develop collaboration and communication skills, technical writing skills, and learn how to give a professional presentation to a panel of industry professionals. Students taking this course must be able to research and develop their projects beyond the classroom and to work collaboratively to create a final product for evaluation and practical use.

**INTERNET ENGINEERING I (CCNA1) (P) (R.O.P.):** (Course Code 751152)

Open to grades 11, 12.

**Campus:** Livermore High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org).

**INTERNET ENGINEERING II (CCNA2) (P) (R.O.P.):** (Course Code 751154)

Open to grades 11, 12.

**Campus:** Livermore High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org).

## **MARKETING, SALES AND SERVICE**

**INTEGRATED MARKETING COMMUNICATIONS (P) (R.O.P.):** (Course Code 751819)

Open to grades 10, 11, 12.

**Campus:** Amador Valley High School, Foothill High School, Dublin High School, Granada High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org).

**ECONOMICS OF BUSINESS OWNERSHIP (P) (R.O.P.):** (Course Code 751818)

Open to grades 11, 12.

**Campus:** Amador Valley High School, Foothill High School, Dublin High School, Granada High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org).

**SPORTS AND ENTERTAINMENT MARKETING (P) (R.O.P.):** (Course Code 751825)

Open to grades 11, 12.

**Campus:** Foothill High School, Dublin High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org).

**WORK-BASED LEARNING FIELDWORK/INTERNSHIP (xP):** (Course Code 770110)

One-year course. Open to grades 11, 12. Pending approval by UC/CSU "G" Requirement for Elective

WBL Fieldwork/Internship will provide experiential learning for students as they explore general principles of business, finance, career preparation, economics, management, marketing, entrepreneurship in conjunction with their

corresponding coursework. To do this, the course will train students on key 21st Century Skills while focusing on collaboration, communication, global interconnectedness and technological applications. Assignments will draw on real-world, hands-on learning experiences, including internship work, outreach to industry professionals, job shadowing, and career research. Class time will predominantly consist of internship and on-the-job hours, learning in a professional work environment, and connecting classroom instruction with real world applications. After completing this course, students will have a strong foundation in business practices and communication, they will have developed a professional e-portfolio to showcase their learning, and they will be prepared for more advanced courses within their desired career field.

## **PUBLIC SERVICES**

### **INTRODUCTION TO CRIMINAL JUSTICE (P) (R.O.P.):** (Course Code 751125)

Open to grades 10, 11, 12.

**Campus:** Amador Valley High School, Foothill High School, Dublin High School, Livermore High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org).

### **CRIMINAL JUSTICE ACADEMY (P) (R.O.P.):** (Course Code 751430)

Open to grades 11, 12.

Note: PUSD students enrolled in Criminal Justice Academy may apply to have up to 10 credits of physical education waived beginning in the sophomore year (cannot waive freshman PE). Applications can be found on each school's website.

**Campus:** Las Positas College

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org).

### **EMERGENCY MEDICAL RESPONDER (R.O.P.):** (Course Code 751480)

Open to grades 11, 12.

**Campus:** Foothill High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

## **TRANSPORTATION TECHNOLOGY**

### **AUTO BODY REPAIR I (P) (R.O.P.):** (Course Code 751000)

Open to grades 11, 12.

**Campus:** Livermore High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org).

### **ADVANCED AUTO BODY REPAIR (P) (R.O.P.):** (Course Code 751010)

Open to grades 11, 12.

**Campus:** Livermore High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org).

### **AUTOMOTIVE TECHNOLOGY (P) (R.O.P.):** (Course Code 751060)

Open to grades 11, 12.

**Campus:** Livermore High School

For more information, visit the ROP website at [www.tvrop.org](http://www.tvrop.org)

# ENGLISH

## **FRESHMAN ENGLISH (P):** (Course Code 653635)

One-year course. Open to grade 9. Meets the "B" UC/CSU Requirement for English.

Freshman English is a year-long course that focuses on California Standards in English-Language Arts beyond middle school to develop broader and deeper understanding of more complex texts, more advanced critical thinking and inferential reading skills, and more sophisticated writing experiences.

Listening and speaking builds upon the reading skills through rich class discussions of those texts and presentations that develop oral delivery and media presentation ability. Students have many opportunities to practice effective speaking and listening skills through informal classroom discussions and formally prepared presentations. Examples of speaking applications include delivery of a narrative, research-based, argumentation, and/or expository presentations.

Reading comprehension skills are strengthened through close examination of a variety of texts and genres, including the novel, short fiction, non-fiction, poetry, and drama. These standards lay the foundation for college and career readiness by guiding students toward independent close reading and comprehension of sophisticated texts of all kinds. The reading comprehension emphasis is twofold: (1) on the recognition and analysis of literary features across genres; and (2) on the analysis of organizational patterns, and positions advanced in non-fiction modes of writing.

Writing standards escalate expectations of student work through practice emphasizing organization, focus, analysis, revision, research, and the appropriate application of technology. The core freshman writing experience includes response to literature, personal narrative, argumentation, and research writing, as well as smaller writing responses, both formal and informal.

## **HONORS FRESHMAN ENGLISH (P):** (Course Code 653640)

One-year course. Open to grade 9. Recommended prerequisite: B or higher in 8<sup>th</sup> Grade English. Summer reading assignments may be required. Meets the "B" UC/CSU Requirement for English.

See Freshman English description above.

At the honors level, the curriculum is enhanced through supplemental readings and writing assignments, with the intent of preparing students for continued participation in the honors program, and potential enrollment in AP classes. Seminars and informal class discussions will delve into greater depth and attempt to explore nuance and craft in a meaningful way. Evaluation of student work at this level is more rigorous; expectations at subsequent levels will be high as students are electing a more challenging course.

## **SOPHOMORE ENGLISH (P):** (Course Code 653655)

One-year course. Open to grade 10. Meets the "B" UC/CSU Requirement for English.

This course exposes students to challenging classic and contemporary fiction and nonfiction texts, all aligned to the California Standards for English Language Arts in Grade 10. The course includes a thorough review of various genres, the principles of grammar and punctuation, and strategies for effective reading, speaking and listening, and writing. The course places an emphasis, per state standards, on "works on exceptional craft and thought whose range extends across genres, cultures, and centuries."

The reading strand is built around *Life of Pi* -or- *The Kite Runner* as a core text. In addition, all students will be exposed to Shakespeare, as well as a selection of culturally diverse supplemental texts. Students will practice critical thinking, comprehension, word analysis, reading strategies, literary response and analysis.

A listening and speaking strand builds upon the reading strand through rich classroom discussions of these texts, as well as presentations utilizing a variety of digital media. Speaking opportunities range from classroom discussions of texts in a seminar format, to more formal speaking opportunities, individually and in groups.

Lastly, a writing strand results from, and is in response to, both the reading strand and the listening and speaking strand. At the honors level, students will receive assignments in addition to the four core assessments required by the college preparatory curriculum. Students will practice logical patterns of organization; techniques for developing introductions, conclusions, and body paragraphs; and clarity of thought through clear, strong, and coherent thesis statements. Sophomore writing emphasizes literary analysis, explanatory and informative essays, argumentative writing, and a research paper.

**HONORS SOPHOMORE ENGLISH (P):** (Course Code 653660)

One-year course. Open to grade 10. Recommended prerequisite: B or higher in Honors Freshman English. Summer reading assignments may be required. Meets the "B" UC/CSU Requirement for English.

See Sophomore English description above.

At the honors level, the curriculum is enhanced through supplemental readings and writing assignments, with the intent of preparing students for continued participation in the honors program, and potential enrollment in AP classes. Seminars and informal class discussions will delve into greater depth and attempt to explore nuance and craft in a meaningful way. Evaluation of student work at this level is more rigorous; expectations at subsequent levels will be high as students are electing a more challenging course.

**JUNIOR ENGLISH (P):** (Course Code 653795)

One-year course. Open to grade 11. Meets the "B" UC/CSU Requirement for English.

This course exposes students to classic and contemporary fiction and nonfiction texts, all aligned to the California Standards for English Language Arts in Grade 11. These texts become a launch for writing in three genres: argumentative, expository, and narrative. The course also includes a thorough review of the principles of grammar and punctuation, and strategies of effective writing.

**HONORS JUNIOR ENGLISH (HP):** (Course Code 653800)

One-year course. **(FHS Only)** Open to grade 11. Recommended prerequisite: B or higher in Honors Sophomore English. Meets the "B" UC/CSU Requirement for English.

This course is designed for those students who have demonstrated excellence in the past in both literature and composition skills. The course is based on studies in American Literature, rigorous practice in strengthening expository writing skills, improving sentence structure, vocabulary and grammar usage, and improving critical thinking skills. All students will study the central works listed for the eleventh grade.

**AFRICAN AMERICAN LITERATURE (P):** (Course Code 653000)

One-year course. Open to grades 11 and 12. Meets the 11<sup>th</sup> and 12<sup>th</sup> Grade English requirement and meets the "B" UC/CSU Requirement for English.

In this course, students will be exposed to numerous African American writers, from a variety of times and places. In looking at literature through the lens of the African American community, students will grapple with the struggles and successes represented in the text, while analyzing literature from a variety of genres, and using a multitude of analytical skills. Specifically, students will examine essays, speeches, novels, poems, oral literature, and plays, represented by writers from the mid-1700s through our present day. In addition to looking at struggles and successes, students will also analyze the connection between historical events in the African American community and literature, as well as major themes within the literature that are still relevant today, including equality, freedom, and other ideas.

**AP ENGLISH LANGUAGE AND COMPOSITION (HP):** (Course Code 653435)

One-year course. Open to grade 11. Highly recommended: B or higher in Honors Sophomore English. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Summer reading assignments may be required. Meets the 11<sup>th</sup> Grade English requirement and meets the "B" UC/CSU Requirement for English.

This course aligns with the California State Standards for 11/12 English Language Arts Instruction and with the English Language and Composition Course goals as delineated in the College Board Course Description.

The course teaches students to closely read rich, complex texts in a variety of forms and subjects and to respond to these texts in a mature, effective, and nuanced composition. The literary content is based on reading in a variety of periods, disciplines, and contexts within the traditions of American literature, social, and political thought. AP English Language and Composition is a rigorous college-level English course that satisfies high school English and university entrance requirements and prepares the student for the AP English Language and Composition Examination, given in May, for which

the student may possibly receive credit upon enrollment in college.

## **SENIOR ENGLISH COURSES**

### **ADVANCED COMPOSITION (P):** (Course Code 653505)

One-semester course. **(AVHS Only).** Open to grade 12. Meets the 12<sup>th</sup> Grade English requirement when paired with World Literature. Meets the "B" UC/CSU Requirement for English.

This rigorous course is designed to prepare students for college and career level writing styles and expectations. The class will focus primarily on expository and persuasive writing, but will also include observation and reflection. Students will build vocabulary, logic and critical thinking through writing, research and revision processes. Class discussion, peer response and editing procedures, and classroom learning activities will be supplemented with primary source and library research and with a great deal of outside student writing and revision. One-semester course to be taken with one semester of World Literature or one semester of English Literature.

### **BRITISH LITERATURE (P):** (Course Code 653440)

One-year course. Open to grade 12. Meets the 12<sup>th</sup> Grade English requirement and meets the "B" UC/CSU Requirement for English.

British Literature is a chronological survey of literature of the British Empire from Beowulf (ca 445 A.D.) to the present. Students will examine the changes the English language has undergone as a result of historic and social shifts. Core and supplemental works vary by semester, and may include Shakespeare's *The Tragedy of Macbeth*, Charlotte Brontë's *Jane Eyre*, Chaucer's *The Canterbury Tales*, J.R.R. Tolkien's *The Hobbit*, and Aldous Huxley's *Brave New World*.

### **EXPOSITORY READING AND WRITING (P):** (Course Code 654730)

One-year course. Open to grade 12. Meets the 12<sup>th</sup> Grade English requirement and meets the "B" UC/CSU Requirement for English.

Contemporary Controversy and Nonfiction invites students to consider and debate provocative issues in current Western culture. The course emphasis will foster the student's ability to argue from informed perspectives and to extend their understanding of complex reading material in timed and extended writing assignments. Essential to the curriculum is the deepening of students' critical reading, writing and thinking skills as they deal with expository prose. Based on the California State University's *Twelfth Grade Expository Reading and Writing Course*, this rhetoric and composition course for seniors will enable them to meet college-level literacy demands. The course is built around in-depth studies of various expository, analytical, and argumentative writing on non-literary, controversial issues taken from respected news journals and magazines. Core works will include Krakauer's *Into the Wild* and other non-fiction publications.

### **LITERATURE AND THE DYNAMICS OF SOCIAL JUSTICE - A "FACING HISTORY AND OURSELVES" ENGLISH CLASS (P):**

(Course Code 653210)

One-year course. Open to grade 12. Meets the 12<sup>th</sup> Grade English requirement and meets the "B" UC/CSU Requirement for English.

Literature and The Dynamics of Social Justice is a one-year interdisciplinary English class that seeks to analyze the cause, effect and consequence of social injustices by applying critical thinking and ethical reasoning skills to social justice issues through the examination of scientific fields of sociology and psychology, as well as history and the arts in order to grapple with essential questions about human relationships, moral decision-making, and justice. It focuses on the study of literature, history, art, and film to examine issues of identity, membership in society, and advocacy for a just society by challenging injustice and valuing diversity. The course includes extensive reading with a primary focus on nonfiction resources, in-depth discussion, and substantial practice in writing to encourage a critical examination of human behavior as it relates to the issues of social justice.

### **WORLD LITERATURE (P):** (Course Code 653480)

One-year course. Open to grade 12. Meets the 12<sup>th</sup> Grade English requirement and meets the "B" UC/CSU Requirement for English.

World Literature reaches out to the corners of the globe and mines the history of man to illuminate the student with varied and exciting literature. The course takes the reader from the works of the ancient world through the cornerstones of western



civilization and from Greek Literature through the masterpieces of the Western world into contemporary global literature. Core and supplemental works vary by semester, and may include Sanders' *The Epic of Gilgamesh*, Hesse's *Siddhartha*, Lao-Tzu's *Tao Te Ching*, Homer's *The Iliad*, Ibsen's *A Doll's House*, Dante's *The Inferno*, and Shakespeare's *The Tragedy of Hamlet* or *Othello*.

**AP ENGLISH LITERATURE AND COMPOSITION (HP):** (Course Code 653425)

One-year course. Open to grade 12. Highly recommended: B or higher in AP English Language and Composition. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the 12<sup>th</sup> Grade English requirement and meets the "B" UC/CSU Requirement for English.

Advanced Placement English Literature is a year-long elective course that presents an integrated, literature-based program focused on close reading and analyzing literary and nonfiction texts. Frequent writing and close reading techniques are emphasized in a genre survey that covers all important literary forms, including lyric, narrative and dramatic poetry, tragedy and comedy, as well as short fiction, novella, novel and essay forms. Important works of literature from the British and American tradition, as well as classics of world literature, from Borges to Kafka to Viet Thanh Nguyen to Ishaguro to Morrison, define the range of the class, with readings from early modern English, including but not limited to Shakespeare, Donne and Marvel, on through contemporary fiction and poetry, as well as nonfiction selections, including essays and literary criticism. This course aligns with the California State Standards for 11/12 English Language Arts Instruction and with the English Literature and Composition Course goals as delineated in the College Board Course Description.

AP English Literature and Composition is a rigorous college-level English course that satisfies high school English and university entrance requirements and prepares the student for the AP English Literature and Composition Examination, given in May, for which the student may possibly receive credit upon enrollment in college.

**AFRICAN AMERICAN LITERATURE (P):** (Course Code 653000)

One-year course. Open to grades 11 and 12. This course meets the 11<sup>th</sup> and 12<sup>th</sup> Grade English requirement and meets the "B" UC/CSU Requirement for English.

