

2024-2025



COLTON JOINT UNIFIED SCHOOL DISTRICT

Educational Services Division



High School Course Catalog

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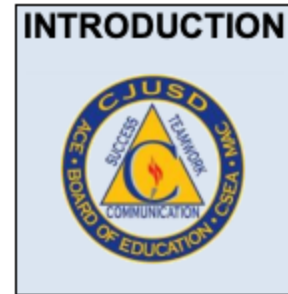
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NOTE: The following information is a synopsis of adopted course descriptions for counselor use only. For specific questions regarding course content, grading criteria or course alignment, please consult the board adopted course description available on the district web site at www.colton.k12.ca.us.



General Counseling Guidelines

- Core courses taken beyond the required units for graduation will be applied toward elective credit in accordance with Board Policy 6146.1(h). NOTE: This does not include repeated courses.
 - Satisfactory completion of courses requires a grade of “C” or better or teacher/counselor approval.
 - Concurrent Enrollment forms may be obtained from your Counselor. Students must complete the form and provide to a Counselor with required signatures. Counselor completes the Requested Transferable HS Requirement, signs, and obtains principal signature. Then, form should be emailed to the Director of Educational Services (7-12) for completion of the Transferable HS Requirement, HS Units and submission to the Board of Education for approval. After Board approval, form will be emailed back to the site head counselor and records technician.
 - All course header tables show maximum credits for courses. Courses taken above the maximums will not receive additional credits unless specified for additional credits in the course description (BP 6146.1).
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Graduation Requirements

Comprehensive High Schools – Bloomington, Colton, & Grand Terrace

Five semester credits may be earned for each course passed each semester. **Repeat courses are not eligible for additional credit unless specified in the course description. (BP 6146.1)**

Each student must complete the following to earn a diploma:

English I-IV	40
World History	10
U.S. History	10
Principles of Democracy	5
Economics	5
Math*	20**
Science (1 year Life Science, 1 year Physical Science)	20
Foreign Language or Fine Arts or Career Technical Education	10
Physical Education	20
Electives	80
Total Credits	220

* Algebra 1 may count for high school math credit if taken in grades 9-12.

**Students must pass both semesters of Algebra I as part of the math requirement to graduate.

University of California ‘a – g’ Requirements

In order for students to qualify for admissions to any campus in the University of California system, they must complete all of the following requirements with no grade lower than a C. Please see Counselor for full details.

- A. US History, World History - 2 years required
 - B. College Preparatory English – 4 years required
 - C. Math – 3 years required, 4 years recommended including Algebra, Geometry, Algebra II
 - D. Laboratory Science – 2 years required, 3 years recommended
 - E. Languages other than English – 2 years required, 3 years recommended
 - F. Visual and Performing Arts – 1 year required
 - G. College Prep Electives –1 year required (*Note that there may be validations – see counselor for details)
-

English Language Development (ELD)

English Learners, in addition to regular core classes with integrated English language development (ELD) support, are provided designated ELD classes to ensure their linguistic and academic needs are met. The ELD classes are designed to increase the English learners’ academic language as well as to support newcomers’ acclamation to school.

Our English Language Development (ELD) classes, ELD I, ELD II, ELD III, and ELD HS NC are specially designed to guide and encourage the students to learn the English language in meaningful ways to promote both active communication and solid language skills. Interpretive, Collaborative and Productive.

Students’ progression through the ELD sequence of coursework is based on their ability to demonstrate evidence of having the capacities described in each level of the California ELD Standards. Therefore, the placement and time it takes to progress through the ELD series can vary according to the individual student.

It is highly encouraged that a student’s primary language be fostered and further developed to promote bilingualism and biliteracy. As a 21st century literate individual, students are better equipped to navigate in our changing world when they are culturally and linguistically diverse in their mindset as they enter the global economy.

Career Technical Education Pathways & Linked Learning Pathways

Colton Joint Unified School District offers a comprehensive Career & Technical Education program that includes both District and ROP courses. Together these courses make up our CTE and Linked Learning pathways. Each CTE and Linked Learning pathway is made up of 2-4 courses that students are required to finish in order to be considered a completer of the pathway. Each pathway is concentrated in one of California’s 15 Industry Sectors and is made up of introduction, concentration, and capstone courses. Not all courses are offered at every school. Please see the course offerings for Career Technical programs in the handbook to identify the course and pathway information.

CJUSD offers courses in the following:

Industry Sector	Pathway
Arts, Media & Entertainment	Game Design & Integration
Business & Finance	Financial Services
Engineering & Architecture	Engineering Design Engineering Technology
Agriculture & Natural Resources	Animal Science
Health Science & Medical Technology	Health Care Administrative Services Mental & Behavioral Health
	Patient Care
	Food Service & Hospitality
Hospitality, Tourism & Recreation	Information Support & Services
Information & Communication Technologies	Networking
	Product Innovation & Design
Manufacturing & Product Development	Welding/Materials Joining
	Entrepreneurship
Marketing Sales & Service	Marketing
	Public Safety
Public Services	Systems Diagnostics, Service & Repair
Transportation	

ROP CTE Online

Colton-Redlands-Yucaipa ROP offers online CTE courses in addition to courses provided at HS sites. There are various elective course offerings which can be viewed by visiting their website at www.cry-rop.org. See your counselor or an ROP Career Readiness Specialist at your HS site for more information.

Articulation with Local Community Colleges

Several District and ROP CTE courses are articulated with local community colleges. This means that you will receive both high school and college credit for satisfactorily completing a course and meeting the requirements set forth by each college. In the course catalog find the Articulation section in the course header to determine which college completion of the course will provide articulation credits. See your District or ROP CTE teacher for more details and information.

Linked Learning Pathways

CJUSD participates in the San Bernardino County Linked Learning Regional Hub of Excellence and offers 8 Linked Learning pathways on the comprehensive high school campuses. Linked Learning is a successful approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. The Linked Learning approach integrates rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track. For Linked Learning students, education is organized around industry-sector themes. The industry theme is woven into lessons taught by teachers who collaborate across subject areas with input from working professionals, and reinforced by work-based learning with real employers. This makes learning more like the real world of work, and helps students answer the question, “Why do I need to know this?”

Linked Learning Pathways are offered at:

- Bloomington HS: Law Enforcement, Business Entrepreneurship, and PLTW Engineering
- Colton HS: Health Care, Hospitality & Tourism, and Welding
- Grand Terrace HS: Health Care, PLTW Engineering, and Arts, Media & Entertainment

See HS counselors for further details.

San Bernardino Valley College Concurrent Enrollment/Early College Program

Each comprehensive high school currently offers concurrent enrollment and Early College courses through San Bernardino Valley College (SBVC) that are offered on the high school site. A limited number of classes are offered and students will receive both high school and SBVC college credit. Please see your counselor for more details and to sign up.

Anti-discrimination Policy for the Colton Joint Unified School District

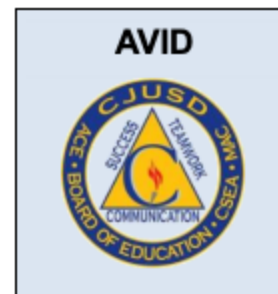
District programs and activities shall be free from discrimination, including, harassment, intimidation and bullying with respect to an actual or perceived ethnic group, religion, gender, gender expression, gender identity, color, race, ancestry, national origin, nationality, physical or mental disability, age or sexual orientation or association with a person or a group with one or more of these actual or perceived characteristics.

The Governing Board shall ensure equal opportunities for all pupils in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures and other activities. Eligibility for extra and co-curricular activities shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

All inquiries relating to nondiscrimination, harassment or educational equity in district programs and activities may be directed to the following compliance officers:

- Title IX – Brandon Dade, Assistant Superintendent, Human Resources, 1212 Valencia Drive, Colton, CA 92324 (909) 580-6691
 - Title II – Joda Murphy, Director, School Improvement and Accountability, 1212 Valencia Drive, Colton, CA 92324 (909) 580-6538
 - Section 504 – Robert Pearson, Director of Pupil Personnel Services, 850 E Washington St, Colton, CA 92324 (909) 580-6213
 - CCR Title 5 – Melissa Kingston, Director of Student Services, 850 E Washington St, Colton, CA 92324 (909) 580-6525.
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AVID



AVID Course Codes	AVID Course Titles
AVD003	AVID Student Tutor
AVD101	AVID 1st Year
AVD201	AVID 2nd Year
AVD301	AVID 3rd Year
AVD401	AVID Senior Seminar

Course Title: AVID Student Tutor

Course Number: AVID003

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Two or more years of HS AVID and/or enrollment in or completion of an AP course. 3.0 GPA
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2018

The AVID student tutors are crucial to the success of AVID. While serving as student tutors, students will earn AVID Tutor Certification, gain valuable work experience, accumulate community service hours, and be exposed to a possible career in teaching. AVID student tutors will be placed in AVID classes and with AVID trained academic teachers at the discretion of the AVID Coordinator. Student tutors work with groups of not more than seven students. Student tutors will attend a meeting with the AVID coordinator nine times per semester to work on leadership skills, group management skills, and honing of tutorial skills. AVID student tutors will take an active part in the AVID site team and the assembling of the site certification report. AVID student tutors will complete the necessary requirements for AVID Tutor certification including site or RIMS AVID tutor training, two formal observations and submission of completed required materials to RIMS/AVID Region 10.

Course Title: AVID 9
Course Number: AVID101
Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 9
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Acceptance into program
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2016

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it 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, motivational activities 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.

Course Title: AVID 10
Course Number: AVID201
Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 10
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Acceptance into program
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2016

During the tenth-grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

Course Title: AVID Junior Seminar

Course Number: AVID301

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 11
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** One prior year in AVID
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2018

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society and examine the effect that these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles, and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

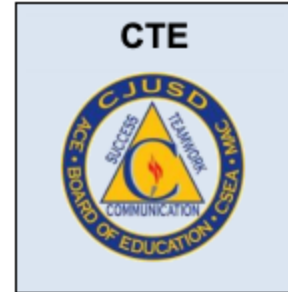
Course Title: AVID Senior Seminar

Course Number: AVID401

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** AVID Junior Seminar
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2016

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.



Career and Technical Education-District

COURSE CODE	COURSE NAME
CTE1130	Introduction to Business (<i>intro</i>)
CTE1149	Office Technology & Occupations (<i>con</i>)
CTE1148	Microsoft Office Specialist (<i>cap</i>)
CTE1160	Introduction to Finance (<i>con</i>)
CTE1150	Financial Management (<i>cap</i>)
CTE5001	Food & Nutrition (<i>intro</i>)
CTE5210	Hospitality Marketing (<i>con</i>)
CTE5220	Culinary I (<i>cap</i>)
CTE5260	Culinary II (<i>cap</i>)
CTE7100	Introduction to Engineering Design (<i>con</i>)
CTE7200	Principles of Engineering (<i>con</i>)
CTE7363	Digital Electronics (Honors) (<i>cap</i>)
CTE7460	Engineering Design & Development (Honors) (<i>cap</i>)
CTE7560	Civil Engineering and Architecture (Honors) (<i>con</i>)
<i>intro</i> =introduction <i>con</i> =concentrator <i>cap</i> =capstone	

Course Title: Introduction to Business

Course Number: CTE1130

Sites: BHS, CHS, GTHS, SMHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Marketing Sales & Service / **CTE Pathway:** Entrepreneurship (Introductory)
- ❖ **Linked Learning Pathway:** Business (BHS)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2014

This course provides students with an opportunity to learn and develop basic business skills. Topics will include an introduction to our free enterprise system and world economies, business leadership and careers, financial management, online business and social media, ethics, career planning, social responsibility and entrepreneurship. Upon completion of this course, students will have developed basic business skills to carry into their business and personal lives after graduation.

Course Title: Office Technology and Occupations

Course Number: CTE1149

Sites: GTHS, BHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Repeats must have a “C” or better or teacher permission
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** G-Elective (pending)
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Information & Communications Technology / **CTE Pathway:** Information & Support Services (Concentrator)
- ❖ **Linked Learning Pathway:** None (Recommended elective for all)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 12/2020

Office Occupations and Technology course prepares students for careers in business support services. Prepares students for a variety of entry-level administrative/ clerical pathways: Receptionist, Administrative Office Assistant, Data Entry Clerk and Business Records Management. Designed to train students to perform a variety of clerical tasks involving decision-making, accepting responsibility and managing an office. Students who successfully

complete the course acquire skills and competencies needed to become an efficient, productive member of an office support team. Subject matter is academically challenging; Involve substantial reading and writing; Include problem-solving and laboratory work, as appropriate; Show serious attention to analytical thinking, as well as factual content; Develop students' oral and listening skills; and Incorporate learning to develop skills and cultivate interest in the academic enterprise. This business course is articulated with local community college; satisfying prerequisites for business career pathways. Rigorous coursework is at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for college work or a future career path. Second semester students with acquired clerical skills will also have the opportunity to participate in the Community Classroom Program (On-The-Job Training), which combines classroom training with employment. Students will obtain an internship as an Office Assistant, non-paid work experience. Students will continue to master their career pathway objectives through this combined training.

Course Title: Microsoft Office Specialist

Course Number: CTE1148

Sites: GTHS, BHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Repeats must have a “C” or better or teacher permission
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** G-Elective (pending)
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Information & Communications Technology / **CTE Pathway:** Information & Support Services
- ❖ **Linked Learning Pathway:** None (Recommended elective for all)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 12/2020

A Microsoft Office Specialist (MOS) is a professional who has completed a series of certification exams to demonstrate high proficiency in the Microsoft Office software suite. Individuals who work in positions where MS Office programs are used frequently, such as administrative assisting or data entry, benefit from MOS certification. Certification examination is available for Word, Excel, and PowerPoint. No formal education is required; MOS certification is available at the specialist level. Microsoft Office Specialist is a capstone course to Business Technology designed to integrate academic and technical preparation, focus on career awareness, career exploration, and skill preparation for project-based learning, hands on highly engaging activities, students enrolled in Microsoft Office Specialist, will engage in an overview of the eligibility and training standards required for various professions within the Business Communication and Finance Industry sector while mastering Microsoft Office Suite features Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. The curriculum for this course includes important 21st Century job skills such as effective communication, critical thinking, creativity, and collaboration. Upon completion of this course students will be prepared to take the most current Microsoft Office certification exams, transition to post-secondary career training,

and or be prepared for entry level positions in today's Business and Finance Support and Services Industry.

Course Title: Introduction to Finance

Course Number: CTE1160

Sites: GTHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Business & Finance / **CTE Pathway:** Financial Services (Concentrator)
- ❖ **Linked Learning Pathway:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2017

This course provides students with an opportunity to learn and develop basic finance and business skills. Topics will include an introduction to our free enterprise system and world economies, business leadership and careers, financial management, online business and social media, ethics, career planning, social responsibility and entrepreneurship. Upon completion of this course, students will have developed basic financial skills to carry into their business and personal lives after graduation.

Course Title: Financial Management

Course Number: CTE1150

Sites: GTHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Computer Literacy/Elective Credit (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** Introduction to Finance
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Business & Finance / **CTE Pathway:** Financial Services (Capstone)
- ❖ **Linked Learning Pathway:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 10/2015

This course provides students with an introduction to economics and personal finance, business ownership and planning, business financial basics, personal financial planning, banking and credit, investing financial resources, and protecting your finances.

Course Title: Food & Nutrition

Course Number: CTE5001

Sites: CHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** SBVC
- ❖ **Industry Sector:** Hospitality, Tourism & Recreation / **CTE Pathway:** Food Service & Hospitality (Introductory)
- ❖ **Linked Learning Pathway:** Hospitality
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2014

This applied laboratory based course focuses on nutrition, health, and wellness, food safety and sanitation, food purchasing, food preparation techniques, meal service etiquette, cultures, food production and technology along with facilities and equipment. Students use equipment and supplies for food preparation labs. Students develop the ability to research, collect data, analyze information, report findings and evaluate food products and performance. This course is the second in the Hospitality, Tourism, and Recreation Pathway.

Course Title: Hospitality Marketing

Course Number: CTE5210

Sites: CHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Foods & Nutrition preferred
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Hospitality, Tourism & Recreation / **CTE Pathway:** Food Service & Hospitality (Concentrator)
- ❖ **Linked Learning Pathway:** Hospitality
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2016

This course provides students with an introduction to Hospitality Marketing and is designed to provide a basic introduction to the scope and importance of hospitality marketing. The course is also designed to serve the needs of both college and career readiness. This course is based upon the Hospitality, Tourism, and Recreation Education Framework which includes food science, food service and hospitality including tourism and recreation. This class is also based on the framework found in the marketing, sales and service sector and includes business, management

and entrepreneurship; communication and interpersonal skills and professional development foundation. Emphasis will be placed on both oral and written communications, mathematical applications, problem solving, and critical thinking skills, as they relate to hospitality, marketing, food and beverage markets, tourism markets, distribution, pricing, product/service management, promotion, entrepreneurship, and selling. Instructional strategies may include computer/technology applications, as well as real and/or simulated occupational experiences and projects in the business and marketing functions.

Course Title: Culinary I

Course Number: CTE5220

Sites: CHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Hospitality Marketing
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** SBVC
- ❖ **Industry Sector:** Hospitality, Tourism & Recreation / **CTE Pathway:** Food Service & Hospitality (Capstone)
- ❖ **Linked Learning Pathway:** Hospitality
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2016

This is the second course in the Hospitality Pathway, or it could be the first for those students who are interested in learning basic culinary arts. It focuses on key aspects of the food service and restaurant industry. Students taking this class will have in-depth, hands-on experiences that emphasize industry awareness, sanitation and safe food handling, food and beverage production, nutrition, food service, restaurant management, and customer service. Requirements for pursuing a career in Food Service will be covered. Students will also be exposed to post-high school education and career opportunities. Students in this class may be required to get a San Bernardino Food Workers Permit.

Course Title: Culinary II

Course Number: CTE5260

Sites: CHS

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Culinary I
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** None
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Hospitality, Tourism & Recreation / **CTE Pathway:** Food Service & Hospitality

- ❖ **Linked Learning Pathway: Hospitality**
- ❖ **Course Length: One year**
- ❖ **Adoption Date: 06/2018**

Culinary II is the final capstone course in the Hospitality Pathway. It provides students with further knowledge and skills they will need to begin a career in Hospitality Food Service. Emphasis begins with students learning about healthy food choices. Students will gain experience in food preparation and serving, global cuisines, and food sustainability. The course is aligned with ProStart program opportunities, Carl Perkins funding requirements, and takes an industry-infused approach.

Course Title: Introduction to Engineering Design

Course Number: CTE7100 (GTHS); SCI701 (BHS)

Sites: BHS, GTHS

- ❖ **Grade Level: 9-11**
- ❖ **Graduation Requirement: Computer Literacy/Elective (5 credits per semester, 10 credits max)**
- ❖ **Prerequisite: "C" or better in Math 8**
- ❖ **NCAA Requirement: None**
- ❖ **UC 'a-g' Requirement: D/G - College Preparatory Elective (Interdisciplinary)**
- ❖ **Articulation: None**
- ❖ **Industry Sector: Engineering & Architecture / CTE Pathway: Engineering Design (Concentrator)**
- ❖ **Linked Learning Pathway: Engineering**
- ❖ **Course Length: One year**
- ❖ **Adoption Date: 03/2014**

The major focus of the Introduction to Engineering Design (IED) course is to introduce students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a 3D solid modeling design software package to help them design solutions to solve proposed problems. Engineering is for students interested in biomechanics, aeronautics, and other applied math and science arenas. This course is aligned to the Project Lead the Way program.

Course Title: Principles of Engineering

Course Number: CTE7200 (GTHS); SCI702 (BHS)

Sites: BHS, GTHS

- ❖ **Grade Level: 10-12**
- ❖ **Graduation Requirement: Computer Literacy/Elective (5 credits per semester, 10 credits max)**
- ❖ **Prerequisite: Intro to Engineering Design**
- ❖ **NCAA Requirement: None**
- ❖ **UC 'a-g' Requirement: D/G - College Preparatory Elective (Interdisciplinary)**










- ❖ **Articulation:** None
- ❖ **Industry Sector:** Engineering & Architecture / **CTE Pathway:** Engineering Technology (Concentrator)
- ❖ **Linked Learning Pathway:** Engineering
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/2015

Principles of Engineering (POE) is a high school-level survey course in engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. POE gives students the opportunity to develop skills and understanding of course concepts through project, and problem-based learning. Used in combination with a team approach, project-based learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. Outcomes include the ability to: apply knowledge of mathematics, science and engineering; design and conduct experiments, as well as analyze and interpret data; design a system, component, or process to meet desired needs; function on multi-disciplinary teams; identify, formulate, and solve engineering problems; communicate effectively; have a broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context. This course is aligned to the Project Lead the Way program.

Course Title: Digital Electronics (Honors)

Course Number: CTE7363 (GTHS); SCI763 (BHS)

Sites: BHS, GTHS

-  **Grade Level:** 11
- Graduation Requirement:** Elective (5 credits per semester, 10 credits max)
-  **Prerequisite:** Intro to Engineering Design and/or Principles of Engineering
-  **NCAA Requirement:** None
-  **UC 'a-g' Requirement:** g - College Preparatory Elective (Interdisciplinary)
-  **Articulation:** None
-  **Industry Sector:** Engineering & Architecture / **CTE Pathway:** Engineering Technology (Capstone)
-  **Course Length:** One year
-  **Linked Learning Pathway:** Engineering
-  **Adoption Date:** 06/2018

Digital electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discrete voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. The course is also designed to serve the needs of both college and career entering students and uses the PLTW curriculum.

Course Title: Engineering Design & Development (Honors)

Course Number: CTE7460 (GTHS); SCI764 (BHS)

Sites: BHS, GTHS

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Computer Literacy/Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Intro to Engineering Design and/or Principles of Engineering
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g - College Preparatory Elective (Interdisciplinary)
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Engineering & Architecture / **CTE Pathway:** Engineering Design (Capstone)
- ❖ **Course Length:** One year
- ❖ **Linked Learning Pathway:** Engineering
- ❖ **Adoption Date:** 06/2018

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. The course is also designed to serve the needs of both college and career ready students.

Course Title: Civil Engineering & Architecture (Honors)

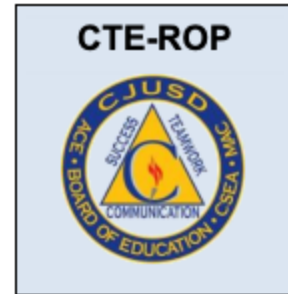
Course Number: CTE7560 (GTHS)

Sites: GTHS

- ❖ **Grade Level:** 10-12
- ❖ **Graduation Requirement:** Science/Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Intro to Engineering Design and Geometry
- ❖ **NCAA Requirement:** Pending
- ❖ **UC 'a-g' Requirement:** D/G - College Preparatory Elective (Interdisciplinary)
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Engineering & Architecture / **CTE Pathway:** Engineering Design (Capstone)
- ❖ **Course Length:** One year
- ❖ **Linked Learning Pathway:** Engineering
- ❖ **Adoption Date:** 06/2022

Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to 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 architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team

activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions.



