



Laguna Beach High School

Our mission is to maximize learning for every student in a supportive and caring environment to ensure that, upon graduation, all students are ready for college, career, and global citizenship.



625 Park Avenue, Laguna Beach, CA 92651

2026-2027

Course Catalog

COURSE OFFERINGS

Laguna Beach High School COURSES AT A GLANCE

SUBJECT AREA	COURSE #	COURSE TITLE	CREDITS	GRADE LEVEL(S)	HIGH SCHOOL GRADUATION SUBJECT FULFILLMENT	UC/CSU A-G SUBJECT	AP/HONORS (WEIGHTED)	NCAA APPROVED
ENGLISH	EN100Y	English 9	10	9	English	(b)	-	Yes
	EN101Y	English 9 Honors	10	9	English	(b)	-	Yes
	EN200Y	English 10	10	10	English	(b)	-	Yes
	EN210Y	English 10 Honors	10	10	English	(b)	Yes	Yes
	EN300Y	English 11	10	11	English	(b)	-	Yes
	EN310Y	AP English Literature	10	11	English	(b)	Yes	Yes
	EN400Y	English 12	10	12	English	(b)	-	Yes
	EN410Y	AP English Language & Composition	10	12	English	(b)	Yes	Yes
	EN500Y	ELD	10	9-11	English	(b)	-	
SOCIAL SCIENCE	SS100Y	Multicultural Studies	5	9	Social Science	-	-	-
	SS101Y	Human Ecology/Health	5	9	Health	-	-	-
	SS200Y	World History	10	10	World History	(a)	-	Yes
	SS210Y	AP European History	10	10	World History	(a)	Yes	Yes
	SS300Y	US History	10	11	US History	(a)	-	Yes
	SS310Y	AP US History	10	11	US History	(a)	Yes	Yes
	SS400Y	American Government	5	12	American Gov	(a)	-	Yes
	SS401Y	Economics	5	12	Economics	(a)	-	Yes
	SS410Y	AP Government & Politics US	5	12	American Gov	(a)	Yes	Yes
	SS411Y	AP Macroeconomics	5	12	Economics	(a)	Yes	Yes
MATH	MA100Y	Algebra 1	10	9-12	Mathematics	(c)	-	Yes
	MA200Y	Geometry	10	9-12	Mathematics	(c)	-	Yes
	MA201Y	Geometry Accelerated	10	9-12	Mathematics	(c)	-	Yes
	MA300Y	Algebra 2	10	9-12	Mathematics	(c)	-	Yes
	MA310Y	Algebra 2 Honors	10	9-12	Mathematics	(c)	Yes	Yes
	MA400Y	Calculus	10	11-12	Mathematics	(c)	-	Yes
	MA311Y	AP Pre-Calculus	10	11-12	Mathematics	(c)	Yes	Yes
	MA410Y	AP Calculus AB	10	11-12	Mathematics	(c)	Yes	Yes

COURSE OFFERINGS

MATH	MA500Y	AP Calculus BC	10	11-12	Mathematics	(c)	Yes	Yes
	MA401Y	Data Science	10	11-12	Mathematics	(c)	-	No
	MA411Y	AP Statistics	10	11-12	Mathematics	(c)	Yes	Yes

SCIENCE	SC100Y	Integrated Science 1 (Chemistry and Physics Focus)	10	9	Physical Science	(d)	-	Yes
	SC200Y	Integrated Science 2 (Biochemistry and Energy Focus)	10	10	Life Science	(d)	-	Yes
	SC210Y	Integrated Science 2 Honors (Biochemistry and Energy Focus)	10	10	Life Science	(d)	Yes	Yes
	SC300Y	Integrated Science 3 (Biophysics and Space Focus)	10	11-12	Physical Science	(d)	-	Yes
	SC340Y	AP Environmental Science	10	11-12	Physical/Life Science	(d)	Yes	
	SC310Y	AP Biology	10	11-12	Life Science	(d)	Yes	Yes
	SC320Y	AP Chemistry	10	11-12	Physical Science	(d)	Yes	Yes
	SC330Y	AP Physics 1	10	11-12	Physical Science	(d)	Yes	Yes
	SC420Y	AP Physics 2	10	12	Physical Science	(d)	Yes	Yes
	SC410Y	Marine Ecology	10	12	Life Science	(d)	-	Yes
	SC400Y	Anatomy & Physiology	10	12	Life Science	(d)	-	Yes

WORLD LANGUAGES	WL100Y	Spanish 1	10	9-12	World Language	(e)	-	Yes
	WL200Y	Spanish 2	10	9-12	World Language	(e)	-	Yes
	WL213Y	Spanish 2 Honors	10	9-12	World Language	(e)	-	Yes
	WL300Y	Spanish 3	10	9-12	World Language	(e)	-	Yes
	WL313Y	Spanish 3 Honors	10	9-12	World Language	(e)	-	Yes
	WL410Y	Spanish 4 Honors	10	9-12	World Language	(e)	Yes	Yes
	WL510Y	Spanish Literature and Culture Hon	10	10-12	World Language	(e)	Yes	-
	WL520Y	AP Spanish Language and Culture	10	10-12	World Language	(e)	Yes	Yes
	WL530Y	AP Spanish Literature and Culture	10	11-12	World Language	(e)	Yes	Yes
	WL101Y	French 1	10	9-12	World Language	(e)	-	Yes
	WL201Y	French 2	10	9-12	World Language	(e)	-	Yes
	WL301Y	French 3	10	9-12	World Language	(e)	-	Yes
	WL312Y	French 3 Honors	10	10-12	World Language	(e)	Yes	Yes
	WL501Y	French 4	10	9-12	World Language	(e)	-	Yes
	WL501Y	French 5	10	9-12	World Language	(e)	-	Yes
	WL521Y	AP French Language	10	10-12	World Language	(e)	Yes	Yes
	WL102Y	Mandarin Chinese 1	10	9-12	World Language	(e)	-	Yes
	WL202Y	Mandarin Chinese 2	10	9-12	World Language	(e)	-	Yes
	WL302Y	Mandarin Chinese 3	10	9-12	World Language	(e)	-	Yes
	WL412Y	Mandarin Chinese 4 Honors	10	10-12	World Language	(e)	Yes	Yes
WL522Y	AP Chinese Language and Culture	10	11-12	World Language	(e)	Yes	Yes	