In this course, students will be exposed to numerous African American writers, from a variety of times and places. In looking at literature through the lens of the African American community, students will grapple with the struggles and successes represented in the text, while analyzing literature from a variety of genres, and using a multitude of analytical skills. Specifically, students will examine essays, speeches, novels, poems, oral literature, and plays, represented by writers from the mid-1700s through our present day. In addition to looking at struggles and successes, students will also analyze the connection between historical events in the African American community and literature, as well as major themes within the literature that are still relevant today, including equality, freedom, and other ideas.

**OTHER ENGLISH COURSES**

**CREATIVE WRITING (P):** (Course Code 653420)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Meets the "G" UC/CSU Requirement for Electives.

Throughout this course, students will study examples of master writers in an attempt to develop and refine their own sense of style. Fiction, drama, poetry, and nonfiction will be the focus of exploration and creation. Students will be involved in individual writing projects, group collaborations, peer critiquing, and oral presentations. Through breaking writing styles into their myriad components, students will learn to further develop and improve their own creative styles. Students will learn about careers in writing as well as have an opportunity to publish their work and work collaboratively with the drama and video production classes to have their work brought to life.

**DEBATE (P):** (Course Code 653390/653391/653392/653393)

One-semester course. **(AVHS Only)** Open to grades 9, 10, 11, 12. May be repeated up to four semesters as Debate 1,2,3,4. Meets the "G" UC/CSU Requirement for Electives.

The debate course teaches students how to engage in the formal exchange of ideas. Academic debate is the structured, monitored, and evaluated presentation of arguments for and against an assigned debate resolution. Debate provides students with opportunities to present clear and substantiated arguments for their side in the debate. Debate also teaches students the academic art of cross-examination and how to critique the arguments under discussion.

**JOURNALISM 1-2 (P):** (Course Code 653308)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Meets the "G" UC/CSU Requirement for Electives.

This is a survey course which introduces students to a wide range of journalism topics including the history of media in America, law and ethics, the functions of the newspaper, interviewing, reporting the news, features, sports and editorial writing, word processing, desktop publishing, photography, layout theory and design, sales and teamwork. Students produce the school newspaper and explore and produce broadcast journalism.

**ADVANCED JOURNALISM (P):** (Course Code 653302)

One-year course. Open to grades 10, 11, 12. Recommended prerequisite: Journalism 1-2 or teacher approval. Students must also fill out an application and be accepted into Advanced Journalism. Course may be repeated for credit. Meets the "G" UC/CSU Requirement for Electives.

Building on the skills they learned in Journalism 1-2, students in this course will work as class editors combining high-level critical thinking, reading, writing, and editing skills of print, online, and broadcast journalism with the creative and aesthetic skills of the visual and graphic arts. They will participate in a series of multi-week units involving advanced study of researching, writing and editing for journalistic news mediums. Students will also learn and practice the basics of design, color choice, and layout. They will publish work for the campus news mediums. The four main areas of focus are: Research/Reporting, Writing, Editing, and Leadership.

**PUBLICATIONS/YEARBOOK (P):** (Course Code 653310)

One-year course. Open to grades 9, 10, 11, 12. Requirement: 2.5 GPA or higher. Recommendation: C or better in English. Application required. Course may be repeated for credit. Meets the "G" UC/CSU Requirement for Electives.

Applications are available in the spring and selected applicants will be contacted by the adviser for an interview. Incoming sophomores, juniors and seniors are encouraged to apply. Incoming freshmen interested in taking the course need to meet with the adviser prior to the beginning of the fall term. Enrollment allowed only with permission of instructor.

Yearbook is a class specifically designed to record the history of the school, its students, and the events that occur throughout the year. It provides an opportunity for students to apply photojournalistic techniques as they work together to tell a story and/or communicate a message. Yearbook staff members have the unique ability to create a "book of memories" for people for years to come. Students will also create a variety of other projects/lessons when deadlines are not pressing that will directly enhance their ability to take better photos, layout design and edit photos. Deadlines are vital to this class. Teamwork is important to meeting those deadlines.

**ADVANCED PUBLICATIONS/YEARBOOK (P):** (Course Code 653315)

One-year course. Open to grades 10, 11, 12. Requirement: 2.5 GPA or higher. Recommended prerequisite: Publications/Yearbook and application required. Meets the "G" UC/CSU Requirement for Electives.

Applications are available in the spring and selected applicants will be contacted by the adviser for an interview. Incoming sophomores, juniors and seniors are encouraged to apply. Incoming freshmen interested in taking the course need to meet with the adviser prior to the beginning of the fall term. Enrollment allowed only with permission of instructor.

Publications/Yearbook is a class specifically designed to record the history of the school, its students, and the events that occur throughout the year. It provides an opportunity for students to apply photojournalistic techniques as they work together to tell a story and/or communicate a message. Publications/Yearbook staff members have the unique ability to create primary sources that will serve as a "book of memories" for people for years to come. Students will also create a variety of other projects/lessons when deadlines are not pressing that will directly enhance their ability to take better photos, layout design and edit photos.

**ENGLISH LANGUAGE DEVELOPMENT/SHELTERED ENGLISH COURSES**

**ENGLISH LANGUAGE DEVELOPMENT 1 & 2:** (Course Code 654055/654060 or 654099 for combined course)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Course is open to students identified as English Language Learners at the Emerging and Expanding levels.

ELD is a thematic-based second language acquisition course designed to advance students who demonstrate limited receptive and productive English skills to utilize English in more complex, cognitively demanding situations. This introduction is based on California English Language/Arts and English Language Development standards and during instruction there is a direct correlation between these sets of standards. By using reading strategies, unit-related vocabulary, literary concepts, and grammar development, students will acquire the basics of English language and grammar. These skills will be learned through literature, real-life experiences, historical contexts, and cultural influences. Students will understand familiar topics with substantial linguistic support in contextualized settings and recognize language subtleties in a variety of communicative settings. As readers, students will interact with increasingly complex written material, while relying on context and prior knowledge to obtain meaning. Writing instruction will focus on using learned vocabulary, basic conventions, and appropriate sentence and paragraph construction. Students will learn to tailor their writing to specific audiences and to modify tone for academic purposes. Students will develop these skills through the use of district approved ELD curriculum and supplemental materials. Upon completion of the course, students will have basic communication skills in social and academic contexts.

**ADVANCED ENGLISH LANGUAGE DEVELOPMENT 3 & 4 (P):** (Course Code 654065)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Meets the "G" UC/CSU Requirement for Electives. Course is open to students identified as English Language Learners at the Emerging and Expanding levels.

Advanced ELD is a course for English Learners, including Long-Term English Learners, and other students who haven't developed strong academic literacy skills in English. The course builds student competence and confidence through partner work and collaborative instructional routines needed for success in college and career. Students will focus on academic vocabulary development, language, syntax, grammar and writing structures through close reading of grade level informational and literary texts. In addition, students will learn oral and written sentence frames to gradually release responsibility and gain independence. Each lesson will provide language to facilitate discussion and offer multiple opportunities to use language employing varying group strategies. These lessons are designed to foster verbal English skills even when students are crafting a written product. The curriculum will focus on developing reading, writing, speaking, and listening skills with ample support and structured discourse routines.

**SHELTERED ENGLISH (P):** (Course Code 654025)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Meets the 9, 10, 11 and/or 12 English graduation requirement. Up to 10 credits may be used to fulfill the UC/CSU "B" requirement for English if taken during grades 9, 10, or 11. Course is open to students identified as English Language Learners at the Emerging and Bridging levels.

Sheltered English is a year-long course for English Learners at the emerging and bridging stage of language acquisition and Long-Term English Learners. The course utilizes National Geographic's Edge Program Level C curriculum and is designed to prepare all students for college and career success with dynamic content that is aligned to California State Standards through the use of multicultural literature, challenging informational texts, and online resources. Students begin each unit with an essential question that serves as the spine of the unit. Embedded in each unit are lessons that focus on literary analysis, structural analysis, vocabulary development, and grammar, through close reading of grade level informational and literary texts. Each lesson provides topics to facilitate discussion and offer multiple opportunities to use language employing varying group strategies. These lessons are designed to foster both verbal and written English skills.

**ENGLISH LANGUAGE DEVELOPMENT SUPPORT 1 & 2 (P):** (Course Code 654035)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Meets the "G" UC/CSU Requirement for Electives. Course is open to students identified as English Language Learners at the Emerging and Expanding levels.

ELD is a thematic-based second language acquisition course designed to advance students who demonstrate limited receptive and productive English skills to utilize English in more complex, cognitively demanding situations. This introduction is based on California English Language/Arts and English Language Development standards and during instruction there is a direct correlation between these sets of standards. By using reading strategies, unit-related vocabulary, literary concepts, and grammar development, students will acquire the basics of English language and grammar. These skills will be learned through literature, real-life experiences, historical contexts, and cultural influences. Students will understand familiar topics with substantial linguistic support in contextualized settings, and recognize

language subtleties in a variety of communicative settings. As readers, students will interact with increasingly complex written material, while relying on context and prior knowledge to obtain meaning. Writing instruction will focus on using learned vocabulary, basic conventions, and appropriate sentence and paragraph construction. Students will learn to tailor their writing to specific audiences and to modify tone for academic purposes. Students will develop these skills through the use of district approved ELD curriculum and supplemental materials. Upon completion of the course, students will have basic communication skills in social and academic contexts.

# MATHEMATICS

Current math teachers will recommend courses for the following year to students during the scheduling process. It is highly encouraged that these recommendations are followed, as their current teacher is most familiar with each student's skills, abilities and work ethic; all of which will predict the student's level of success in the next math level.

Following Algebra, the Math II-IV sequence presents the principles and concepts of geometry and second-year algebra in a three-year college preparatory pathway. Satisfactory completion of each of the courses in the Math II-IV sequence satisfies the UC/CSU Algebra II math entrance requirement for entering freshmen.

## **ALGEBRA I (P):** (Course Code 697170)

One-year course. Recommended for grade 9, but also open to grades 10, 11, 12. Meets the "C" UC/CSU Requirement for Mathematics.

Topics include quantities and modeling, functions, equations and inequalities, statistical models in one and two variables, linear systems and piecewise defined functions, exponential relationships, polynomial operations, quadratic functions and modeling, and inverse relationships.

## **MATH II (P):** (Course Code 697175)

One-year course. Recommended for grade 10, but also open to grades 11, 12. Prerequisite: Successful completion of Algebra I. Meets the "C" UC/CSU Requirement for Mathematics.

Topics include transformation and congruence, lines, angles, triangle congruence criteria, quadrilaterals and coordinate proof, similarity, trigonometry, properties of circles, measurement and modeling in two and three dimensions and probability.

## **MATH III (P):** (Course Code 697180)

One-year course. Recommended for grade 11, but also open to grade 12. Prerequisite: Successful completion of Math II. This is the first half of a two year Algebra II sequence. Meets the "C" UC/CSU Requirement for Mathematics.

This course covers half of the California State Standards of a full Algebra II course and is a further exploration of the real number system with extension into the complex numbers. Students analyze and formulate appropriate solutions, manipulate algebraic expressions to put them in more useful forms, extend the use of trigonometry to the laws of sines and cosines, connect right triangle definitions with trigonometric functions and further develop the ability to construct convincing arguments and to support or prove assertions. Topics include linear and quadratic functions, inequalities, logarithms and exponents, equations in more than one variable, conic sections probability, and sequence and series. A scientific calculator is required. A graphing calculator is used intermittently through the curriculum.

## **MATH IV (P):** (Course Code 697185)

One-year course. Recommended for grade 12. Prerequisite: Successful completion of Math III. Meets the "C" UC/CSU Requirement for Mathematics.

The Math IV course is designed to enhance and expand the mathematical content and concepts of intermediate algebra II presented in Math III. Topics for Math IV include logical reasoning and problem solving, exploring radical expressions and functions, logarithmic and exponential functions, right triangle trigonometry and graphing trigonometric functions, sequences and series, statistics, and data analysis.

## **GEOMETRY (P):** (Course Code 697100)

One-year course. Recommended for grades 9 or 10, but also open to grades 11, 12. Prerequisite: Successful completion of Algebra I. Meets the "C" UC/CSU Requirement for Mathematics.

Topics include transformations and congruence, lines, angles, triangle congruence criteria, quadrilaterals and coordinate proof, similarity, trigonometry, properties of circles, measurement and modeling in two and three dimensions, and probability.

**HONORS GEOMETRY (P):** (Course Code 697110)

One-year course. Recommended for grades 9 or 10. Prerequisite: B or better in Honors Algebra (8<sup>th</sup> Grade) or Algebra I (9<sup>th</sup> grade), or A in Fundamentals Algebra 1B. Meets the "C" UC/CSU Requirement for Mathematics.

This course is a challenging, in-depth, integrated course in plane, solid, and coordinate geometry. The concepts of mathematical proof, logical reasoning and problem solving are emphasized. Topics include lines in a plane, proof, parallel and perpendicular lines, compass and straightedge constructions, congruent triangles, properties of triangles, quadrilaterals, transformations, similarity, right triangles and trigonometry, circles, area, space measurements, and the concept of locus.

**DATA SCIENCE (P):** (Course Code 697140)

One-year course. (PVA Only) Open to grades 9, 10, 11, 12. Meets the UC/CSU "C" Requirement for Mathematics.

In this course students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding. The curriculum will be adaptable so that teachers can either use the data sets provided or bring in data sets most relevant to their own students. This data science course will provide students with opportunities to understand the data science process of asking questions, gathering and organizing data, modeling, analyzing and synthesizing, and communicating. Students will work through this process in a variety of contexts. Students learn through making sense of complex problems, then through an iterative process of formulation and reformulation coming to a reasoned argument for the choices they will make.

**ALGEBRA II (P):** (Course Code 697080)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Successful completion of Geometry. Meets the "C" UC/CSU Requirement for Mathematics.

This second-year algebra course is a further exploration of the real number system with extension into the complex numbers. Students analyze and formulate appropriate solutions, manipulate algebraic expressions to put them in more useful forms, extend the use of trigonometry to the laws of sines and cosines, connect right triangle definitions with trigonometric functions and further develop the ability to construct convincing arguments and to support or prove assertions. Topics include polynomial functions, inequalities, logarithms and exponents, equations in more than one variable, conic sections, probability, and sequence and series. A graphing calculator is used throughout the course.

**HONORS ALGEBRA II (P):** (Course Code 697090)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: C or better in Honors Geometry. Meets the "C" UC/CSU Requirement for Mathematics.

This challenging discipline complements and expands the mathematical content and concepts of Algebra I and geometry through in-depth explorations and rigorous study. It is more rigorous and presents students with learning challenges of greater depth and complexity than Intermediate Algebra II. Students who master Honors Intermediate Algebra II will gain experience with algebraic solutions of problems in various content areas, including functions, transformations of linear and non-linear relations, exploring rational expressions, equations, and inequalities, solving systems of equations and inequalities with multiple variables using a variety of methods, studying logarithmic functions and their inverses, trigonometric functions and the unit circle, polynomial functions, imaginary numbers, and complex roots, investigate biases, standard normal distributions and statistical analysis, probability, arithmetic and geometric sequences and series. A graphing calculator will be used on a daily basis to model Mathematical practices.

**PRE-CALCULUS (P):** (Course Code 697200)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Successful completion of Algebra II or Math IV. Meets the "C" UC/CSU Requirement for Mathematics.

This course combines the trigonometric, geometric, and algebraic techniques needed for preparation for the study of calculus, and strengthens conceptual understanding and mathematical reasoning when solving problems. The content will also provide students with a solid foundation in polynomial, trigonometric, exponential and logarithmic functions, Analytic Geometry, Discrete Mathematics, vectors and matrices, with an introduction to limits.