Career and Technical Education - ROP

Course Code	Course Name
CTER1206	ROP Computer Mapping w/GIS I <i>(con)</i>
CTER1205	ROP Computer Mapping w/GIS II <i>(cap)</i>
CTER1407	ROP Virtual Enterprise <i>(con)</i>
CTER1408	ROP Virtual Enterprise 2 <i>(cap)</i>
CTER5107	ROP Fashion Marketing <i>(con)</i>
CTER1410	ROP Sports & Entertainment Marketing <i>(cap)</i>
CTER2108	ROP Community Health I
CTER2109	ROP Community Health II
CTER2110	ROP Sports Medicine 1 <i>(con)</i>
CTER2111	ROP Sports Medicine 2 <i>(cap)</i>
CTER2207	ROP Veterinary Assistant I <i>(con)</i>
CTER2209	ROP Veterinary Assistant II <i>(cap)</i>
CTER2220	ROP Medical Assistant - Clinical I <i>(intro)</i>
CTER2221	ROP Medical Assistant – Clinical II <i>(con)</i>
CTER2222	ROP Medical Assistant – Clinical III <i>(cap)</i>
CTER2303	ROP Medical Services Occupations <i>(intro)</i>
CTER2401	ROP Emergency Medical Responder I
CTER2402	ROP Emergency Medical Responder II
CTER23201/04	ROP Patient Care Technician
CTER24101/04	ROP Nurse Assistant – Certified
CTER2500	ROP Mind Matters <i>(con)</i>
CTER2510	ROP Mental Health Careers <i>(cap)</i>
CTER3010	ROP Graphic Communications <i>(con)</i>
CTER3011	ROP Graphic Communications 2 <i>(cap)</i>
CTER3109	ROP The Art of Animation <i>(con)</i>
CTER3111	ROP The Art of Animation II <i>(cap)</i>
CTER3340	ROP Mechatronics I <i>(con)</i>
CTER4110	ROP STEAM Shop II <i>(cap)</i>
CTER3130	ROP Graphic Design I <i>(con)</i>
CTER3230	ROP Graphic Design II <i>(cap)</i>
CTER4100	ROP Automotive General Service Technician I <i>(con)</i>
CTER4150	ROP Automotive General Service Technician II <i>(cap)</i>

CTER4200	ROP Welding Technology I (<i>con</i>)
CTER4250	ROP Welding Technology II (<i>cap</i>)
CTER4270	ROP Welding Technology III
CTER5200	ROP Careers in Child Development (<i>con</i>)
CTER5201	ROP Careers in Child Development 2 (<i>cap</i>)
CTER7001	ROP Career Planning & Management
CTER8125	ROP Introduction to Criminal Justice (<i>con</i>)
CTER8107	ROP Criminal Investigation (<i>cap</i>)

intro=introduction *con*=concentrator *cap*=capstone

Course Title: ROP Computer Mapping w/GIS I

Course Number: CTER1203

Sites: CHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – History/SS Requirement
- ❖ **Articulation:** RCC
- ❖ **Industry Sector:** Info Support & Comm Tech / **CTE Pathway:** Info Support & Services (Concentrator)
- ❖ **Linked Learning Pathway:** Business
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2021

Computer Mapping with Geographic Information Systems is a foundational course in the Information Support System pathway, designed to provide fundamental concepts of Geographic Information Systems (GIS) and enable students to apply the geographic inquiry process to environmental science, government, and business issues. This course introduces basic computer hardware, software and security management skills and integrates the history of automated mapping and GPS, cartographic principles, coordinate systems and map projections. Topics include project management, data structures, data sources and acquisition, shapefile layers and spatial data. Students will develop intermediate skills in online and desktop platforms, as well as analytical and spatial skills by identifying a hypothesis, gathering and analyzing data, and providing spatial solutions to practical and real life problems. GIS careers will be explored and fundamental concepts reinforced through hands-on activities and work-based learning that connects students to industry and the local community.

Course Title: ROP Computer Mapping w/GIS II

Course Number: CTER1204

Sites: CHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – History/SS Requirement
- ❖ **Articulation:** RCC
- ❖ **Industry Sector:** Info Support & Comm Tech / **CTE Pathway:** Info Support & Services (Capstone)
- ❖ **Linked Learning Pathway:** Business
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2021

Computer Mapping with Geographic Information Systems is a foundational course in the Information Support System pathway, designed to provide fundamental concepts of Geographic Information Systems (GIS) and enable students to apply the geographic inquiry process to environmental science, government, and business issues. This course introduces basic computer hardware, software and security management skills and integrates the history of automated mapping and GPS, cartographic principles, coordinate systems and map projections. Topics include project management, data structures, data sources and acquisition, shapefile layers and spatial data. Students will develop intermediate skills in online and desktop platforms, as well as analytical and spatial skills by identifying a hypothesis, gathering and analyzing data, and providing spatial solutions to practical and real life problems. GIS careers will be explored and fundamental concepts reinforced through hands-on activities and work-based learning that connects students to industry and the local community.

Course Title: ROP Creating an Online Business

Course Number: CTER1400

Sites: BHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** RCC
- ❖ **Industry Sector:** Marketing Sales & Service / **CTE Pathway:** Entrepreneurship (Concentrator)
- ❖ **Linked Learning Pathway:** Business
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2016

Creating an Online Business provides a background in business concepts including the role of entrepreneurial businesses in the United States and their impact on the local, regional, national and global economy. Students will evaluate the skills and commitment necessary to successfully create and operate an online business venture. Students will assess the current economic, social and political climates for their entrepreneurial ideas, evaluating their business concepts, and writing business plans for their online venture. By the end of the course, students will assess the strengths and weaknesses of an online business concept, collect and organize market research data into a marketing plan, and prepare the financial analysis for their online business venture.

Course Title: ROP Virtual Enterprise

Course Number: CTER1407

Sites: BHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 20 credits max)
- ❖ **Prerequisite:** Digital Business Communications or teacher permission
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** RCC
- ❖ **Industry Sector:** Marketing Sales & Service / **CTE Pathway:** Entrepreneurship (Capstone)
- ❖ **Linked Learning Pathway:** Business
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2015

Students learn the principles of micro and macroeconomics and apply those principles by setting-up and operating a simulated business in preparation for working in a real business environment. Students study supply and demand, the Federal Reserve System, taxation by federal, state and local entities, the stock market and international transactions. Students determine the nature of the business, its products and services, the organizational structure, and practice the daily operations of a business. They use current business software and the Internet for business transactions. The focus is on business operations, basic economic principles, and communication, computation, and employability skills. Worksite learning is an optional component of this class and may be available to eligible students.

Course Title: ROP Virtual Enterprise 2

Course Number: CTER1408

Sites: BHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 20 credits max)
- ❖ **Prerequisite:** Digital Business Communications or teacher permission
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** G – College Preparatory History/Social Elective
- ❖ **Articulation:** RCC

- ❖ **Industry Sector: Marketing Sales & Service / CTE Pathway: Entrepreneurship (Capstone)**
- ❖ **Linked Learning Pathway: Business**
- ❖ **Course Length: One Year**
- ❖ **Adoption Date: 07/2022**

Virtual Enterprise 2 is the capstone course in the Entrepreneurship/Self-Employment pathway. Students learn the principles of micro and macroeconomics and apply those principles by setting-up and operating a simulated business in preparation for working in a real business environment. Students study supply and demand, the Federal Reserve System, taxation by federal, state and local entities, the stock market and international transactions. Students determine the nature of the business, its products and services, the organizational structure, and practice the daily operations of a business. They use current business software and the Internet for business transactions. The focus is on business operations, basic economic principles, and communication, computation, and employability skills. Activities in this course include work-based learning that connects students to industry and the local community.

Course Title: ROP Fashion Marketing

Course Number: CTER5107

Sites: BHS

- ❖ **Grade Level: 10 – 12**
- ❖ **Graduation Requirement: Elective Credit (5 credits per semester, 10 credits max)**
- ❖ **Prerequisite: Marketing & Business Leadership preferred**
- ❖ **NCAA Requirement: None**
- ❖ **UC ‘a-g’ Requirement: g – College Preparatory Elective**
- ❖ **Articulation: RCC**
- ❖ **Industry Sector: Marketing, Sales & Service / CTE Pathway: Marketing (Concentrator)**
- ❖ **Linked Learning Pathway: Business**
- ❖ **Course Length: One Year**
- ❖ **Adoption Date: 07/2015**

Fashion merchandising is a profession that incorporates the A-to-Z processes in the fashion business ranging from producing, product development, promoting and buying and selling fashion items such as clothing, accessories, jewelry, cosmetics and shoes. Fashion Merchandising and marketing is designed for students interested in the fashion industry and the marketing and merchandising of fashion. Topics include an overview of the fashion industry, evolution and movement of fashion, career development, merchandising, risk management, and promotion. Worksite learning is an optional component of this class and may be available to eligible students.

Course Title: ROP Sports & Entertainment Marketing

Course Number: CTER1410

Sites: BHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Algebra I & Fashion Marketing
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** RCC
- ❖ **Industry Sector:** Marketing Sales & Service / **CTE Pathway:** Marketing (Capstone)
- ❖ **Linked Learning Pathway:** Business
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2015

This course provides students with competencies necessary for entry-level employment and career opportunities within the sports and/or entertainment marketing industries. Students will learn the fundamental concepts of marketing and business principles in the scope of amateur, college, and professional sports. Students will also use the basic principles of marketing to learn the profit motives of financing entertainment projects, the different kinds of entertainment distribution, and promotional advertising and public relations strategies within the entertainment industry, as well as licensing entertainment merchandise and copyright laws. The class is devoted to learning the various functions and foundations of marketing and to set the stage for further study of marketing in higher education. Students will define marketing, explain the marketing concept, explain market research, and make marketing connections that will allow them to understand the economic impact of sports and entertainment.

Course Title: ROP Community Health 1

Course Number: CTER2108

Sites: CHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** D/G – College Preparatory Science Elective
- ❖ **Articulation:** Yes
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care
- ❖ **Linked Learning Pathway:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2022

As the concentrator course in the Public and Community Health pathway, Community Health 1 introduces students to the role of Community Health Workers (CHWs/Promotoras) who are trusted frontline public health workers with a close understanding of the community they serve. Students will study careers and systems in healthcare, gain fundamental knowledge of anatomy, physiology, and medical terminology, and demonstrate basic knowledge of safety rules including CERT (Community Emergency Response Team), First Aid, CPR, and infection control. Emphasis will be placed on information gathering, community advocacy and outreach, communication skills and ethical responsibilities necessary for building a trusting relationship and serving as a liaison/link/intermediary between health, social services, and the community. By employing an interdisciplinary approach of reading, writing and research, students will gain a deep appreciation of how complex issues like race, culture, and public health policies impact community health. Activities in this course include work-based learning that connects students to industry and the local community.

Course Title: ROP Community Health 2

Course Number: CTER2109

Sites: CHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Community Health I
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** D/G – College Preparatory Science Elective
- ❖ **Articulation:** Yes
- ❖ **Industry Sector:** Health Science & Medical Technology / CTE Pathway: Patient Care
- ❖ **Linked Learning Pathway:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2022

Community Health 2 is designed to build on the introductory knowledge obtained in Community Health 1 and prepare students for an entry-level position and post-secondary education in the Public and Community Health Pathway. This course provides students practical skills and knowledge for building individual and community capacity through problem-solving of issues related to the promotion of health, access to health care services, and adoption of healthy behaviors. Students will learn the impact of culture on quality health care service delivery and understand the influence of social factors on life expectancy as well as common health conditions. In addition, students will complete documentation and formulate plans to improve the health of individuals such as the elderly, maternal/child/teen population, and mentally ill clients within the community. Activities in this course include extensive hands-on practical experience in a classroom setting as well as work-based learning that connects students to industry and the local community.

Course Title: ROP Sports Medicine 1

Course Number: CTER2110

Sites: CHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** D/G – College Preparatory Science Elective
- ❖ **Articulation:** Yes
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care
- ❖ **Linked Learning Pathway:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2022

Sports Medicine 1 is designed for students interested in athletic training, physical therapy, kinesiology, and other related fields in sports medicine. This course covers industry regulations, medical terminology, basic anatomy and physiology of the human body combined with the study of diseases, bloodborne pathogens, vitals statistics, infection control, and wound care. Students will also gain theoretical and hands-on knowledge on documentation, kinesiology, nutrition, physical conditioning, sports psychology and the environmental impact of sports. Activities in this course include work-based learning that connects students to industry and the local community. Students must successfully complete Sports Medicine 1 and Sports Medicine 2 for pathway completion and/or articulation.

Course Title: ROP Sports Medicine 2

Course Number: CTER2111

Sites: CHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ROP Sports Medicine 1
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** D/G – College Preparatory Science Elective
- ❖ **Articulation:** Yes
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care
- ❖ **Linked Learning Pathway:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2022

Sports Medicine 2 prepares students for an entry-level position and post-secondary education in the sports medicine field by providing applied instruction in sports injury prevention, recognition and treatment, first aid/CPR/AED, therapeutic modalities, bandaging, taping, wrapping, protective bracing, and rehabilitation techniques for athletes. Additionally, students will learn about the layout and management of the athletic facility and field, return-to-play protocols, stressors in sports and pharmacology in athletics. Activities in this course include work-based learning that connects students to industry and the local community. Students must successfully complete Sports Medicine 1 and Sports Medicine 2 for pathway completion and/or articulation. Further academic skills are required to be a certified athletic trainer.

Course Title: ROP Veterinary Assistant

Course Number: CTER2207

Sites: BHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Biology, Basic Computer Skills
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Agriculture & Natural Resources / **CTE Pathway:** Animal Science (Concentrator)
- ❖ **Linked Learning Pathway:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2015

The Veterinary Assistant is a comprehensive veterinary science class. Instruction includes veterinary medical terminology, veterinary laws and ethics; personal and occupational safety; anatomy and physiology; clinical pathology, parasitology, and laboratory procedures. Students will learn how to conduct physical exams and documentation; diagnostic sampling, patient care and emergency nursing; and techniques for animal handling and restraint. Other topics include zoonosis and public health, radiation safety and diagnostic imaging; pharmacology, dentistry,

preventative health programs, sanitation and disease control; euthanasia and client grief; animal nutrition, veterinary anesthesia, and surgical nursing. The Veterinary Assistant also provides extensive hands-on clinical experience in both a classroom setting and in a professional animal care facility. Students exiting the program are prepared for employment as Veterinary Assistants. Worksite learning is an optional component of this class and may be available to eligible students.

Course Title: ROP Advanced Veterinary Assistant

Course Number: CTER2209

Sites: BHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Biology, Basic Computer Skills
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Agriculture & Natural Resources / **CTE Pathway:** Animal Science (Capstone)
- ❖ **Linked Learning Pathway:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2021

Course Title: ROP Medical Assistant – Clinical I

Course Number: CTER2220

Sites: GTHS

- ❖ **Grade Level:** 11 – 12 (See counselor for eligibility criteria)
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Medical Terminology (See counselor for eligibility criteria)
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care (Capstone)
- ❖ **Linked Learning Pathway:** Health Care
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2018

Medical Assistant- Clinical is designed to teach students those clinical skills necessary for employment in a variety of medical settings. Students will practice medical terminology, anatomy and physiology, vital signs, medical/surgical asepsis, physical examination, basic electrocardiography, basic pharmacology, assisting with diagnostic and therapeutic procedures, and laboratory procedures.

Course Title: ROP Medical Assistant – Clinical II

Course Number: CTER2221

Sites: GTHS

- ❖ **Grade Level:** 11 – 12 (See counselor for eligibility criteria)
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Medical Terminology (See counselor for eligibility criteria)
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care (Capstone)
- ❖ **Linked Learning Pathway:** Health Care
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2018

Medical Assistant- Clinical is designed to teach students those clinical skills necessary for employment in a variety of medical settings. Students will practice medical terminology, anatomy and physiology, vital signs, medical/surgical asepsis, physical examination, basic electrocardiography, basic pharmacology, assisting with diagnostic and therapeutic procedures, and laboratory procedures. Worksite learning is an optional component of this class and may be available to eligible students. A negative TB test is required for participation in worksite learning. Medical Terminology and ACE (advanced career education) are prerequisites.

Course Title: ROP Medical Assistant – Clinical III

Course Number: CTER2222

Sites: GTHS

- ❖ **Grade Level:** 11 – 12 (See counselor for eligibility criteria)
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Medical Assistant Clinical II
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care (Capstone)
- ❖ **Linked Learning Pathway:** Health Care
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2022

Medical Assistant - Clinical 3 is the capstone course for the Medical Assistant program. It is designed to equip students with medical assisting skills necessary for employment in a variety of medical settings. Students will practice clinical skills and learn topics covering electrocardiography, phlebotomy, hematology, laboratory procedures, diagnostic testing, emergency procedures and the overall well-being of the patient. Activities include work-based learning and ROP field internship that provide medical assisting experience and connect students to industry and the local community. A negative TB test is required for participation in worksite

learning. Students must complete all medical assistant clinical courses and the ROP field internship in the ordered sequence to receive the Medical Assistant certificate. CPR and First Aid certifications are included in this course and are awarded based on a competency examination.

Course Title: ROP Medical Services Occupations

Course Number: CTER2303

Sites: CHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** None
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care (Introductory)
- ❖ **Linked Learning Pathway:** Health Care (CHS)
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2015

Medical Service Occupations is designed for students interested in Health Careers. Students receive instruction in career path options, related mathematics, medical terminology, basic anatomy and physiology, infection control, nutrition, legal and ethical principles, basic medical filing, and safety/first aid. Eligible students receive workplace learning experience in a career path, which is provided at community medical facilities.

Course Title: ROP Emergency Medical Responder I

Course Number: CTER2401

Sites: CHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** None
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care (Introductory)
- ❖ **Linked Learning Pathway:** Health Care (CHS)
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2022

Emergency Medical Responder 1 is designed for students interested in emergency medical services, hospital and safety public personnel such as emergency medical technician, firefighter, paramedic and emergency room personnel. This course provides a thorough understanding of anatomy and physiology through the study of medical terminology as applied to the body systems, their interrelationships, diseases, disorders, as well as instruction in legal and ethical principles, public health, infection control, and basic pharmacology. Emphasis is placed on career and employability preparation, critical thinking, leadership, interpersonal and communication skills. Activities in this course include work-based learning that connects students to industry and the local community.

Course Title: ROP Emergency Medical Responder II

Course Number: CTER2402

Sites: CHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ROP Emergency Medical Responder I
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** None
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care (Introductory)
- ❖ **Linked Learning Pathway:** Health Care (CHS)
- ❖ **Course Length:** One Year

Emergency Medical Responder 2 is the capstone course in the Emergency Response pathway. An Emergency Medical Responder is the first medically trained person to arrive on the scene of an emergency. The Emergency Medical Responder provides care to injured persons, and assists other emergency medical service providers. This course builds upon skills acquired in Emergency Medical Responder 1 by training students to recognize emergency situations, maintain personal safety, and provide basic emergency care including CPR and First Aid, prevention of disease transmission, along with an understanding of advanced ethical and legal considerations. This course will prepare students who are interested in a career as an emergency medical technician, paramedic or similar allied health related careers. Activities in this course include work-based learning that connects students to industry and the local community.

Course Title: ROP Patient Care Technician

Course Number: CTER23201, CTER23202, CTER23203,
CTER23204

Sites: SMHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** 17 years old, Possess a C+ or better overall GPA, and recommendation (Counselor, Administrator, Career Readiness Spec.)
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** None
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care
- ❖ **Linked Learning Pathway:**
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2022

This is a support services course designed to prepare students for employment as Patient Care Technicians, caregivers, or In-home Support Services providers to assist the elderly, disabled, or convalescents to live independently in a care facility, or adult day care, or at home. Students will acquire skills for effective communication, nutritional meals, daily patient care, errands, and appointments while learning symptoms of common diseases, with an emphasis on caring for patients with Dementia and Alzheimer's. Students will receive training and industry certification in the following areas: Mandated Reporter, CPR/First aid/AED, and Mental Health CPR. For high school students, this course can serve as the prerequisite for Nursing Assistant-Certified. Students will meet for a total of 7 weeks at 6 hours each week plus 3 Saturdays).

Course Title: ROP Nurse Assistant – Certified

Course Number: CTER24101, CTER24102, CTER24103,
CTER24104

Sites: SMHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** C or better in a medical pathway
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** None
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Patient Care
- ❖ **Linked Learning Pathway:**
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2022

Nurse Assistant-Certified is designed to prepare students for employment as a Certified Nurse Assistant in a variety of settings. Students will learn patient care, observation, and

communication skills with an emphasis on caring for the geriatric resident in a long-term care facility. Integrated throughout the program are career preparation standards, basic academic skills, interpersonal skills, problem-solving, safety, and technology. Nurse Assistant-Certified prepares students to take the State Competency Exam required for certification. Clinical worksite learning is a required component of the program.

Course Title: ROP Mind Matters

Course Number: CTER2500

Sites: BHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ROP Mental Health Careers
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** RCC
- ❖ **Industry Sector:** Health Science & Medical Technology / **CTE Pathway:** Mental & Behavioral Health (Capstone)
- ❖ **Linked Learning Pathway:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2017

Students will explore mental and behavioral health through a variety of disciplines. They will define mental illness, differentiate between myths and truths about mental health, and identify how the anatomy and physiology of the nervous system relates to physical, mental, and emotional health. Students will have the opportunity to assess their own mental and behavioral health status. Students will take on multiple roles within the healthcare system to practice preventing, diagnosing, and treating mental and behavioral illnesses, will debate the ethics of different situations surrounding mental illness, and will look at the system-wide successes and barriers to healthcare on a national and international scale. Activities in this course include work-based learning that connects students to industry and the local community.

Course Title: ROP Mental Health Careers

Course Number: CTER2510

Sites: BHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Ethics in Healthcare
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None

- ❖ **Industry Sector: Health Science & Medical Technology / CTE Pathway: Mental & Behavioral Health (Concentrator)**
- ❖ **Linked Learning Pathway: None**
- ❖ **Course Length: One Year**
- ❖ **Adoption Date: 07/2017**

Mental health includes a person’s emotional, psychological, and social well-being. It affects how people think, feel, and act. It also helps determine how people handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

A mental health professional is a health care practitioner or community services provider who offers services for the purpose of improving an individual's mental health or to treat mental disorders. They assist with the delivery of appropriate quality treatment to patients with behavioral health concerns, psychological crises, and other biopsychological problems. This course introduces students to the field of mental health, mental health issues/disorders among sub-groups, and the various occupational options available to those interested in pursuing a career in the field of Mental Health.

Course Title: ROP Health Information Technology

Course Number: CTER2520

Sites: CHS

- ❖ **Grade Level: 12**
- ❖ **Graduation Requirement: Elective Credit (5 credits per semester, 5 credits max)**
- ❖ **Prerequisite:**
- ❖ **NCAA Requirement: None**
- ❖ **UC ‘a-g’ Requirement: g – College Preparatory Elective - Interdisciplinary**
- ❖ **Articulation: None**
- ❖ **Industry Sector: Health Science & Medical Technology / CTE Pathway: Health Care Administrative Services (Capstone)**
- ❖ **Linked Learning Pathway: Health Care**
- ❖ **Course Length: One Year**
- ❖ **Adoption Date: 07/2018**

Health Information Technology (HIT) involves the exchange of health information in an electronic environment. Widespread use of HIT within the healthcare industry is intended to improve the quality of healthcare, prevent medical errors, reduce health care costs, increase administrative efficiencies, decrease paperwork, and expand access to affordable health care.