COURSE OFFERINGS

VISUAL AND PERFORMING ARTS	VP100Y	Art Production 1	10	9-12	Visual & Performing Arts	(f)	-	-
	VP200Y	Art Production 2	10	10-12	Visual & Performing Arts	(f)	-	-
	VP300Y	Art Entrepreneurship	10	11-12	Visual & Performing Arts	(f)	-	-
	VP201Y	AP Drawing	10	10-12	Visual & Performing Arts	(f)	Yes	-
	VP301Y	AP 2D Art and Design	10	10-12	Visual & Performing Arts	(f)	Yes	-
	VP530Y	AP Art History	10	11-12	Visual & Performing Arts	(f)	Yes	-
	VP110Y	Ceramics 1	10	9-12	Visual & Performing Arts	(f)	-	-
	VP210Y	Ceramics 2	10	10-12	Visual & Performing Arts	(f)	-	-
	VP302Y	AP 3D Art and Design	10	10-12	Visual & Performing Arts	(f)	Yes	-
	VP130Y	Digital Photography	10	9-12	Visual & Performing Arts	(f)	-	-
	VP230Y	Digital Photography 2	10	10-12	Visual & Performing Arts	(f)	-	-
	VP170Y	Video Production 1	10	9-12	Visual & Performing Arts	(f)	-	-
	VP270Y	Video Production Advanced	10	10-12	Visual & Performing Arts	(f)	-	-
	VP180Y	Yearbook 1 H	10	9-12	Visual & Performing Arts	(f)	Yes	-
	VP280Y	Yearbook 2 H	10	10-12	Visual & Performing Arts	(f)	Yes	-
	VP181Y	Newspaper 1 H	10	9-12	Visual & Performing Arts	(f)	Yes	-
	VP281Y	Newspaper 2 H	10	10-12	Visual & Performing Arts	(f)	Yes	-
	VP150Y	Multimedia Production	10	9-12	Visual & Performing Arts	(f)	-	-
	VP250Y	Multimedia Design Honors	10	10-12	Visual & Performing Arts	(f)	Yes	-
	VP350Y	Graphic Production Technologies Honors	10	12	Visual & Performing Arts	(f)	Yes	-
	VP500Y	Wind Ensemble	10	9-12	Visual & Performing Arts	(f)	-	-
	VP510Y	String Ensemble	10	9-12	Visual & Performing Arts	(f)	-	-
	VP520Y	Jazz Ensemble	10	9-12	Visual & Performing Arts	(f)	-	-
	VP140Y	Introduction to Guitar/Ukulele	10	9-12	Visual & Performing Arts	(f)	-	-
	VP240Y	Intermediate Guitar/Ukulele	10	9-12	Visual & Performing Arts	(f)	-	-
	VP340Y	Advanced Guitar/Ukulele	10	9-12	Visual & Performing Arts	(f)	-	-
	VP540Y	AP Music Theory	10	10-12	Visual & Performing Arts	(f)	Yes	-
	VP160Y	Theatre 1/Vocal Arts 1	10	9-12	Visual & Performing Arts	(f)	-	-
	VP260Y	Theatre 2	10	10-12	Visual & Performing Arts	(f)	-	-
	VP261Y	Vocal Arts 2	10	10-12	Visual & Performing Arts	Pend	-	-
	VP360Y	Theatre Performance	5	9-12	Visual & Performing Arts	(f)	-	-
	VP361Y	Production Management	10	9-12	Visual & Performing Arts	Pend	-	-
	VP220Y	Dance 2	10	9-12	Visual & Performing Arts	(f)	-	-
	VP320Y	Dance 3	10	10-12	Visual & Performing Arts	(f)	-	-
VP420Y	Dance 4	10	10-12	Visual & Performing Arts	(f)	-	-	
VP421Y	Dance Company Honors	10	10-12	Visual & Performing Arts	(f)	Yes	-	

COURSE OFFERINGS

ELECTIVES	ID110Y	AP Computer Science Principles	10	9-12	Elective	(d)	Yes	Yes
	ID210Y	AP Computer Science A	10	10-12	Elective	(c)	Yes	Yes
	CE603Y	Introduction to App Development	10	10-12	Elective	(g)	-	-
	ID200Y	Engineering Design & Analysis	10	10-12	Elective	(d)	-	-
	CE401Y	Engineering Manufacturing & Technology Honors	10	9-12	Elective	(g)	Yes	-
	SS110Y	AP Human Geography	10	9-12	Elective	(a)	Yes	-
	CE504Y	Medical Core Honors	10	10-12	Elective	(g)	Yes	-
	ID102Y	Leadership (ASB)	10	9-12	Elective	(g)	-	-
	ID101Y	Journalism	10	9-12	Elective	(g)	-	-
	ID301Y	Financial Literacy	10	11-12	Elective	(g)	-	-
	ID100Y	International Relations/Model United Nations (MUN)	10	9-12	Elective	(g)	-	Yes
	ID300Y	Authentic Exploratory Research (AER)	10	11-12	Elective	(g)	-	-
	SS505S	Mock Trial (Fall Semester Only)	5	9-12	Elective	-	-	-
	EN530Y	ELD Elective	10	9-12	Elective	-	-	-