**HONORS PRE-CALCULUS (HP):** (Course Code 697120)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Algebra II with a grade of C or better. Meets the "C" UC/CSU Requirement for Mathematics.

This course is structured around investigations and problem solving. Students will explore concepts and develop mathematical relationships through observation, application, and both formal and informal proof. In addition to covering all of the key concepts found in traditional trigonometry, pre-calculus, or math analysis courses, it emphasizes several big ideas that form a foundation for calculus and other college mathematics curricula.

**GEOMETRY-ALGEBRA II COURSE 1 (P):** (Course Code 697105)

One-year course. Open to grade 10. Prerequisite: Algebra I with a grade B or higher. Meets the "C" UC/CSU Requirement for Mathematics.

This is the first course of a two-course sequence during which students will complete California State Standards for three courses (Geometry, Algebra 2 and Precalculus) over a two-year period. The first portion of this course includes a study of plane, solid, coordinate, and transformational geometry. Students explore the formal deductive mathematical system using fundamental concepts of mathematical logic. The concepts of mathematical proof, as well as deductive and inductive thinking, are emphasized as they apply to geometry. The course includes study of proof, logic, angles, circles, perimeter, area, volume, perpendicular and parallel properties, congruence, polygons, similarity, right triangles, geometric probability, and transformational geometry. Following the completion of geometry concepts, students' progress to an exploration of the real number system with extension into the complex numbers. Students analyze and formulate appropriate solutions, manipulate algebraic expressions to put them in more useful forms.

**ALGEBRA II-PRECALCULUS COURSE 2 (P):** (Course Code 697107)

One-year course. Open to grade 11. Prerequisite: Geometry-Algebra II: Course 1 with a grade C or higher. Meets the "C" UC/CSU Requirement for Mathematics.

This is the second course of a two-course sequence during which students will complete California State Standards for three courses (Geometry, Algebra 2 and Precalculus) over a two-year period. This course continues the exploration of the real number system with extension into the complex numbers. Students analyze and formulate appropriate solutions, manipulate algebraic expressions to put them in more useful forms, and further develop the ability to construct convincing arguments and to support or prove assertions. Topics include polynomial functions, rational functions, radical functions, logarithms and exponents, trigonometry, applications of the trigonometric functions, sequences and series, vectors and parametric equations, polar coordinates and graphs, and an introduction to limits.

**CALCULUS (P):** (Course Code 697205)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Completion of Pre-Calculus with a grade of C or higher. Meets the "C" UC/CSU Requirement for Mathematics.

This calculus course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experiences that solidify understanding of its methods and applications. The course will be taught using a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Through the use of the unifying themes of derivatives, integrals, limits, approximation, applications, and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

**AP STATISTICS (HP):** (Course Code 697145)

One-year course. Open to grades 11, 12. Highly recommended: B or better in Algebra II. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the "C" UC/CSU Requirement for Mathematics.

The topics for AP Statistics are divided into four major themes: Exploratory Analysis, Planning and Conducting a Study, Probability, and Statistical Inference. This course is intended to explain the uses of statistics and its role in processing information contained in reports, scientific journals, political coverage, and even the daily newspaper. Students will be encouraged to use technology to select a proper statistical model, describe and interpret data, and display results. This course prepares the student for the AP Statistics Examination given in May, for which the student may possibly receive credit upon enrollment in college.

**AP CALCULUS AB (HP):** (Course Code 697230)

One-year course. Open to grades 9, 10, 11, 12. Highly recommended: Completion of Pre-Calculus with a grade of C or higher. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the "C" UC/CSU Requirement for Mathematics.

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. The course is intended to be challenging and demanding. Topics include Functions, Graphs and Limits, Derivatives and Integrals. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. This course prepares the student for the AP Calculus AB Examination given in May, for which the student may possibly receive credit upon enrollment in college.

**AP CALCULUS BC (HP):** (Course Code 697240)

One-year course. Open to grades 9, 10, 11, 12. Highly recommended: Completion of Honors Pre-Calculus with a grade of C or higher. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the "C" UC/CSU Requirement for Mathematics.

Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. The course is intended to be challenging and demanding. The course covers all topics listed in the Calculus AB course with more depth. Additionally, the topic of Polynomial Approximations and Series is covered. This course prepares the student for the AP Calculus BC Examination given in May, for which the student may possibly receive credit upon enrollment in college.

**MULTIVARIABLE CALCULUS (P):** (Course Code 697038)

One-year course. Open to grade 12. Prerequisite: Completion of Calculus BC with a grade of B or higher in both semesters. Meets the "C" UC/CSU Requirement for Mathematics.

This course is intended for those who intend to go on to pursue a degree in mathematics or engineering. It is meant to deepen a student's understanding of calculus concepts and have them be able to apply this knowledge to functions of multiple variables. Since there is no AP exam for the class, it is recommended that students who enroll should attempt to earn credit by examination through the college they decide to attend.

**AP COMPUTER SCIENCE A (HP):** (Course Code 697370)

One-year course. Open to grades 10, 11, 12. Highly recommended: Completion of Computer Science with a grade of B or better or instructor approval. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the "C" UC/CSU Requirement for Math.

AP CSA counts as a student's third or fourth recommended year of math. This course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs are understandable, adaptable, and, when appropriate, reusable. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines that require significant involvement with technology. This course prepares the student for the AP Computer Science A Examination given in May, for which the student may possibly receive credit upon enrollment in college.



# PHYSICAL EDUCATION

## **PE COURSE 1 – FRESHMEN:** (Course Code 712223)

One-year course. Open to grade 9.

This course is designed to give students the opportunity to learn through a comprehensive, sequentially planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include introduction to advanced kinesiology and physical education principles, fitness (including fitness technology), aquatics, rhythms, dance, and individual and dual activities. The FITNESSGRAM test will be administered to all students during the spring quarter.

## **PE COURSE 2 – TEAM SPORTS:** (Course Code 712275)

One-semester course. Open to grades 10, 11, 12. Prerequisite: PE Course 1- Freshmen. Course may be repeated for credit.

This course is designed to give students the opportunity to learn through a comprehensive, sequentially planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will continue to be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. This course will build upon the skills gained from PE Course 1. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include team sports, introduction to advanced kinesiology and physical education principles, fitness (including fitness technology), gymnastics/tumbling, and combatives.

## **PE COURSE 2 – LIFETIME FITNESS:** (Course Code 712285)

One-semester course. Open to grades 10, 11, 12. Prerequisite: PE Course 1- Freshmen. Course may be repeated for credit.

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will continue to be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include introduction to advanced kinesiology and physical education principles, fitness (including fitness technology), team activities, group fitness, nutrition, gymnastics/tumbling, aquatics and combatives.

## **PE COURSE 2 – WEIGHT TRAINING & CONDITIONING:** (Course Code 712290)

One-year course. Open to grades 10, 11, 12. Prerequisite: PE Course 1- Freshmen. Course may be repeated for credit.

This course is designed to give students the opportunity to learn through a comprehensive, sequentially planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will continue to be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. This course will build upon the skills gained from PE Course 1. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include weight training and conditioning, introduction to advanced kinesiology and physical education principles, fitness (including fitness technology), gymnastics/tumbling, aquatics, and combatives.

**PE COURSE 2 – ATHLETIC PE:** (Course Code 712250)

One-year course. Open to grades 10, 11, 12. Prerequisite: PE Course 1- Freshmen and current participation in an interscholastic sport. Course may be repeated for credit.

This course is designed to give students the opportunity to learn through a comprehensive, sequentially planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will continue to be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. This course will build upon the skills gained from PE Course 1. Emphasis is placed on students analyzing skills for effective movement. Students will be grouped together based on their participation in an interscholastic sport. Units of instruction include team sports, weight training, and conditioning, introduction to advanced kinesiology and physical education principles, fitness (including fitness technology), gymnastics/tumbling, aquatics, and combatives.

# SCIENCE

## **LIFE SCIENCE**

### **BIOLOGY (P):** (Course Code 737500)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Completion of one year or concurrent enrollment in Algebra I. Meets the UC/CSU "D" Requirement for Science.

This is a first-year course that is designed to introduce students to the study of living organisms and the past and present relationships between them. The topics to be studied include the application of the scientific process, the interdependence of living organisms and their environments, the relationship between structure and function in cells, how traits are determined and passed on, and how organisms and populations change over time. Laboratory activities, projects and collaborative work will be used to support student learning.

### **PRINCIPLES OF BIOMEDICAL SCIENCE (P) (PLTW/R.O.P.):** (Course Code 737400)

One-year course. First course in Project Lead the Way sequence. Open to grades 9, 10, 11, 12 Prerequisite: Biology taken concurrently or in a prior year. Meets the UC/CSU "D" Requirement for Science.

Principles of Biomedical Science is intended to serve as a foundation course within the Project Lead the Way Biomedical course sequence. All of the topics learned in this course will be used in future courses.

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes.

### **HONORS HUMAN BODY SYSTEMS (HP) (PLTW):** (Course Code 772122)

One-year course. Second course in Project Lead the Way sequence. Open to grades 10, 11, 12. Prerequisite: C or better in Principles of Biomedical Science (Recommended). Meets the UC/CSU "D" Requirement for Science.

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries.

### **HONORS MEDICAL INTERVENTIONS (HP) (PLTW):** (Course Code 751272)

One-year course. Third course in Project Lead the Way sequence. Open to grades 11, 12. Prerequisites: C or better in Principles of Biomedical Sciences or Honors Human Body Systems. Meets the UC/CSU "D" Requirement for Science.

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

### **ANATOMY AND PHYSIOLOGY (P):** (Course Code 737740)

One-year course. Open to grades 11, 12. Recommended: Biology or Chemistry with a grade of B or better. Meets the UC/CSU "D" Requirement for Science.

Students will study the major human body systems and how anatomical structure relates to physiological function. Laboratory dissection will be required, including a six week comparative anatomy dissection using the cat. This course will also focus on career planning, the development of effective communication skills, and preparation for a career in a health

and/or medical field. Students cannot get credit for both this course and Anatomy & Physiology.

**BIOTECHNOLOGY (P):** (Course Code 737730)

One-year course. **(VHS Only)** Open to grades 10, 11, 12. Prerequisite: Completion of Biology with a grade of B or better, and Chemistry or Physical Science with a grade of C or better or concurrent enrollment. Meets the UC/CSU "D" Requirement for Science.

Biotechnology is a lab-intensive course designed to combine molecular biology with practical applications. Students will be exposed to DNA fingerprinting, gene mapping, electrophoresis and DNA spooling, as well activities that relate biotechnology to daily life. Students will also have the opportunity to address social and ethical issues surrounding biotechnology. This course offers the student an opportunity to experience the basics of microbiology, human genetics, biotechnology, and exploration of bioethical issues. This course will encourage students to take more science in high school. Students will learn valuable skills that are transferable to biotechnology-related technical fields and get on-the-job experience through a coordinated mentorship program in partnership with local biotechnology-related companies. This course will be an elective option for students in the Health and Biosciences Academy.

**ZOOLOGY (P):** (Course Code 737570)

One-year course. Open to grades 10, 11, 12. Prerequisite: Completion of Biology with a grade of C or better. Meets the UC/CSU "D" Requirement for Science.

This course covers the Animal Kingdom, including the major phyla. This course will study each phylum, including classification, ecology, environmental issues, behaviors, relationships, anatomy, and physiology. The unity and diversity of animal life and the manner in which structure and function complement each other are basic themes. The course places a strong emphasis on comparative anatomy and dissection of preserved organisms as a part of the expected laboratory experiences.

**AP BIOLOGY (HP):** (Course Code 737450)

One-year course. Open to grades 10, 11, 12. Highly recommended: Completion of Biology and Chemistry with a grade of B or better. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "D" Requirement for Science.

This course is designed to be equivalent to a college introductory biology course. This course will differ significantly from the first biology course with respect to the level of the textbook used, the range and depth of topics covered, the kind of laboratory work done by the students, and the time and effort required of the students. The text used will be the same as those used by college biology majors. Successful completion of AP Biology will prepare the student to take the AP Biology exam in May and will better prepare the student for a college or university biology course.

**AP ENVIRONMENTAL SCIENCE (HP):** (Course Code 751665)

Open to grades 11, 12. Highly recommended: Completion of two years of high school science - one year of life science and one year of physical science. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). AP Environmental Science meets the UC/CSU "D" Requirement for Science.

The AP Environmental Science course is a full-year high school course designed to be the equivalent of a one-semester, introductory college course in environmental science. This course has been developed to stress scientific principles and analysis, including laboratory components incorporating knowledge from biology, chemistry, physics and the earth sciences. The course offers a unique combination of laboratory and fieldwork through a lens of how human activities integrate into the natural systems of the Earth. Students will study both outdoors and in class. Critical thinking and the construction of solid arguments will explore the many sides of the issues our populations face as more people are required to share fewer resources. The skills required for the course are often learned in seemingly disparate subjects. The breadth of students' academic skills are integrated to examine and explore how our presence and cultural choices impact the natural systems which we all rely upon for our survival and wellbeing.

**PHYSICAL SCIENCE**

**EARTH AND SPACE SCIENCE (P):** (Course Code 737300)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Completed or concurrent enrollment in Algebra (or the equivalent). Meets the UC/CSU "D" Requirement for Science.

This is an introductory science course combining Next Generation Science Standards from Earth & Space Science and Physical Science. This course will cover general topics like Earth's structure, Earth's dynamic geologic processes, California Geology, climate and meteorology, basic astronomy, formation of the Solar System, properties of elements, and impacts associated with resource use and consumption. It is designed to help students develop an understanding of the natural processes that shape the world around them. A primary emphasis of the class will be on the interaction between Earth's global systems and humans. Students will focus on scientific problems and propose and design solutions to the broader scientific challenges that are being encountered by human society.

**CHEMISTRY (P):** (Course Code 737660)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Completion of Algebra (or the equivalent) with a grade of C or better. Meets the UC/CSU "D" Requirement for Science.

Chemistry deals with the nature of matter in our world. This course ties basic chemistry principles to everyday experiences. Students will gain insight into the interdisciplinary and the thematic nature of chemistry. The topics include the atomic model of matter, molecular structure, bonding, chemical reactions, stoichiometry, states of matter, solutions, acids and bases, thermodynamics, and chemical equilibrium. Laboratory experiments and demonstrations are used to introduce and support concepts. Mathematical reasoning, including basic algebra, are utilized throughout the course.

**PHYSICS (P):** (Course Code 737700)

One-year course. Open to grades 10, 11, 12. Prerequisite: Completion of Algebra and Geometry (or the equivalent) with a grade of B or better. Recommendation: Completion of Algebra II and concurrent enrollment in Pre-Calculus. Meets the UC/CSU "D" Requirement for Science.

Physics is the study of matter and energy and the interaction between the two. Topics of study include motion (linear and rotational) and their relationship to forces; wave behavior (sound, light, etc.); as well as electric and magnetic phenomena. Lab work will be a central focus to this course.

**AP CHEMISTRY (HP):** (Course Code 737680)

One-year course. Open to grades 11, 12. Highly recommended: Completion of Chemistry and Algebra II with a grade of B or better. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "D" Requirement for Science.

This is designed to provide students with a learning experience equivalent to that of a one-year general chemistry college course. This course includes those topics regularly covered in a typical general chemistry college course, and differ from the usual first high school course in chemistry in respect to the kind of textbook(s) used, the range and depth of topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, the nature and variety of laboratory work done by students, and the time and effort required of students. Successful completion of AP Chemistry will prepare the student to take the AP Chemistry exam in May and will better prepare the student for a college or university chemistry course.