Health Information Technology introduces Health Information Management (HIM) and its role in health care delivery systems. Students will learn the unique aspects of medical records, filing systems, and how to transfer, release, purge, store, retrieve, and destroy records and files. Topics include standards, regulations and initiatives; health care providers and disciplines; computerized insurance billing and coding and electronic health records (EHRs). This course also covers the latest in computer technologies to access, manage and share patient health information (PHI). Confidentiality, ethics and employment readiness skills will also be addressed.

Course Title: ROP Graphic Communications

Course Number: CTER3010

Sites: CHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** None
- ❖ **Articulation:** RCC, SBVC
- ❖ **Industry Sector:** Manufacturing & Product Development / **CTE Pathway:** Product Innovation & Design (Introductory)
- ❖ **Linked Learning Pathway:** None (Recommended elective for all)
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2015

Graphic Communications is designed to prepare students for entry-level employment in desktop publishing and the printing industry. In a computer lab, students create publications using various software. In an operational campus-based print shop students will learn the proper use of hand tools, power equipment, control, how to measure items, job planning and figure costs, and safety, job search and interpersonal skills attitudes necessary to secure and maintain a job. Students who qualify will be permitted to enhance skills learned in community training site. Worksite learning is an optional component of this class and May be available to eligible students.

Course Title: ROP Graphic Communications 2

Course Number: CTER3011

Sites: CHS

- Grade Level:** 10 – 12
- Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- Prerequisite:** None
- NCAA Requirement:** None
- UC ‘a-g’ Requirement:** F – Visual Arts
- Articulation:** RCC, SBVC
- Industry Sector:** Manufacturing & Product Development / **CTE Pathway:** Graphic Production Technologies
- Linked Learning Pathway:** None (Recommended elective for all)
- Course Length:** One Year
- Adoption Date:** 07/2022

Graphic Communications 2 is the capstone course in the Graphic Production Technologies pathway which builds on the concepts of creating design elements and preparing final documents for printing. Students evaluate customer information, create a graphic communications solution and apply commercial printing skills. In an operational campus-based print shop, students produce hands-on projects involving reading, writing, analytical thinking and creative designs for programs and events in the community and the local school district. Emphasis is placed on

the history and artistic origins of graphic communications, workshop supervision and safety, as well as the proper use of hand tools and power equipment.

This course is designed to prepare students for an entry-level position in the graphic communications/printing industry. Activities in this course include work-based learning that connects students to industry and the local community. Students must successfully complete Graphic Communications 1 and Graphic Communications 2 for pathway completion and/or articulation.

Course Title: ROP The Art of Animation

Course Number: CTER3109

Sites: BHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** f – Visual & Performing Arts
- ❖ **Articulation:** CHC, RCC, SBVC
- ❖ **Industry Sector:** Arts, Media & Entertainment / **CTE Pathway:** Game Design & Integration (Introductory)
- ❖ **Linked Learning Pathway:** Visual Arts (GTHS)
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2015

This comprehensive program introduces students to animation through theory and hands-on training in art fundamentals, drawing, cartooning, and animation basics. It also includes an introduction to computer graphics imaging. Students will study art theory, composition, color, spatial concepts, rendering and animation, using creativity and imagination to convey ideas and tell a story. Integrated throughout Art of Animation are career technical education standards which include basic academic skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge. Worksite learning is an optional component of this class and may be available to eligible students.

Course Title: ROP The Art of Animation II

Course Number: CTER3111

Sites: BHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** f – Visual & Performing Arts
- ❖ **Articulation:** CHC, RCC, SBVC
- ❖ **Industry Sector:** Arts, Media & Entertainment / **CTE Pathway:** Game Design & Integration (Capstone)

- ❖ **Linked Learning Pathway: Visual Arts (GTHS)**
- ❖ **Course Length: One Year**
- ❖ **Adoption Date: 07/2015**

Art of Animation 2 is an all-inclusive animation production experience allowing students to gain more in-depth exposure of the animation process through the production of animated film. Students in Art of Animation 2 will increase their animation skills and collaborate to produce short stories, storyboards, audio tracks, special effects, and character and background animations. Art of Animation 2 will further analyze the animation industry and help students grow as a developer of animated productions.

Course Title: ROP Mechatronics I

Course Number: CTER3340

Sites: CHS

- ❖ **Grade Level: 9 – 12**
- ❖ **Graduation Requirement: Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)**
- ❖ **Prerequisite: None**
- ❖ **NCAA Requirement: None**
- ❖ **UC ‘a-g’ Requirement: g – College Preparatory Elective**
- ❖ **Articulation: No**
- ❖ **Industry Sector: Manufacturing & Product Development / CTE Pathway: Product Innovation & Design (Concentrator)**
- ❖ **Linked Learning Pathway: None**
- ❖ **Course Length: One Year**
- ❖ **Adoption Date: 06/2024**

Mechatronics is the designing and manufacturing of products with electronics components and is used to develop major systems as well as day-to-day devices such as smartphones and household machines. This course focuses on the designing, manufacturing, and maintenance of products with electronic and mechanical components. Hence, students will obtain a fundamental understanding of lean manufacturing processes, structural engineering, mechanical systems, electricity, fluid power, CNC machine and Computer-Aided Design (CAD) to construct and design projects while applying print reading skills, properly using industry tools and practicing OSHA-10 safety skills throughout the course. By employing an interdisciplinary approach of reading, writing, problem solving, and hands-on projects students will acquire practical skills and industry knowledge for the advanced mechatronics course, entry-level employment in mechatronics/advanced manufacturing and preparation for SACA (Smart Automation Certification Alliance) C-101 Certified Industry 4.0 Associate I – Basic Operations silver certificate. Activities in this course include work-based learning that connect students to industry and the local community.

Course Title: ROP STEAM Shop II

Course Number: CTER4110

Sites: CHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** STEAM Shop
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** None
- ❖ **Industry Sector:** Manufacturing & Product Development / **CTE Pathway:** Product Innovation & Design (Capstone)
- ❖ **Linked Learning Pathway:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2018

STEAM Shop 2 will build on the fundamentals of the product design process, used by designers, engineers, manufacturers, and inventors to address opportunities, meet needs, or develop solutions to problems. Emphasis in this course will be placed on the business of innovation as students tie entrepreneurship to the design process in various projects across all industry sectors. Students will work on projects that involve designing, building, and testing products, repeating steps and making product improvements along the way. Students will follow the design process to strengthen their understanding of open-ended design, and emphasize creativity and problem solving. Activities will challenge and support the critical thinking, communication, collaboration, and creativity skills required of the 21st Century learner. Activities in this course include work-based learning that connects students to industry and the local community.

Course Title: ROP Graphic Design I

Course Number: CTER3130

Sites: GTHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** f – Visual & Performing Arts
- ❖ **Articulation:** RCC/SBVC
- ❖ **Industry Sector:** Arts, Media, & Entertainment/ **CTE Pathway:** Design, Visual, and Media Arts (Concentrator)
- ❖ **Linked Learning Pathway:** ARTS
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2017

This one year introductory level graphic design course will require students to express themselves creatively through digital media applications. They will learn the basic language and elements of art techniques to create interactive products to educate, inform, and entertain. This

course will enable students to understand and appreciate artistic expression, while they study the impact of multimedia on society from a social and economic viewpoint. Art history, graphic design, and higher level graphical concepts will be studied and applied. This course offers intensive hands-on production through project based assignments. Students will meet Visual Art, Common Core State Writing Standards, and Art, Media, and Entertainment CTE standards while encouraging students to become creative and thoughtful practitioners in the world of computer media.

Course Title: ROP Graphic Design II

Course Number: CTER3230

Sites: GTHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit, Computer Literacy (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Graphic Design I
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** f – Visual & Performing Arts
- ❖ **Articulation:** pending
- ❖ **Industry Sector:** Arts, Media, & Entertainment/ **CTE Pathway:** Design, Visual, and Media Arts (Capstone)
- ❖ **Linked Learning Pathway:** ARTS
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2018

Graphic Design Honors will build on the fundamental principles and elements of visual communication, including the historical development of design through exploring graphic art history. Students will engage in a comprehensive exploration of the various aspects of visual communication including theory, technology and practice. This course is intended for students who wish to continue their education in the Graphic Design field and who would like to contribute to the community through service projects using the students’ design skills. This course covers both design and the history related to design. Activities in this course include work-based learning that connects students to industry and the local community. Graphic Design Honors has been UC a-g approved to meet the elective (“g” - Fine Arts requirement) requirement.

Course Title: ROP Automotive General Service Technician I & II

Course Number: CTER4100, CTER4150, CTER4150W3, CTER4150W4

Sites: BHS, CHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** Must complete course I prior to enrollment in course II
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** None
- ❖ **Articulation:** RCC, SBVC
- ❖ **Industry Sector:** Transportation / **CTE Pathway:** Systems Diagnostic & Service

- ❖ (Concentrator & Capstone)
- ❖ Linked Learning Pathway: None
- ❖ Course Length: One year
- ❖ Adoption Date: 07/2017

Automotive General Service Technician prepares students for employment where a broad skill set, and general understanding of all automotive systems are required. Students will identify common tools and equipment, know a variety of sources of service information, and perform basic vehicle service and maintenance related to engine performance, transmissions, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, and customer service procedures. There is an emphasis on safety in the workplace related to use of protective eye wear/clothing, general lab procedures, use of equipment, and ventilation. Successful demonstration of Automotive General Service Technician competencies will assist students with National Automotive Technicians Education Foundation (NATEF) certification. Worksite learning is an optional component of this class and may be available to eligible students. A student must successfully complete at least two years of this program as part of the minimum requirements for articulation. Students may be enrolled in this course for four years.

Course Title: ROP Welding Technology I & II

Course Number: CTER4200, CTER4250, CTER4250W3, CTER4250W4

Sites: CHS

- ❖ Grade Level: 9 – 12
- ❖ Graduation Requirement: Elective Credit (5 credits per semester, 40 credits max)
- ❖ Prerequisite: Must complete course I prior to enrollment in course II
- ❖ NCAA Requirement: None
- ❖ UC ‘a-g’ Requirement: g – College Preparatory Elective
- ❖ Articulation: RCC, SBVC
- ❖ Industry Sector: Manufacturing & Product Development / CTE Pathway: Welding & Materials Joining Technology (Concentrator & Capstone)
- ❖ Linked Learning Pathway: Welding
- ❖ Course Length: Two Years
- ❖ Adoption Date: 07/2017

This entry-level four semester program is for students who will seek employment in the welding industry, and will prepare for (OAW) welding certification at a community college. Welding Occupations content will focus on shielded metal arc welding (SMAW) and Oxy-Acetylene Gas Welding and Cutting (OFC-A) processes. Some tungsten inert gas (TIG) metal inert gas (MIG) and plasma arc welding training and experience are included in the class for advance students. In addition, advanced students will develop a working knowledge of blueprint reading skills and the use of welding symbols. Worksite learning is an optional component of this class and may be available to eligible students. A student must successfully complete at least two years of this program as part of the minimum requirements for articulation. Students may be enrolled in this course for four years.

Course Title: ROP Welding Technology III

Course Number: CTER4270

Sites: CHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** Must complete course II prior to enrollment in course III
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** RCC, SBVC
- ❖ **Industry Sector:** Manufacturing & Product Development / **CTE Pathway:** Welding & Materials Joining Technology (Capstone)
- ❖ **Linked Learning Pathway:** Welding
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2022

Welding Technology 3 is a capstone course in the Welding and Materials Joining pathway which builds on the knowledge and skills acquired in Welding Technology 2. Students will continue to practice structure and precision in various welding and cutting processes while learning advanced techniques in Shielded Metal Arc Welding (SMAW) and Orbital Arc Welding. Emphasis is placed on hands-on projects and quality welds that meet industry standards and certifications. This course prepares students for entry-level jobs and post-secondary education. Activities in this course include work-based learning that connect students to industry and the local community. Students must successfully complete Welding Technology 1 and Welding Technology 2 for pathway completion and/or articulation.

Course Title: ROP Careers in Child Development I

Course Number: CTER5200

Sites: SMHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:**
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** Yes
- ❖ **Industry Sector:** Education, Child Development & Family Services **CTE Pathway:** Child Development (Concentrator)
- ❖ **Linked Learning Pathway:**
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2022

Careers in Child Development provides students with specific training for occupations as a preschool teacher, infant teacher, before and after school care teacher, family day care provider, foster care parent, teacher aide, camp counselor and recreation aide. Instruction includes; child

growth and development, nutrition, child health and safety, positive discipline, curriculum and lesson plans and laws and regulations relating to childcare services. Activities in this course include work-based learning that connects students to industry and the local community.

Course Title: ROP Careers in Child Development II

Course Number: CTER5201

Sites: SMHS

❖	Grade Level: 11 – 12
❖	Graduation Requirement: Elective Credit (5 credits per semester, 10 credits max)
❖	Prerequisite: ROP Career in Child Development I
❖	NCAA Requirement: None
❖	UC ‘a-g’ Requirement: g – College Preparatory Elective
❖	Articulation: Yes
❖	Industry Sector: Education, Child Development & Family Services CTE Pathway: Child Development (Capstone)
❖	Linked Learning Pathway:
❖	Course Length: One Year
❖	Adoption Date: 07/2022

Careers in Child Development 2 is a capstone course in the Child Development pathway and designed to provide theoretical knowledge and technical skills in the development, teaching, guidance, and evaluation of children. Students will acquire research and writing skills by exploring topics such as curriculum planning, classroom management, effective teaching practices and positive guidance. This course will prepare students for careers and postsecondary education in child development by integrating project-based and work-based learning activities that connect students to industry and the local community.

Course Title: ROP Career Planning & Management

Course Number: CTER7001

Sites: BHS

❖	Grade Level: 9 – 12
❖	Graduation Requirement: Elective Credit (5 credits per semester, 5 credits max)
❖	Prerequisite: None
❖	NCAA Requirement: None
❖	UC ‘a-g’ Requirement: None
❖	Articulation: CHC
❖	Industry Sector: All Sectors / CTE Pathway: All Pathways
❖	Linked Learning Pathway: None (Recommended elective for all)
❖	Course Length: One semester
❖	Adoption Date: 07/2015

Career Planning & Management is designed to assist student's transition from school to work, make career path decisions, and develop employment skills. Students will participate in a combination of classroom instruction and worksite learning by being placed in local businesses for a career internship. Career internship placements may be available to eligible students, and may occur in a variety of job titles at a variety of worksite settings.

Course Title: ROP Criminal Investigation

Course Number: CTER8107

Sites: BHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ROP Introduction to Criminal Justice
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Articulation:** RCC
- ❖ **Industry Sector:** Public Services / CTE Pathway: Public Safety (Capstone)
- ❖ **Linked Learning Pathway:** Law Enforcement
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2015

Forensic Science is designed to give students both theory and hands-on experience in the skills and knowledge required of a forensic crime scene investigator. Included will be an introduction to crime scene investigation, crime scene photography and diagrams as they are used in a criminal investigation. Also included is the importance of physical evidence in solving crimes, dusting and lifting fingerprints, rolling a 10-print fingerprint card, how to perform a gunshot residue test, methods for collecting and processing various types of evidence and the use of forensic light source technology in crime scene investigations. Emphasized throughout the course is the importance of effective communication and interpersonal skills, professional development, strong academic skills, problem-solving, safety and the use of technology. Worksite learning is an optional component of this course and may be available to eligible students.

Course Title: ROP Introduction to Criminal Justice

Course Number: CTER8125

Sites: BHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** You & the Law preferred
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective (eff. 2016-17)
- ❖ **Articulation:** RCC
- ❖ **Industry Sector:** Public Services / CTE Pathway: Public Safety (Concentrator)

- ❖ **Linked Learning Pathway: Law Enforcement**
- ❖ **Course Length: One Year**
- ❖ **Adoption Date: 07/2015**

Introduction to Criminal Justice is designed to expose students to the occupations within the Criminal Justice System. Students will examine the criminal justice system through the study of laws of evidence, techniques of investigation, report writing, and courtroom procedures. Writing skills, oral communication skills, positive attitudes, and presentation skills related to law enforcement will be emphasized. Many of the performance objectives align with the state's Peace Officer Standards and Training (POST) requirements. Students will be exposed to the wide array of employment opportunities within the public safety service arena. Worksite learning is an optional component of this course and may be available to eligible students.

Course Title: ROP EMR I
Course Number: CTER2401
Sites: GTHS

- ❖ **Grade Level: 11 – 12**
- ❖ **Graduation Requirement: Elective Credit (5 credits per semester, 10 credits max)**
- ❖ **Prerequisite: You & the Law preferred**
- ❖ **NCAA Requirement: None**
- ❖ **UC 'a-g' Requirement: g – College Preparatory Elective (eff. 2016-17)**
- ❖ **Articulation: RCC**
- ❖ **Industry Sector: Public Services / CTE Pathway: Public Safety (Concentrator)**
- ❖ **Linked Learning Pathway: Law Enforcement**
- ❖ **Course Length: One Year**
- ❖ **Adoption Date: 07/2015**

Emergency Medical Responder 1 is designed for students interested in emergency medical services, hospital and safety public personnel such as emergency medical technician, firefighter, paramedic and emergency room personnel. This course provides a thorough understanding of anatomy and physiology through the study of medical terminology as applied to the body systems, their interrelationships, diseases, disorders, as well as instruction in legal and ethical principles, public health, infection control, and basic pharmacology. Emphasis is placed on career and employability preparation, critical thinking, leadership, interpersonal and communication skills. Activities in this course include work-based learning that connects students to industry and the local community.

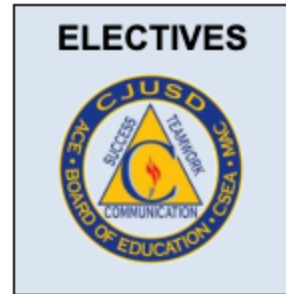
Course Title: ROP EMR II

Course Number: CTER2402

Sites: GTHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** You & the Law preferred
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective (eff. 2016-17)
- ❖ **Articulation:** RCC
- ❖ **Industry Sector:** Public Services / **CTE Pathway:** Public Safety (Concentrator)
- ❖ **Linked Learning Pathway:** Law Enforcement
- ❖ **Course Length:** One Year

Emergency Medical Responder 2 is the capstone course in the Emergency Response pathway. An Emergency Medical Responder is the first medically trained person to arrive on the scene of an emergency. The Emergency Medical Responder provides care to injured persons, and assists other emergency medical service providers. This course builds upon skills acquired in Emergency Medical Responder 1 by training students to recognize emergency situations, maintain personal safety, and provide basic emergency care including CPR and First Aid, prevention of disease transmission, along with an understanding of advanced ethical and legal considerations. This course will prepare students who are interested in a career as an emergency medical technician, paramedic or similar allied health related careers. Activities in this course include work-based learning that connects students to industry and the local community.



Electives - General

Elective Course Codes	Elective Course Titles
ELC008	Work Experience (Exploratory)
ELC009	Work Experience (General)
ELC010	Work Experience (Career Technical)
ELC020	Link Crew
ELC 070	College and Career Readiness
ELC090	Public Speaking
ELC091	Leadership
ELC092	Academic Competition
ELC093	Peer Assistance Training
ELC094	Peer Assistance Practicum
ELC097	Office Aide
ELC098	HS Applied Library Media Studies
ELC099	Peer Counseling I
ELC101	Peer Counseling II
ELC102	AP Research
ELC1000	Teacher's Aide

Course Title: Work Experience (General, Exploratory, Career Technical)

Course Number: ELC008; 009; 010

Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** Elective Credit (Exploratory: up to 5 credits per semester; General & CTE up to 10 credits per semester; 40 credits max)
- ❖ **Prerequisite:** Must be at least 15 years of age
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Semester
- ❖ **Adoption Date:** 12/2015

Work Experience Education is an elective class that combines community employment with classroom instruction. Exploratory Work Experience gives the student an opportunity to observe and sample a variety of conditions or work to ascertain his/her interests and suitability for occupations being explored. He/she receives school credit for this exploration and work-based learning, but NO PAY. General Work Experience is PAID part-time employment positions. Students enrolled in Career Technical Education Work Experience (CTWEE) must have a worksite placement (unpaid) or employment (paid) that is related to a previous or concurrently enrolled Career Technical Education course of study to reinforce and extend the job skills and knowledge learned through the school's career/vocational education instructional program. All Work Experience students attend their assigned jobs (paid or unpaid) during the week, and also attend a class session once a week at school.

Course Title: Link Crew
Course Number: ELC020
Sites: All

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 20 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 04/2018 Revised: 05/2019

The purpose of the Link Crew class is to tap the potential and maximize the benefits of the Link Crew Program. These benefits include increased sense of community, improved climate and successful transition of new students. The focus of this class is on freshmen and new students' success which gives it a specific, therefore plausible and measurable goal. It is proactive instead of reactive to challenges that students face, and it serves as a resource for administration, counseling, and faculty to use in support of students.

Course Title: College & Career Readiness
Course Number: ELC070
Sites: All

- ❖ **Grade Level:** 9
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2016

College and Career Readiness is a rigorous, academically-based course founded on the Course Standards for High School Transition Classes culminating with every student developing a

10-year plan. Upon completion students will recognize what staying in school means to their future happiness and life satisfaction. The overlying theme of the course provides students the opportunity to uncover their own unique answers to three important questions: Who am I? What do I want? How do I get it? By exploring their own particular abilities, ambitions, and dreams, students learn not only how this knowledge can help them plan for a future career and successful life, but the importance of being able to read, write, speak and compute well.

Course Title: Public Speaking

Course Number: ELC090

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** ELA – 2.0 or above average gpa
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 03/2017

This college and career preparatory course, which meets the University of California G- English Elective requirements, provides students with an introduction to public speaking with an emphasis in rhetorical discourse and research. This rigorous academic elective is designed to help students develop the confidence and skills necessary to purposefully engage audiences in multiple speaking settings. The skills and confidence gained from this course will further enable students to become leaders and active and engaged members of their professions and communities. In this globalized and increasingly competitive economic environment, communication skills will continue to be highly sought after by potential employers. The social, academic, and career-oriented skills offered in this course will serve as an invaluable asset to all students.

Course Title: Leadership

Course Number: ELC091

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** Open to ASB cabinet members
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 01/1991

This course is designed to be a working class for the Associated Student Body Council and class officers. Students will learn the various aspects of leadership and the responsibilities of holding a student government office. ASB meetings will be conducted during the class periods. Time will be spent on planning class and school activities.

Course Title: Academic Competition

Course Number: ELC092

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** Acceptance into program
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 01/1991

This elective course will prepare the student to compete more effectively in the various academic competitions and endeavors throughout the school year. The course will allow the student to explore different areas of study in their attempt to compete successfully in inter-school competitions. Students should be aware that most competitions occur outside the regular school day.

Course Title: Peer Assistance Training

Course Number: ELC093

Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** Application process and approval
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2012

The purpose of this course is to train students in the skills necessary to become peer assistants. Peer assistants participate in training to act as team leaders, motivators, role models, and peer facilitators who provide support to a small group of freshmen throughout the school year. They are assigned to work with their freshmen team to orient them to the high school culture, to build connections that will ensure their social and academic success, to encourage character development and healthy relationships, and to serve as mentors who help students clarify and resolve problems. The class will develop and implement a freshman orientation program, promote and provide school activities to connect students to school culture, and participate in community service projects. Individual students will interact weekly with their assigned team through various lessons, follow-up sessions, and support activities.