PHYSICAL EDUCATION	PE100Y	Fitness/Wellness	10	9-12	Physical Education	-	-	-
	PE510Y	Dance 1	10	9-12	Physical Education	-	-	-
	PE520Y	Yoga Core Fitness	10	10-12	Physical Education	-	-	-
	PE530F	Marching Band	5	9-12	Physical Education	-	-	-
	PE540S	Drumline	5	9-12	Physical Education	-	-	-
	PHA100	Athletics	10	9-12	Physical Education	-	-	-

TABLE OF CONTENTS

[English-Language Arts](#)

[Social Science](#)

[Mathematics](#)

[Science](#)

[World Languages](#)

[Visual and Performing Arts](#)

[Electives](#)

[Physical Education](#)

[Athletics](#)

[CCA / CTE Pathways](#)

Non-Discrimination Statement:

The Laguna Beach Unified School District desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. LBUSD prohibits, at any district or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

ENGLISH DEPARTMENT

EN100Y English 9

Credit: 10 Credits/Year

Open to: Grade 9

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 1.20 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will study multiple genres of writing to develop their critical thinking skills through analysis and examination of the text, learn organizational structures of academic writing, perform oral presentations involving various forms of media, self-reflect, and evaluate skill development and acquisition to better understand their own learning processes.

Description: English 9 is designed to expand writing, discussion, and critical reading skills through the study of literature. In addition, students review the eight parts of speech, phrases, clauses, sentence types, punctuation, and standard usage. Throughout this course, students will read a wide variety of genres. Students will be expected to express their ideas about literature, clearly in formal and informal essays, group discussions, and creative projects and assignments. The English 9 curriculum is aligned with Common Core Standards.

Material and Resources: *Fahrenheit 451*, *The Alchemist*, *A Christmas Carol*, *Excerpts from Smokejumper*, *Romeo and Juliet*, *Long Way Down* and *Of Mice and Men*.

EN101Y English 9 Honors

Credit: 10 Credits/Year

Open to: Grade 9

Recommended Preparation: Grade of A in English 8 and teacher recommendation

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: In order to prepare students for future high school honors and AP English classes, this course establishes valuable foundational skills. Students will learn to read and analyze multiple genres of literature, write for a variety of purposes, develop an understanding of English grammar conventions, and speak articulately about all such topics in an academic setting.

Description: English 9 Honors expands students' writing, discussion, and critical reading skills through the study of literature. In addition, students review the eight parts of speech and their functions, phrases, clauses, sentence types, punctuation, and standard usage. Throughout this course, students read a variety of genres and write a number of narratives,

ENGLISH DEPARTMENT

informational, and argumentative responses. The English 9 Honors curriculum is aligned with the Common Core State Standards.

Materials and Resources: *A Christmas Carol, The Alchemist, Of Mice and Men, Fahrenheit 451, Romeo and Juliet, Long Way Down, Smokejumper, Poet X, The Curious Incident of the Dog in the Night-time, The Running Dream, The Measure, The Sun is Also a Star, and IXL.*

EN200Y English 10

Credit: 10 Credits/Year

Open to: Grade 10

Recommended Preparation: English 9

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathways: Students will develop their understanding of a prescribed course of literature, in addition to reading self-selected books approved by the instructor. Students will develop the ability to write clearly and analytically using the active voice, learning to forego the use of passive voice, as they examine the use of literary devices and diction by the authors of the prescribed novels. In addition, students will be exposed to non-fiction reading and understand the relevance to the assigned novels.

Description: English 10 is designed to build on reading, writing, and critical thinking skills developed in English 9. Students will read and study novels, short stories, poetry, and non-fiction. Responding to these genres in a variety of contexts, students will develop their ability to communicate through narrative, informational, and argumentative writing. Students will participate in small and large group discussions and presentations, advancing their speaking and listening skills. To continue building their vocabulary, students will study words in the context of their reading, focusing on both the denotative and connotative meanings. Students will also review grammatical concepts such as punctuation, phrases, sentence types, and voice to evaluate how writers use syntax and language in a purposeful way. The curriculum for English 10 is aligned with the English Language Arts Common Core Standards.

Materials and Resources: *Uglies, Excerpts from Mythology, Life of Pi, Running For My Life, Where the Crawdads Sing, All Quiet on the Western Front, Excerpts from The Joy Luck Club, and selected short stories, poetry, and non-fiction.*

ENGLISH DEPARTMENT

EN210Y English 10 Honors

Credit: 10 Credits/Year

Open to: Grade 10

Recommended Preparation: Grade of A in English 9 or A/B in English 9 Honors

Summer Work: None

Approximation of Weekly Workload Commitment: 3 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: To deepen their understanding and analysis of complex literary works, students will refine their critical thinking and close reading skills, building upon the foundation established in English 9 Honors. Through focused instruction in both verbal and written communication, students will learn to craft persuasive arguments supported by well-chosen evidence and clear reasoning. The course emphasizes the skills and academic habits essential for success in AP English Literature.