**AP PHYSICS C: MECHANICS (HP):** (Course Code 737690)

One semester course. Open to grades 11, 12. Concurrent enrollment in AP Physics C: Electricity and Magnetism required. Highly recommended: Completion of Physics with at least a B or better and concurrent enrollment in Calculus or AP Calculus. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "D" Requirement for Science.

AP Physics labs will be focused on critical thinking and exposing students to the rigor typically experienced in a college Physics curriculum. This course explores the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

This course prepares the student for the AP Physics C: Mechanics Examination administered annually in May.

**AP PHYSICS C: ELECTRICITY AND MAGNETISM (HP):** (Course Code 737698)

One semester course. Open to grades 11, 12. Concurrent enrollment in AP Physics C: Mechanics required. Highly recommended: Completion of Physics with at least a B or better and concurrent enrollment in Calculus or AP Calculus. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "D" Requirement for Science.

This course explores the topics of electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. This course prepares the student for the AP Physics C: Electricity & Magnetism Examination administered annually in May.

# SOCIAL SCIENCE

## **ETHNIC STUDIES (P):** (Course Code 748300)

One-semester course. **(FHS Only)** Open to grade 9.

Students will get an introduction to foundational concepts and frameworks of Ethnic Studies, and how these concepts and frameworks will be used to assess and analyze historical and current events. Students will learn to apply a sociological lens in researching and discussing issues, which include race and racism, classism, and oppression. Students will learn that Ethnic Studies emphasizes a multitude of experiences and perspectives in history. The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of culture, identity, public policy, social responsibility and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own.

## **GLOBAL STUDIES (P):** (Course Code 748330)

One-semester course. **(AVHS Only)** Open to grade 9. Meets the UC/CSU "A" Requirement for History/Social Science.

This is a one semester course that is required of all ninth grade students, with course variations offered for sheltered and SDC. Course content focuses on a regional geography pacing with a thematic approach in daily lessons that cover the most pressing global issues centered on development, culture, conflicts, and current global events. Emphasis on the geographic perspective is presented throughout the semester.

## **WORLD HISTORY (P):** (Course Code 748450)

One-year course. Open to grade 10. Meets the UC/CSU "A" Requirement for History/Social Science.

The tenth-grade course covers a period of more than 250 years and highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins with a turning point: the important transition in European systems of governance from divine monarchy to a modern definition of a nation-state organized around principles of the Enlightenment. The course ends with the present, providing ample opportunities for teachers to make connections to the globalized world in which students live.

## **AP WORLD HISTORY (HP):** (Course Code 748310)

One-year course. Open to grade 10. Highly recommended: Completion of Global Studies or Ethnic Studies with a grade of A. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Summer coursework may be required. Meets the UC/CSU "A" Requirement for History/Social Science.

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

## **HONORS WORLD HISTORY (P):** (Course Code 748533)

One-year course. **(FHS Only)** Open to grade 10. Recommendation: Completion of Global Studies or Ethnic Studies with a grade of A. Summer coursework may be required. Meets the UC/CSU "A" Requirement for History/Social Science.

This is a 10th grade course designed to primarily cover the major events and revolutions that occurred in the last 250 years, which cascade into the modern world today. Although there is an overview of the human civilization as a whole, dating back over 10,000 years of history, this is primarily to include the diversity of experiences and contributions of countless cultures on our planet, and to widen our course from being strictly a Euro-centric study. The course emphasizes the domino effect of 18th-19th century revolutions, both political and technological, to lead into the large-scale wars, upheavals, and

ideologies of the 20th-21st century. An additional emphasis is placed on the perspectives of all parties in these events: the have and the have-nots, the colonized and the colonizer, and the combatants of any conflict. Furthermore, there is an implementation of argumentative writing to aid in the student's future discourse at university, career, and social-political life.

**US HISTORY (P):** (Course Code 748180)

One-year course. Open to grade 11. Meets the UC/CSU "A" Requirement for History/Social Science.

The 11th grade US History course is focused on modern American history, with a particular focus on the 20th century. The course begins with an overview of the time preceding the 20th century with an emphasis on the nation's founding ideals. 20th century content includes (but is not limited to) the culture of the 1920s, the Great Depression and New Deal, World War II and its aftermath, the Cold War and the conflicts fought during that era, and the fight for civil rights and equality for all. The course incorporates primary source documents and firsthand accounts.

**AP US HISTORY (HP):** (Course Code 748200)

One-year course. Open to grade 11. Highly recommended: Completion of World History with a grade of A, Honors World History with a grade of B or higher, or AP World History with a grade of C or higher. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Summer coursework may be required. AP US History course will prepare the student for passing the Advanced Placement US History exam. Meets the UC/CSU "A" Requirement for History/Social Science.

In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately from pre-1492 to the 21<sup>st</sup> century. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and environment; and culture and society.

**CIVICS (P):** (Course Code 748220)

One-semester course. Open to grade 12. Meets the UC/CSU "A" Requirement for History/Social Science.

Civics is a required one-semester course for seniors. The course is designed to give students the opportunity to better understand how government works, the dynamic and exciting processes, and how it impacts each student. Units of study will include democracy, federalism, elections and politics, a study of the three branches of government, state and local government, comparative government, civil liberties and civil rights.

**ECONOMICS (P):** (Course Code 748260)

One-semester course. Open to grade 12. Meets the UC/CSU "G" Requirement for Electives.

This course begins with economic concepts of scarcity and opportunity cost. Supply and demand essentials will be analyzed by students. Personal finance concepts such as budgeting, savings, and investments will be highlighted. Additionally, there is a focus on both Macro and Micro economics. Students will be grappling with monetary policy, fiscal policy, and issues around taxation.

**HONORS US GOVERNMENT AND POLITICS/"WE THE PEOPLE" EMPHASIS (HP):** (Course Code 748445)

One-year course. Open to grade 12. Prerequisite: Enrollment by application/interview. Summer coursework may be required. Taken in conjunction with AP U.S. Government and Politics ("We, the People" emphasis). Meets the UC/CSU "A" Requirement for History/Social Science.

This year-long honors government course prepares highly-motivated students to participate in the national "We the People" competition, sponsored by the Center for Civic Education. Students will complete extensive summer work covering all areas of government, complete the Center's coursework pertinent to the competition, and participate in several rounds of mock Congressional hearings using materials provided by the Center. Students will compete on the District, Regional, State, and National levels in this competition. This course is designed to give students a critical perspective on the Constitution, government, and politics of the United States. This course involves both the studies of general concepts used to interpret U.S. policies and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.



**AP UNITED STATES GOVERNMENT AND POLITICS/AP MACROECONOMICS (HP):** (Course Code 748240/ 748290)

One-year course. Open to grade 12. Highly recommended: Completion of U.S. History with a grade of A, or AP U.S. History with a grade of B or higher. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Summer coursework may be required. Meets the UC/CSU "A" Requirement for History/Social Science (AP U.S. Government and Politics) and the UC/CSU "G" Requirement for Electives (AP Macroeconomics).

AP U.S. Government and Politics provides a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Advanced Placement Macroeconomics is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in economics. This course has a macroeconomics focus. Students will learn basic economic concepts, measurement of economic performance, national income and price determination, financial sector, stabilization policies, economic growth and international economics.

**SOCIAL SCIENCE ELECTIVES**

**AP HUMAN GEOGRAPHY (HP):** (Course Code 748320)

One-year course. Open to grades 10, 11, 12. Highly recommended: Completion of prior Social Science course with a grade of B or better. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). AP Human Geography presents high school students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Meets the UC/CSU "A" Requirement for History/Social Science.

AP Human Geography course will prepare the student for passing the Advanced Placement Human Geography exam. Completion of the year-long course and passage of the exam is equivalent to an introductory college course in human geography. The year's coursework will increase geographical literacy. The student will use and think about maps and spatial data sets, understand and interpret the implications of associations among phenomena in places, recognize and interpret at different scales the relationships among patterns and processes, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections among places.

**AP PSYCHOLOGY (HP):** (Course Code 748380)

One-year course. Open to grades 11, 12. Highly recommended: Completion of prior Social Science course with a grade of B or better. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "G" Requirement for Electives.

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

**INTERNATIONAL RELATIONS (P):** (Course code 748499)

One year course. **(PVA Only)** Open to grades 10,11,12. No prerequisite is needed, though it is highly recommended with those students that display an affinity for current global issues and politics. Meets the UC/CSU "G" Requirement for Electives.

International Relations delivers an examination of the modern geopolitical landscape from across the world. Key emphasis is on current events and understanding of global problems through the complex lens of conflict and cooperation. A considerable focus on the interests and actors of nations will be applied throughout the course, along with careful examination of unique power and economic relationships between nations and the transnational institutions established to benefit interactions and interdependence at a regional and global scale.

# SPECIAL EDUCATION

Courses in this department meet PUSD graduation requirements, however they do not meet UC/CSU requirements. Students with current Individual Education Plans are eligible to take courses in this department. All courses are offered at both high schools unless otherwise noted.

As part of the IEP process, a percentage of a student's day may be in General Education courses in other departments. Throughout this catalog, courses that are denoted with the (P) for College Preparatory do meet UC/CSU requirements.

There are three types of high school Special Day Classes: (1) Mild/Moderate, (2) Moderate/Severe, and (3) Transition. All three programs use active course codes that are Board approved. We are in the process of creating a timeline to review and revise all special education courses.

High School Special Day Class (SDC)		
Mild/Moderate Special Day Classes	Moderate/Severe Special Day Classes	Transition Classes
<ul style="list-style-type: none"> <li>Common Core Standards instruction delivered with Board adopted General Education materials</li> <li>Majority of students are on Diploma track and earn their diploma within the typical timeline</li> <li>Students are required to meet the 230 units required for diploma unless the IEP waives 10 elective credits</li> </ul>	<ul style="list-style-type: none"> <li>A Board-adopted functional skills curriculum</li> <li>Students receive instruction in Life Skills, Community-based Instruction, Vocational Skills, and academic areas, based on the Common Core Standards but modified to their instructional level</li> <li>Students are on Certificate of Achievement track</li> <li>Student transition to our post-secondary program housed at Village HS after four years at their home high school</li> </ul>	<ul style="list-style-type: none"> <li>Functional skills curriculum in the four domain areas of community access, domestic skills, recreation and leisure, and vocational skills</li> <li>Students receive instruction in Life Skills, Community-based Instruction, Vocational Education Skills, and functional academics for their transition to adulthood</li> <li>Students receive paid and/or unpaid work experience under the We Can Work grant from the Department of Rehabilitation (DOR) up to four times a week; students age out of this program and public education when turning 22 years of age</li> </ul>
Potential Course Offerings		
<ol style="list-style-type: none"> <li>SDC ENGLISH</li> <li>SDC MATHEMATICS</li> <li>SDC HISTORY-SOCIAL SCIENCE:               <ol style="list-style-type: none"> <li>GLOBAL OR ETHNIC STUDIES</li> <li>GOVERNMENT (CIVICS)</li> <li>ECONOMICS</li> <li>WORLD HISTORY</li> <li>U.S. HISTORY</li> </ol> </li> <li>SDC SCIENCE:</li> </ol>	<ol style="list-style-type: none"> <li>INTRODUCTION TO LIFE SKILLS</li> <li>WORK EXPERIENCE</li> <li>MONEY MANAGEMENT</li> <li>LIFE SKILLS ENGLISH</li> <li>LIFE SKILLS SCIENCE</li> <li>INDEPENDENT LIVING SKILLS</li> <li>TRANSPORTATION</li> </ol>	<ol style="list-style-type: none"> <li>INTRODUCTION TO LIFE SKILLS</li> <li>WORK EXPERIENCE</li> <li>MONEY MANAGEMENT</li> <li>LIFE SKILLS ENGLISH</li> <li>LIFE SKILLS SCIENCE</li> <li>INDEPENDENT LIVING SKILLS</li> <li>TRANSPORTATION</li> </ol>

a. HEALTH EDUCATION b. LIFE SCIENCE c. PHYSICAL SCIENCE 5. STUDY SKILLS		
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**FUNDAMENTALS OF ALGEBRA 1A:** (Course Code 697260)

One-year course. Open to grades 9, 10, 11, 12 Prerequisite: RS Math 8 or SDC Math.

Topics include quantities and modeling, functions, equations and inequalities, statistical models in one and two variables, linear systems and piecewise defined functions, exponential relationships, polynomial operations, quadratic functions and modeling, and inverse relationships.

**FUNDAMENTALS OF ALGEBRA 1B:** (Course Code 697270)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Successful completion of Fundamentals of Algebra 1A.

Topics include quantities and modeling, functions, equations and inequalities, statistical models in one and two variables, linear systems and piecewise defined functions, exponential relationships, polynomial operations, quadratic functions and modeling, and inverse relationships.

**ADAPTED PHYSICAL EDUCATION:** (Course Code 779020)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit.

Adapted Physical Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability.

**FRESHMAN ENGLISH:** (Course Code 654110)

One-year course. Open to grade 9.

The 9th grade year-long course is aligned to the California State English-Language Arts Standards so that students are working toward the same goal: to develop broader and deeper understanding of more complex texts, more advanced critical thinking and inferential reading skills, and more sophisticated writing experiences.

Listening and speaking builds upon the reading skills through class discussions of those texts and presentations that develop oral delivery and media presentation ability. Students have many opportunities to practice effective speaking and listening skills through informal classroom discussions and formally prepared presentations. Examples of speaking applications include delivery of a narrative, research-based, argumentation, and/or expository presentations.

Reading comprehension skills are strengthened through examination of a variety of texts and genres, including the novel, short fiction, non-fiction, poetry, and drama. The reading comprehension emphasis is twofold: (1) on the recognition and analysis of literary features across genres; and (2) on the analysis of organizational patterns, and positions advanced in non-fiction modes of writing.

Writing standards increase expectations of student work through practice emphasizing organization, focus, analysis, revision, research, and the appropriate application of technology. The core freshman writing experience may include response to literature, personal narrative, argumentation, and research writing, as well as smaller writing responses, both formal and informal. This course closely aligns with grade level standards. Placement is determined by eligibility and the Individualized Education Plan (IEP) team.

**SOPHOMORE ENGLISH:** (Course Code 654130)

One-year course. Open to grade 10.

The 10th grade year-long course is aligned to the California Standards for English Language Arts, so that students are working toward the same goal: to expose students to challenging classic and contemporary fiction and nonfiction texts. The course includes a review of various genres, the principles of grammar and punctuation, and strategies for effective reading, speaking and listening, and writing.

The reading strand is built around *Life of Pi -or- The Kite Runner* as a core text. In addition, all students will be exposed to Shakespeare, as well as a selection of culturally diverse supplemental texts. Students will practice critical thinking, comprehension, word analysis, reading strategies, literary response and analysis.

A listening and speaking strand builds upon the reading strand through classroom discussions of these texts, as well as presentations utilizing a variety of digital media. Speaking opportunities range from classroom discussions of texts, to more formal speaking opportunities, individually and in groups.

Students will practice logical patterns of organization; techniques for developing introductions, conclusions, and body paragraphs; and clarity of thought through clear, strong, and coherent thesis statements. Sophomore writing may emphasize literary analysis, explanatory and informative essays, argumentative writing, and a research paper. This course closely aligns with grade level standards. Placement is determined by eligibility and the Individual Education Plan (IEP) team.

**JUNIOR ENGLISH:** (Course Code 654150)

One-year course. Open to grade 11.

The 11th grade year-long course is aligned to the California Standards for English Language Arts, so that students are working toward the same goal: exposure to classic and contemporary fiction and nonfiction texts. These texts become a launch for writing in three genres: argumentative, expository, and narrative. The course also includes a review of the principles of grammar and punctuation, and strategies of effective writing. This course closely aligns with grade level standards. Placement is determined by eligibility and the Individual Education Plan (IEP) team.