Course Title: Peer Assistance Practicum

Course Number: ELC094

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** Application process and approval and/or teacher recommendation
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2012

This course provides support to all students through a peer assistance program that addresses the academic along with the social-emotional needs of high school-aged students and how meeting them can positively contribute to school success. The aims of this program are to increase rates of attendance; reduce truancies, tardies, and suspensions; reduce percentage of failing grades; and promote a positive, connected school culture.

In this course, students will be oriented to a positive high school culture, encouraged to develop positive character and healthy relationships, monitored for behavior and achievement, and provided a place where they can clarify and resolve problems in a safe and supportive environment. The class will provide students a variety of opportunities to connect to school culture, to interact positively with peers and adults, and to participate in community service projects. Most importantly, students will receive support on a daily basis to ensure their academic and social-emotional success.

Course Title: Office Aide

Course Number: ELC097

Sites: All

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, with ELC1000 20 credits max)
- ❖ **Prerequisite:** Acceptance into program
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/1986

Students assist teachers, counselors, or administrators with a variety of organizational tasks including, typing filing, answering phones, messaging, etc. This class is taken on a Pass/Fail basis.

Course Title: Applied Library Media Studies

Course Number: ELC098

Sites: All

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None – Application and teacher librarian approval, current with credits, 2.0 GPA recommended, maximum 5 students per class , number of classes at discretion of teacher librarian.
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** pending
- ❖ **Course Length:** One Semester
- ❖ **Adoption Date:** 05/2017

Students will increase their knowledge and understanding of the operation of a 21st Century School Library Media Center. Students will assist staff and students in locating, evaluating, and utilizing resources while learning to use technology safely, legally, and ethically. This course allows students to practice skills employers seek. Responsibility, dependability, initiative, and attention to detail, as well as communication, organization, and leadership skills are stressed in this course.

Course Title: Peer Counseling I

Course Number: ELC099

Sites: GTHS

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2021

This course will provide students with the essential information and skills necessary to counsel, mediate and support students in need and is designed for peer to peer interaction and support. The primary goal of the Peer Counseling program is to be an effective tool for providing prevention, intervention, and referral services to students experiencing social/emotional difficulties in conjunction with the high school’s Wellness Center and Counseling Department. Students will be required to tie in what they learn in each unit to each Dimension of Wellness. In addition, this course will present students with different counseling theories, communication skills, anger and conflict management skills and the ability to deal with crisis and change. The main theme of the course is helping peer counselors empower others and themselves, with a strong focus on applying the lessons toward self-growth, inclusion and empathy. The success of the Peer Counseling program is based on the premise that effectively trained and motivated young people have the ability to positively influence the attitudes and behavior of their peers.

Course Title: Peer Counseling II

Course Number: ELC101

Sites: GTHS

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Peer Counseling I
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2022

This course will provide students who have completed Peer Counseling I with a more in-depth study of counseling theory and skills necessary to counsel, mediate and support students in need and is designed for peer to peer interaction and support. The primary goal of the Peer Counseling program is to be an effective tool for providing prevention, intervention, and referral services to students experiencing social/emotional difficulties in conjunction with GTHS Wellness Center. Students will gain experience in leadership and outreach activities in an effort to develop empathy, wellbeing, adaptive help-seeking and coping skills among students. Throughout Peer Counseling 2, students will also continue to acquire behavioral science knowledge and current career information related to counseling and mental health fields. This course focuses on students using and promoting skills in: self-awareness, effective communication and decision-making, peer support, ethical standards and boundaries, self-care planning, important teen topics and appropriate help resources. It is a part of the practicum component which uses research-based core competencies of social-emotional learning (SEL), and wellness models help to guide instructional content and student activities.

Course Title: AP Research

Course Number: ELC102

Sites: GTHS

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester)
- ❖ **Prerequisite:** AP Seminar
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 04/2022

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.

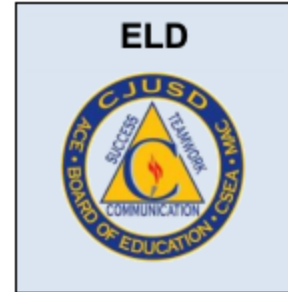
Course Title: Teacher's Aide

Course Number: ELC1000

Sites: All

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, With ELC097 20 credits max)
- ❖ **Prerequisite:** Acceptance into program
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/1986

Students assist teachers with a variety of organizational tasks including, typing filing, answering phones, messaging, etc. This class is taken on a Pass/Fail basis.



English Language Development

ELD Course Codes	English Language Development Course Titles
HSELDI	ELD 9A Lvl 1/2
HSELDIA	ELD 9B Lvl 3/4
HSELDIB	ELD 9C Lvl 2/3
HSELDII	ELD 10A Lvl 1/2
HSELDIIA	ELD 10B Lvl 3/4
HSELDIIB	ELD 10C Lvl 2/3
HSELDIII	ELD 11A Lvl 1/2
HSELDIIIA	ELD 11B Lvl 3/4
HSELDIIIB	ELD 11C Lvl 2/3
HSELDIV	ELD 12A Lvl 1/2
HSELDIVA	ELD 12B Lvl 3/4
HSELDIVB	ELD 12C Lvl 2/3
HSELDNC	ELD for Newcomer
ENGDD909/910	English 1 w/Designated ELD Dynamic
ENGDD915/916	English 2 w/Designated ELD Dynamic
ENGDD917/918	English 3 w/Designated ELD Dynamic
ENGDD919/920	English 4 w/Designated ELD Dynamic

Course Title: ELD for English I

Course Number: HSELDI; HSELDIA; HSELDIB

Sites: All

❖	Grade Level: 9
❖	Graduation Requirement: Elective Credit (5 credits per semester, 10 credits max)
❖	Prerequisite: Concurrent Enrollment in English I
❖	NCAA Requirement: None
❖	UC 'a-g' Requirement: None
❖	Course Length: One Year
❖	Adoption Date: 03/2023

This course is a protected time during the regular school day that teachers are able to strategically target students' language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed, implemented and scaffolded to meet all students language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes.

Course Title: ELD for English II

Course Number: HSELDII; HSELDIIA; HSELDIIB

Sites: All

- ❖ **Grade Level:** 10
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Concurrent Enrollment with English II
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 03/2023

This course is a protected time during the regular school day that teachers are able to strategically target students' language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed, implemented and scaffolded to meet all students language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes.

Course Title: ELD for English III

Course Number: HSELDIII; HSELDIIIA; HSELDIIIB

Sites: All

- ❖ **Grade Level:** 11
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Concurrent Enrollment with English III
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 03/2023

This course is a protected time during the regular school day that teachers are able to strategically target students' language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed,

implemented and scaffolded to meet all students language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes.

Course Title: ELD for English IV

Course Number: HSELDIV; HSELDIVA; HSELDIVB

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Concurrent Enrollment with English IV
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 03/2023

This course is a protected time during the regular school day that teachers are able to strategically target student's language learning needs. This course will have students at all 3 linguistic levels (Emerging, Expanding, Bridging) and therefore instruction will be designed, implemented and scaffolded to meet all student's language needs. This course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes.

Course Title: ELD for Newcomer

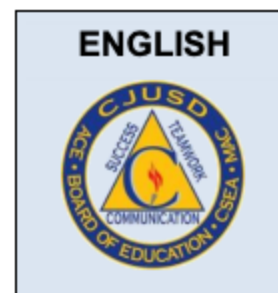
Course Number: HSELDNC

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Concurrent Enrollment with English I-IV
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2022

This course is a protected time during the regular school day that teachers are able to strategically target students' language learning needs. This course is designed for students at the Emerging linguistic level and who have been in the country for less than 3 years. In addition, this course will use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. This course will build into and from content instruction by incorporating

text, concepts, and language from content area classes. Designated ELD lessons will have the 10 Essential Features of Designated ELD Instruction as defined in the ELA/ELD Framework (Ch. 2 Figure 2.23): 1. Intellectually Quality 2. Focus on Academic English 3. Extended Language Interaction 4. Focus on Meaning 5. Focus on Forms 6. Planned and Sequenced Events 7. Scaffolding 8. Clear Lesson Objectives 9. Corrective Feedback 10. Formative Assessment Practices



English

English Course Codes	English Course Titles
ELA NC101/102	Newcomer ELA/ELD 9
ELA NC201/202	Newcomer ELA/ELD 10
ELA NC301/302	Newcomer ELA/ELD 11
ELA NC401/402	Newcomer ELA/ELD 12
ENG003	Creative Writing
ENG091	Publications
ENG093	Film Studies
ENG101	English I S1
ENG102	English I S2
ENG141	English I Intensive S1
ENG142	English I Intensive S2
ENG161	English I Honors S1
ENG162	English I Honors S2
ENG191	Journalism I
ENG201	English II S1
ENG202	English II S2
ENG241	English II Intensive S1
ENG242	English II Intensive S2
ENG261	English II Honors S1
ENG262	English II Honors S2
ENG291	Journalism II
ENG301	English III S1
ENG302	English III S2
ENG305	Expository Rdg/Wrtg 11 Course S1
ENG306	Expository Rdg/Wrtg 11 Course S2
ENG361	AP English Language & Comp S1
ENG362	AP English Language & Comp S2
ENG391	Journalism III
ENG405	Expository Rdg/Wrtg 12 Course S1
ENG406	Expository Rdg/Wrtg 12 Course S2
ENG407	English IV S1
ENG408	English IV S2
ENG461	AP English Literature & Comp S1

ENG462	AP English Literature & Comp S2
ENG463	AP Seminar
ENG491	Journalism IV

Course Title: Newcomer ELA/ELD

Course Number: ELA NC101/102, ELA NC201/202, ELA NC301/302, ELA NC401/402

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Corequisite:** HS Newcomer ELD
- ❖ **NCAA Requirement:** (Pending)
- ❖ **UC 'a-g' Requirement:** b-English (Pending)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/2024

Newcomer ELA for Novice Learners is an accelerated and intensive English Language acquisition course designed for students identified as English Language Learners (ELLs) at the overall emerging levels in the four domains of listening, speaking, reading and writing. Because students may be at varying abilities in the four domains, the course provides targeted and differentiated instruction to improve proficiency in both communicative and academic English. Students will engage with grade-level texts in various genres, including fiction (drama, poetry, novels, and short stories) and non-fiction texts (expository, argumentative, instructional, and narrative writings) in order to develop literacy, textual analysis, and critical thinking skills. Students will complete various formal and informal writing assignments for various purposes and audiences, making conscientious decisions about style, writing conventions, and rhetorical strategies. Students will progress through the various steps of the writing process, which includes invention, drafting, editing, revision, and publication. Students will participate in individual and collaborative activities that develop their interpersonal and academic language listening and speaking skills.

Course Title: Creative Writing

Course Number: ENG003

Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:**
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** g- Elective Credit (Pending)
- ❖ **Course Length:** Year
- ❖ **Adoption Date:** 03/2023

This course provides an opportunity for students to pursue creative writing work. The purpose of this course is three-fold: 1) to engage students in the careful reading and critical analysis of imaginative/creative literature, thus deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers, 2) to enable students to create works of literature in various genres, including, but not limited to: short story/fiction, creative nonfiction, drama, and poetry, and 3) to prepare students with the reading, analytical, and writing skills necessary for success in this course and later in their college and career work. The course

includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading is accompanied by thoughtful discussion and numerous opportunities for creative writing across all genres. The course emphasizes creative writing, and the strengthening and developing of student technique.

Course Title: Publications

Course Number: ENG091

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** No
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:**

PUBLICATIONS is an advanced workshop in reporting, design, and editing with students responsible for the production, sale, and distribution of the high school yearbook. It is an elective course designed for students 9-12. The course stresses advanced journalistic and expository writing skills in addition to intense application of written conventions, word usage, grammar, and style rules as carried out in all phases of the production of the yearbook. The purpose of PUBLICATIONS is to improve a student's quality of both collaboration skills, but also of critical thinking and writing skills by requiring them to plan, organize, and produce yearbook "spreads" that are published to create the annual yearbook. The course will stress interviewing skills, photography skills, digital design and magazine layout skills, advanced news writing/reporting, editing, revising, and updating of stories in progress, and working with a team to meet periodic deadlines. Students will be required, on occasion, to work after school or weekends to complete both photographic and writing assignments.

Course Title: Film Studies

Course Number: ENG093

Sites: All

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Passed English I and English II
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Semester
- ❖ **Adoption Date:** 2001, revised 2016

The purpose of this course is to help students improve reading, writing and critical thinking skills that will assist them in meeting standards in the core Language Arts curriculum. In addition, students will develop listening skills, literary analysis, and film analysis skills. Possible careers in the film industry will also be discussed.

Course Title: English 1
Course Number: ENG101; 102
Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** b – English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

Investigating the thematic concept of coming of age, English I builds concepts of self-awareness by examining the experiences of authors, speakers, and characters in a variety of complex texts and genres—from contemporary film to classic Shakespeare tragedy to popular American literature. In essence, English I is a year-long in-depth genre study—specifically, how techniques and styles develop certain genres, both print and non-print, and how language is integral in the creation of voice. Throughout, students gather evidence from texts and incorporate it in written and oral responses, including presentations using multiple forms of media. Students encounter more varied and complex writing in this grade as students write in a variety of modes including argumentative, explanatory, and narrative.

Course Title: English I Intensive
Course Number: ENG 141; 142
Sites: All

- ❖ **Grade Level:** 9
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits total)
- ❖ **Prerequisite:** Placement determined by established criteria
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** b – English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 04/2018 Revised: 05/2020

English Intensive (Read 180) is a reading intervention course designed to accelerate reading achievement for our at-promise-students and provide those students with an introduction to rigorous English Language Arts Curriculum. The course is structured to provide intensive intervention in a single-period block to meet the requirements of the Common Core English 9 State Standards. Students will: 1) Communicate clearly and coherently in writing and through oral presentations with a wide range of styles. 2) Read and comprehend a wide range of fiction and non-fiction in grade appropriate materials. 3) Think Critically and problem solve by effectively completing challenging group and individual projects and assignments. 4) Demonstrate an understanding of the complexities of global and societal issues through reading, writing, and discussion. 5) Write clear and concise essays that support theses with evidence, convey information from primary and secondary sources, and distinguish between relative values of ideas.

Course Title: Honors English I
Course Number: ENG161; 162
Sites: All

- ❖ **Grade Level:** 9
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** b – English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

Honors English is a course built on inquiry, open-ended questions with no specific “right answer”, engagement in academic discussion, and effective articulation of their ideas and understanding. Investigating the thematic concept of coming of age, Honors English I builds concepts of self-awareness by examining the experiences of authors, speakers, and characters in a variety of complex texts and genres—from contemporary film to classic Shakespeare tragedy to popular American literature. In essence, English I is a year-long in-depth genre study—specifically, how techniques and styles develop certain genres, both print and non-print, and how language is integral in the creation of voice. Throughout, students gather evidence from texts and incorporate it in written and oral responses, including presentations using multiple forms of media. Students encounter more varied and complex writing in this grade as students write in a variety of modes including argumentative, explanatory, and narrative.

Course Title: Journalism I
Course Number: ENG191
Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Permission of instructor
- ❖ **NCAA Requirement:** No
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 11/2012

Journalism I is a full year, college-preparatory class that focuses on the fundamentals of scholastic journalism. Students are introduced to all aspects of newspaper writing, reporting, and editing, and cover a wide range of informational texts in preparation for becoming a member of the school newspaper staff. In order to learn the process of producing a school newspaper, class members work alongside year two-through-four journalism students who comprise the newspaper staff. Through mentorship and modeling, year one journalism students “learn the ropes” before they join the staff.

Course Title: English II

Course Number: ENG201; 202

Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** b – English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

English II explores the thematic concept of culture; it takes the grade 9 emphasis on self-awareness and expands it by studying the extent to which one's culture influences one's worldview. Using texts that represent a variety of cultures, genres, and experiences, English II dives deeply into how language use and structure conveys authors' points of view, perspective, and bias. Throughout, students must integrate evidence from texts to support complex theses and arguments in written and oral responses, including research investigations, collaborative presentations using digital media, and writing in a variety of modes including argumentative, explanatory, and narrative.

Course Title: English II Intensive

Course Number: ENG241; 242

Sites: All

- ❖ **Grade Level:** 10
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement determined by established criteria
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** b – English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 04/2018 Revised: 05/2020

English Intensive II is a continuation of the high school reading intervention course designed to accelerate reading achievement for our at-promise-students and provide those students with an introduction to rigorous English Language Arts Curriculum. The course is structured to provide intensive intervention in a single-period block to meet the requirements of the Common Core English 9 State Standards. Designed to accelerate students' reading levels, English 2 Intensive gives at-promise students the opportunity to further develop strong literacy and communication skills while remaining on track for university admittance. Rigorous and relevant key assignments require students to demonstrate the acquisition of the skills as outlined in the state framework (reading, writing, listening, speaking and written and oral English Language conventions). These acquired skills will readily transfer into all other core content curricular areas to further support student achievement in the classroom and in their communities. Research has taught us that the learning brain is social and seeks to engage as part of its quest to acquire knowledge. Throughout English 2 Intensive, students will develop learning strategies to persevere and read increasingly challenging texts. English 2 Intensive also facilitates student turnaround with explicit instruction

in Growth Mindset. English 2 Intensive fosters student acquisition of learning strategies critical for success in college and career. Students will: 1) Communicate clearly and coherently in writing and through oral presentations with a wide range of styles. 2) Read and comprehend a wide range of fiction and non-fiction in grade appropriate materials. 3) Think Critically and problem solve by effectively completing challenging group and individual projects and assignments. 4) Demonstrate an understanding of the complexities of global and societal issues through reading, writing, and discussion. 5) Write clear and concise essays that support the thesis with evidence, convey information from primary and secondary sources, and distinguish between relative values of ideas.

Course Title: Honors English II

Course Number: ENG261; 262

Sites: All

- ❖ **Grade Level:** 10
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** b – English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

Honors English is a course built on inquiry, open-ended questions with no specific “right answer”, engagement in academic discussion, and effective articulation of their ideas and understanding. The course explores the thematic concept of culture; it takes the grade 9 emphasis on self-awareness and expands it by studying the extent to which one’s culture influences one’s worldview. Using texts that represent a variety of cultures, genres, and experiences, English II dives deeply into how language use and structure conveys authors’ points of view, perspective, and bias. Throughout, students must integrate evidence from texts to support complex theses and arguments in written and oral responses, including research investigations, collaborative presentations using digital media, and writing in a variety of modes including argumentative, explanatory, and narrative.

Course Title: Journalism II

Course Number: ENG291

Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Permission of instructor
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 11/2012

Journalism II is an advanced workshop in newspaper reporting and editing with students responsible for the production of the school newspaper. This course is a full year,

college-preparatory class and is designed for second-year journalism students. Students study all aspects of newspaper writing, reporting, and editing, as well covering a wide range of literature. In addition, students will develop and maintain diverse journalistic skills and will be encouraged, or even required, to write for all sections of the school newspaper. It is held concurrently with Journalism I, III, and IV.

Course Title: English III

Course Number: ENG301; 302

Sites: All

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** b – English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

In English III, students will explore concepts that have shaped American thought and discourse since its revolution through the study of American literature and rhetoric. To analyze how authors' perspectives and purposes specifically shape complex ideas in multiple genres, students will read foundational U.S. documents, and quintessential American literature, essays, and poetry. These texts will help students gather evidence to incorporate in writing, speeches, performances, and presentations about the American Dream, what it means to be an American, the freedom of speech, the role of media in a democracy, and literary movements like Transcendentalism and the Harlem Renaissance. In specialized genres such as editorials and satire, students will express how the unique American cultural experience—individuals/groups challenging the views of contemporary society—colors the major American political, philosophical, and literary movements of American history.

Course Title: Expository Reading and Writing 11

Course Number: ENG305; 306

Sites: All

- ❖ **Grade Level:** 11
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** b - English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2020

The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation.

Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes six full-length modules drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues (two modules). In addition, the course includes five concept mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

Course Title: Advanced Placement English Language and Composition

Course Number: ENG361; 362

Sites: All

- ❖ **Grade Level:** 11
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** b - English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 04/2018

This course offers a rigorous preparation for college level writing and emulates a first-year college composition class by preparing students to “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (College Board). Students are prepared to pass the AP English Literature and Composition exam, administered each May. On the basis of their exam score, students may qualify for English composition advanced placement, college credit, or both at most colleges and universities.

Students will read and analyze a wide range of non-fiction texts—from newspaper editorials, to literary non-fiction, to biography, to sermons. Although most of the texts for the course are non-fiction, some works of fiction will be studied. In terms of reading, students will learn how to analyze and critique a wide range of non-fiction texts. Students will become familiar with the rhetorical strategies that make for effective, persuasive writing. Specific attention will be paid to the development and analysis of a written argument. Students will learn how to identify the elements of a strong argument and will grow to improve their own written arguments.

Furthermore, in terms of writing, students will improve their mastery of standard written English and will grow in their ability to produce “analytic and argumentative compositions that introduce a complex idea and develop it” through the use of evidence. Students will continue to develop their ability to revise their own writing—improving upon its strengths and removing its weaknesses.

Course Title: Journalism III

Course Number: ENG391

Sites: All

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Permission of instructor
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 11/2012

Journalism III an advanced workshop in newspaper reporting and editing designed for third-year staff members. It is a full year, college-preparatory class in which students study all aspects of newspaper writing, reporting, and editing. Building on the concepts introduced in Journalism I and II, students polish their writing and critical thinking skills through intense literature study, essay writing, and the actual writing and editing of the school newspaper. Students also are expected to take on new challenges and to take an added role in the class such as an editorship or to mentor new students and students in Journalism I and II.

Course Title: Expository Reading and Writing 12

Course Number: ENG405; 406

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** b - English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2013 Revised: 05/2020

The grade 12 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 40 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes five to six full-length modules drawn from three categories: 1) Shakespeare drama; 2) full-length books; and 3) contemporary issues (three to four modules). In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft,

revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final revision and editing.

Course Title: English IV

Course Number: ENG407; 408

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** b – English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

Students' SpringBoard journey culminates in Senior English with a year-long focus on using literary theory to analyze complex texts through multiple perspectives. Throughout the level, students will learn about and apply Archetypal, Cultural, Feminist, Historical, Marxist, and Reader Response Criticism to both literary and informational texts. Students will also use their knowledge of these theories to shed new light on film, photography, and media coverage of newsworthy events. Senior English offers many opportunities for students to synthesize their learning through rigorous writing and speaking tasks. Independent research, film study, and presentations go hand in hand with students' study of print texts, and allow students to develop complex and nuanced understandings of the texts, films, and issues in the course.

Course Title: Advanced Placement English Literature

Course Number: ENG461; 462

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** English Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** b - English
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/2018

This course provides an opportunity for advanced high school students to pursue college-level English course work completed at the high school level. Students are prepared to pass the AP English Literature and Composition exam, administered each May. On the basis of their exam score, students may qualify for English literature advanced placement, college credit, or both at most colleges and universities.

The purpose of this course is three-fold: 1) to engage students in the careful reading and critical analysis of imaginative literature, thus deepening their understanding of the ways writers use

language to provide both meaning and pleasure for their readers 2) to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. 3) to prepare students with the reading, analytical, and writing skills necessary for success in this course and later in their college work.

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading is accompanied by thoughtful discussion and writing. Additionally, writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays.