Description: English 10 Honors emphasizes the study of literature within its historical and cultural contexts. Through extensive reading of both fiction and nonfiction, students will engage in discussion, critical thinking, analysis, and a variety of writing experiences. The course also includes a focused study of grammar, standard usage, and vocabulary development. The curriculum is aligned with the Common Core State Standards.

Materials and Resources: *How to Read Literature Like a Professor*, *Girl with a Pearl Earring*, *The Tragedy of Julius Caesar*, *All Quiet on the Western Front*, *Animal Farm*, *A Tale of Two Cities*, *Life of Pi*, and *The Joy Luck Club*.

EN300Y English 11

Credit: 10 Credits/Year

Open to: Grade 11

Recommended Preparation: English 10

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will study, read, and demonstrate knowledge of multiple sources of American literature, cite strong and thorough textual evidence, analyze the impact of the author's choices regarding how to develop and relate elements of a story, perform oral presentations, conduct research, and determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Description: English 11 focuses on the study of American literature, primarily in the nineteenth and twentieth centuries, and also supplemented with twenty-first-century texts. The literature is used for the basis of discussion, critical thinking, literary analysis and

ENGLISH DEPARTMENT

narrative, informational, and argumentative writing. In addition to extensive selections of great American literature, the course also includes weekly Tier II and Tier III vocabulary, as well as grammar and usage for skill review and refinement and test preparation. The curriculum is aligned with the Common Core Standards.

Materials and Resources: *The Crucible, The Great Gatsby, Wish you Well, Little Fires Everywhere, The Catcher in the Rye, A Separate Peace, Unbroken,* and StudySync Online Resources.

EN310Y AP English Literature and Composition

Credit: 10 Credits Year

Open to: Grade 11

Recommended Preparation: Grade of A or B in English 10 Honors and/or teacher recommendation.

Summer Work: None

Approximation of Weekly Workload Commitment: 3 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Building upon the foundation established in English 10 Honors, students will deepen their understanding of and appreciation for the ways writers use language to establish meaning. Writing in a variety of contexts, students will develop their ability to communicate persuasively, cogently, and elegantly.

Description: This course provides students with a learning experience equivalent to the introductory year of college literature. Students will carefully read and critically analyze complex literary works from diverse time periods. This course demands disciplined time management to complete assigned reading. Students will have frequent opportunities to write both formally and informally, with a primary focus on timed writing in preparation for the AP exam. The curriculum is aligned with the Common Core State Standards and the expectations of the College Board.

Materials and Resources: *Death of a Salesman, A Separate Peace, Wuthering Heights, The Awakening, Their Eyes Were Watching God, The Tragedy of Othello, Into the Wild,* and StudySync Online Resources.

ENGLISH DEPARTMENT

EN400Y English 12

Credit: 10 Credits/Year

Open to: Grade 12

Recommended Preparation: English 11

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Upon completion of English 12, students will be able to communicate effectively in a variety of real-world circumstances. As they navigate college and career, they will have developed skills to synthesize multiple sources of information and critically evaluate their validity, reliability, and effectiveness. Additionally, their study of various authors and genres of literature will have given them a platform to explore and refine their writing skills to prepare them for a rigorous academic college environment and/or career beyond that.

Description: English 12 is a survey course with an emphasis on literature that requires students to demonstrate advanced literary analysis, refined essay writing, and critical thinking skills. Students will read thought-provoking literature across multiple genres including novels, short stories, poetry, and works of nonfiction. Historical context, as well as modern-day application, features dynamically throughout each unit of study. Students will regularly construct literary responses, research papers, and real-world application assignments that focus on concise and accurate communication to apply to school and professional settings as they develop college and career readiness. The curriculum is aligned with the Common Core Standards.

Materials and Resources: *Oedipus the King*, *Antigone*, *Brave New World*, *Hamlet*, *Macbeth*, *Canterbury Tales*, *Into the Wild*, *Frankenstein*, *Lord of the Flies*, *Thirst*, *The Midnight Library*, *There There*, *The Curious Incident of the Dog in the Night-time*, *The Sun is Also a Star*, *The Measure*, *Educated*, *Sing*, *Unburied Sing*, *Little Fires Everywhere*, and StudySync Online Resources.

ENGLISH DEPARTMENT

EN410Y AP English Language and Composition

Credit: 10 Credits/Year

Open to: Grade 12

Recommended Preparation: Grade of A or B in English 11, AP English Literature and Composition and/or teacher recommendation.

Summer Workload: See LBHS website.

Approximation of Weekly Workload Commitment: 3.45 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will develop the ability to analyze, interpret, and craft effective arguments in a variety of rhetorical contexts. Through close reading and critical thinking, they will learn to recognize how language functions to shape meaning, purpose, and tone. Students will refine their writing style, demonstrate control of voice and syntax, and produce sophisticated compositions that respond thoughtfully to complex ideas and audiences.

Description: This college-level course emphasizes the study and practice of rhetoric as it applies to nonfiction texts. Students analyze a range of essays, speeches, articles, and visual arguments to understand how writers use language to inform, persuade, and inspire. Writing instruction focuses on rhetorical analysis, argumentation, and synthesis, with attention to organization, style, and evidence-based reasoning. Regular timed writings and discussions prepare students for the AP English Language and Composition Exam. The curriculum aligns with the Common Core State Standards and the expectations of the College Board.

Materials and Resources: *Everyday Use*, *40 Model Essays*, *The Story of More*, *Educated*, *The Fire Next Time*, *Between the World and Me*, *Thirst*, *Persepolis*, supplemental nonfiction articles, and book club selections.