**SENIOR ENGLISH:** (Course Code 654170)

One-year course. Open to grade 12.

The Senior Resource English course is based on the California Standards for English Language Arts. Students will progress through content focusing on the areas of: reading, writing, speaking and listening skills. In order to meet the California State Standards, teachers will use a variety of optional activities and instructional strategies. Assessments may be given in the areas of reading, writing, and speech. This course closely aligns with grade level standards. Placement is determined by eligibility and the Individual Education Plan (IEP) team.

**SPECIAL DAY CLASS ENGLISH:**

Freshman English (Course Code 654210)

Sophomore English (Course Code 654230)

Junior English (Course Code 654250)

Senior English (Course Code 654270)

One-year course. Open to grades 9, 10, 11, 12.

Instruction is provided in the areas of writing, reading, vocabulary development, grammar, spelling, listening, oral expression, and study skills. Students will analyze grade level core curriculum texts.

**SPECIAL DAY CLASS MATHEMATICS:**

Math 1 (Course Code 698210)

Math 2 (Course Code 698220)

Math 3 (Course Code 698230)

Math 4 (Course Code 698240)

Math 5 (Course Code 698270)

One-year course. Open to grades 9, 10, 11, 12.

The foundation for this course is the California State Standards in Mathematics. The course addresses the essential and required math concept fluencies for grades 6-8 (depending on each individual student's baseline math level) in preparation for the high school Algebra requirement. The course will address the following concepts: Multiplication and division to divide fractions by fractions, the system of rational numbers, ratios and reasoning to solve problems, algebraic expressions, one-variable equations and inequalities, quantitative relationships between dependent and independent variables, operations with fractions to add, subtract, multiply and divide rational numbers, proportional relationships to solve real world and mathematical problems, properties of operations to generate equivalent expressions, real-life and mathematical problems using numerical and algebraic expressions and equations, radical integers exponents, connections between proportional relationships, lines, linear equations, pairs of simultaneous linear equations, functions and relationships between quantities. This course is designed for students participating in Special Day Class (SDC) who are diploma bound.

**SPECIAL DAY CLASS ETHNIC STUDIES:** (Course Code TBD)

One-semester course. Open to grade 9.

Students will learn that Ethnic Studies emphasizes a multitude of experiences and perspectives in history. The major

purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of culture, identity, public policy, social responsibility and social change.

**SPECIAL DAY CLASS GLOBAL STUDIES:** (Course Code 748350)

One-semester course. Open to grade 9.

This geography course utilizes relevant reference materials, vocabulary, and concepts to study how the physical world affects people and how people affect their environment.

**SPECIAL DAY CLASS HEALTH EDUCATION:** (Course Code 728025)

One-semester course. Open to grade 9.

The course covers all curriculum taught in the general education classroom. Students will study the physical, mental, emotional, and social factors of health. There is a focus on learning the role students can play in maintaining their own health through deliberate behaviors and responsible decision making. Topics include life management skills; mental and emotional well-being; diseases and disorders; substances and abuse; nutrition and physical fitness; family life education; HIV/AIDS: injury prevention and first aid; and careers in the health field.

**SPECIAL DAY CLASS WORLD HISTORY:** (Course Code 748820)

One-year course. Open to grade 10.

This course is designed for students who require a modified presentation of Western European and Non-Western history and cultures including geographical, social, economic and political systems.

**SPECIAL DAY CLASS U.S. HISTORY:** (Course Code 748850)

One-year course. Open to grade 11.

This course is a modified survey of United States political, social, and economic history covering the same time period and standards as the general education U.S. History class.

**SPECIAL DAY CLASS LIFE SCIENCE:** (Course Code 737860/737865)

One-year course covering various life science topics.

**SPECIAL DAY CLASS PHYSICAL SCIENCE:** (Course Code 737890)

One-year course covering various physical science topics.

**SPECIAL DAY CLASS GOVERNMENT (CIVICS):** (Course Code 748870)

One-semester course. Open to grade 12.

This course is designed for students requiring a modified approach to the study of the Constitution, the branches of government, political parties, laws and rights, government systems, state and local government, and the responsibilities of citizenship.

**SPECIAL DAY CLASS ECONOMICS:** (Course Code 748880)

One-semester course. Open to grade 12.

This course is designed for students requiring a modified approach to the study of systems of exchange, economic institutions, the role of government, markets, including the effect of economics on international relations.

**STUDY SKILLS - INTENSIVE READING INTERVENTION FOCUS:** (Course Code 760905)

This course is designed to; Develop skills so students can fully participate in general education with a specific emphasis on developing decoding and encoding skills using direct, explicit, and multisensory methods to the level of mastery, Develop Executive Functioning Skills, Develop self-advocacy skills; Support the full implementation of their IEP; Support students with academic work/study skills; Support Co-Taught coursework.

**STUDY SKILLS - RESOURCE/SPECIAL DAY CLASS:** (RSP Course Code 760900 and SDC Course Code 761000)

One-semester course. Open to grades 9, 10, 11, 12. Course may be repeated for credit.

Classes are designed to provide support for academic classes and other areas impacted by student's disability. Instruction may be provided in areas of time management, study skills, career planning, and coping with disabilities. Support for general education classes is provided; however, this is **not** a study hall. This course may be repeated as determined by the Individual Education Plan.

**COURSES FOR STUDENTS WITH EXTENSIVE SUPPORT NEEDS (ESN)**

**HUMANITIES-EXTENSIVE SUPPORT NEEDS (ESN):** (Course Code 760100)

This course, designed for students with extensive support needs, uses an alternate core curriculum aligned with grade-level standards to provide access to core literacy skills in a structured and supportive environment. Content is modified and instructional strategies are selected based on each student's needs as documented in the IEP. Overarching goals include the ability to read and comprehend materials helpful for daily home and community functioning, organize and express thoughts in spoken and written formats, and explore both historical and current events and their relevance to daily functioning.

**MATH-EXTENSIVE SUPPORT NEEDS (ESN):** (Course Code 760110)

This course, designed for students with extensive support needs, uses an alternate core curriculum aligned with grade-level standards to provide access to core mathematics skills in a structured and supportive environment. Content is modified and instructional strategies are selected based on each student's needs as documented in the IEP. Overarching goals include the ability to understand and use mathematical concepts in real-world situations such as in money management, purchasing, and cooking. The course helps students find the connections between math concepts they are learning (e.g. number sense, patterning, measurement) and their relevant application in the transition to adulthood.

**SCIENCE-EXTENSIVE SUPPORT NEEDS (ESN) (EARTH, PHYSICAL, LIFE, HEALTH):** (Course Code 760120)

This course, designed for students with extensive support needs, uses an alternate core curriculum aligned with grade-level standards to provide access to real-world science concepts in a structured and supportive environment. Content is modified and instructional strategies are selected based on each student's needs as documented in the IEP. Overarching goals include the ability to understand and apply science concepts in four primary areas: life science, physical science, Earth science, and personal health, including nutrition and basic first aid.

**LIFE SKILLS: DOMESTIC AND VOCATIONAL EXPLORATION:** (Course Code 760130)

This is a practical course designed to support students with disabilities in learning and practicing domestic and vocational skills in a structured and supportive environment. This class will focus on self care and hygiene, health and personal safety, eating and food preparation, maintenance of possessions and home environment, self-advocacy, safe use of social media, and a variety of work skills via classroom jobs, school work experience, and community-based learning.

**LIFE SKILLS: VOCATIONAL PRACTICUM (A AND B):** (Course Code 760140)

9th and 10th grade (A); 11th and 12th only (B). Students enrolled in the LifeSkills Vocational Practicum course will work to gain skills that will increase employability. They will be provided with work-related skills, job-seeking skills and job training. The vocational domain includes choice making, attending to tasks, computer skills, career exploration, conflict resolution skills, team building and independent work skills.

**LIFE SKILLS: COMMUNITY, RECREATION, AND LEISURE:** (Course Code 760145)

This is a practical course designed to support students with disabilities in learning and practicing skills needed to access community environments and to develop recreation/leisure skills. This class will develop students' knowledge and skills in following directions, ordering/purchasing items in the community, engaging in appropriate social interactions, safe and independent travel, use of the telephone, and knowledge of personal information. Students will be explicitly taught and/or encouraged to engage in constructive and personally satisfying recreation and leisure activities in which they make choices, take turns, show preferences, cope with waiting, engage in physical fitness activities, develop hobbies, and self-engage for increasing lengths of time. The overarching goal is to maximize students' involvement and integration in the community in which they live.

# VISUAL AND PERFORMING ARTS

## **VISUAL ARTS**

### **ART 1 (P):** (Course Code 624010)

One-year course. Open to grades 9, 10, 11, 12. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This course introduces students to major periods in the history of art, the elements of art, the principles of design, and basic art vocabulary through projects and assignments using a variety of media and a sequenced approach to instruction. Observation of forms in the natural and human environments and artwork using these forms will be the basis for understanding design and composition. Using both verbal and written forms of expression, students will view, describe, interpret and analyze work of the cultures, artists and art movements whose ideas have most shaped the visual arts today. Students will also learn to describe, analyze and evaluate their own artwork and the artwork of other students. Students will do some research into careers in fine and commercial art. A lab donation is requested for materials and equipment.

### **ART 2 (P):** (Course Code 624011)

One-year course. Open to grades 10, 11, 12. Prerequisite: Completion of Art 1. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Advanced art students will continue their exploration of artistic perception, art production, art history and aesthetic valuing introduced in Art 1. Students will deepen their understanding of the Elements of Art and Principles of Design through structured, academic studies. Students will be expected to apply previously taught concepts in new and innovative ways. The curriculum emphasizes challenging, open-ended artistic problems requiring independent creative thinking. Using both verbal and written forms of expression, students will view, describe, interpret and analyze work of the cultures artists and art movements whose ideas have most shaped the visual arts today. Students will also learn to describe, analyze, evaluate, and defend their artwork and the artwork of others. Students will research careers in fine and commercial art. A lab donation is requested for materials and equipment.

### **ART 3 (P):** (Course Code 624015)

One-year course. Open to grades 11, 12. Prerequisite: Completion of Art 2. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Advanced Art students will continue their exploration of artistic perception, art production, art history and valuing art. Part of the program includes a student and teacher collaborative that writes a series of assignment (unit) contracts targeted to specific areas of interest to the student. These areas may include, but are not limited to, fine arts, commercial arts, museum or gallery management or some other area of career interest. Each contract will involve a topic, selected goals which advance the student's artistic perception, art production skills, knowledge of historical background of topic and strategies to analyze and evaluate the topic assignment. In each contracted area of study, students will use research skills, writing, presentation techniques, and developing production skills to create an in-depth class presentation of the chosen area. A lab donation is requested for materials and equipment.

### **PHOTOGRAPHY 1 (P):** (Course Code 624350)

One-year course: Open to grades 9, 10, 11, 12. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This course will begin with an introduction to the basic fundamentals of black and white photography, including digital. Students will learn camera mechanics and handling, correct exposure, processing, printing and composition. Students will be required to analyze and write descriptive responses to all work produced in the class. The class will emphasize hands-on projects but will include tests and quizzes as well as other written work. In addition to traditional photographic processing, students will be given the opportunity to use computers for creating digital images. The course will also explore the history of photography and career opportunities. A lab donation is requested for materials and equipment.



**PHOTOGRAPHY 2 (P):** (Course Code 624390)

One-year course. Open to grades 10, 11, 12. Prerequisite: Completion of Photography 1. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This course is designed for the student interested in furthering his/her personal photographic vision. It will require a high degree of independent outside work as well as classroom lab time. A much greater emphasis will also be placed on developing computer skills necessary for image manipulation. Areas of study will include composite photography, still life arrangements, and selective focus, extended time exposures, self-portraits, artificial light and multiple exposures. Self-evaluations including analysis and descriptive reporting will be required. A career search and the exploration of the historical significance of photography will also be part of the curriculum. A lab donation is requested for materials and equipment.

**PHOTOGRAPHY 3:** (Course Code 624415)

One-year course. Open to grades 11, 12. Prerequisite: Completion of Photography 2. Not approved to meet the UC/CSU "F" Requirement for Visual and Performing Arts.

This advanced course covers more complex areas in the study of design and in the technical aspects of film and digital photography. Students will explore the progression of their work thus far and determine an area of concentration for their assignments and projects. They will look to historical and contemporary examples of quality photography for inspiration. In groups, they will examine the power of images and the role they play in our changing, visually-dense world. Students will build on their basic understanding of the history of photography. They will now analyze the progression of ideas and techniques to discover and predict the future and significance of images in our daily lives. Students will also look at a variety of career opportunities in traditional and non-traditional settings. A lab donation is requested for materials and equipment.

**DIGITAL ART (P):** (Course Code 624120)

One-year course. Open to grades 9, 10, 11, 12 Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This course incorporates both theoretical and applied knowledge to graphic art and traditional art. This comprehensive program emphasizes the fundamentals of the elements and principles of graphic arts and design. The ability to plan and create original works of art will be developed through research, analysis, and critique. Students will develop integrated skill sets that will empower them to utilize visual design. Students will learn to use Adobe Illustrator, InDesign, and Photoshop. A digital portfolio will be generated that can be used to demonstrate their abilities for college entrance or employment in the visual arts and/or graphic design field. A lab donation is requested for materials and equipment.

**CERAMICS 1 (P):** (Course Code 624210)

One-year course. Open to grades 9, 10, 11, 12. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This course introduces students to the fundamentals of hand-built and thrown ceramics. Students will analyze and evaluate their work and the work of others using the vocabulary and language unique to visual arts. Students will study a variety of cultures, from the past to the present and gain an understanding of ceramics within diverse historical and cultural contexts. A lab donation is requested for materials and equipment.

**CERAMICS 2 (P):** (Course Code 624250)

One-year course. Open to grades 10, 11, 12. Prerequisite: Completion of Ceramics 1. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This course expands on the concepts covered in Ceramics 1, including the fundamentals of hand-built and thrown ceramics. Students will continue to analyze and evaluate their work and the work of others using the vocabulary and language unique to the visual arts. Students will study a variety of cultures, from the past to the present, and gain an understanding of ceramics within diverse historical and cultural contexts. A lab donation is requested for materials and equipment.

**CERAMICS 3 (P):** (Course Code 624200)

One-year course. Open to grades 11, 12. Prerequisite: Completion of Ceramics 2. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Students will continue their exploration of artistic perception, art production, art history and valuing art. The program is driven by the student and teacher collaborating to write a series of assignment contracts targeted to specific areas of interest to the student. The areas of study will expand what was covered in Ceramics 2, including a more advanced and individualized study of hand-built and thrown ceramics. Students will explore the progression of their work thus far and determine an area of concentration for their assignments and projects. Students will continue to analyze and evaluate their work and the work of others using the vocabulary and language unique to the visual arts. A lab donation is requested for materials and equipment.

**AP STUDIO ART 2-D DESIGN (HP):** (Course Code 624291)

One-year course. Open to grades 11, 12. Prerequisite: Completion of Art 1 or 2. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Students will continue their exploration of artistic perception, art production, art history and valuing art under the parameters of the requirements for the Advanced Placement Studio Art portfolio. The student submits this portfolio for adjudication during the time of the AP testing schedule in May. The student's goal in taking this course is to experience a college level art program and to develop a portfolio of sufficient quality to earn credits toward university matriculation. Amador 2-D DESIGN students explore these artistic issues either through black & white darkroom photography or through Digital Art and Graphic Design. A lab donation is requested for materials and equipment.