Course Title: AP Seminar

Course Number: ENG463

Sites: GTHS

- ❖ **Grade Level:** 10 - 11
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** B/G – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 01/2021

AP Seminar is a college-level course in which evaluating literary and informational texts is essential to understanding and addressing real-world issues. Students are required to undertake team and individual research projects in which they gather relevant information from print and digital sources, analyze and evaluate sources for credibility and accuracy, consider multiple points of view on an issue, develop evidence-based arguments to convey their own perspectives, and communicate their findings. Written communication skills are emphasized through tasks such as summarizing texts, synthesizing ideas and viewpoints from multiple sources into reports, and developing robust and persuasive arguments based on credible evidence.

Oral communication skills are emphasized through debates, Socratic seminars, and team and individual multimedia presentations and oral defenses. The AP Seminar assessment includes an end-of-course exam as well as written and presentation performance tasks completed throughout the year and scored using College Board AP Seminar evaluation rubrics.

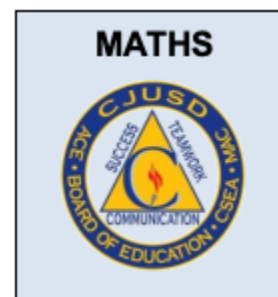
Course Title: Journalism IV

Course Number: ENG491

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Permission of instructor
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** g – College Preparatory Elective
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 11/2012

Journalism IV is an advanced workshop in newspaper reporting and editing with students responsible for the production of the high school newspaper. It is a college preparatory course designed for fourth-year staff members and is held concurrently with Journalism I – III. The course stresses advanced journalistic and expository writing skills in addition to intense application of written conventions, word usage, grammar, and style rules as carried out in all phases of the production of the school newspaper. Students continue to improve demonstrably from previous years, to take on new challenges, and to add responsibilities that involve leadership roles and specific leadership positions.



Mathematics

Course Code	Course Name
MTH021	Consumer Math S1
MTH022	Consumer Math S2
MTH101	Algebra I S1
MTH102	Algebra I S2
MTH201	Geometry S1
MTH202	Geometry S2
MTH203	Algebra II S1
MTH204	Algebra II S2
MTH261	Geometry (Honors) S1
MTH262	Geometry (Honors) S2
MTH263	Algebra II H S1
MTH264	Algebra II H S2
MTH300	Pre-Calculus
MTH305	MRWC (Mathematical Reasoning with Connections)
MTH310	Introductory Statistics
MTH360	Honors Pre-Calculus
MTH361	AP Statistics S1
MTH362	AP Statistics S2
MTH561	AP Calculus AB S1
MTH562	AP Calculus AB S2
MTH563	AP Calculus BC S1
MTH564	AP Calculus BC S2
MTH660	AP Computer Science A

Course Title: Consumer Math
Course Number: MTH021; 022
Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Algebra I (pass or concurrent enrollment)
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2018

This course is designed for students who are deficient in Mathematics credit for graduation. It is intended to help students develop into active, knowledgeable, thoughtful consumers, and to prepare them to skillfully engage in consumer activities and to understand the mathematics that underlie their choices and decision-making. Computational skills in the areas of whole numbers, fractions, decimals, percent and measurement are reviewed and taught as they apply to consumer applications. Topics to be studied include personal and home finances; transportation and housing; investments; loans and credit cards; taxation; and insurance.

Course Title: Algebra I
Course Number: MTH101; 102
Sites: All

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** c - Mathematics
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2014 **Revised:** 05/2022

Algebra I is designed to give students a foundation for all future mathematics courses. Students will engage and learn the following content according to the California Common Core State Standards for Mathematics through the vehicle of the eight Standards for Mathematical Practices: one-variable statistics by gathering and displaying data, measuring data distribution, and interpreting statistical results, understanding of linear equations, inequalities, and systems of linear equations and inequalities, two variable statistics where they use residuals and correlation coefficients to assess linear models, interpret quantitative data, and distinguish correlation and causality, deepen their understanding of functions and their ability to represent, interpret, and communicate about them—using function notation, domain and range, average rate of change, and features of graphs, quadratic equations, develop their capacity to write, transform, graph, and solve equations, and mathematical modeling.

Course Title: Geometry

Course Number: MTH201; 202

Sites: All

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Algebra I
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** c - Mathematics
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2018 Revised: 05/2022

Geometry is designed to give students a foundation for all future mathematics courses. Students will engage and learn the following content according to the California Common Core State Standards for Mathematics through the vehicle of the eight Standards for Mathematical Practices: generating conjectures and observations, compass and straightedge constructions, formal proof, transformations of figures, congruence and similarity, prove the triangle congruence and similarity theorems, right triangle trigonometry, derive volume formulas, effect of dilation on both area and volume, coordinate geometry, use transformations and the Pythagorean Theorem to build equations of circles, parabolas, parallel lines, and perpendicular lines from definitions, relationships between segments and angles in circles, probability, and mathematical modeling.

Course Title: Algebra II

Course Number: MTH203; 204

Sites: All

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Algebra I and Geometry
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** c - Mathematics
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2018 Revised: 05/2022

Algebra 2 is designed to give students a foundation for all future mathematics courses. Students will engage and learn the following content according to the California Common Core State Standards for Mathematics through the vehicle of the eight Standards for Mathematical Practices: sequences, represent functions in a variety of ways while addressing some aspects of mathematical modeling, the structure of polynomial graphs and expressions, extend exponent rules to include rational exponents, solve quadratic equations with non-real solutions, exponential functions, use logarithms to solve unknown exponents, transform functions graphically and algebraically, work with the unit circle to make sense of trigonometric functions and to model periodic relationships, statistical inference, and mathematical modeling.

Course Title: Honors Geometry

Course Number: MTH261; 262

Sites: All

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Recommend the student has earned an A-C in Algebra 1
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** c - Mathematics
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2018 Revised: 05/2022

Honors Geometry is designed to go deeper in the foundations of Geometry. Students will engage and learn the following content according to the California Common Core State Standards for Mathematics through the vehicle of the eight Standards for Mathematical Practices: generating conjectures and observations, compass and straightedge constructions, formal proof, transformations of figures, congruence and similarity, prove the triangle congruence and similarity theorems, right triangle trigonometry, derive area formula using sine for area of oblique triangles, prove and use the Law of Sines and Cosines, derive volume formulas, effect of dilation on both area and volume, coordinate geometry, use transformations and the Pythagorean Theorem to build equations of circles, parabolas, parallel lines, and perpendicular lines from definitions, relationships between segments and angles in circles, probability extended to use in making fair decisions and strategies using probability concepts, and mathematical modeling.

Course Title: Algebra II (Honors)

Course Number: MTH263; 264

Sites: All

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Recommend the student has earned an A-C in Algebra 1 and Geometry
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** c - Mathematics
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2018 Revised: 5/2022

Honors Algebra 2 is designed to go deeper in some Algebra 2 concepts. Students will engage and learn the following content according to the California Common Core State Standards for Mathematics through the vehicle of the eight Standards for Mathematical Practices: extend complex numbers in polynomial identities and equations, sequences, represent functions in a variety of ways while addressing some aspects of mathematical modeling, the structure of polynomial graphs and expressions, extend exponent rules to include rational exponents, solve quadratic equations with non-real solutions, exponential functions, use logarithms to solve unknown exponents, begin understanding the properties of logarithms, transform functions graphically and algebraically, work with the unit circle to make sense of trigonometric functions and to model periodic relationships, extend to graphing 6 trigonometric functions, inference,

extending probability to evaluate fair decisions and strategies using probability concepts, and mathematical modeling.

Course Title: Pre-Calculus

Course Number: MTH300

Sites: All

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Algebra II with a recommended “C” or better
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** c - Mathematics
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 08/2018

Pre-Calculus is a year-long course consisting of complex number systems, functions, trigonometry, systems, matrices, vectors, and polar coordinate system in preparation for success in higher level mathematics. The first semester will emphasize the study of functions and their transformations: linear, quadratic, rational, exponential, and logarithmic. The first semester will end with the development of the unit circle. The second semester will include trigonometric functions followed by the study of polar coordinates. We will then introduce the additional Pre-Calculus topics in preparation for **AP Calculus AB** such as vectors, partial fractions, systems of equations, matrices, and sequences and series. This course is designed to serve the needs of both college and career bound students. All the Mathematical Practice standards will be used in each of the lessons in tandem with the ELD standards.

Course Title: MRWC

Course Number: MTH305

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Grade of C or better in Algebra 2
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** C - Mathematics
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 12/2020

The MRWC course is designed as a 4th year mathematics course that will prepare students for college-level mathematics, including pre-calculus, calculus, and other quantitative reasoning courses. The MRWC curriculum includes standards listed in the Precalculus Chapter of the Mathematics Framework and combines concepts of trigonometry, geometry, and algebra that lead to the study of calculus in a way that is substantively different from the traditional

curriculum. The prerequisite for MRWC is a minimum grade of C in Integrated Math III / Algebra 2.

Instruction will emphasize the use of and fluency in the full range of the language of mathematics. Content topics will be approached through six instructional modalities i.e. verbal, numeric, symbolic, graphical, geometric, and technological. Different forms of formative and summative assessments will be used. Students will demonstrate their ongoing conceptual understanding and procedural fluency through mathematical activities, small group discussions and explorations, personal reflection, quick writes, in addition to worksheets and individual written assessments such as quizzes, tests, final summative exams. Students will also be assessed through group projects, oral and written presentations.

Course Title: Introductory Statistics

Course Number: MTH310

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Algebra I
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** c - Mathematics
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2017

This course provides students with an introduction to Statistics and is designed to provide another math option for all students. The course is also designed to serve the needs of both college and career training students. In this course, students will graph data in several formats and interpret graphs in the news for validity. Students will measure center and spread. Students will analyze the relationship between two variables with correlation and regression. Students will learn how to collect data and draw conclusions from data. Students will learn probability rules and determine how likely an event is to occur. Students will be exposed to methods used to estimate population parameters from samples.

Course Title: Honors Pre-Calculus

Course Number: MTH360

Sites: All

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Algebra II with a "B" or better OR Honors Algebra II with a "C" or better
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** c - Mathematics
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 02/2018, Revised Date: 05/2022

Honors Pre-Calculus is a year-long course consisting of complex number systems, functions, trigonometry, systems, matrices, vectors, graphs of polar equations, and limits in preparation for success in AP Calculus BC, and an introduction to differential calculus. The first semester will emphasize the study of functions and their transformations: linear, quadratic, rational, exponential, logarithmic, and trigonometric. The first semester will end with verifying trigonometric identities. The second semester will include the study of polar coordinates and graphs and complex numbers in polar form. We will then introduce the additional Pre-Calculus topics in preparation for **AP Calculus BC** such as vectors, parametric equations, systems, partial fractions, matrices, sequences and series including geometric, and limits. This course is designed to serve the needs of both college and career bound students.

Course Title: Advanced Placement Statistics

Course Number: MTH361; 362

Sites: All

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Algebra 2 with C or better
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** c- Mathematics and Increased Honors GPA
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2017

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data (Describing patterns and departures from patterns), Sampling and Experimentation (Planning and conducting a study), Anticipating Patterns (Exploring random phenomena using probability and simulation), Statistical Inference (Estimating population parameters and testing hypotheses).

Course Title: Advanced Placement Calculus A/B

Course Number: MTH561; 562

Sites: All

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Pre-Calculus with a “B” or better OR Honors Pre-Calculus with “C” or better recommended.
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** c - Mathematics and Increased Honors GPA
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2018

This course provides students with college level Calculus instruction, a rigorous mathematics curriculum that will allow them to begin earning college credit. The course is designed to serve the needs of the college bound student. This course covers all of the topics as outlined in the AP Calculus Course Description for Calculus AB as published by the College Board. All students enrolled in this course are expected to take the AP Calculus AB examination in May. Students earning a 4 or 5 on the AP exam will earn 1 semester college Calculus credit.

Course Title: Advanced Placement Calculus B/C

Course Number: MTH563; 564

Sites: All

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Pre-Calculus with an “A” OR Honors Pre-Calculus with “B” or better recommended.
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** c - Mathematics and Increased Honors GPA
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2022

This course provides students with college level Calculus instruction, a rigorous mathematics curriculum that will allow them to begin earning college credit. The course is designed to serve the needs of the college preparation student. This course covers all of the topics as outlined in the AP Calculus Course Description for Calculus BC as published by the College Board. All students enrolled in this course are expected to take the AP Calculus BC examination in May or complete a college-level project. Students earning a 4 or 5 on the AP exam will earn 1-year college Calculus credit.

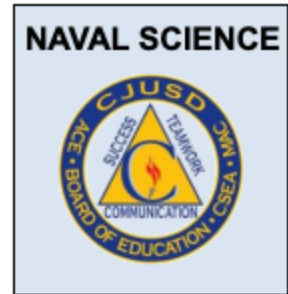
Course Title: Advanced Placement Computer Science A

Course Number: MTH660

Sites: All

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Algebra I and Geometry with a recommended grade of “C” or better. Can be concurrently enrolled in Algebra 2 or higher Math course
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** c - Mathematics and Increased Honors GPA
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2022

This course provides students with an introduction to computer science and is designed to prepare the student to pass the AP Computer Science A test. This course includes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first semester course in computer science. It also includes the study of data structures and abstraction. Students who complete this class will be more competitive for college acceptance, and have the basic programming skills to be successful in their engineering and mathematics classes.



Naval Science (NJROTC)

Naval Science Course Codes	Naval Science Course Titles
NSC091	Naval Science Drill Team
NSC101	Naval Science I S1
NSC102	Naval Science I S2
NSC201	Naval Science II S1
NSC202	Naval Science II S2
NSC301	Naval Science III S1
NSC302	Naval Science III S2
NSC401	Naval Science IV S1
NSC402	Naval Science IV S2

Course Title: Naval Science Drill Team

Course Number: NSC091

Sites: BHS, CHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective & Physical Education (5 credits per semester, 40 credits max). See counselor for information regarding PE credit.
- ❖ **Prerequisite:** Concurrent enrollment in Naval Science I-IV
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:**

The curriculum for Naval Science Drill is derived from the curriculum for Naval Science I – IV. The purpose of NJROTC Drill is to build on the basic qualities of a good follower and an effective leader. Students will be directly involved in drill teams and/or color guard to enhance skills required for teamwork and discipline and, for upperclassmen, to maximize abilities in the leadership area.

Course Title: Naval Science I
Course Number: NSC101; 102
Sites: BHS, CHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective & Physical Education (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g- College-Preparatory Elective/Interdisciplinary
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 1/2023

Naval Science 1 (NS1) will introduce students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; promote an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress and provide drug awareness; provide the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft.

Course Title: Naval Science II
Course Number: NSC201; 202
Sites: BHS, CHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective & Physical Education (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Naval Science I
- ❖ **NCAA Requirement:** None
- ❖ **UC ‘a-g’ Requirement:** g- College-Preparatory Elective/Interdisciplinary
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 01/2023

The purpose of this second of four Navy JROTC college prep courses is to engender in students a sound appreciation for the heritage and traditions of America, with recognition of the historic significance of sea power for America’s future. Students will be required to research, view, discuss, and write on how historically significant Naval battles, ships, and people shaped the outcomes of crucial eras in history including: the American Revolution, the Civil War, the Cold War, World War I, World War II, and America's rise to world power status. Embedded throughout is the introduction of students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals.

Course Title: Naval Science III

Course Number: NSC301; 302

Sites: BHS, CHS

- ❖ Grade Level: 9-11
- ❖ Graduation Requirement: Elective & Physical Education (5 credits per semester, 10 credits max)
- ❖ Prerequisite: Naval Science I and II
- ❖ NCAA Requirement: None
- ❖ UC 'a-g' Requirement: g- College-Preparatory Elective/Interdisciplinary
- ❖ Course Length: One year
- ❖ Adoption Date: 01/2023

Naval Science 3 is designed to develop the concepts of leading, evaluating, and teaching others for the improvement of an organization. It prepares 11th and 12th grade students to start mentoring others with less experience and to be a leader of an organization. Emphasis is placed on the student's role as an American citizen making them aware of how the government of the United States interacts with the rest of the world as well as how the U.S. Navy performs its tasks from the perspective of their roles and missions. Naval Science 3 prepares students for success in colleges, technical training programs, work and citizenship.

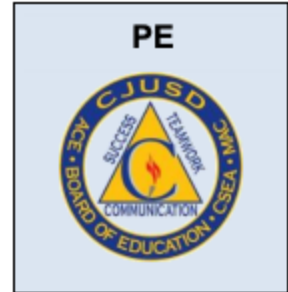
Course Title: Naval Science IV

Course Number: NSC401; 402

Sites: BHS, CHS

- ❖ Grade Level: 12
- ❖ Graduation Requirement: Elective & Physical Education (5 credits per semester, 10 credits max)
- ❖ Prerequisite: Naval Science I, II, III
- ❖ NCAA Requirement: None
- ❖ UC 'a-g' Requirement: g- College-Preparatory Elective/Interdisciplinary
- ❖ Course Length: One year
- ❖ Adoption Date: 1/2023

The purpose of the Navy Junior Reserve Officers Training Corps (NJROTC) program is “to instill in students the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.” The naval science program of instruction emphasizes citizenship and leadership development, naval history and operations, basic seamanship and navigation skills, and teamwork, discipline and self-reliance. The Naval Science 4 Elective, the fourth-year capstone course, focuses primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership, then helping them analyze the reasons for their varying degrees of success throughout the year. The course content includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students become aware of the techniques used to create motivation, develop goals and actions for a work group, and the learn proper ways to set a leadership example. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets. Effective communication, leadership in action, and demonstrating Navy customs and courtesies are also part of the content covered by the course.



Physical Education

Physical Education Course Codes	Physical Education Course Titles
KIN001	Athletic Phys. Education
KIN002	Archery
KIN003	Basketball
KIN004	Dance
KIN005	Cross Country
KIN006	Badminton
KIN007	Soccer
KIN007	Soccer
KIN008	Golf
KIN009	Tennis
KIN010	Volleyball
KIN011	Football-Freshman
KIN012	Football-Jr. Varsity
KIN013	Football- Varsity
KIN014	Aerobics
KIN015	Weight Training
KIN016	Wrestling
KIN017	Softball
KIN018	Baseball
KIN019	Track & Field
KIN020	Physical Education Indep. Study
KIN091	Physical Education - Adaptive
KIN092	Physical Education – Adaptive*
KIN101	Intro. To Kinesiology
KIN102	COPS - Kinesiology
KIN201	Adv. Kinesiology
KIN202	COPS - Advanced Kinesiology

Course Title: KIN001; 002; 003; 004; 005; 006; 007; 008; 009; 010; 011; 012; 013; 016; 017; 018; 019

Course Number: Athletic Phys. Education

Sites: All

- ❖ **Grade Level:** 10 - 12 (9th grade exception for athletic teams)
- ❖ **Graduation Requirement:** Physical Education 10-12 Credit (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** Teacher and/or Counselor permission
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 04/1985

This is an accelerated Physical Education class for students who have been selected for an athletic team. The class is offered 6th period only. Emphasis is placed on developing excellence in fundamental and advanced skills, techniques, and tactics for developing outstanding athletic teams. Coaches will require physical examinations of all athletes prior to their participation in the sport.

Course codes for each sport are as follows:

KIN001-Althetic Phys. Education	KIN009-Tennis
KIN002-Archery	KIN010-Volleyball
KIN003-Basketball	KIN011-Football-Freshman
KIN004-Dance	KIN012-Football –Jr. Varsity
KIN005-Cross Country	KIN013-Football-Varsity
KIN006-Badminton	KIN016-Wrestling
KIN007-Soccer	KIN017-Softball
KIN008-Golf	KIN018- Baseball
	KIN019-Track & Field

Course Title: KIN014
Course Number: Aerobics
Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Physical Education 10-12 Credit (5 credits per semester, 30 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 03/1985

This class was developed and designed for students who are interested in developing physical fitness through aerobic conditional and other methods of cardiovascular training.

Course Title: KIN015
Course Number: Weight Training
Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** Physical Education 10-12 Credit (5 credits per semester, 30 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 06/1986

This class was developed and designed for students who are interested in developing physical fitness through weight training and other methods of resistive exercise. Students are expected to follow a weight workout program as well as a cardiovascular fitness program for the entire semester.

Course Title: KIN091/ KIN092*
Course Number: Physical Education - Adaptive
Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Physical Education Credit (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 04/1985

The Adapted Physical Education program focuses on students with disabilities who participate in various fitness programs and lifetime sport activities. The purpose of the class is placed on cultivating lifetime/recreational activities as well as health and wellness that will nurture students in such a way as to build self-esteem and self-confidence in a school as well as community setting.

Course Title: KIN101

Course Number: Introduction to Kinesiology

Sites: All

- ❖ **Grade Level:** 9
- ❖ **Graduation Requirement:** Physical Education 9th Grade Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2009 Revised: 06/2019

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 kinesiology and physical education, fitness (including fitness technology), rhythm and dance aquatics individual and dual activities including but not limited to archery, badminton, golf, orienteering, tennis/paddle tennis, recreational activities, self-defense, weight training, Drug prevention, Alcohol prevention, and Tobacco prevention.

Course Title: KIN102

Course Number: COPS - Kinesiology

Sites: BHS

- ❖ **Grade Level:** 9
- ❖ **Graduation Requirement:** Physical Education 9th Grade Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Student in Law Enforcement Pathway
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2009

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. Additionally, this course provides an Introduction to the physical skills required to become a member of law enforcement. 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 and learning the physical requirements necessary for a career in law enforcement.

Course Title: KIN201

Course Number: Advanced Kinesiology

Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** Physical Education 10-12 Credit (5 credits per semester, 30 credits max)
- ❖ **Prerequisite:** Teacher permission
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2009

The 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. It provides students the fundamental information and skills for a variety of team sports. 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.

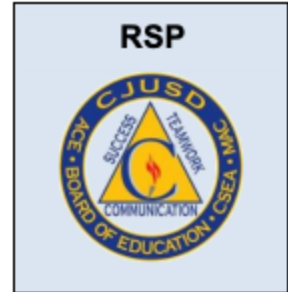
Course Title: KIN202

Course Number: COPS – Advanced Kinesiology

Sites: BHS

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** Physical Education 10-12 Credit (5 credits per semester, 30 credits max)
- ❖ **Prerequisite:** Student in Law Enforcement Pathway
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 07/2009

The 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. It provides students the fundamental information and skills for a variety of team sports. Additionally, this course helps students develop the physical skills required to become a member of law enforcement. 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 and learning the physical requirements necessary for a career in law enforcement.



RSP

RSP Course Codes	RSP Course Titles
ELC942	Learning Center
ELC941	Career Education
ELC944	Career Readiness II

Course Title: ELC942

Course Number: Learning Center

Sites: All

❖	Grade Level: 9 - 12
❖	Graduation Requirement: Elective Credit (5 credits per semester, 40 credits max)
❖	Prerequisite: None
❖	NCAA Requirement: None
❖	UC 'a-g' Requirement: None
❖	Course Length: One Year
❖	Adoption Date:

The purpose of the Learning Center is to provide students with disabilities direct instructional services in access strategies, intervention, and monitoring instruction in academics, transition, or social skills.

Course Title: ELC941

Course Number: Career Education

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:**

The purpose of the Career Education Class is to provide students with disabilities direct instructional services regarding transition or social skills into the workforce. Special emphasis will be placed on job search skills including completing job applications, resume writing, and interviewing.