ENGLISH DEPARTMENT

EN500Y English Language Development - ELD

Credits: 10 Credits/Year

Open to: Grades 9-11

Recommended Preparation: Score Level A on the IPT II

Summer Work: None

Approximation of Weekly Workload Commitment: None. In order to provide students with continuous teacher-guided practice, the daily workload will be limited to in-class work.

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will build stamina reading independently while accessing contextual decoding skills to determine definitions of words. They will be able to identify the main ideas of narrative, argumentative, and informational texts and utilize quotes to support those ideas. Students will also develop the skills to write comprehensive responses to text-based questions across the curriculum.

Description: This course will prepare ELD students for mainstream college-prep English and at the same time satisfy college prep requirements during the transitional phase. This will be accomplished through utilizing a comprehensive digital and blended print literacy program (iLit). Furthermore, an intense focus on the writing process, self, and peer editing will lead to effective writing skills for a multitude of purposes. The focus on form, function, and vocabulary will take into account students' current proficiency levels as they improve upon and further develop cognitive academic language proficiency (CALP) specifically; connotative and denotative meaning of vocabulary. Grammar, punctuation, spelling, and systematic development of such linguistic control will be emphasized.

SOCIAL SCIENCE DEPARTMENT

SS100Y Multicultural Studies

Credit: 5 Credits/Semester

Open to: Grade 9

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 50 minutes

UC Approved: No

Expected Learner Outcomes and/or Pathway: Students will develop their interpersonal communication skills, further their self-understanding and develop a better understanding of others. Students will learn core academic language and skills that are vital for understanding the social sciences with special emphasis on critical thinking, collaboration, and writing to prepare students for academic success in college and future careers.

Description: This Multicultural Studies course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. This course is designed to provide students with the knowledge to achieve an understanding of and an appreciation for the various cultures in their community. The focus is on the experiences of African Americans, Asian Americans, Latinos/as, First Nations/Indigenous people, and other racialized peoples in the United States. Students will be engaged in intellectually rigorous content constructed around issues of ethnicity, identity, and social justice.

SS101Y Human Ecology/ Health

Credit: 5 Credits/Semester

Open to: Grade 9

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 30 minutes

UC Approved: No

Expected Learner Outcomes and/or Pathway: This course is designed to develop the following skills: researching, collaboration, problem-solving, and self-assessment of students' strengths and weaknesses. Students will be guided through in-depth inquiry of how decision-making is critical when faced with stress, peer pressure, and individual choices.

Description: This one-semester course provides students with a greater understanding of health problems commonly encountered in life. Through activities, lectures, interactive worksheets, collaborative projects, discussion, and guest speakers, students will gain a better understanding of mental, social, and emotional health, the effects of drugs on the brain, body, and decision making, sex, and reproduction, nutrition, and fitness, as well as the

SOCIAL SCIENCE DEPARTMENT

negative effects of tobacco and alcohol products. This course does not count as a science course for graduation requirements.

SS200Y World History

Credit: 10 Credits/Year

Open to: Grade 10

Recommended Preparation: Multicultural Studies

Summer Work: None

Approximation of Weekly Workload Commitment: 40 minutes

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: This course is designed to develop the following skills: note-taking, analysis of primary sources, researching, research writing, collaboration, civil engagement, and common core/critical thinking practices.

Description: Students will study major turning points that shaped the modern world from the late 18th Century through the present including the causes and outcomes of the two world wars. Students will trace the rise of democratic ideals and develop an understanding of the historical roots of current world problems. Students will examine various perspectives of events in order to better understand international relations. Students will discuss current issues and relate them to their historical, geographic, political, economic, and cultural contexts.

SS210Y AP European History

Credit: 10 Credits/Year

Open to: Grade 10

Recommended Preparation: Grade of A in Multicultural Studies, teacher recommendation

Summer Work: Yes. See LBHS Website

Approximation of Weekly Workload Commitment: 5 hours (not including 2-4 projects throughout semester)

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will leave with stronger skills in analyzing historical evidence; contextualization; comparison; causation; change and continuity over time and argument development.

Description: AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History, students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. This course provides six themes that students explore through the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and

SOCIAL SCIENCE DEPARTMENT

prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

SS300Y United States History

Credit: 10 Credits/Year

Open to: Grade 11

Recommended Preparation: World History

Summer Work: None

Approximation of Weekly Workload Commitment: 40 minutes

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: This course is designed to extend the skills developed in World History including note-taking, analyzation of primary sources, researching, research writing, collaboration, civil engagement, and common core/critical thinking practices.

Description: Students in grade eleven study 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 in a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society, the movement towards 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. Students consider the major social problems of our time and trace their causes to historical events. 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 principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

SOCIAL SCIENCE DEPARTMENT

SS310Y AP US History

Credit: 10 Credits/Year

Open to: Grade 11

Recommended Preparation: AP European History, grade of A in World History and English, with teacher recommendation

Summer Work: Yes. See LBHS Website.

Approximation of Weekly Workload Commitment: 5 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: The students will leave familiar with analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments.

Description: AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

SS400Y American Government

Credit: 5 Credits/Semester

Open to: Grade 12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 2 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: The goal of this class is for students to become familiar with the structure of the US Government and to get excited about including civic participation in their lives.

Description: Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life 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*. These

SOCIAL SCIENCE DEPARTMENT

standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

SS410Y AP Government and Politics US

Credit: 5 Credits/Semester

Open to: Grade 12

Recommended Preparation: Successful completion of AP US History with a grade of B or better, a passing score on the AP US History exam, or an A in US History.