**AP STUDIO ART 3-D DESIGN (HP):** (Course Code 624293)

One-year course. Open to grades 11, 12. Prerequisite: Completion of Ceramics 1 or 2 and concurrent enrollment with portfolio review. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Students will continue their exploration of artistic perception, art production, art history and valuing art under the parameters of the requirements for the Advanced Placement Studio Art portfolio. The student submits this portfolio for adjudication during the time of the AP testing schedule in May. The student's goal in taking this course is to experience a college level art program and to develop a portfolio of sufficient quality to earn credits toward university matriculation. A lab donation is requested for materials and equipment.

**AP STUDIO ART DRAWING (HP):** (Course Code 624283)

One-year course. Open to grades 11, 12. Prerequisite: Completion of Art 1 or 2. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Students will continue their exploration of artistic perception, art production, art history and valuing art under the parameters of the requirements for the Advanced Placement Studio Art portfolio. The student submits this portfolio for adjudication during the time of the AP testing schedule in May. The student's goal in taking this course is to experience a college level art program and to develop a portfolio of sufficient quality to earn credits toward university matriculation. A lab donation is requested for materials and equipment.

**AP ART HISTORY (HP):** (Course Code 624100)

One-year course. **(FHS only)** Open to grades 11, 12. Highly Recommended: College-level reading, writing and research skills. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This course provides secondary students the same learning opportunities as those provided to college students in an introductory college course in art history. AP Art History also provides schools an opportunity to strengthen an area neglected in most curricula. Students in this course gain an understanding of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students study a variety of cultures, analyzing major forms of artistic expression from the past to the present. Students learn the fundamentals of visual analysis with emphasis on understanding works in context, considering such issues as patronage, gender, and the functions and effects of works of art. This course requires a high degree of commitment to academic work and to the purposes of a program designed to meet college standards. This course prepares the student for the AP Art History Examination given in May, for which the student may receive college credit.

**VIDEO PRODUCTION 1 (P):** (Course Code 624310)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: One-year of visual and performing arts. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Students learn basic composition and will learn to integrate narrative, audio and visual elements into a series of production assignments. During the course of the year, students will build skills in the following three areas of production: pre-production, including planning, storyboarding and scriptwriting; production, including filming, audio recording and lighting; and post-production, including editing, critique and animation. Students will be expected to develop a sense of professional behavior and ethics as they learn about intellectual property rights and responsibilities as well as career opportunities. A lab donation is requested for materials and equipment.

**VIDEO PRODUCTION 2 (P):** (Course Code 624320)

One-year course. Open to grades 10, 11, 12. Prerequisite: Completion of Video Production 1 OR approval of instructor. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Students continue learning composition and will learn to integrate narrative, audio and visual elements into a series of production assignments. During the course of the year, students will build skills in the following three areas of production: pre-production, including planning, storyboarding and scriptwriting; production, including filming, audio recording and lighting; and post-production, including editing, critique and animation. Students will be expected to develop a sense of professional behavior and ethics as they learn about intellectual property rights and responsibilities as well as career opportunities. A lab donation is requested for materials and equipment.

**VIDEO PRODUCTION 3 (P):** (Course Code 624300)

One-year course. Open to grades 11, 12. Prerequisite: Completion of Video Production 2. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Students learn more advanced composition and will learn to integrate narrative, audio and visual elements into a series of production assignments. During the course of the year, students will build skills in the areas of production outlined in Video Production 1 and 2. Additionally, students will learn motion graphic creation, audio production and editing and DVD authoring. Students will be expected to develop a sense of professional behavior and ethics as they learn about intellectual property rights and responsibilities as well as career opportunities. A lab donation is requested for materials and equipment.

**PERFORMING ARTS****CONCERT CHOIR (P):** (Course Code 704843)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

(Large Ensemble) Singers receive instruction in vocal technique, reading music and basic music theory. A variety of choral literature, music styles and periods, both sacred and secular, are presented. Students learn stylistic interpretation, as well as development of vocal and musical skills. Open to piano accompanists with audition. Weekend tours may occur as well as clinics, music festivals, evening rehearsals and performances. All performances are mandatory.

**TREBLE CHOIR (P):** (Course Code 704830)

One-year course. **(FHS only)** Open to grades 10, 11, 12. Course may be repeated for credit. Prerequisite: Vocal and musical skills audition. One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

(Small Ensemble) Singers receive intermediate-level instruction in voice, reading music and basic music theory. A variety of treble choral literature, music styles and periods, both sacred and secular, are presented. Students learn stylistic interpretation, as well as development of vocal and musical skills. Most music sung in class will be used for performances. Open to piano accompanists with audition. Weekend tours may occur as well as clinics, music festivals, evening rehearsals and performances. All performances are mandatory.

**CHAMBER CHOIR (P):** (Course Code 704840)

One-year course. Open to grades 10, 11, 12. Course may be repeated for credit. Prerequisite: Vocal and musical skills audition. One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

(Small Ensemble) Singers receive advanced instruction in vocal technique, reading music and advanced music theory. A variety of choral literature, music styles and period, both sacred and secular, are presented. Students learn stylistic interpretation, as well as development of vocal and musical skills. Open to piano accompanists with audition. Weekend tours may occur as well as clinics, music festivals, evening rehearsals and performances. All performances are mandatory.

**VOCAL JAZZ ENSEMBLE (P):** (Course Code 704820)

One-year course. Open to grades 10, 11, 12. Course may be repeated for credit. Prerequisite: At least one year of Choir or Jazz Band, audition based, concurrent enrollment in a large ensemble (instrumental or vocal). One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Vocal Jazz Ensemble is an audition-based classroom ensemble, in which students will receive advanced instruction in jazz history, music theory, jazz composition, vocal and instrumental technique, solo transcription and improvisation, arranging, and performance skills. Students will also learn to run a sound system, and recording basics. Students will learn advanced jazz-based repertoire, with diverse selections of language, style, arrangers, and composers, some of which will be performed with jazz instrumentalists from within the instrumental music department. Weekend tours may occur as well as clinics, music festivals, evening rehearsals, and performances. All performances are required.

**DRAMA 1 (P):** (Course Code 644501)

One-year course. Open to grades 9, 10, 11, 12. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Students learn the basics of dramatic performing, technical theatre and gain exposure to some historical drama. Students will learn the foundations of performance, improvisation, technical theatre, voice, diction and movement. Students will complete a variety of performances and written assignments that will demonstrate practical and critical thinking skills and performance criteria.

**DRAMA 2 (P):** (Course Code 644502)

One-year course. Open to grades 10, 11, 12. Prerequisite: Completion of Drama 1 or instructor approval. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This performance-oriented course is designed to allow the experienced performer to practice his/her skills with more complex acting styles and materials. This course covers backstage and technical aspects of theater, the study of Shakespeare's comedic style, and research, rehearsal and performance of contemporary scenes and monologues. Students are required to see one live theater performance each semester.

**ADVANCED DRAMA (P):** (Course Code 644505)

One-year course. Open to grades 11, 12. Course may be repeated for credit. Prerequisite: Completion of Drama 1 and 2. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This class is for the serious drama student and is a continuation of the skills and projects learned in beginning and intermediate drama, with additions in the area of film studies and career preparation in the acting/production industries. Outside hours for internships in the community and school productions will be required of the student.

**THEATRE PRODUCTION (P):** (Course Code 644508)

One-year course. **(AVHS Only)** Open to grades 9, 10, 11, 12. Course may be repeated for credit. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This course is centered around theatre design and script analysis in conjunction with learning stage craft technique. Students learn to design and build sets, costumes, lights, and sound for the theatre. This is hands-on experience in all theatrical production elements, with much of the work being used for Amador Drama productions. Students are required to complete 20 hours of outside technical production hours over the entire year. Students will also need to see one live theater performance and write a production critique each semester.

**CONCERT BAND (P):** (Concert Course Code: 704650, Brass Course Code 704630, Woodwind Course Code 704640)

One-year course. Open to grades 9. Course may be repeated for credit. Recommended: previous experience on a symphonic band musical instrument. Instructor approval. One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

FIRST SEMESTER: This course is designed for the performance-minded music student. The band performs at home football games, local parades, band reviews, field shows, concerts, celebrations, regional and national events. Students are exposed to compositions of various stylistic periods which they perform.

SECOND SEMESTER: This is a performance-oriented class designed to allow the intermediate musician to improve and maximize their capabilities on their given instruments. Students will learn and perform music of the concert/symphonic band literature. Performances will include a winter and spring concert and various concert festivals and competitions in which the ensemble is entered. Attendance at all performances required.

**PERCUSSION BAND (P):** (Course Code 704610)

One-year course. **(FHS Only)** Open to grades 9, 10, 11, 12. Course may be repeated for credit. Prerequisite: Basic knowledge of percussion instruments and techniques. Instructor approval required. Under regular circumstances, students will be concurrently enrolled in Marching Band and Percussion Band. However, individual exceptions may be made for students with schedule conflicts or other individual circumstances which may make fulfilling this requirement unfeasible for the student. One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Percussion is a performance-oriented class with an emphasis on percussion instruments and techniques. Students will learn music terminology, music reading skills and ensemble performance techniques as it relates to percussion. Literature will include concert band, large ensemble, small ensemble and marching arrangements. Performances may include a winter and spring concert, outdoor pageantry events, and small ensemble festivals. Attendance is required at all performances.

**COLOR GUARD (P):** (Course Code 704860)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. prerequisite: Instructor approval required.

**One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.**

Ten units of the required twenty units in P.E. may be satisfied in the music department. All students must complete PE Course 1 freshman year. This is a performance-oriented class designed to allow students to learn movement through dance. Students will also learn to use props and equipment (flags, rifles, sabers) in a way that will enhance and supplement the school's marching band program. The color guard will also learn and perform a competitive show that allows them to combine the qualities of dance and athleticism in a unique blend.

**SYMPHONIC BAND (P):** (Course Code 704585)

One-year course. Open to grades 10, 11, 12. Course may be repeated for credit. Recommended: previous experience on a symphonic band musical instrument. Instructor approval. One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

FIRST SEMESTER: This course is designed for the performance-minded music student. The band performs at home football games, local parades, band reviews, field shows, concerts, celebrations, regional and national events. Students are exposed to compositions of various stylistic periods which they perform.

SECOND SEMESTER: This is a performance-oriented class designed to allow the advancing musician to improve and maximize their capabilities on their given instruments. Students will learn and perform music of the concert/symphonic band literature. Performances will include a winter and spring concert and various concert festivals and competitions in which the ensemble is entered. Attendance at all performances required.

**WIND ENSEMBLE (P):** (Course Code 704580)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Prerequisite: Students must have previous experience on a symphonic band musical instrument. Instructor approval and audition are required to enroll in class. The audition will include a prepared solo, knowledge of all major minor scales, arpeggios, rhythm, and sight reading. Knowledge of musical terminology is required. One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

FIRST SEMESTER: This course is designed for the performance-minded music student. The band performs at some home football games, local parades, band reviews, field shows, concerts, celebrations, winter guard shows, and national events. Students are exposed to compositions of various stylistic periods which they perform.

SECOND SEMESTER: This course is a performance-oriented class designed to allow experienced musicians to improve and maximize their capabilities on their given instruments. Students will learn and perform advanced music of symphonic band literature. Performances will include a winter and spring concert and various concert festivals and competitions in which the ensemble is entered. Attendance at all performances is required.

**JAZZ 2 (JAZZ BAND "B") (P):** (Course Code 704710)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Prerequisite: One-year of playing experience and performance audition. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This performance-based class is designed for intermediate students with experience on saxophone, trumpet, trombone, guitar, piano, percussion, drum set, or bass. Knowledge of major/minor scales is required. Students will learn intermediate improvisational techniques and rehearse and perform jazz music in all styles and genres. Music theory and music history are components of this class. The jazz band will perform at festivals, concerts, and community events throughout the year. Attendance at performances is a required portion of the class.

**JAZZ 1 (JAZZ BAND "A") (P):** (Course Code 704700)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Prerequisite: Two years of playing experience and performance audition. Meets the UC/CSU "F" Requirement for Visual and Performing Arts.

This performance-based class is designed for advanced students with experience on saxophone, trumpet, trombone, guitar, piano, percussion, drum set, or bass. Knowledge of blues scales, all modes, and major/minor scales is required. Students will learn advanced improvisational techniques and rehearse and perform jazz music in all styles and genres. Music theory and music history are components of this class. The jazz band will perform at festivals, concerts, and community events throughout the year. Attendance at performances is a required portion of the class.

**STRING ORCHESTRA (P):** (Course Code 704880)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Prerequisite: A minimum of two years of playing experience and instructor approval or audition. One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

String Orchestra is a performance-based class designed for students with experience on violin, viola, cello, bass, or piano. String and full orchestra music from all major music periods will be rehearsed, analyzed, and performed. Music theory and music history are components of this class. The orchestra will perform at festivals, concerts, and community events throughout the year. Attendance at performances is a required portion of the class.

**SYMPHONY ORCHESTRA (P):** (Course Code 704885)

One-year course. Open to grades 10, 11, 12. Course may be repeated for credit. Prerequisite: Completion of String Orchestra, a minimum of three years of playing experience, and instructor approval or audition. One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

Symphony Orchestra is a performance-based class designed for students with extensive experience on violin, viola, cello, bass, or piano. Advanced string and full orchestra music from all major music periods will be rehearsed, analyzed, and performed. Advanced music theory and music history are components of this class. The orchestra will perform at festivals, concerts, and community events throughout the year. Attendance at performances is a required portion of the class.

**AP MUSIC THEORY (HP):** (Course Code 704900)

One-year course. Open to grades 11, 12. Recommended prerequisite: Two years of playing experience and concurrent enrollment in a band, orchestra, or choir course; or instructor approval. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). One year meets the UC/CSU "F" Requirement for Visual and Performing Arts.

AP Music Theory is an academic-based course with an aural component tied to each topic. This course will cover topics such as musical terminology, aural skills, notation, rhythm and meter, scales, intervals, triads and seventh chords, cadences, non-harmonic tones, melody, texture, voice leading, modulation, and small forms and score analysis. This course prepares the student for the AP Music Theory Examination given in May, for which the student may receive college credit.

# WORLD LANGUAGES

The California State Seal of Biliteracy recognizes high school graduates who have achieved a high level of proficiency in speaking, reading, and writing in English and in one or more languages in addition to English. Governor Newsom has signed AB 370, and the new law will go into effect on January 1st, 2024. AB 370 changes the requirements for the State Seal of Biliteracy (SSB) as outlined [here](#).

To earn the California State Seal of Biliteracy a student must:

## **1) Demonstrate English Proficiency Through One Of The Following Methods:**

### **Coursework:**

- Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those classes.

OR

### **Assessment (Choose One):**

- Option 1: State Assessment: Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade 11, at or above the “standard met” achievement level.
- Option 2: Advanced Placement (AP) Assessment: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).
- Option 3: International Baccalaureate (IB) Assessment: Pass an English IB examination with a score of 4 or higher.
- Option 4: SAT: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

### **Additional English Proficiency Requirement for English Learners Only:**

- In addition to the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

AND

## **2) Demonstrate proficiency in one or more languages, other than English, through one of the following methods:**

### **Coursework:**

- Successfully complete a four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.

OR

### **Assessment (Choose One):**

- Option 1: AP: Pass a world language AP examination with a score of 3 or higher,
- Option 2: IB: Pass an IB examination with a score of 4 or higher,
- Option 3: ACTFL: Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher, or
- Option 4: District-Approved Assessment: Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.

Refer to California Department of Education FAQs: <https://www.cde.ca.gov/sp/el/er/ssbfaq.as>

# Spanish Dual Language Immersion

## Pathway to the State Seal of Biliteracy

### Valley View Elementary School

Spanish is used as the language of instruction throughout the primary grades. English is introduced gradually into the curriculum.