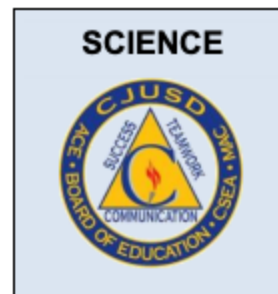
Course Title: ELC944

Course Number: Career Readiness II

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2019

The Career Readiness II course builds on the exploration students complete in Career Readiness I (however, students may enroll in II without completion of I) to provide students with the skills and resources necessary to implement their 10-year career, education, and life plan. Students first develop a skills-based education plan that supports the goals in their 10-year plan. Then, through surveys, inquiry workshops, and targeted career counseling, identify and develop the specific skills they need to fulfill the education plan and prepare them for their post-secondary endeavors. Throughout, students focus on self-advocacy skills and the resources available that transition them from K-12 supports to post-secondary programs. The capstone of the course is participating in paid on-the-job work-based learning. Upon completion of the course and graduation from high school, students will be potential clients of the Department of Rehabilitation.



Science

Science Course Codes	Science Course Titles
SCI101	Earth Science S1
SCI102	Earth Science S2
SCI107	Biology of the Living Earth S1
SCI108	Biology of the Living Earth S2
SCI161	Biology of the Living Earth (Honors) S1
SCI162	Biology of the Living Earth (Honors) S2
SCI203	Anatomy & Physiology S1
SCI204	Anatomy & Physiology S2
SCI205	Marine Biology S1
SCI206	Marine Biology S2
SCI207	Geology S1
SCI208	Geology S2
SCI251	Chemistry in the Earth Sys. (Honors) S1
SCI252	Chemistry in the Earth Sys. (Honors) S2
SCI261	AP Chemistry S1
SCI262	AP Chemistry S2
SCI263	Anatomy & Physiology (Honors) S1
SCI264	Anatomy & Physiology (Honors) S2
SCI301	Intro to Zoology S1
SCI302	Intro to Zoology S2
SCI303	Physics of the Universe S1
SCI304	Physics of the Universe S2
SCI306	Chemistry in the Earth System S1
SCI307	Chemistry in the Earth System S2
SCI361	AP Biology S1
SCI362	AP Biology S2
SCI461	AP Physics 1
SCI660	AP Environmental Science
SCI701	Intro Engineering Design
SCI702	Principles of Engineering
SCI703	Digital Electronics
SCI704	Engineering Design & Development
SCI763	Digital Electronics (Honors)
SCI764	Engineering Design & Development (H)

Course Title: Earth Science
Course Number: SCI101, 102
Sites: All

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Physical Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Physical Science)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 04/2024

EDC Earth Science is a full-year, activity-driven course that involves students by challenging them with provocative investigations and questions. Each chapter offers a cluster of activities that addresses a specific set of concepts and practices and is centered on a challenge that embodies the learning goals. The challenges focus on real, relevant, and often complex problems that scientific information and data analyses can help resolve. The first semester focuses on the hydrosphere and atmosphere. During second semester, students gain a deeper understanding of Earth’s systems by exploring Earth’s place in the universe and the working of the geosphere.

Course Title: Biology of the Living Earth
Course Number: SCI107, 108
Sites: All

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Biological Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None. It is recommended that Biology of the Living Earth be taken as the first course in the three-course science sequence (Biology → Chemistry → Physics)
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Biology/Life Sciences)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 04/2024

The inquiryHub (iHub) biology curriculum is a full-year high school biology course anchored in phenomena and aligned to the Next Generation Science Standards. The units are organized around coherent storylines, in which students ask and investigate questions related to an anchoring phenomenon or design challenge. Students use science and engineering practices to figure out Disciplinary Core Ideas (DCI) and crosscutting concepts needed to make sense of and explain the phenomena or solve the problem presented in the challenge. The phenomena that students work together to explain in biology are antibiotic resistance and a bird population that evolved to become bold (Evolution), Duchenne Muscular dystrophy and gene editing (Genetics), how trees can mitigate climate change and population changes among large animals on the Serengeti (Ecosystems).

Course Title: Honors Biology of the Living Earth

Course Number: SCI161, 162

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Biological Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** (recommended) middle school science teacher recommendation
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Biology/Life Sciences)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 04/2024

The inquiryHub (iHub) biology curriculum is a full-year high school biology course anchored in phenomena and aligned to the Next Generation Science Standards. The units are organized around coherent storylines, in which students ask and investigate questions related to an anchoring phenomenon or design challenge. Students use science and engineering practices to figure out Disciplinary Core Ideas (DCI) and crosscutting concepts needed to make sense of and explain the phenomena or solve the problem presented in the challenge. The phenomena that students work together to explain in biology are antibiotic resistance and a bird population that evolved to become bold (Evolution), Duchenne Muscular dystrophy and gene editing (Genetics), how trees can mitigate climate change and population changes among large animals on the Serengeti (Ecosystems).

Course Title: Anatomy & Physiology

Course Number: SCI203, 204

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Biology of the Living Earth (1 year), Chemistry in the Earth System (1 year; recommended)
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Biology/Life Sciences)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 6/2020

Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. This course is a study of the structures and functions of the human body, and their interrelationships. Content is built around major biological concepts which include: historical perspectives, mathematical and analytical skills, and interdisciplinary approaches to discovery. Concepts are reinforced with a strong emphasis on laboratory experiences, outside research, and the integration of all sciences. Dissection of preserved organisms is part of the laboratory experience.

Course Title: Marine Biology
Course Number: SCI205, 206
Sites: BHS, CHS, GTHS, SMHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Biological Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Biology of the Living Earth (1 year) and a physical science (1 year)
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** G (Elective)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 06/2020

This course will examine the physical and biological components of the marine environment. The study will include evaluating the characteristics and classification of marine organisms, both vertebrates and invertebrates. Evidence for the evolution of life on earth will be considered. The effects of the marine environment on global life systems and human use of the ocean habitat and its resources for economic purposes will also be explored.

Course Title: Geology
Course Number: SCI207, 208
Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Physical Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Physical Science)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 04/2024

Geology is a physical science lab course that is intended to fulfill an Area D (Earth Science, UC) requirement. This course is designed to help students understand the relationship between planet Earth and the processes that make our “third rock from the sun” an active and sometimes dangerous planet. Students will investigate Earth Science concepts and acquire laboratory and field skills involving mineral and rock identification (geochemistry), geophysics, geomorphology, geologic history, mapping, plate tectonics, oceanography and meteorology. Basic concepts in Chemistry, Physics, and Environmental Sciences will be incorporated within the core units. The Next Generation Science Standards will be highlighted throughout the course in order to adhere to the newest standards for Secondary Science education.

Course Title: Honors Chemistry in the Earth System

Course Number: SCI251, 252

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Physical Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Biology of the Living Earth or Honors Biology of the Living Earth and recommended successful completion of Algebra I
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Physical Science)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 06/2022

Students will explore chemistry and earth science concepts from a phenomenon-based approach. This is an NGSS course that will incorporate inquiry-based labs and the performance expectations of ‘Chemistry’ and ‘Earth and Space Science’ to deepen student understanding of the role of chemical properties and processes in driving the Earth system. Students will connect crosscutting concepts and utilize science and engineering practices to explain natural phenomena. Instructional segments will explore combustion, heat and energy transfer, atomic structure and interactions, chemical reactions, the chemistry of climate change, and ocean acidification. In the end, students will have explored the fundamentals of chemistry and the role it plays in the Earth’s geosphere, hydrosphere, and atmosphere. The honors class will have additional projects incorporated in the course. Emphasis will be on chemical calculations and the mathematical formulations of principles supported by the laboratory work done by the students. This course is designed to be the second course in the 3-course science sequence.

Course Title: AP Chemistry

Course Number: SCI261, 262

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Physical Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** recommended Chemistry and Algebra II
- ❖ **NCAA Requirement:** Yes (Natural/Physical Science)
- ❖ **UC ‘a-g’ Requirement:** D (Physical Science)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 05/2023

This course prepares students for the Advanced Placement test in Chemistry. It is organized around six underlying principles called the Big Ideas, which encompass core scientific principles, theories, and processes. Topics include atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students will develop their ability to use disciplinary practices that combine the skills and knowledge needed to engage in scientific investigation. Approximately 25% of instructional time is dedicated to inquiry-based laboratory investigations.

Course Title: Anatomy and Physiology (Honors)

Course Number: SCI263, 264

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Biological Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Biology of the Living Earth (1 year), Chemistry in the Earth System (1 year; recommended)
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Biology/Life Science)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 09/2023

Anatomy and Physiology is a rigorous second-year Biology course for students interested in biology, medicine, and its related professions. This course studies the structures and functions of the human body and their interrelationships. Content is built around major biological concepts, including historical perspectives, mathematical and analytical skills, and interdisciplinary approaches to discovery. Concepts are reinforced with a strong emphasis on laboratory experiences, outside research, and the integration of all sciences. Dissection of preserved organisms is part of the laboratory experience.

Course Title: Introduction to Zoology

Course Number: SCI301, 302

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Biological Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Biology of the Living Earth (1 year) and a physical science (1 year)
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Biology/Life Sciences)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 06/2020

This course will examine the physical and biological components of the aquatic and terrestrial environments. The study will include evaluating the characteristics and classification of aquatic and terrestrial organisms, both vertebrates and invertebrates. Evidence for the evolution of life on earth and taxonomy of all organisms will be considered.

Course Title: Physics of the Universe

Course Number: SCI303, 304

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Physical Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None. It is recommended that Physics of the Universe be taken as the third course in the three-course science sequence (Biology → Chemistry → Physics)
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Physical Science)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 04/2023

In this course, students will explore physics and earth science concepts using a phenomenon-based approach. This is an NGSS course that will incorporate inquiry-based labs and the performance expectations of ‘Physics’ and ‘Earth and Space Science’ to deepen student understanding of the role of physical properties and processes in governing everything in the universe. Students will connect crosscutting concepts and utilize science and engineering practices to explain natural phenomena. Instructional segments will explore forces and motion, forces at a distance, energy conversion, nuclear processes, waves and electromagnetic radiation, and the origin of the universe. In the end, students will have explored the fundamentals of physics and its application in Earth and space science. This course is designed to be the third course in the three-course science sequence.

Course Title: Chemistry in the Earth System

Course Number: SCI 306, 307

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Physical Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None. It is recommended that Chemistry in the Earth System be taken as the second course in the three-course science sequence (Biology → Chemistry → Physics)
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Physical Science)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 04/2023

Students will explore chemistry and earth science concepts from a phenomenon-based approach. This is an NGSS course that will incorporate inquiry-based labs and the performance expectations of ‘Chemistry’ and ‘Earth and Space Science’ to deepen student understanding of the role of chemical properties and processes in driving the Earth system. Students will connect crosscutting concepts and utilize science and engineering practices to explain natural phenomena. Instructional segments will explore combustion, heat and energy transfer, atomic structure and interactions, chemical reactions, the chemistry of climate change, and ocean acidification. In the end, students will have explored the fundamentals of chemistry and the role

it plays in the Earth's geosphere, hydrosphere, and atmosphere. This course is designed to be the second course in the 3-course Science sequence.

Course Title: Advanced Placement Biology

Course Number: SCI361, 362

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Biological Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Recommended Biology and Chemistry
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** D (Biology/Life Science)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 04/2019

This course prepares the students for the Advanced Placement test in Biology. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives. Areas covered briefly in Biology will be reviewed and covered in greater depth. This includes topics such as evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. Approximately 25% of the course is devoted to labs.

Course Title: AP Physics I

Course Number: SCI461

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Physical Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Recommended that students have completed Geometry and are concurrently taking Algebra II.
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** D (Physical Science)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 05/2023

AP Physics I is a college level course that uses advanced algebra and trigonometry as the primary tools for problem solving. The course covers topics in mechanics, energy, waves, thermodynamics, electricity, magnetism, optics, quantum theory, and nuclear physics. Students are expected to devote considerable time and effort to this course, typically 1 to 2 hours per day outside of class. Every student is strongly encouraged to take the AP Physics Exam.

Course Title: AP Environmental Science

Course Number: SCI660

Sites: CHS

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** Physical Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Biology and Chemistry
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** D (Interdisciplinary Sciences)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 05/2019

The AP Environmental Science course is a full-year course designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course has been developed to be a rigorous science course that stresses scientific principles and analysis and includes a laboratory component; as such, it is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or, alternatively, to fulfill a basic requirement for a laboratory science and thus free time for taking other courses. In both breadth and level of detail, the content of the course reflects what is found in many introductory college courses in environmental science.

The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving and/or preventing them, and to develop and focus their own political perspective.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

Course Title: Introduction to Engineering Design

Course Number: SCI701 (BHS); CTE7100 (GTHS)

Sites: BHS, GTHS

- ❖ **Grade Level:** 9-11
- ❖ **Graduation Requirement:** Computer Literacy/Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** “C” or better in Math 8
- ❖ **NCAA Requirement:** No
- ❖ **UC ‘a-g’ Requirement:** g - College Preparatory Elective (Interdisciplinary)
- ❖ **Course Length:** One year
- ❖ **Board Approved:** 06/2014

The major focus of the Introduction to Engineering Design (IED) course is to introduce students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a 3D solid modeling design software package to help them design solutions to solve proposed problems. Engineering is for students interested in biomechanics, aeronautics, and other applied math and science arenas. This course is aligned to the Project Lead the Way program.

Course Title: Principles of Engineering

Course Number: SCI702 (BHS); CTE7200 (GTHS)

Sites: BHS, GTHS

- ❖ **Grade Level:** 10-12
- ❖ **Graduation Requirement:** Computer Literacy/Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Intro to Engineering Design
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** g - College Preparatory Elective (Interdisciplinary)
- ❖ **Course Length:** One year
- ❖ **Linked Learning Pathway:** Engineering
- ❖ **Board Approved:** 07/2015

Principles of Engineering (POE) is a high school-level survey course in engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. POE gives students the opportunity to develop skills and understanding of course concepts through project, and problem-based learning. Used in combination with a team approach, project-based learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. Outcomes include the ability to: apply knowledge of mathematics, science and engineering; design and conduct experiments, as well as analyze and interpret data; design a system, component, or process to meet desired needs; function on multi-disciplinary teams; identify, formulate, and solve engineering problems; communicate effectively; have a broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context. This course is aligned to the Project Lead the Way program.

Course Title: Digital Electronics

Course Number: SCI703 (BHS); CTE7300 (GTHS)

Sites: BHS, GTHS

- ❖ **Grade Level:** 11-12
- ❖ **Graduation Requirement:** Computer Literacy/Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Intro to Engineering Design and/or Principles of Engineering
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** g - College Preparatory Elective (Interdisciplinary)
- ❖ **Course Length:** One year
- ❖ **Linked Learning Pathway:** Engineering
- ❖ **Board Approved:** 05/2016

Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc. Students learn the digital circuit design process to create circuits and present solutions that can improve people's lives.

Digital electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discrete voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

Course Title: Engineering Design & Development

Course Number: SCI704 (BHS); CTE7400 (GTHS)

Sites: BHS, GTHS

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Computer Literacy/Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Intro to Engineering Design and/or Principles of Engineering
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** g - College Preparatory Elective (Interdisciplinary)
- ❖ **Course Length:** One year
- ❖ **Linked Learning Pathway:** Engineering
- ❖ **Board Approved:** 05/2016

Engineering Design and Development (EDD) is the capstone course in the Project Lead The Way (PLTW) high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process.

Students will perform research to select, define and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solutions to an outside panel. While progressing through the engineering design

process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem-solving abilities, and their understanding of the design process.

Course Title: Digital Electronics (Honors)

Course Number: SCI763 (BHS); CTE7363 (GTHS)

Sites: BHS, GTHS

- ❖ **Grade Level:** 11
- ❖ **Graduation Requirement:** Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Intro to Engineering Design and/or Principles of Engineering
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** g - College Preparatory Elective (Interdisciplinary)
- ❖ **Course Length:** One year
- ❖ **Linked Learning Pathway:** Engineering
- ❖ **Board Approved:** 06/2018

Digital electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discrete voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. The course is also designed to serve the needs of both college and career entering students and uses the PLTW curriculum.

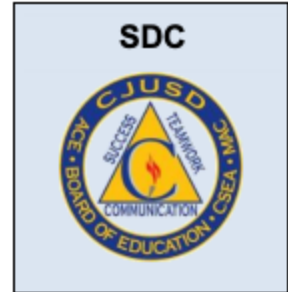
Course Title: Engineering Design & Development (Honors)

Course Number: SCI764 (BHS); CTE7460 (GTHS)

Sites: BHS, GTHS

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** Computer Literacy/Elective (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Intro to Engineering Design and/or Principles of Engineering
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** g - College Preparatory Elective (Interdisciplinary)
- ❖ **Course Length:** One year
- ❖ **Linked Learning Pathway:** Engineering
- ❖ **Board Approved:** 06/2018

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. The course is also designed to serve the needs of both college and career ready students.



Special Day Classes

SDC Course Codes	SDC Course Titles
ELC943	Life-long Learning
ELCD946	Transition Dynamic
ENG901	English I READ 180 S1
ENG902	English I READ 180 S2
ENG903	English II READ 180 S1
ENG904	English II READ 180 S2
ENG905	English III S1
ENG906	English III S2
ENG907	English IV S1
ENG908	English IV S2
ENGD909/910	English 1 Dynamic
ENGD915/916	English 2 Dynamic
ENGD917/918	English 3 Dynamic
ENGD919/920	English 4 Dynamic
MTH911	Algebra IA S1
MTH912	Algebra IA S2
MTH913	Algebra I B S1
MTH914	Algebra I B S2
MTHD941/942	Algebra I Dynamic
MTHD944/945	Geometry Dynamic
SCI931	Earth Science S1
SCI932	Earth Science S2
SCI933	Biology S1
SCI934	Biology S2
SCID935/936	Biology of Living Earth Dynamic
SCID937/938	Physics of the Universe Dynamic
SOC921	World History S1
SOC922	World History S2
SOC923	US History S1
SOC924	US History S2
SOC925	Principles of Democracy
SOC926	Economics
SOCD927	Economics Dynamic
SOCD928	Principles of Democracy Dynamic

SOCD929/930
SOCD939/940

US History Dynamic
World History Dynamic

Course Title: Life-long Learning

Course Number: ELC943

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** See Counselor
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 11/2018

Students receive instruction from the teacher, Para-educators, and designated instructional service professionals. All instruction is planned and guided by the classroom teacher and is individualized to meet the needs of each student. Classroom activities are structured through use of a variety of groupings including:

- One-on-one staff to student instruction
- small group instruction
- large group instruction
- independent student work

Students apply functional reading, writing, math, communication and language skills within community and work environments, to assist in the generalization of learned skills. While interacting with community members, students also are given opportunities to generalize and apply learned skills to other community and work settings.

Course Title: Transition Dynamic

Course Number: ELCD946

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** See Counselor
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 01/2024

Transition Dynamic is a course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course incorporates the Five Guideposts for Success from The Guideposts for Success - What All Youth Need to Successfully Transition into Adulthood from the Office of Disability Employment Policy (ODEP): School-Based Preparatory Experiences, Career Preparation and Work-Based Learning Experiences, Youth Development and Leadership, Connecting Activities, and Family Involvement and Supports. Students will engage with the content as they increase their ability to live as independent, contributing members of society.

This course is designed to meet the California School Dashboard College/Career Indicator (CCI)?. The California Department of Education (CDE) has been continuing its efforts to meet the State Board of Education's (SBE's) directive to expand the College/Career Indicator (CCI) with more career measures. This class will allow students to meet the CCI through Transition Classroom-Based Work Exploration.

Students who complete this measure must successfully complete the equivalent of 4 courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living since entering grade nine. This classroom-based work exploration must offer students work-based learning experiences that develop knowledge and job skills, in compliance with the FLSA requirements.

Course Title: English I - READ 180

Course Number: ENG901; ENG902

Sites: All

- ❖ **Grade Level:** 9
- ❖ **Graduation Requirement:** English I and Elective (10 credits per semester, 20 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year – Double block
- ❖ **Adoption Date:** 04/2018

This course provides SDC students with intensive English instruction that is designed to accelerate student achievement in reading comprehension, writing, vocabulary development, and literary analysis. It is offered as a double period block, designed to increase a student's reading level by two or more grade levels through whole and small group instruction, independent reading, and personalized computer-aided instruction.

Course Title: English 1 Dynamic

Course Number: ENGD909; ENGD910

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** English
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 01/2024

English I Dynamic is a required one-year freshman course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31.

This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes a wide variety of authors from diverse backgrounds.

Course Title: English 2 Dynamic

Course Number: ENGD915; ENGD916

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** English
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 01/2024

English 2 Dynamic is a required one-year sophomore course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31.

This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes a wide variety of authors from diverse backgrounds.

Course Title: English 3 Dynamic

Course Number: ENGD917; ENGD918

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** English
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 01/2024

English 3 Dynamic is a required one-year junior course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31.

This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes a wide variety of authors from diverse backgrounds.

Course Title: English 4 Dynamic

Course Number: ENGD919; ENGD920

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** English
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 01/2024

English 4 Dynamic is a required one-year senior course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31.

This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes a wide variety of authors from diverse backgrounds.

Course Title: Algebra 1A

Course Number: MTH911; MTH912

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2022

Algebra IA is designed to give students a foundation for all future mathematics courses. Students will engage and learn the following content according to the California Common Core State Standards for Mathematics through the vehicle of the eight Standards for Mathematical Practices: one-variable statistics by gathering and displaying data, measuring data distribution, and interpreting statistical results, understanding of linear equations, inequalities, and systems of linear equations and inequalities, two-variable statistics where they use residuals and correlation coefficients to assess linear models, interpret quantitative data, and distinguish correlation and causality, deepen their understanding of functions and their ability to represent, interpret, and communicate about them-using function notation, domain and range, average rate of change, and features of graphs, quadratic equations, develop their capacity to write, transform, graph, and solve equations, and mathematical modeling.

Course Title: Algebra 1 Dynamic

Course Number: MTHD941; MTHD942

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 01/2024

This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

The course provides the transition from computation and problem solving into understanding the dynamic changes and relationships in the world, and universe, around us. Students will relate systems of equations to each other to find solutions in multiple ways. An understanding of content will be developed through integration with technology and applications with real life examples. (This course is aligned with the CJUSD adopted Math Content Standards.)

Course Title: Geometry Dynamic

Course Number: MTHD944; MTHD945

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Mathematics (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 01/2024

This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

The course provides the transition from computation and problem solving into understanding the dynamic changes and relationships in the world, and universe, around us. Students will relate systems of equations to each other to find solutions in multiple ways. An understanding of content will be developed through integration with technology and applications with real life examples. (This course is aligned with the CJUSD adopted Math Content Standards.)

Course Title: Earth Science

Course Number: SCI931; SCI932

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Physical Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 10/2009

This course covers the fundamental topics associated with the formation and changes in the earth's crust, meteorology, astronomy, paleontology, materials of the earth, earth cycles, history of the earth, and earth in space.

Course Title: English II - READ 180

Course Number: ENG903; ENG904

Sites: All

- ❖ **Grade Level:** 10
- ❖ **Graduation Requirement:** English II and Elective (10 credits per semester, 20 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year – Double block
- ❖ **Adoption Date:** 04/2018

This course provides SDC students with intensive English instruction that is designed to accelerate student achievement in reading comprehension, writing, and vocabulary development, and literary analysis. It is offered as a double period block, designed to increase a student's reading level by two or more grade levels through whole and small group instruction, independent reading, and personalized computer-aided instruction.