Summer Work: None

Approximation of Weekly Workload Commitment: 3 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: The goal of this class is to get students familiar with the structure of the US Government and get students excited about including civic participation in their lives.

Description: Advanced Placement American Government and Politics is a one-semester college-level course in which students will spend 12-15 weeks in an intensive and extensive study of American Government. Students will learn the constitutional underpinnings of the US government, the legislative, judicial, and executive branches of the government, as well as the federal bureaucracy. Students will also learn about the development, purpose, and current status of political parties, and interest groups. Students will research basic theories of political behavior and political beliefs, and the process of the creation of public policy. Students will participate in collaborative projects, debates, and other activities over the semester. This is a weighted class and students will be provided the opportunity to take the AP Exam in the Spring (some universities offer college credit for this course).

SS401Y Economics

Credit: 5 Credits/Semester

Open to: Grade 12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitments: 1.20 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: The goal of this class is for students to become excited about including economics in their lifelong learning.

Description: In this one-semester course, students will study fundamental economic concepts and apply them to examples in the current national economy. The course is divided into five units including basic concepts (e.g. supply and demand), financial markets, measuring economic performance, fiscal/monetary policy, and international trade. This course includes a variety of activities, simulations, projects, and teacher-directed lessons.

SOCIAL SCIENCE DEPARTMENT

Communication and collaboration skills will be emphasized and reinforced throughout the semester.

SS411Y AP Macroeconomics

Credit: 5 Credits/Semester

Open to: Grade 12

Recommended Preparation: An A or B in a higher-level math class. A passing score on the AP US History exam.

Summer Work: None

Approximation of Weekly Workload Commitment: 4 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will understand real-life macroeconomic concepts of but not limited to monetary/fiscal policy, aggregate demand/supply, and international trade/finance. The main goal of this class is to give students the tools to better understand how the world works.

Description: AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. 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 to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Macroeconomics is equivalent to a one-semester introductory college course in economics. This is a weighted class and students will be provided the opportunity to take the AP exam in the Spring (some universities offer college credit for this course).

MATHEMATICS DEPARTMENT

MA100Y Algebra 1

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 1 hour

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: The fundamental objectives of this Common Core-aligned course are to formalize and extend the mathematics which students learned in middle school, and lay the foundation for future mathematics courses. Pathway: Geometry or Accelerated Geometry

Description: Algebra 1 presents concepts that include equations and inequalities; functions; writing linear functions; exponential functions (Semester 1) polynomial equations and factoring; graphing quadratic equations and data analysis and displays (Semester 2).

MA200Y Geometry

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Algebra I (9th graders grade of B or higher)

Summer Work: None

Approximation of Weekly Workload Commitment: 1 hour

UC Approved: Yes

Expected Learner Outcome and/or Pathway: The fundamental objectives of this Common Core-aligned course are to formalize the geometric concepts which students learned in middle school, and to expand their knowledge of Euclidean geometry. Pathway: Algebra II

Description: This course presents major concepts of geometry, including parallel and perpendicular lines; transformations; congruent triangles; quadrilaterals; and other polygons; similarity (Semester 1), right triangles, and trigonometry; circles; circumference and area; volume and surface area and probability and statistics.

MATHEMATICS DEPARTMENT

MA201Y Geometry Accelerated

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Grade of A or better in both semesters of Algebra 1

Summer Work: None

Approximation of Weekly Workload Commitment: 3 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: In addition to the objectives of the Geometry Common Core-aligned course, students will explore a broader range of concepts at a deeper level. Pathway: Algebra 2 Honors

Description: This course is designed for students interested in math, science, technology, or computers as a career. Students learn the basics of Geometry, reasoning and proofs, parallel and perpendicular lines, transformations, congruent triangles, relationships within triangles, quadrilaterals, and other polygons, and similarity in the first semester. In the second semester, students learn about right triangles, trigonometry (using 6 functions, degrees, and radians), circles and circumference, area and volume of solids, probability, and statistics, and extend into a deeper understanding of parabolas (domain, range, focus, directrix, and writing and converting equations). This course is recommended for students who plan to take AP Calculus.

MA300Y Algebra 2

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Algebra 1 and Geometry

Summer Work: None

Approximation of Weekly Workload Commitment: 2 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: The fundamental objectives of this Common Core-aligned course are to formalize and extend the mathematics which students learned in Algebra I, and continue to lay the foundation for future mathematics courses. Pathway: Calculus and/or Statistics

Description: The students will use the concepts of Algebra 1 and Geometry. Additional topics include quadratic functions; parent functions translations and reflections/domain and range; radicals and exponents; function notation; polynomial graphs and equations; log and exponential functions (Semester 1); statistics and probability; rational functions and equations; sequences and series; trig functions/including reciprocal functions; and graphing the six trig functions (Semester 2).

MATHEMATICS DEPARTMENT

MA310Y Algebra 2 Honors

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Grade of B or better in both semesters of Geometry and a grade of A in both semesters of Algebra 1

Summer Work: None

Approximation of Weekly Workload Commitment: 3 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: In addition to the objectives of the Algebra II Common Core-aligned course, students will explore a broader range of concepts at a deeper level. Pathway: AP Calculus AB, and/or AP Statistics

Description: This course expands on the concepts of Algebra I and Geometry. Students learn about quadratic functions; parent functions translations and reflections/domain and range; radicals and exponents; function notation; polynomial graphs and equations; logs and exponential functions, conics (Semester 1); rational functions; sequences and series; trig functions/including reciprocal functions; graphing the six trig functions; trig identities; trig equations; and inverse trig functions and equations (Semester 2). This course is recommended for students who plan to take AP Calculus AB.