#### Grades K—2

- All subjects are taught in Spanish
- Kindergarten—10% English instruction
- First Grade—10% English instruction
- Second Grade—20% English instruction

#### Grade 3

- English language arts is formally introduced
- 30% English instruction

#### Grades 4-5

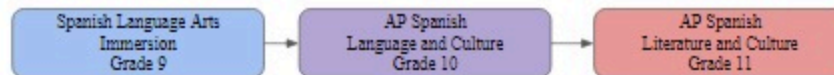
- Instructional time is evenly divided between English and Spanish
- The two languages are used separately during different periods of instruction

(pathway continues below)

### Pleasanton Middle School

The elective course provides grade level development of Spanish language arts and reading skills for students who have completed the elementary dual language immersion program and native Spanish speaking students who have grade level Spanish literacy skills. There is a single elective period at grades 6, 7, and 8.

### Foothill High School



**State Seal of Biliteracy. See program section for additional information**

### **AMERICAN SIGN LANGUAGE I (P):** (Course Code 665495)

One-year course. Open to grades 9, 10, 11, 12. Meets the UC/CSU "E" Requirement for a Language Other than English.

This course covers the beginning fundamental principles of American Sign Language (ASL) and introduces basic information about the Deaf community and Deaf culture. It covers basic ASL skills, both receptive (seeing and understanding) and expressive (signing) as well as basic conversation skills, emphasizing vocabulary building and correct use of signs. ASL, sometimes referred to as "the language of the deaf", will be particularly useful to persons with an interest in better, more effective communications with deaf individuals, and for those interested in eventually interpreting, teaching, and/or working with the deaf and hard of hearing communities.

### **AMERICAN SIGN LANGUAGE II (P):** (Course Code 665500)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Completion of ASL I with a grade of C- or better. Meets the UC/CSU "E" Requirement for a Language Other than English.

This course covers the fundamental principles of Level II American Sign Language and introduces more advanced information about the Deaf community and Deaf culture. It covers ASL skills, both receptive (seeing and understanding) and expressive (signing) as well as conversation skills, emphasizing vocabulary building and pragmatics. Understanding and expressing yourself in an ASL conversation, including the use of facial expression and body language are important aspects of this course. ASL, sometimes referred to as "the language of the deaf", will be particularly useful to persons with



interest in better, more effective communications with deaf individuals, and for those interested in eventual interpreting, teaching, and/or working with the deaf and hard of hearing communities.

**AMERICAN SIGN LANGUAGE III (P):** (Course Code 665510)

One-year course. Open to grades 11, 12. Prerequisite: Completion of ASL II with a grade of C- or better. Meets the UC/CSU "E" Requirement for a Language Other than English.

This course focuses on translation with the ability to interpret any written story. The student will also begin to work on voice-translation as well as build on receptive skills in the language. Involvement in the deaf community is strongly encouraged in order to build vocabulary through socialization in the deaf community. Total class participation is required in order to do well in the class.

**AMERICAN SIGN LANGUAGE IV (P):** (Course Code 665515)

One-year course. Open to grades 11, 12. Prerequisite: Completion of ASL III with a grade of C- or better. Meets the UC/CSU "E" Requirement for a Language Other than English.

This course covers the in-depth exposure and comparative analysis of the Deaf social and linguistic experience using American Sign Language. ASL will be particularly useful to persons with an interest in better, more effective communications with deaf individuals, and for those interested in eventual interpreting, teaching, and/or working with the deaf and hard of hearing communities.

**CHINESE I (MANDARIN) (P):** (Course Code 665470)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of C or better in prior year English course. Meets the UC/CSU "E" Requirement for a Language Other than English.

Chinese I (Mandarin) introduce students to the Chinese language and culture of China. The overall objective is for students to develop basic listening, speaking, reading and writing abilities in Chinese and to understand the customs and life of modern Chinese. The course goals include the following: (1): Speaking: students develop dialogues, and are able to describe some basic daily activities using basic vocabulary; (2): Listening: students understand daily conversation; (3): Reading: students are able to read over basic daily Chinese characters with or without Pinyin; (4): Writing: students write Chinese characters and short sentences. Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning; these activities include Chinese movies, Chinese traditional arts and crafts, presentations and projects.

**CHINESE II (MANDARIN) (P):** (Course Code 665450)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of C or better in prior year English course. Meets the UC/CSU "E" Requirement for a Language Other than English.

Chinese II (Mandarin) is a continuation of Chinese I. There are two main goals for this course:

(1) To allow students to build on the knowledge of Chinese I and advance into communication in listening, speaking, writing and reading, with new topics. New topics include restaurant and food, library, road and directions, birthday party, seeing doctor, dating, post office, renting an apartment, sports and travel, etc. The curriculum will reflect the belief of the textbook writers: to emphasize a well-balanced language program, which means listening, speaking, reading and writing are equally included. The goal is for students to be able to use the language learned in real-life situations, and have stronger reading and writing skills after taking this course. (2) To allow students to further develop and deepen the knowledge of Chinese culture. Culture is an important part of language; therefore, culture and cultural product learning and understanding is another major part of the curriculum of this course. During the school year, some cultural research projects will be assigned to students. These projects are to be finished at home, presented to the teacher and the class, and graded strictly according to their rubric.

**CHINESE III (MANDARIN) (P):** (Course Code 665455)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of C or better in prior year English course. Meets the UC/CSU "E" Requirement for a Language Other than English.

Chinese III (Mandarin) is a continuation of Chinese II. This course focuses on language proficiency while interweaving level- and age- appropriate cultural content throughout the course and providing frequent formative assessment of students' developing proficiencies within the context of their learning. The goals for this course are to demonstrate the ability to actively use approximately 1200 vocabulary and word combinations, write advanced words, sentences, and

paragraphs, and analyze literature. Students will: (1) build on the knowledge of Chinese II to make significant progress in listening, speaking, writing and reading, with new or similar topics; (2) be able to further develop and deepen the knowledge of Chinese culture; (3) and have exposure to Chinese literature. The overall objectives are for students to develop more advanced listening, speaking, reading, writing, and typing abilities in Chinese, develop a basic understanding and appreciation of a variety of Chinese literature, and understand the customs and life in modern China. Students who successfully complete this one year program will be able to pursue advanced study in the future.

**AP CHINESE LANGUAGE AND CULTURE (MANDARIN) (HP):** (Course Code 665460)

One-year course. Open to grades 10, 11, 12. Prerequisite: Grade of C or better in prior year English course. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "E" Requirement for a Language Other than English.

AP Chinese course is designed for students who have successfully completed Mandarin III and are ready for a more advanced curriculum. This course aims to provide students with various and ongoing opportunities to further develop their language skills within a cultural frame of reference, reflecting the richness of Chinese language and culture, while also immersing them in the Chinese-speaking world. This course will engage students in an exploration of both contemporary and historical Chinese culture, and prepares them to demonstrate their level of Chinese proficiency across the three communication modes (Interpersonal, Interpretive, and Presentational). Additionally, it will prepare them in the five goal areas –Communication, Cultures, Connections, Comparisons, and Communities – as well as align with the California State Standards. Lastly, this course is designed to be comparable to the fourth semester college level course in Mandarin Chinese. Students are required to take the AP Chinese exam.

**FRENCH I (P):** (Course Code 665000)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of C or better in prior year English course. Meets the UC/CSU "E" Requirement for a Language Other than English.

French 1 is a communication-based foreign language course in which the students will listen, speak, read and write at a beginner level. Students will increase their awareness of French-speaking populations and cultures. In this course, students will learn to comprehend and react appropriately to oral and written prompts through the use of dialogue and audio/visual activities.

**FRENCH II (P):** (Course Code 665020)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of C- or better in French I. Meets the UC/CSU "E" Requirement for a Language Other than English.

French II is a communication-based foreign language course in which the students will listen, speak, read and write at an intermediate level. Students will expand their knowledge of French-speaking populations and cultures. In this course, students will further develop their ability to comprehend, write, and communicate socially in the target language.

**FRENCH III (P):** (Course Code 665040)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of C- or better in French II. Meets the UC/CSU "E" Requirement for a Language Other than English.

French III is a communication-based foreign language course in which the students will listen, speak, read and write at an intermediate level. Students will expand their knowledge of French-speaking populations and cultures. In this course, students will further develop their ability to comprehend, write, and communicate socially in the target language.

**AP FRENCH LANGUAGE AND CULTURE (HP):** (Course Code 665065)

One-year course. Open to grades 10, 11, 12. Prerequisite: Grade of B or better in French III. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "E" Requirement for a Language Other than English.

This course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students learn language structures in context and use them to convey meaning. In order to best facilitate the study of language and culture, the course is taught in the target language. This course prepares the student for the AP French Language and Culture Examination given in May, for which the student may receive college credit.

**FRENCH V HONORS (HP):** (Course Code 665085)

One-year course. Open to grades 11, 12. Prerequisite: Grade of B or better in AP French Language IV. Meets the UC/CSU "E" Requirement for a Language Other than English.

This course is designed for students wanting to continue their study of French. Emphasis will be on literary analysis and interpretation. Students will learn the techniques of literary analysis as well as basic vocabulary of critical terms. Class discussion and essay writing in French will be important components of the course.

**JAPANESE I (P):** (Course Code 665400)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of C or better in prior year English course. Meets the UC/CSU "E" Requirement for a Language Other than English.

Japanese I is an introduction to the language and culture of Japan obtained through listening, speaking, reading and writing. It is designed to build a foundation of the language with an emphasis in communication skills, while cultivating the desire to pursue Japanese studies for years to come.

**JAPANESE II (P):** (Course Code 665410)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of C- or better in Japanese I. Meets the UC/CSU "E" Requirement for a Language Other than English.

Japanese II serves as a continuation to the foundation of language and culture of Japan obtained in Japanese I. Through communicative activities, Japanese II will foster the students' understanding of the language and culture of Japan while also creating an interest in furthering their studies.

**JAPANESE III (P):** (Course Code 665420)

One-year course. Open to grades 10, 11, 12. Prerequisite: Grade of C- or better in Japanese II. Meets the UC/CSU "E" Requirement for a Language Other than English.

Students will build upon their communication skills to develop more complex and interactive speaking ability. The course will continue to emphasize listening, speaking, reading and writing skills. As an understanding of Japanese culture is a key element in appreciating the language, culture study will be woven throughout this communication-based course.

**AP JAPANESE LANGUAGE AND CULTURE (HP):** (Course Code 665380)

One-year course. Open to grades 11, 12. Prerequisite: Grade of B or better in Japanese III. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "E" Requirement for a Language Other than English.

This course is designed to be comparable to college/university Japanese courses that represent the point at which students complete approximately 300 hours of college-level classroom instruction. Like the corresponding college courses, this course supports students as they develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Students' proficiency levels at the end of the course are expected to reach at least the Intermediate Low to Intermediate Mid-range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. This course prepares the student for the AP Japanese Language and Culture Examination given in May, for which the student may receive college credit.

**JAPANESE V (HONORS) (HP):** (Course Code 665390)

One-year course. Open to grade 12. Prerequisite: Grade of B or better in AP Japanese IV. Meets the UC/CSU "E" Requirement for a Language Other than English.

This is a communication-based course in which the students will listen, speak, read and write at an intermediate level. Students will further develop vocabulary, Japanese grammar, and Kanji reading and writing skills. This will help prepare students to read Japanese newspapers, magazines and literature. Students analyze and express their personal opinions on literary texts that are introduced during class. Students will write poems - Haiku, Waka - and short stories in Japanese. In addition, Japanese culture will also be taught throughout the curriculum.

**KOREAN I (P):** (Course Code 665535)

One-year course. Open to grades 9, 10, 11, 12. Recommended: Grade of C or better in prior year English course. Meets the UC/CSU "E" Requirement for a Language Other than English.

This course provides basic instruction in listening, speaking, reading, and writing Korean. In addition, students increase their awareness of Korean-speaking populations and cultures. The course content is communication-based so students are able to comprehend and react appropriately to oral and written messages.

**KOREAN II (P):** (Course Code 665540)

One-year course. Open to grades 9, 10, 11, 12. Recommended: Grade of C or better in prior year English course. Meets the UC/CSU "E" Requirement for a Language Other than English.

Korean II is designed for students who have successfully completed Korean I. This course will focus on the review of grammar and further development of listening, speaking, reading, and writing skills in Korean. Students will continue to learn the basic elements of Korean grammar and expand their communicative abilities to understand and produce a more complex level of oral and written language. Various aspects of Korean culture will be incorporated throughout the course.

**KOREAN III (P):** (Course Code 665545)

One-year course. Open to grades 9, 10, 11, 12. Recommended: Grade of C or better in prior year English course. Meets the UC/CSU "E" Requirement for a Language Other than English.

Korean III is designed for students who have successfully completed Korean II. This course will provide advanced, broader and further practice in conversation, reading and writing, including the reading and writing of Korean. The goal of this course is to enhance the students' fluency in Korean conversation and in the reading and writing of Korean at the intermediate level. Students will continue to learn more complex levels of oral and written language and also refine what they have learned through various tasks and projects.

**Honors Korean IV (HP):** (Course Code 665550)

One-year course. Open to grades 9, 10, 11, 12. Recommended: Grade of C or better in prior year Korean course. Pending approval to meet the UC/CSU "E" Requirement for a Language Other than English.

The Korean IV Honors, recommended for students who completed Korean III with a B or higher, is mainly taught in the target language and focuses on the mastery of advanced levels in reading, writing, listening, speaking, and the advanced development of cultural literacy. Throughout the course, students will not only enhance their comprehension of Korean culture and society, but also develop their ability to gather, synthesize, compare, and contrast information from diverse sources. Engaging in discussions and exchanging opinions on topics of interest will be a key aspect of the course, enabling students to refine their analytical skills. To further strengthen their language proficiency, students will be exposed to a wide range of genres and will actively participate in reading and writing activities, interacting with materials from various sources such as print media and social media. Additionally, students will navigate through more in depth study of culture, history, costumes and lifestyles of Korea utilizing authentic materials and enhance their ability to communicate in target language outside the classroom setting.

**SPANISH I (P):** (Course Code 665100)

One-year course. Open to grades 9, 10, 11, 12. Recommended: Grade of C or better in prior year English course. Meets the UC/CSU "E" Requirement for a Language Other than English.

This course provides basic instruction in listening, speaking, reading, and writing Spanish. In addition, students increase their awareness of Spanish-speaking populations and cultures. The course content is communication-based so students are able to comprehend and react appropriately to oral and written messages.

**SPANISH II (P):** (Course Code 665120)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of C or better in Spanish I or placement test. Meets the UC/CSU "E" Requirement for a Language Other than English.

Students will learn and review vocabulary and grammar; expand their listening, speaking, reading, and writing skills; connect Spanish with science, math, history, and geography; read about people, places, and traditions from the Spanish-speaking world; read authentic literature: short stories, poems, autobiographies, legends, and song lyrics; communicate about what's important to them: friends, relationships, leisure activities and future plans; communicate about contemporary topics: school life, special events, community, past and current events, nutrition, environment, and travel; and develop a strong foundation for the study of the Spanish language and culture.

**SPANISH III (P):** (Course Code 665140)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of C or better in Spanish II or placement test. Meets the UC/CSU "E" Requirement for a Language Other than English.

Students will learn and review vocabulary and grammar; expand their listening, speaking, reading, and writing skills; connect Spanish with science, math, history, and geography; read about people, places, and traditions from the Spanish-speaking world; read authentic literature: short stories, poems, autobiographies, legends, and song lyrics; communicate about what's important to them: friends, relationships, leisure activities and future plans; communicate about contemporary topics: health, history, government, the arts and the environment; and develop a strong foundation for the study of the Spanish language and culture.