Course Title: Biology
Course Number: SCI933; SCI934
Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** Biological Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 10/2009

This course introduces students to biological science. Through inquiry, reading, lecture, and lab work, students will come to understand that all life is composed of a web of interdependence with both the biotic and the abiotic world; that all life has developed through a continuous and unbroken pattern that is both stable and random, and that physical events have influenced the speed and direction of this development, and continue to do so today.

Course Title: Biology of the Living Earth Dynamic
Course Number: SCID935; SCID936
Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Biological Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 1/2024

Biology of the Living Earth Dynamic is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31

The course will allow students to use evidence from experiments, research, and observations, to evaluate and develop claims backed by evidence and reasoning, and develop models to investigate the natural world.

Course Title: Physics of the Universe Dynamic
Course Number: SCID937; SCID938
Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Biological Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year

❖ **Adoption Date:** 1/2024

Physics of the Universe Dynamic is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

Physics of the Universe Dynamic, a course based on the Next Generation Science Standards, explores the way in which physical processes govern the universe. Physics is the study of matter, forces, and their interactions. By using evidence from experiments, research, and observations, students will learn how to investigate the natural world.

Course Title: Algebra I B

Course Number: MTH913; MTH914

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Mathematics-Algebra I (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Algebra IA & Placement by IEP
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2022

Algebra I B is designed to give students a foundation for all future mathematics courses. Students will engage and learn the following content according to the California Common Core State Standards for Mathematics through the vehicle of the eight Standards for Mathematical Practices: one-variable statistics by gathering and displaying data, measuring data distribution, and interpreting statistical results, understanding of linear equations, inequalities, and systems of linear equations and inequalities, two-variable statistics where they use residuals and correlation coefficients to assess linear models, interpret quantitative data, and distinguish correlation and causality, deepen their understanding of functions and their ability to represent, interpret, and communicate about them-using function notation, domain and range, average rate of change, and features of graphs, quadratic equations, develop their capacity to write, transform, graph, and solve equations, and mathematical modeling.

Course Title: English III

Course Number: ENG905; ENG906

Sites: All

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** English (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 08/2009

The purpose of SDC American Literature is to enable students to pass the English portion of the California High School Exit Exam, and to provide them with the communication and analytical skills necessary for the workplace. Through study of vocabulary, language conventions, and the writing process, students will focus on expressing their ideas, whether spoken or written, in clear, concise, and comprehensive ways. Students will also learn to comprehend and synthesize a variety of texts in order to shape and express their own conclusions in essays, research reports, and presentations. In addition, students will develop knowledge of, and appreciation for the traditions expressed in American literature.

Course Title: English IV

Course Number: ENG907; ENG908

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** English (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 08/2009

The purpose of Modern World Literature is for students to achieve mastery of the skills related to listening and speaking, academic research, higher order reading comprehension, language usage and writing, literary analysis, and critical thinking. Students will develop the listening and speaking skills necessary to communicate effectively in both academic and career situations. In writing, they will learn to develop position papers and to refine their written work. Students will study classics of modern world literature to complete the literature component.

Course Title: World History

Course Number: SOC921; SOC922

Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 10/2009

This course provides students with a historical background for major turning points that shaped the modern world, from the late eighteenth century through the present, including the causes and course of the two world wars. They trace the rise of the democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals

are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural context. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Course Title: World History Dynamic
Course Number: SOCD939; SOCD940
Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 1/2024

World History Dynamic is a required one-year course designed to help students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31, access core content aligned subject matter material.

This course provides students with a thematic examination of the political, economic, cultural, environmental, and social factors that have defined world history. The course begins with an introduction to the world before 1750 and continues with a focus on the expansion of the West and the growing interdependence of people, cultures, and globalization throughout the world. The world history course is designed to provide students with the opportunity to view history as a mosaic that values the contributions of the many peoples inhabiting our diverse world.

Course Title: US History
Course Number: SOC923; SOC924
Sites: All

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 10/2009

This course provides students in grade eleven with the historical context for the major turning points in American History in the twentieth century. Following a review of the nation's beginnings and the impact of the enlightenment on U.S. democratic ideals, students build upon

the tenth-grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society: the movement toward equal rights for racial minorities and women: and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principals that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

Course Title: US History Dynamic

Course Number: SOCD929; SOCD930

Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 1/2024

United States History Dynamic is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course reviews US History from the late nineteenth through twenty-first century American history, starting with a brief review of democratic foundations and the impact of the Civil War. Students will analyze turning points and themes related to American identity, the role of the government, and the American experience. Skills such as reading, writing, speaking and listening, research, and media literacy will be emphasized. Aligning with the California History-Social Sciences Framework, students will engage with the content, practice inquiry skills, improve literacy, and develop values of citizenship through this course.

Course Title: Principles of Democracy

Course Number: SOC925

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One semester
- ❖ **Adoption Date:** 01/2008

This course provides students in grade twelve with the context and support to pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

Course Title: Principles of Democracy Dynamics

Course Number: SOCD928

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One semester
- ❖ **Adoption Date:** 01/2024

Principles of Democracy Dynamic is a required one-semester course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31. It is a course a study of the institutions of the American government.

The course focuses on the executive, judicial and legislative branches of the federal government, the election process, and political parties. There is an emphasis on the concepts of constitutionalism, representative democracy, separation of powers, checks and balances, and federalism.

Course Title: Economics Dynamics

Course Number: SOCD927

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** History/Social Studies (5 credits per semester)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One semester
- ❖ **Adoption Date:** 01/2024

Economics Dynamic is a required one-semester course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31,

The course will allow students to access core content aligned subject matter material. The course will cover how individuals and societies make decisions given scarce resources. Areas of study include supply and demand, inflation and recession, money and credit, the banking system, labor and wages, managing the nation's economy, and economic theory.

Course Title: Economics

Course Number: SOC926

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** History/Social Studies (5 credits per semester)
- ❖ **Prerequisite:** Placement by IEP
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One semester
- ❖ **Adoption Date:** 01/2024

This course provides students in grade twelve with the students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

SOCIAL SCIENCE**Social Science**

Soc. Science Course Codes	Social Science Course Titles
SOC061	AP Human Geography
SOC062	AP African American Studies
SOC066	AP Psychology
SOC091	Psychology S1
SOC092	Psychology S2
SOC095	World Religions S1
SOC096	World Religions S2
SOC097	Multicultural Perspectives S1
SOC098	Multicultural Perspectives S2
SOC099	You and the Law
SOC501	World History S1
SOC502	World History S2
SOC503	US History S1
SOC504	US History S2
SOC505	Economics
SOC506	Principles of Democracy
SOC561	AP World History S1
SOC555	AP Microeconomics
SOC562	AP World History S2
SOC563	AP United States History S1
SOC564	AP United States History S2
SOC565	AP Macroeconomics
SOC566	AP Government and Politics
SOC581	World History S1*
SOC582	World History S2*
SOC583	US History S1*
SOC584	US History S2*
SOC585	Economics *
SOC586	Principles of Democracy*
SOC660	AP Comparative Govt. and Politics
ETHS100/101	Intro to Ethnic Studies S1/S2

Course Title: AP Human Geography

Course Number: SOC061

Sites: All

- ❖ **Grade Level:** 9 – 12 (designed for 9th Grade)
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** English I or concurrent enrollment in Honors English I
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** a - History/Social Science (World History/Cultures/Historical Geography)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 02/2014

AP Human Geography is designed to provide the high school student with the equivalent of an introductory college-level human geography course. This course is designed to introduce high school freshmen to the rigors of an Advanced Placement course. The student will have to read a college level textbook, write essays at a level to allow them to pass the AP exam, and perform research on Human Geography projects. The course will provide an opportunity for the student to take the AP Human Geography exam for possible college credit. While this course is designed for ninth graders, it will be open to all grade levels.

Course Title: AP African American Studies

Course Number: SOC062

Sites: BHS, CHS, GTHS

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** US History/Ethnic Studies Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** English I or concurrent enrollment in Honors English I
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** a - History/Social Science
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2024

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

Course Title: AP Psychology

Course Number: SOC066

Sites: All

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Grade of C or better in English I
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** g – History/Social Science
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 02/2018

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 main subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course will provide an opportunity for the student to take the AP Psychology exam for possible college credit.

Course Title: Psychology
Course Number: SOC091; 092
Sites: All

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** English I or concurrent enrollment in Honors English I
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** g - College Preparatory Elective (History/Social Science)
- ❖ **Linked Learning Pathway:** Law Enforcement
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 12/2014

This course will take students through each of the major areas of Psychology as described by the American Psychological Association. Beginning with “Why Study Psychology” and how it became a topic of scientific study, students will read, study, and write about the methods of acquiring psychological knowledge (Research Methods), the major components of the brain--relating components to behavior; sensation and perception, showing how they differ, motivation and emotion, stress and health, biological and psychological development from birth to death, different ways of learning, the process of memory; language and thinking, consciousness and the function of sleep, theories of personality, psychological disorders and their treatment, and social interaction-group dynamics.

Course Title: World Religions
Course Number: SOC095; SOC096
Sites: All

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** English I
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** g - College Preparatory Elective (History/Social Science)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 02/2006

This course will introduce students to the historical and cultural development of the World’s Principal Religions. Students will study the birth and growth of Hinduism, Buddhism, China’s philosophy of Taoism and Confucianism, Judaism, Islam and Christianity.

Course Title: Multicultural Perspectives

Course Number: SOC097; 098

Sites: All

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** English I or concurrent enrollment in Honors English I
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** g - College Preparatory Elective (History/Social Science)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 5/2010

Students in this course will be introduced to the study of racial and ethnic relations in the United States. This course will also provide students with the knowledge of our nation's past and present multicultural realities. The diversity of the United States will be emphasized to examine a variety of populations found in the United States. This includes, but is not limited to: Latino, African-American, Asian, European, and Native Americans. Students will also examine multiculturalism in the United States through a socio-historical context which includes an analysis of contemporary issues of many timely topics; discrimination against Muslim Americans in the post-9/11 era; minority relations; the changing role of the media and influence on culture; the civil rights movement as it continues today; and current status of the original people, Native Americans.

Course Title: You and the Law

Course Number: SOC099

Sites: BHS

- ❖ **Grade Level:** 9 – 12
- ❖ **Graduation Requirement:** Elective Credit (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** g - College Preparatory Elective (History/Social Science)
- ❖ **Linked Learning Pathway:** Law Enforcement
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 12/2014

You and the Law is an introductory course for students entering into the COPS (Career Opportunities in Public Services) program at Bloomington High School. The course is designed to provide students with the necessary knowledge and skills in the American justice system and government to begin their path toward a career in law enforcement or the greater justice system. Students will understand the concept of federalism and the levels of government in the United States. They will have a cursory understanding of the basis and applications of federal, state, and local laws as well as how laws are enforced throughout the criminal justice process. Students will also understand how laws have changed in the United States throughout history and the impact this has on our society.

Course Title: World History

Course Number: SOC501; 502; SOC581*; 582*

Sites: All

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes (Social Science)
- ❖ **UC ‘a-g’ Requirement:** a - History/Social Science (World History/Cultures/ Historical Geography)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 08/2019

This course provides students with a thematic examination of the political, economic, cultural, environmental, and social factors that have defined world history. The course begins with an introduction to the world before 1750 and continues with a focus on the expansion of the West and the growing interdependence of people, cultures, and globalization throughout the world. The world history course is designed to provide students with the opportunity to view history as a mosaic that values the contributions of the many peoples inhabiting our diverse world. The course is also designed to serve the needs of both college and career readiness by assisting students to develop good citizenship skills and an understanding of the connectedness of the human experience.

Course Title: US History

Course Number: SOC503; 504 / SOC583*,584*

Sites: All

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** a - History/Social Science (World History/Cultures/ Historical Geography)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 08/2019

In this course students examine major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.

Course Title: Economics

Course Number: SOC505 / SOC585*

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective (History/Social Science)
- ❖ **Course Length:** One semester
- ❖ **Adoption Date:** 08/2019

The study of twelfth-grade economics provides students with a unique opportunity to consider the impact of choice on individuals, groups, and institutions. It offers a lens to understand and analyze human behavior, and it builds a student’s ability to make informed decisions based on relevant economic information such as an analysis of costs and benefits; the trade-offs between consumption, investment, and savings; the availability and allocation of natural resources; the distribution of resources among investors, managers, workers, and innovation; the role of the government in supporting, taxing, and investing in industries; and human and physical capital.

Alignment: This course is aligned to the Standards and the California History/Social Science Framework for Economics. This is a required course to be taken during the last year prior to graduation. It is aligned with the “A-G” requirements for UC and CSU. It is a study of the American economic system as well as a comparison and contrast of other economic systems.

Course Title: Principles of Democracy

Course Number: SOC506/ SOC586*

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** a - History/Social Science (Civics/American Govt.)
- ❖ **Course Length:** One semester
- ❖ **Adoption Date:** 08/2019

In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of societies to compare different systems of government in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

Course Title: AP World History

Course Number: SOC561; 562

Sites: All

- ❖ **Grade Level:** 10 – 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes (Social Science)
- ❖ **UC ‘a-g’ Requirement:** a - History/Social Science (World History/Cultures/ Historical Geography)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 10/2016

AP World History is an alternative to World History for highly motivated students interested in the greater depth, breadth and rigor found in AP courses. Like the regular World History course, the AP World History curriculum is based on the World History content standards found in the current *History-Social Science Framework for California Public Schools*. The course provides a global perspective of the world and human interactions from 8000 BC to present day, using the six themes outlined in the College Board’s *AP® World History Course Description*. Students refine their analytical abilities and critical thinking skills in order to understand historical and geographical context, make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. The course imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full-year introductory college course. Accordingly, students must be able to commit to the additional homework and study time required for the class.

Course Title: AP US History

Course Number: SOC563, 564

Sites: All

- ❖ **Grade Level:** 11 – 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** A semester grade of “B” or better in World History, A recommendation from the sophomore English instructor, or a recommendation by the Social Science department chair.
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** a - History/Social Science (US History)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 01/1991 Revised: 08/2019

AP-U.S. History is the study of America’s development from colonial times to the present taught in chronological order. This course will use the advanced placement curriculum guidelines as its source. Every student enrolled will be encouraged to take the Advanced Placement Examination in United States History. A course and A.P. test description will be provided.

Course Title: Advanced Placement Macroeconomics

Course Number: SOC565

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** AP US History, “A” or “B” in US History, or teacher permission
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** g – College Preparatory Elective (History/Social Science)
- ❖ **Course Length:** One semester
- ❖ **Adoption Date:** 01/1991 Revised: 04/2019

The purpose of the AP course in Macroeconomics is to provide students with a thorough understanding of the principles that apply to an economic system as a whole and how economists use those principles to examine aggregate economic behavior. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

The course of study is based on the curriculum guidelines established to satisfy the requirements for Advanced Placement Examination in Macroeconomics as well as the state graduation requirement. Students will be encouraged to take the Advanced Placement examination in Macroeconomics. The course is designed to serve the needs of college bound students as well as provide career readiness and real world skills in the realm of business and economics.

Course Title: AP Government and Politics

Course Number: SOC566

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** AP US History, “A” or “B” in US History, or teacher permission
- ❖ **NCAA Requirement:** Yes
- ❖ **UC ‘a-g’ Requirement:** a - History/Social Science (Civics/American Govt.)
- ❖ **Course Length:** One semester
- ❖ **Adoption Date:** 01/1991 Revised: 04/2019

AP U.S. Government and Politics provides a college-level, 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 behavior. 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.

Course Title: AP Comparative Government and Politics

Course Number: SOC660

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** a - History/Social Science (Civics)
- ❖ **Course Length:** Semester
- ❖ **Adoption Date:** 05/2019

AP Comparative Government and Politics introduces student to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how the different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

Course Title: AP Microeconomics

Course Number: SOC555

Sites: All

- ❖ **Grade Level:** 12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** g - History/Social Science
- ❖ **Course Length:** Semester
- ❖ **Adoption Date:** 05/2019

The purpose of the AP course in Microeconomics is to provide students with an understanding of the principles of economics that apply to individual decision-making units, including households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. There are ample opportunities to consider instances in which private markets

may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

The course of study is based on the curriculum guidelines established to satisfy the requirements for Advanced Placement Examination in Microeconomics as well as the state graduation requirement. Students will be encouraged to take the Advanced Placement examination in Microeconomics. The course is also designed to serve the needs of college bound students as well as to provide career readiness and real world skills in the realm of business and economics.

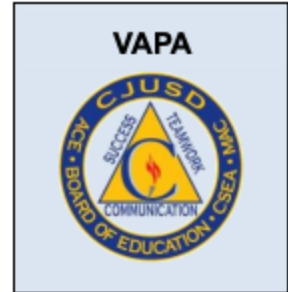
Course Title: Intro to Ethnic Studies

Course Number: ETHS100/101

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** History/Social Science (5 credits per semester, 5 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** g - History/Social Science
- ❖ **Course Length:** One Year
- ❖ **Adoption Date:** 05/2024

This Ethnic Studies course will introduce students to an interdisciplinary field of study, and will educate students to be aware of their personal connections to local and global histories. Students will explore how identities and histories are constructed and produced through geography, community, and cultural practices, etc. In this course, intersectional identities (class, gender, sexuality, religion, disabilities, citizenship, etc) will be examined in relation to how race and ethnicity play a vital role in framing perspectives and access. This enables students to foster empathy, solidarity, and critical engagement to build a stronger community. This course is aligned with the Colton Joint Unified School District (CJUSD)'s Design Plan and Vision in providing enriching opportunities that develop compassion and empathy towards others in a safe environment.



Visual & Performing Arts

VAPA Course Codes	VAPA Course Titles
VPA001	Beginning Band S1
VPA002	Beginning Band S2
VPA005	Jazz Stage Band S1
VPA006	Jazz Stage Band S2
VPA007	Wind Ensemble S1
VPA008	Wind Ensemble S2
VPA009	Marching Band
VPA010	Concert Band S1
VPA011	Beginning Guitar S1
VPA012	Beginning Guitar S2
VPA013	Concert Band S2
VPA098	Music History S1
VPA099	Music History S2
VPA101	Art I S1
VPA102	Art I S2
VPA103	Ceramics S1
VPA104	Ceramics S2
VPA105	Chorus S1
VPA106	Chorus S2
VPA107	Chamber Choir S1
VPA108	Chamber Choir S2
VPA109	Treble Choir Chorale
VPA110	Concert Choir
VPA115	Acting S1
VPA116	Acting S2
VPA117 or VPA 403	Technical Theatre
VPA120	Music Production S1
VPA121	Music Production S2
VPA201	Art II S1
VPA202	Art II S2
VPA203	Advanced Ceramics S1
VPA204	Advanced Ceramics S2

VPA215	Performing Arts S1
VPA216	Performing Arts S2
VPA217	Advanced Acting S1
VPA218	Advanced Acting S2
VPA221	Video Production S1
VPA222	Video Production S2
VPA301	Art III S1
VPA302	Art III S2
VPA401	Art IV S1
VPA402	Art IV S2
VPA404	Children's Theatre
VPA405	Theatre Arts I
VPA406	Theatre Arts II
VPA407	Theatre Arts III
VPA408	Theatre Arts IV
VPA461	AP Studio Art S1
VPA462	AP Studio Art S2

Course Title: Beginning Band

Course Number: VPA001, VPA002

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 20 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 12/2009

Beginning Band emphasizes instruction in basic techniques of instrument playing. These include skills in tone, intonation, rhythm, tempo, dynamics, articulation, harmony, and phrasing. In addition, the course will explore wind literature and performance practices from various historical/cultural sources as well as provide many opportunities for music appreciation and knowledge of college/career opportunities.

Course Title: Jazz Stage Band
Course Number: VPA005, VPA006
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** Audition or permission of teacher
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 12/2009

Jazz Band emphasizes instruction in advanced techniques of jazz instrument playing. These include skills in tone, intonation, rhythm, tempo, dynamics, articulation, harmony, phrasing, style, and improvisation. Students will also experience a variety of music activities through participation, performance, creation, interpretation, and evaluation. In addition, the course will explore jazz literature and performance practices from various historical/cultural sources as well as provide many opportunities for music appreciation and knowledge of college/career opportunities.

Course Title: Wind Ensemble
Course Number: VPA007, VPA008
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 20 credits max)
- ❖ **Prerequisite:** Audition or permission of teacher
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 12/2009

Wind Ensemble emphasizes instruction of skills in tone, intonation, rhythm, tempo, dynamics, articulation, harmony, and phrasing. Students will experience a variety of music activities through participation, performance, creation, interpretation, and evaluation. The course will explore wind literature and practices from various historical/cultural sources and provide opportunities for music appreciation and knowledge of college/career opportunities.

Course Title: Marching Band

Course Number: VPA009

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, may be repeated for up to 30 Elective and 10 PE [PE credits for 10-12 grade])
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** Yes - F (Visual and Performing Arts/Music)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 2023

Students will learn, rehearse and perform various styles and forms of contemporary and modern instrumental music. In addition, various field and/or street drills that enhance the style and form of the music will be rehearsed and performed. Students will learn to evaluate individuals and group performances of contemporary bands.

Course Title: Concert Band

Course Number: VPA010, VPA013

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 20 credits max)
- ❖ **Prerequisite:** Audition or permission of teacher
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 12/2009

Concert Band emphasizes instruction of skills in tone, intonation, rhythm, tempo, dynamics, articulation, harmony, and phrasing, and a variety of musical activities through participation, performance, creation, interpretation, and evaluation. In addition, the course will explore wind literature and performance practices from various historical/cultural sources as well as provide many opportunities for music appreciation and knowledge of college/career opportunities in the field.

Course Title: Beginning Guitar
Course Number: VPA011, VPA012
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:**

This course is designed to teach students to play the guitar. Students will also receive instruction in music theory and music history. Students will learn all basic essentials of different types of guitars.

Course Title: Music History
Course Number: VPA098, VPA099
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 3/2008

Music History is a year-long course designed to introduce students to a variety of musical styles and the historical and cultural contexts in which these styles evolved. Students will study styles ranging from classical to modern pop music. Analysis, listening, and writing skills will be developed within this course.

Course Title: Art I
Course Number: VPA101, VPA102
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/2018

Art I is a year-long, sequential, introductory art course designed for students at the beginning high school level. This course is based on the elements of art and principles of design and, as such, provides a basic foundation for art that will enable students to increase their visual perception, creative expression, historical and cultural awareness, and aesthetic valuing. Art I establishes the foundational skill-set that is essential to success in higher artistic disciplines. Successful completion of Art I will meet the UC/CSU a-g requirements.

Course Title: Ceramics

Course Number: VPA103, VPA104

Sites: BHS

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/1986

The student will study three-dimensional art through the use of clay and the clay process. Students will develop the ability to express themselves and learn the technical and practical forms of clay production. Students will investigate the procedures of hand building, wheel throwing, glazing fire, and sculpture. Grading will be based on individual performance, knowledge acquired, and ability to produce original works.

Course Title: Chorus

Course Number: VPA105, VPA106

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 1/2014

This course emphasizes instruction in techniques of beginning age appropriate vocal production, creative expression through singing, and beginning concepts of musicianship. Exercises are given to develop the singing voice in an age-appropriate manner as well as exercises to teach music reading and basic music theory. Literature to be studied and performed may include: both sacred and secular, a variety of historical periods, *a capella* and accompanied, in unison, two or three parts. Students will produce a series of evening concerts for the community. Participation in all performances is required by all members unless excused by the instructor.