MA400Y Calculus

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: B or better Algebra 2

Summer Work: None

Approximation of Weekly Workload Commitment: 2 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: This course will provide an introduction to basic Calculus topics, as well as reinforcement of foundational skills necessary for success in a Calculus course. This course is designed for students who want to continue in mathematics, but do not want to enroll in an Advanced Placement Calculus course.

Description: This course provides an introduction to traditional Calculus topics such as limits, differentiation, and integration. It will also include integrated and engaging applications that show students the real-world relevance of topics and concepts from the business, economic and social sciences perspective. Students will learn and understand functions, graphs, limits, derivatives, integration, and the fundamental theorem of Calculus.

MATHEMATICS DEPARTMENT

MA311Y AP Pre-Calculus

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Grade of B or better, both semesters, in Algebra 2

Summer Work: None

Approximation of Weekly Workload Commitment: 3.5 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: AP Precalculus is designed to be the equivalent of a first-semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. Pathway: AP Calculus AB and/or AP Statistics.

Description: This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations. Students will be provided the opportunity to take the AP exam in the Spring.

MA410Y AP Calculus AB

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Grade of B or better in both semesters of Honors Algebra 2

Summer Work: Yes. See LBHS Website.

Approximation of Weekly Workload Commitment: 4 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: AP Calculus AB is equivalent to a first-semester college calculus course devoted to topics in differential and integral Calculus. AP Calculus is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems. Pathway: AP Calculus BC and/or AP Statistics

Description: Students will develop a working knowledge of definitions and theorems of Calculus in order to solve theoretical and practical problems in the following areas: engineering, business, physical and biological sciences, and higher mathematics. Throughout the course, students will learn how to work with functions from a graphical,

MATHEMATICS DEPARTMENT

numerical, analytical, and verbal perspective and make connections among these representations. Students will be provided the opportunity to take the AP exam in the Spring.

MA500Y AP Calculus BC

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: AP Calculus AB

Summer Work: None

Approximation of Weekly Workload Commitment: 4 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: AP Calculus BC is equivalent to both first and second-semester college calculus courses and extends the content learned in AB to different types of functions and introduces the topic of sequences and series.

Description: Calculus BC extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics such as Euler's method, integration by parts, partial fraction decomposition, and introduces the topic of sequences and series. Students will be provided the opportunity to take the AP exam in the Spring.

MA401Y Data Science

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Algebra 2

Summer Work: None

Approximation of Weekly Workload Commitment: 1 hour

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Exposure to an increasingly data-driven landscape, an understanding of how data is used can help create a more responsible and informed society, and how machine learning and Artificial Intelligence are universally relevant in all fields of study and career paths.

Description: In this course, students will learn the fundamentals of data analysis—such as distributions and multivariate associations, and use technology to create and interpret visualizations of real-world processes captured by data. They will learn to use numerical summaries to describe distributions and introduce probability through the lens of computer simulations for informal inference. They learn various ways to ethically and practically collect data, use Participatory Sensing, and learn the consequences of poor data collection methods. They will also create and utilize statistical models to predict future observations and measure the success of these predictions.

MATHEMATICS DEPARTMENT

MA411Y AP Statistics

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Honors Algebra 2

Summer Work: None

Approximation of Weekly Workload Commitment: 3 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: AP Statistics is a course equivalent to a one-semester, introductory, non-calculus-based college course in statistics. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

Description: The broad themes in the AP course include experimentation, anticipating patterns, and statistical inference. Students will use technology, investigations, problem solving, and writing as they build conceptual understanding. Students will be expected to describe patterns, plan and conduct a study, explore random phenomena using probability and simulation, estimate population parameters, and test hypotheses. Students will be provided the opportunity to take the AP exam in the Spring.

SCIENCE DEPARTMENT

SC100Y Integrated Science 1 (Chemistry and Physics Focus)

Credit: 10 Credits/Year

Open to: Grades 9

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: lab work to be completed during class period, enrichment and reinforcement learning opportunities available.

UC Approved: Yes

Discipline: Chemistry and Physics Focus

Expected Learner Outcomes and/or Pathway: Integrated Science 1 is designed to prepare students for *higher-level sciences* by fostering science skills and practices through physical science lab experiences. This course serves as the entry-level course in the LBHS science pathway and prepares all students for Integrated Science 2, Integrated Science 3, and science electives.

Description: Integrated Science 1 (IS1) is an engaging, lab-based course for 9th graders that covers chemistry and physics. The course begins exploring foundational Chemistry topics through hands-on labs with a variety of molecules and compounds. Students explore salts and solubility, particularly in the context of ocean chemistry. Other hands-on labs include reactions with metals and acids and bases. Students also learn about chemical energy and batteries through games, models, and experiments. Students then begin exploring foundational Physics topics, starting with mechanical energy and then moving into circuits, conducting experiments with motion, building and using motors, and creating a windmill. The course wraps up with technology and data information systems to grow logic and problem-solving skills, where students engage in computer coding and projects.

SC200Y Integrated Science 2 (Biochemistry and Energy Focus)

Credit: 10 Credits/Year

Open to: Grade 10

Recommended Preparation: Integrated Science 1 (Chemistry and Physics Focus)

Summer Work: None

Approximation of Weekly Workload Commitment: lab work to be completed during class period, enrichment and reinforcement learning opportunities available.