**SPANISH LANGUAGE ARTS IMMERSION 9 (P):** (Course Code 665330)

One-year course. **(FHS Only)** Open to grade 9. Meets the UC/CSU "E" Requirement for a Language Other than English.

Spanish Immersion 9 is a college-preparatory course for dual immersion, native and/or heritage speakers. This pre-AP course is intended to be meaningful and challenging to students and connect to real-life situations, their personal experiences, incorporating all four language skills/modalities (listening, speaking, reading, and writing). Additional focus in grammatical and writing skills will be integrated through a variety of authentic texts and resources. This course will continue to develop their bilingualism through high school graduation.

**SPANISH IV (P):** (Course Code 665160)

One-year course. **(AVHS Only)** Open to grades 9, 10, 11, 12. Prerequisite: Grade of C or better in Spanish III or placement test. Meets the UC/CSU "E" Requirement for a Language Other than English.

Spanish IV is a college preparatory course for native speakers, students who have successfully completed Spanish III and wish to further their Spanish studies, and Dual Immersion Program students. The course emphasizes conversational and grammatical skills at an advanced level. Students focus on the verbal and auditory skills in a range of settings and situations for a variety of purposes. Cultural literacy and appreciation of Spanish and Spanish-speaking culture is incorporated into the coursework by sampling Spanish fiction, literary works of art, recordings, Spanish language television, films, newspapers, magazines, creative writing, reading for information and pleasure, and discussion. Particular attention is given to the teaching of language skills (listening, reading, speaking, and writing) and is instructed through the study of advanced oral and written texts. The course is instructed exclusively in Spanish.

**AP SPANISH LANGUAGE AND CULTURE (HP):** (Course Code 665165)

One-year course. Open to grades 9, 10, 11, 12. Prerequisite: Grade of B or better in Spanish III. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "E" Requirement for a Language Other than English.

This course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students learn language structures in context and use them to convey meaning. In order to best facilitate the study of language and culture, the course is taught in the target language. This course prepares the student for the AP Spanish Language and Culture Examination given in May, for which the student may receive college credit.

**AP SPANISH LITERATURE AND CULTURE (HP):** (Course Code 665185)

One-year course. Open to grades 9, 10, 11, 12. Highly recommended: Completion of AP Spanish Language IV with a grade of B or better. AP courses are college-level and may rely on knowledge obtained in recommended prior course(s). Meets the UC/CSU "E" Requirement for a Language Other than English.

This course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication: interpersonal, interpretive, and presentational. This course prepares the student for the AP Spanish Literature and Culture Examination given in May, for which the student may receive college credit.

## ADDITIONAL COURSES

### **AP Seminar (HP):** (Course Code 748365)

One year course. **(PVA Only)** Open to grades 10, 11.

This course meets the UC/CSU requirement for “G” electives.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. Students learn to synthesize information and develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

### **AP Research (HP):** (Course Code 748375)

One-year course. **(PVA Only)** Open to grades 11, 12.

This course meets the UC/CSU requirement for “G” electives. AP Seminar is a prerequisite for AP Research.

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

### **ACADEMIC SUPPORT/STUDY SKILLS:** (Course Code 772040)

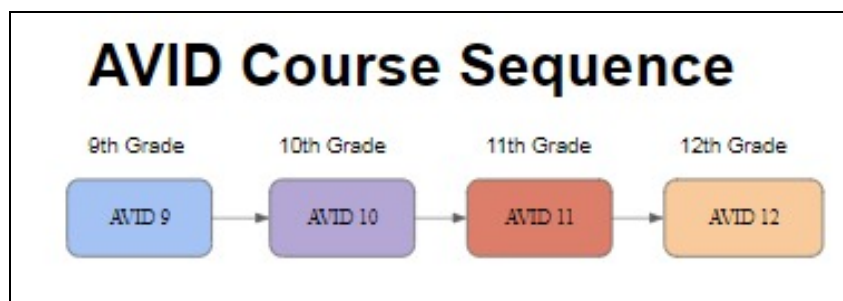
One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit.

The course will focus on skills necessary to produce successful high school and college students. Students will receive training in study skills, note taking methods, organization, test preparation, test taking strategies, reading skills, memorization techniques, and the structure of writing. Academic support will be provided as students co-tutor one another on homework. Approximately 1/3 of the class time is devoted to teaching study skills, with the other 2/3 providing homework time and support.

### **PEER ACADEMIC TUTOR:** (Course Code 697490)

One-year course. Open to grades 10, 11, 12. Course may be repeated for credit.

Students who wish to be academic tutors may enroll in the course to act as tutors for students in the academic support elective class. The tutors are expected to tutor five to seven students on a daily basis during the academic support class period, and assist the teacher in providing academic and organizational skills to the students. The tutors are expected to be able to tutor in subjects in which they have been successful at an honors or advanced placement level, which include, but are not limited to world language, health, language arts, mathematics, science, and social science. Tutors will receive instruction in tutoring students using the inquiry method that encourages higher level thinking by the students who are being tutored.



**AVID 9 (P):** (Course Code 772050)

One-year course. Open to grade 9. Prerequisite: C or better in 8<sup>th</sup> Grade AVID, or application and interview process. Meets the UC/CSU "G" Requirement for Electives.

This course is a college preparatory program for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. The AVID course emphasizes training in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). Tutors will provide academic assistance using specific inquiry-based strategies. AVID 9 students investigate strategies for success in high school, and begin to discover college requirements. Curriculum includes preparation for college entrance exams. Students will also experience guest speakers from the community, visit college campuses, and perform community service to become well-rounded students.

**AVID 10 (P):** (Course Code 772070)

One-year course. Open to grade 10. Prerequisite: C or better in AVID 9, or application and interview process. Meets the UC/CSU "G" Requirement for Electives.

This course is a continuation of the college preparatory program for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. The AVID course emphasizes training in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). Tutors will provide academic assistance using specific inquiry-based strategies. AVID 10 students continue to emphasize college and career preparedness, including practice in college entrance exams and college level vocabulary. Students will also experience guest speakers from the community, visit college campuses, and perform community service to become well-rounded students.

**AVID 11 (P):** (Course Code 772080)

One-year course. Open to grade 11. Prerequisite: C or better in AVID 10, or application and interview process. Meets the UC/CSU "G" Requirement for Electives.

This course is a continuation of the college preparatory program for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Students enrolled in AVID 11 are encouraged to enroll in at least one Advanced Placement course of their choice. The AVID course emphasizes training in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). Tutors will provide academic assistance using specific inquiry-based strategies. AVID 11 students refine study skills and test taking strategies, and begin to focus on specific colleges and universities as they plan their educational future. AVID 11 students wishing to enroll in AVID Senior Seminar will enroll in an Advanced Placement or other college level course during the junior year, and begin research on a famous leader in preparation for the AVID Senior Seminar project. There will continue to be opportunities to experience guest speakers from the community, visit college campuses, and perform community service to become well-rounded students.

**AVID 12 (P):** (Course Code 772090)

One-year course. Open to grade 12. Prerequisite: C or better in AVID 11. Meets the UC/CSU "G" Requirement for Electives.

The AVID 12 course is the culmination of a student's years in the AVID program. As with all AVID courses, the AVID 12 course features tutorials where students participate in study groups to analyze subjects in which they are enrolled. Students also participate in Socratic Seminars, Philosophical Chairs, and other academic activities. AVID 12 students also continue to focus on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). AVID 12 students work on skills to improve upon his or her performance on college entrance exams and complete college and financial assistance applications with the assistance of the instructor.

**AVID TUTOR:** (Course Code 772060)

One-year course. Open to grades 11, 12. Course may be repeated for credit. Prerequisite: Permission of AVID Coordinator and AVID instructors.

Students act as tutors for AVID elective classes. The tutors are expected to tutor 5-7 students two times per week, and assist the teacher in providing academic and organizational skills to the students. The tutors are expected to be able to tutor in at least three subjects in which they have been successful at a high level, which include, but are not limited to foreign language, health, language arts, mathematics, science, and social science. Tutors will receive instruction in tutoring students using the inquiry method that encourages higher level thinking by the students who are being tutored. Some training will be completed outside of the school day.

**STUDENT LEADERSHIP (P):** (Course Code 770140)

One-year course. Open to grades 9, 10, 11, 12. Course may be repeated for credit. Prerequisite: Application/interview process. Meets the UC/CSU "G" Requirement for Electives.

The basic objective of the class is to offer student leaders an opportunity to develop leadership skills as they perform the responsibilities of the position they hold. The class is organized primarily as a workshop and deals with practical class work directly related to the individual's position of leadership, interests and initiative. Emphasis is on the development and completion of projects of benefit to the school and community. Students are expected to spend additional time fulfilling the responsibilities of their position outside of class. Elected and appointed officials are required to enroll in Leadership for the length of the term in which they hold office unless arrangements are made with the instructor prior to the start of the school year.

**STUDENT BOARD TRUSTEE (P):** (Course Code 748390)

One-year course. Open to grades 11, 12. Prerequisite: Application/interview process. Meets the UC/CSU "G" Requirement for Electives.

This is an elective course designed to give students the opportunity to better understand how local educational agencies work, how local governance is a dynamic and exciting process, and how it impacts each student. The Student Board Trustee attends their classes during the week and also attends regular monthly Board meetings. Students must be enrolled full-time as a high school student with good academic standing, attendance, and behavior while enrolled in this elective course. Course grade and credit are earned by completion of the course requirements which include attending school, attending Board meetings, and completing the major units of study listed in this course outline. This course will help students to develop self confidence and communication skills, and to actively participate in civic engagement opportunities.

**SPECIAL EDUCATION TUTOR:** (Course Code 772055)

One-year course. Open to grades 11, 12. Course may be repeated for credit. Prerequisite: Approval of Vice Principal and Special Education Department Chairperson. Students must agree to sign a confidentiality agreement.

Special Education Tutors provide assistance to students with special needs in either general education or special education classes. Students are expected to be responsible, compassionate, prepared to follow directions of instructors and aides, and willing to support students enrolled in the course. Students will be placed in courses based on individual strengths. This course is ideal for students interested in pursuing teaching as a career, particularly in special education.

**TEACHING ASSISTANT (TA):** (Course Code 779350)

One-semester or one-year course. Open to grades 11, 12. Course may be repeated for credit. Prerequisite: Staff approval.

Students are assigned to staff members to assist with the operation of the school in places such as the attendance office, counseling office or the library. Students may also work for individual teachers.

**GENERAL WORK EXPERIENCE (P):** (Course Code 632900)

One-year course. Open to grades 11, 12. Course may be repeated for credit. Meets the UC/CSU "G" Requirement for Electives.

This is an elective class that combines paid employment with classroom instruction. Students attend their jobs during the week and also attend a class session once a week at school. Students must have teacher-approved legal employment while enrolled in this elective. Course grade and credit are earned by completion of the course requirements which include attending class, submitting paycheck stubs, completing class assignments, submitting required forms, and maintaining



employment. Work Education Experience is built to help students develop positive work habits and attitudes, self-confidence, job skills, and a personal portfolio that can be used to locate, secure, and retain employment in the community. The curriculum is designed to meet the needs of students at various stages (levels) of vocational and career development beginning with the exploration of career interests to defining a career path utilizing the key competencies of speaking, listening, and problem solving. This curriculum uses research based methods to push students toward ongoing and individualized growth.

# EDUCATIONAL OPTIONS

## VILLAGE HIGH SCHOOL

**Program Description:** Village High School serves students in grades 10-12 who are at least 16 years of age and who would benefit from a smaller learning environment or need to recover credits for graduation. Village High School is WASC-accredited and recognized as a Model Continuation High School by the State of California. The school has many exemplary and flexible programs that serve the unique needs of all students.

**Referral Process:** Families may inquire about attending Village High School by contacting their counselor at Amador Valley or Foothill. Students may also be referred to Village by their counselor or administrator for an intake meeting with the Village High School Principal and Counselor.

**Schedule for the Day and Credits Earned:** Village offers all students a seven-period day and most students will be scheduled for 7 classes. Each class is 45 minutes in length with a brunch break of 20 minutes after 3rd period. Upon intake to Village High School, the counselor reviews the student's transcript and schedules accordingly. Due to the variety of classes offered, students can be scheduled for more than 1 English class, for example, if they need additional English credits. Credits are earned by a contract system and issued at each quarter as opposed to each semester. All PUSD and State standards are followed. To earn credits students must be present in class, working to the best of their ability and positively participating in order to receive a teacher signature each day. Tests, essays, quizzes, and class projects are some of the assessment tools used to determine a student's grade. A grade of F equals 0 credit. Variable credit is given to students based on their contract with the goal being that each student earns 3 credits per class per quarter. For example, if a student is taking 7 classes, earning 3 credits per class with a passing grade, then the student would earn 21 credits per quarter or 42 credits per semester compared to earning 30 credits per semester at Amador Valley or Foothill.

## PLEASANTON VIRTUAL ACADEMY

### An Independent Study Program

**Program Description:** The Pleasanton Virtual Academy (PVA) is a highly supported Independent Study program for Pleasanton Unified School District and is a flexible option that allows students to learn from home, in-person, and online. Upon request, students will be enrolled at PVA if space is available and if they meet the requirements for enrollment. This option provides excellent PUSD support for families who choose to homeschool their students. PVA also works well to support students who wish to concurrently enroll in courses at our local community colleges. Students work under the supervision of a credentialed PUSD teacher with whom they meet on a regular, weekly basis, in person or online via Zoom. Instructional materials are supplied by PUSD. There is no cost to families for enrollment in the program. Students are assigned a weekly appointment time to meet with their supervising teacher. The teacher evaluates the quality of the work submitted, and provides assistance if necessary. Weekly assignments must be submitted on time, per contract. Students who would like to participate must be capable of learning on their own. Students must sign a contract that stipulates the terms and conditions of the program and serves as the master agreement for the duration of the student enrollment. Students who fail to adhere to the terms of the agreement will be transferred to the comprehensive school site.

**Enrollment Process:** Current PUSD students may request full-time enrollment into PVA at any time during the school year with the exception of the last six weeks of each semester. Parents/guardians or students should contact their student's school counselor or administrator for more information and to be scheduled for an intake meeting. For students in special education, a change-in-placement IEP meeting will need to be held to discuss and consider the requested placement. Students may request part-time enrollment during the standard course request period each spring or during the high school add/drop periods at the start of each semester. Enrollment is on a space-available basis and students must demonstrate the ability to study independently to be enrolled.

**Academic Schedule:** A hybrid/blended schedule may be offered to those students who have a desire to maintain several classes at their current school site and enroll in the PVA for one or two classes. Students must be enrolled for a minimum of four courses per semester at one school site to be considered a full-time PUSD student. Students may enroll full-time in PVA (6 courses/year) or part-time (up to 2 courses/year). Part-time students remain enrolled in either 4 or 5 in-person, daily attendance-based courses at their comprehensive high school. While daily, in-person attendance is not a requirement for PVA, occasional in-person activities (such as exams) may be required. Optional in-person activities are offered throughout the school year. A student in good standing according to district guidelines may participate in school activities such as dances, sports, and the graduation ceremony at their comprehensive school of residence.

**Graduation Requirements:** PVA offers the majority of core curriculum classes available at the comprehensive schools. All courses satisfy the requirements for the PUSD high school diploma. PVA is WASC-accredited, and most courses are UC A-G aligned. Students must meet all state and district requirements for a diploma. Graduates from PVA will receive a diploma from The Pleasanton Virtual Academy.

Please refer to the website for the Pleasanton Virtual Academy: <https://www.pleasantonvirtualacademy.com/>.