Course Title: Chamber Choir
Course Number: VPA107, VPA108
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** Audition & teacher approval
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 1/2014

This course allows students with previous choral experience to further their abilities in and understanding of choral music performance as a mode of self-expression. An audition is required for admission. Exercises are given to develop the singing voice. Literature to be studied and performed may include: both sacred and secular, a variety of historical periods, *a capella* and accompanied, in three, four, or more parts. When appropriate, students will learn choreography and staging to enhance their performances. Students will produce a series of evening concerts for the community. Students may participate in various choral competitions throughout the year. Participation in all performances is required by all members unless excused by the instructor.

Course Title: Treble Choir Chorale
Course Number: VPA109
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** Audition & teacher approval
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 1/2014

This course allows students with previous choral experience to further their abilities in and understanding of choral music performance as a mode of self-expression. An audition is required for admission. Since treble voices are often more plentiful than tenors or basses, this class is specifically designed for treble voices (soprano, mezzo, alto, and cambiata) so that more students may experience the advanced musicianship of participation in a vocally balanced ensemble. Exercises are given to develop the singing voice. Literature to be studied and performed may include: both sacred and secular, a variety of historical periods, *a capella* and accompanied, in two, three, or more parts. When appropriate, students will learn choreography and staging to enhance their performances. Students will produce a series of evening concerts for the community. Students may participate in various choral competitions throughout the year. Participation in all performances is required by all members unless excused by the instructor.

Course Title: Concert Choir

Course Number: VPA110

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 40 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 1/2014

This course allows students to expand upon their knowledge of and abilities in choral singing and performance. It emphasizes techniques of age appropriate vocal production and creative expression through singing. Exercises are given to develop the singing voice and to develop performance techniques. Literature to be studied and performed may include: both sacred and secular, a variety of historical periods, *a capella* and accompanied, in any voicing. Further, students may perform literature from or in the form of Broadway-type shows to develop singing and acting abilities. Students will produce a series of evening performances for the community. Participation in all performances is required by all members unless excused by the instructor.

Course Title: Acting

Course Number: VPA115, VPA116

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 6/1986

Students will learn the basic principle of stage acting including memorization and performance techniques for short scene performances before a class audience. Grading is based upon demonstration of acting abilities in the following areas: memorization of lines, creation of character, physical mobility on stage, blocking of scenes, projection of voice to house area and general acting skills related to performance.

Course Title: Technical Theatre
Course Number: VPA117 or VPA403
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/2018

Using text, demonstration, and hands-on experiences, this course covers theatre appreciation and history through the lens of technical theatre. Students will learn backstage fundamentals such as design (including the critique and analysis of various artistic processes and theoretical perspectives seen in art), safety, theater terminology and tool handling, properties, sound, scenic construction and lighting to prepare students to participate not only on technical crews at the high school productions but collegiate and professional theaters. This course will also have a focus in the responsibilities of a stage manager and other career options in technical theatre. Design, construction, and execution of all aspects of technical theatre will be a responsive activity to the analysis and interpretation of classical and contemporary plays and musicals through different directors' visions. The execution of design in the theatre will be done based on the research and the analysis of the script and then the utilization of the creative mind of the students to create a design that meets all of the needs of the production and is artistic in its vision and execution. Technical Theatre will be a complete interactive classroom experience. Each unit allows students to explore their strengths in design and implementation with a variety of social, cultural, and historically diverse working material. Students will take leadership positions within each unit as their strengths show, allowing students to teach other students. Students will rotate their responsibilities within the unit to be exposed to all aspects of technical theatre being studied at that time. Students will be given a well-rounded opportunity to be immersed in each design aspect. Instruction will be given by lecture, demonstration, and modeling, always followed by in-class activities. Students will be given multiple opportunities to participate on the technical crew of the high school productions as well.

Course Title: Music Production
Course Number: VPA120/VPA121
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts (Music)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 10/2023

This course introduces students to the fundamentals of digital audio recording, live sound reinforcement, and digital music creation in a variety of styles using loops, samples, and MIDI. This course of study is designed to allow students to develop a solid foundation of skills in contemporary music software technology, recording devices, microphones and various studio recording techniques. Students are encouraged to learn and develop skills as independent producers, audio engineers, and expressive creators of music and sound design.

No previous music experience is required but students at all levels of musical training can navigate this course for individual growth. This course is designed to serve the needs of a wide range of students from those who want to improve their ability to self-produce their own works and those who would like to pursue a career in the entertainment industry.

Course Title: Art II

Course Number: VPA201, VPA202

Sites: All

❖	Grade Level: 9-12
❖	Graduation Requirement: VAPA/FLA/CTE (5 credits per semester, 10 credits max)
❖	Prerequisite: Art I or equivalent
❖	NCAA Requirement: No
❖	UC 'a-g' Requirement: f - Visual & Performing Arts
❖	Course Length: One year
❖	Adoption Date: 06/1986

Art II is a continuation of learning of art fundamentals and techniques with emphasis on commercial art and graphic design.

By the end of each semester, students are expected to do the following:

1. Demonstrate the ability to evaluate the psychology involved with most advertising techniques.
2. Discuss and promote the concept of working creatively in many art related fields.
3. Demonstrate a basic understanding of color and design in the graphic design community.
4. Demonstrate skills in using art to communicate effectively.
5. Show ability for making critical judgments about effectiveness of design.
6. Demonstrate an understanding of the basic historical development of graphic equipment, techniques, and products.
7. Develop a portfolio demonstrating ability to execute basic paste up and layout techniques.
8. Have experience in techniques that stimulate the creative process and understand the steps in creating and executing a concept.

Course Title: Advanced Ceramics
Course Number: VPA203, VPA204
Sites: BHS

- ❖ **Grade Level:** 10-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Ceramics or Permission
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 7/2000

Students will develop advanced skills in the ceramics process. These skills will include glaze formulation and kiln firing, as well as further development of hand building and wheelwork. Students will research cultural and historic aspects of ceramic media to further aesthetic development.

Course Title: Performing Arts
Course Number: VPA215, VPA216
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 20 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 6/1986

Performing Arts is a one-year course with a two-semester emphasis on individual progression. The first semester involves intermediate and advanced techniques in acting, stage presence, voice, audition, voice singing and speaking range, breathing and physicalization of character. In the second semester students will formulate small performing groups in dramatic readings, chamber performance, children's theatre, monologues, duets and trios. Students will prepare portfolios and scenes for audition performance outside the high school environment.

Course Title: Advanced Acting
Course Number: VPA217, VPA218
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Acting or permission from teacher
- ❖ **NCAA Requirement:** None

- ❖ UC 'a-g' Requirement: f - Visual & Performing Arts
- ❖ Course Length: One year
- ❖ Adoption Date: 6/1986

A continuation of beginning acting and performing arts with emphasis on advanced scene work and performance. Students will learn to study and analyze scripts and prepare audition pieces for college and professional auditions. They will learn to make scene cuttings, act in various historical styles and prepare scenes for festivals and other public performances. They will study theatre from different cultures. The course is for the serious acting student who wants to learn advanced acting skills.

Course Title: Video Production

Course Number: VPA221, VPA222

Sites: All

- ❖ Grade Level: 10-12
- ❖ Graduation Requirement: VAPA/FLA/CTE (5 credits per semester, 30 credits max)
- ❖ Prerequisite: None
- ❖ NCAA Requirement: None
- ❖ UC 'a-g' Requirement: f - Visual & Performing Arts
- ❖ Course Length: One year
- ❖ Adoption Date: 6/1986

Students will be taught the proper care and use of video and audio equipment. Students will receive hands-on experience in filming, editing, script writing, and directing techniques. The students will have a choice of specializing in one or more of the following special areas: interviewing, news reporting, voiceovers, and other broadcasting related areas.

Course Title: Art III

Course Number: VPA301, VPA302

Sites: All

- ❖ Grade Level: 10-12
- ❖ Graduation Requirement: VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ Prerequisite: Art II or equivalent
- ❖ NCAA Requirement: No
- ❖ UC 'a-g' Requirement: f - Visual & Performing Arts
- ❖ Course Length: One year
- ❖ Adoption Date: 06/1986

Background in Art I and Art II plus personal experience should prepare students to learn methods of water colors, oil painting, and acrylics. Many advanced techniques, styles, and methods will be studied.

Course Title: Art IV

Course Number: VPA401, VPA402

Sites: All

- ❖ **Grade Level:** 11-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Art III or equivalent
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/1986

Background in Art I and Art II plus personal experience should prepare students to learn methods of water colors, oil painting, and acrylics. Many advanced techniques, styles, and methods will be studied.

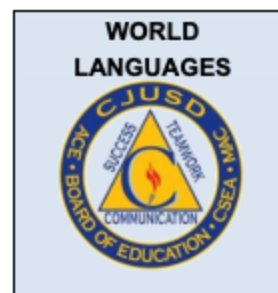
Course Title: Advanced Placement Studio Art

Course Number: VPA461, VPA462

Sites: All

- ❖ **Grade Level:** 11-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Art I, Art II and teacher permission
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** f - Visual & Performing Arts
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 06/1995

The Advanced Placement Program in Studio Art is intended for highly motivated, college bound students who are seriously interested in the study of art. Students will be expected to spend significantly more time than a typical art class in preparation of an Advanced Placement Portfolio for submission to the Advanced Placement College Board. All students will be encouraged to submit their completed portfolios. Students may earn an extra grade point for a grade of A, B, or C. This course is designed to meet one year of the UC elective requirement and students may elect to take the advanced placement examination.



World Languages

World Languages Course Codes	World Languages Course Titles
FLA101	Spanish 1 S1
FLA102	Spanish 1 S2
FLA103	French 1 S1
FLA104	French 1 S2
FLA107	Chinese I
FLA207	Chinese II
FLA307	Chinese III
FLA407/408	Chinese IV S1/S2
FLA181	Spanish For Spanish Speakers 1 S1
FLA182	Spanish For Spanish Speakers 1 S2
FLA201	Spanish II S1
FLA202	Spanish II S2
FLA203	French II S1
FLA204	French II S2
FLA281	Spanish For Spanish Speakers II S1
FLA282	Spanish For Spanish Speakers II S2
FLA301	Spanish III S1
FLA302	Spanish III S2
FLA303	French III S1
FLA304	French III S2
FLA383	French III Honors S1
FLA384	French III Honors S2
FLA401	Spanish IV S1
FLA402	Spanish IV S2
FLA403	French IV S1
FLA404	French IV S2
FLA463	AP French Language S1
FLA464	AP French Language S2
FLA601	AP Spanish Literature S1
FLA602	AP Spanish Literature S2
FLA603	AP Spanish Language S1
FLA604	AP Spanish Language S2

Course Title: Spanish I
Course Number: FLA101, FLA102
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 5/2017

This communication based course provides students with an introduction to the Spanish Language and Culture and is designed to develop basic listening, speaking, reading and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. The course is also designed to serve the needs of both college and career readiness.

Course Title: French I
Course Number: FLA103, FLA104
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 6/1994 Revised: 05/2019

French I practices skills of listening, speaking, reading, writing, and cultural understanding. Students who have had French for a full year in middle school may take a proficiency test and, if successful passing it, may enter French II as a 9th grader.

Course Title: Chinese I (Mandarin)
Course Number: FLA107
Sites: CHS

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** None
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 05/2018

This is a beginning level, integrated course which focuses on daily conversational and written Chinese language development, meeting the World Language Content Standards--Content, Communication, Cultures, Structures, and Settings. It is designed to develop four language skills in listening, speaking, reading and writing, and build up students' vocabulary and knowledge of Chinese culture. Topics revolve around the students' immediate world: introducing self, family, friends, school, calendar, interests, hobbies, animals, food, hometown, and some foreign countries. Students build good pronunciation and listening skills and read simple authentic texts. Students also learn Pinyin Romanization system along with the Chinese writing system and progress to recognizing Chinese characters.

Course Title: Chinese II (Mandarin)

Course Number: FLA207

Sites: CHS

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Chinese I (Mandarin)
- ❖ **NCAA Requirement:** Pending
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2022

Chinese II is designed to help students develop the language skills of listening, speaking, reading, and writing through the study of the basic elements of the sound system, the basic language patterns, and the vocabulary of the language. Emphasis will be placed on the listening and speaking activities. Reading and writing activities will be introduced simultaneously. In addition, cultural topics will also be presented.

Course Title: Chinese III (Mandarin)

Course Number: FLA307

Sites: CHS

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Chinese I & II(Mandarin)
- ❖ **NCAA Requirement:** Pending
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2022

Chinese III is designed to help students to build upon the skills developed in Chinese I and II continue to enrich students' learning of Chinese vocabulary, sentence patterns, grammar points and intermediate level of sentence structures, and expand their abilities in various aspects of Chinese language study in communicative contexts. They will have the opportunity to apply the Chinese they already learned and to acquire more advanced phrases to express themselves coherently in a series of sentences. In addition, students will experience more Chinese culture topics and activities.

Course Title: Spanish Speakers I

Course Number: FLA181, FLA182

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Placement Test
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 5/2017

This course is designed for the Spanish speaking student. The objective of the course is to help the student maintain and refine his/her target language skills as well as develop his/her literacy for academic purposes. Reading and writing in the target language is the center of this course with an emphasis on grammar, vocabulary, literature and culture.

Course Title: Spanish II

Course Number: FLA201, FLA202

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Spanish I or recommendation from teacher/counselor
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 5/2017

Spanish II builds upon knowledge gained in Spanish I. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional and subjunctive mood. Students will be expected to apply them in their writing and speaking. Spanish II builds upon knowledge gained in Spanish I. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and

increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional and subjunctive mood. Students will be expected to apply them in their writing and speaking. This course is also designed to serve the needs of both college and career readiness.

Course Title: French II

Course Number: FLA203, FLA204

Sites: All

- ❖ **Grade Level:** 10-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** French I or equivalent proficiency
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 6/1986 Revised: 05/2019

This course consists of review of French I on a more advanced level and a deeper exploration into the language.

Course Title: Spanish Speakers II

Course Number: FLA281, FLA282

Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Spanish Speakers I or Placement exam
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 5/2017

This course is designed for the Spanish speaking student. The objective of the course is to help the student maintain and refine his/her target language skills as well as develop his/her literacy for academic purposes. Reading and writing in the target language is the center of this course with an emphasis on grammar, vocabulary, literature and culture.

Course Title: Spanish III
Course Number: FLA301, FLA302
Sites: All

- ❖ **Grade Level:** 9-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Spanish II or recommendation from teacher/counselor
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 5/2017

Spanish III builds upon knowledge gained in Spanish II. This course will also reinforce the skills learned in Spanish II: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional and subjunctive mood. Students will be expected to apply them in their writing and speaking. This course is also designed to serve the needs of both college and career readiness.

Course Title: French III
Course Number: FLA303, FLA304
Sites: All

- ❖ **Grade Level:** 10-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** French II or equivalent proficiency
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 6/1986 Revised: 05/2019

Skills of listening, speaking, reading, writing, and cultural understanding continue at higher levels.

Course Title: French III Honors
Course Number: FLA383, FLA384
Sites: All

- ❖ **Grade Level:** 10-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** French II, equivalent proficiency, or teacher permission
- ❖ **NCAA Requirement:** No
- ❖ **UC 'a-g' Requirement:** e - Language Other than English (honors)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 5/2014

This course consolidates and builds upon students' skills acquired in French I and II. The students will engage in conversation using French almost exclusively as related to aspects of family and friends, daily life and cultural interests, education and the workplace, entertainment, travel and vacations as well as the certain aspects of environmental and health concerns. Special attention is given to: 1) developing proficiency in listening comprehension, spoken interpersonal and presentational communication. 2) developing proficiency in writing. 3) understanding and synthesizing information, and 4) making comparisons between languages and cultures in an attempt to encourage cross cultural understanding and an appreciation for diversity. Students will have opportunities to use French in real life situations. The course will include a variety of authentic materials ranging from literary texts, newspapers and magazine articles, ads, charts and graphics, films, music, visual arts etc. The course will be conducted in French except for quick clarifications and/or brief grammatical explanations. Students will be required to complete assignments similar to those designed for AP students and to engage in independent reading. The course is intended for students planning to continue with AP French and/or continue French studies in college or career.

Course Title: Spanish IV
Course Number: FLA401, FLA402
Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Spanish III
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 5/2017

This course provides students with an introduction to Spanish IV and is designed to further the understanding of the written, verbal, spoken and cultural aspect of the Spanish language. Spanish IV builds upon the knowledge learned in Spanish III. This course will also reinforce the skills learned in Spanish III. Spanish IV will continue with past tense, subjunctive, conditional, pluperfect, affirmative command, negative commands, regular and irregular tense and adverbial clauses. Spanish IV is a culmination of all grammar tenses. Students will be exposed to

geography, history, and culture of selected countries. Spanish IV is an introduction of current and past. Students will be exposed to a variety of conversational situations requiring the use of the target language. This course is also designed to serve the needs of both college and career readiness.

Course Title: French IV

Course Number: FLA403, FLA404

Sites: All

- ❖ **Grade Level:** 11-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** French III or equivalent
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 6/1986 Revised: 12/2014

Skills of listening, speaking, reading, writing, and cultural understanding continue to an almost native speaker level.

Course Title: Advanced Placement French Language

Course Number: FLA463, FLA464

Sites: All

- ❖ **Grade Level:** 11-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** French III, equivalent proficiency, or teacher permission
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 6/1986 Revised: 12/2014

This course is a complete review of French I, II, and III including vocabulary and grammar, reading, speaking, and writing. Emphasis will be given to essentials of grammar and syntax; listening and speaking skills will be stressed; reading will be expanded and writing developed; literature will be explored; cultural aspects of the language will be enhanced

Course Title: Advanced Placement Spanish Literature

Course Number: FLA601, FLA602

Sites: All

- ❖ **Grade Level:** 11-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** AP Spanish Language, teacher permission, or waiver
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 5/2000 **Revised:** 12/2014

Skills of listening, speaking, reading, writing, and cultural understanding continue at near native-like levels. Students may earn an extra grade point for a grade of A, B, or C.

Course Title: Advanced Placement Spanish Language

Course Number: FLA603, FLA604

Sites: All

- ❖ **Grade Level:** 11-12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Spanish III, teacher permission, or waiver
- ❖ **NCAA Requirement:** Yes
- ❖ **UC 'a-g' Requirement:** e - Language Other than English
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 5/1991 **Revised:** 12/2014

Skills of listening, speaking, reading, writing, and cultural understanding continue to almost native like levels. Students may earn an extra grade point for a grade of A, B, or C.

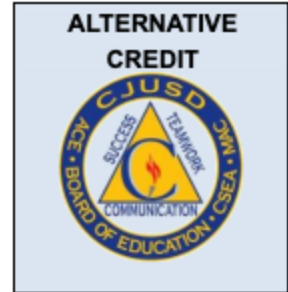
Course Title: Chinese IV (Mandarin)

Course Number: FLA307

Sites: CHS

- ❖ **Grade Level:** 11 - 12
- ❖ **Graduation Requirement:** VAPA/FLA/CTE (5 credits per semester, 10 credits max)
- ❖ **Prerequisite:** Chinese III (Mandarin)
- ❖ **NCAA Requirement:** Pending
- ❖ **UC 'a-g' Requirement:** e - Language Other than English (Pending)
- ❖ **Course Length:** One year
- ❖ **Adoption Date:** 07/2024

Chinese IV is designed to help students to build upon the skills developed in Chinese I, II, and III continue to enrich students' learning of Chinese vocabulary, sentence patterns, grammar points and advance level of sentence structures, and expand their abilities in various aspects of Chinese language study in communicative contexts. It prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities). They will have the opportunity to apply the Chinese they already learned and to acquire more advanced phrases to express themselves coherently in a series of sentences. It also develops Mandarin Chinese language skills and studies Chinese culture by engaging with real-life materials such as newspaper articles, films, music, and books.



Alternative-Credit Courses

Non Credit Course Codes	Non Credit Course Titles
CC000	Community College Concurrent Course
CSU000	Cal. State Concurrent Course
NON002	Credit Recovery Lab

Course Title: Community College Concurrent Course

Course Number: CC000

Sites: All

❖	Grade Level: 9 - 12
❖	Graduation Requirement: Assigned based on course enrolled
❖	Prerequisite: Board Approval of Concurrent Enrollment Contract
❖	NCAA Requirement: None
❖	UC 'a-g' Requirement: None
❖	Course Length: Varies
❖	Adoption Date: N/A

Community College Concurrent Course allows students to receive high school credit for a course taken at a local community college. Each Community College process is different depending on the college and is the student's responsibility to complete paperwork and enrollment at college. Students see high school counselor to obtain CJUSD Postsecondary Concurrent Enrollment Contract which must be board approved before classes begin. This process takes approximately 1 month. Please see high school counselor for more details on concurrent courses.

Course Title: Cal. State Concurrent Course

Course Number: CSU000

Sites: All

- ❖ **Grade Level:** 9 - 12
- ❖ **Graduation Requirement:** Assigned based on course enrolled
- ❖ **Prerequisite:** Board Approval of Concurrent Enrollment Contract
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** Varies
- ❖ **Adoption Date:** N/A

Cal. State Concurrent Course allows students to receive high school credit for a course taken at a local California State University. Each Cal. State University process is different depending on the university and is the student's responsibility to complete paperwork and enrollment at the university. Students see high school counselor to obtain CJUSD Postsecondary Concurrent Enrollment Contract which must be board approved before classes begin. This process takes approximately 1 month. Please see high school counselor for more details on concurrent courses.

Course Title: Credit Recovery

Course Number: NON002

Sites: All

- ❖ **Grade Level:** 10 - 12
- ❖ **Graduation Requirement:** Credit based on successful completion of course assigned
- ❖ **Prerequisite:** Counselor Placement
- ❖ **NCAA Requirement:** None
- ❖ **UC 'a-g' Requirement:** None
- ❖ **Course Length:** One semester
- ❖ **Adoption Date:**

Credit Recovery is an online based course system used by students who are credit deficient and in need of making up a course that was failed. These are online courses with a certificated teacher present in the room at all times. Course is student-paced but all students are expected to complete a semester class during the semester enrolled.

Independent Study (Listing only)

IS Course Codes	IS Course Titles
FOL001	Principles of Democracy
FOL002	US History
FOL003	World History
FOL004	English 9
FOL005	English 10
FOL006	English 11
FOL007	English 12
FOL008	Algebra I
FOL009	Algebra II
FOL010	Geometry
FOL011	Biology
FOL012	Chemistry
FOL013	Earth Science
FOL014	Physics
FOL015	French I
FOL016	French II
FOL017	Spanish I
FOL018	Spanish II
FOL019	Spanish III
FOL020	Economics
FOL022	Music Appreciation
FOL023	Music Theory
FOL035	Intro Arts, A/V Tech, Communications
FOL036	Business Law
FOL037	Principles of Business & Finance
FOL038	Small Business Entrepreneurship
FOL039	Intro Careers in Finance
FOL040	Nursing
FOL041	Medical Exploration Fields
FOL042	Food Safety & Sanitation
FOL043	Marketing Sales for Tourism & Hospitality
FOL044	Web Development in the 21st Century
FOL045	Intro to Law, Public Safety
FOL046	Law Enforcement Services
FOL047	Engineering and Design
FOL048	Physical Education
FOL050	Visual Arts
FOL051	Art History
FOL052	Fundamentals of Digital Media
FOL053	Fundamentals of Computer Systems
FOL054	Intro Careers in Health Science
FOL055	German II