UC Approved: Yes

Discipline: Biochemistry and Energy Focus

Expected Learner Outcomes and/or Pathway: Integrated Science 2 is the second-year science course in the LBHS science course pathway. The course is designed to prepare students for higher-level sciences by building upon science skills and practices acquired through life science lab experiences. The course integrates physical science and Earth

SCIENCE DEPARTMENT

science content as it applies to living systems. Upon completion of this course, students will be prepared for Integrated Science 3 and science elective courses.

Description: Integrated Science 2 (IS2) begins with exploration of energy in systems. We begin with energy to launch rockets then investigate energy requirements for living organisms using mealworms as our living model. Both non-living and living systems burn carbon sources and produce carbon dioxide. Students explore chemical reactions for atmospheric output of CO₂ and absorption of CO₂. This is followed by analysis of our solar system and the role that CO₂ levels and distance from the sun play in providing for life. The second system students dive in the human condition as related to functioning vs non-functioning protein structure and function. This, of course, leads to the exploration of DNA. Gene to protein basics are explored, as well as DNA manipulation in modern genetics and biotechnology.

SC210Y Integrated Science 2 Honors (Biochemistry and Energy Focus)

Credit: 10 Credits/Year

Open to: Grade 10

Recommended Preparation: A in Integrated Science 1 (Chemistry and Physics Focus)

Summer Work: None

Approximation of Weekly Workload Commitment: lab work to be completed during class period, 30 – 60 minutes of daily homework.

UC Approved: Yes

Discipline: Biochemistry and Energy Focus

Expected Learner Outcomes and/or Pathway: Honors Integrated Science 2 is the second-year science course in the LBHS science course pathway. The course is designed to prepare students for higher-level sciences by building upon science skills and practices acquired in the course. Students are expected to engage in self-directed learning through teacher-created lessons that will allow for meaningful dialogue and lab experiences in the classroom. Additionally, students are expected to complete homework that builds foundational knowledge. The course integrates physical science and earth science content as it applies to living systems. This course is designed to prepare students for the rigor of AP science the following year.

Description: The Integrated Science 2 (IS2) Honors curriculum builds upon the IS2 college prep content by exploring the concepts in greater depth (e.g., a more detailed focus on the atomic and molecular foundations of biochemistry) and holds students to higher standards of accountability with formal assessments. Homework includes completing lab analyses, practice problems related to the lesson, and preparing for tests.

SCIENCE DEPARTMENT

SC300Y Integrated Science 3 (Biophysics and Space Focus)

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Prep: Integrated Science 2

Summer Work: None

Approximation of Weekly Workload Commitment: lab work to be completed during class period, enrichment and reinforcement learning opportunities available.

UC Approved: Yes

Discipline: Biophysics and Space Focus

Expected Learner Outcomes and/or Pathway: Integrated Science 3 is the third-year course in the LBHS Science course pathway. The course is designed to prepare students for higher-level sciences by building upon science skills and practices acquired through Integrated Science 1 and 2. The course integrates Physical Science with systems in the Human Body, Earth, and Space.

Description: Integrated Science 3 (IS3) is an engaging, lab-based course for 11th and 12th graders that brings science to life by connecting chemistry, physics, biology, and Earth science through the unifying theme of energy. Students explore how energy is captured, transferred, and measured through hands-on investigations like building calorimeters, testing food energy, and analyzing percent error. The course dives into real-world biology and physics through units on muscle movement, brain function, and helmet design—using models, sensors, dissections, and projects to examine force, motion, anatomy, and safety. In the imaging unit, students study medical technologies such as MRI, ultrasound, thermography, and CT scans by experimenting with magnets, infrared tools, and sonar devices. They also look outward, exploring how telescopes work, how we use light and lenses to study space, and how NASA's tools like the JWST help us understand the universe. With a strong focus on design, data analysis, and collaboration, this course helps students build a deep understanding of science in action—preparing them to think critically, solve problems, and make connections between science and the world around them.

SCIENCE DEPARTMENT

SC340Y AP Environmental Science

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: IS1 and IS2 H for juniors and IS1, IS2, and IS3 for seniors.

Summer Work: None

Approximation of Weekly Workload Commitment: 3 hours

UC Approved: Yes

Discipline: Integrated Science

Expected Learner Outcomes and/or Pathway: How can we meet the needs of a growing population while sustaining natural resources? How can the global community collaborate to address environmental challenges? What does science tell us about our relationship with and dependence on the earth? In AP Environmental Science, you'll learn how to use the tools of science to address these and other big questions about our planet's future.

Description: In this class, students will engage with the content through numerous labs, field trips, and student-designed projects. Students will learn about the science of the environment, bringing together biological, chemical, and physical sciences. This is followed by learning about environmental issues that we currently face as well as what we might see in the future. The units of study are: Ecosystems, Biodiversity, Populations, Earth Systems and Resources, Land and Water Use, Energy Resources and Consumption, Atmospheric Pollution, Aquatic and Terrestrial Pollution, and Global Change. Skills that are emphasized: Explaining environmental concepts and processes, Analyzing data, visual representations, and writings, Applying quantitative methods in solving problems, Proposing a solution for an environmental problem and supporting your idea with evidence, and Analyzing a research study to identify a hypothesis.

SCIENCE DEPARTMENT

SC310Y AP Biology

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Grade of A or B in Integrated Science 2 (IS2) Honors

Summer Work: 3-4 hours of Biology review work (textbook-based)

Approximation of Weekly Workload Commitment: 2 hours

UC Approved: Yes

Discipline: Life Science

Expected Learner Outcomes and/or Pathway: Students will gain an appreciation for the molecular and cellular basis of living systems as well as the evolution of populations. Essential skills include experimental design, statistical analysis, and the interpretation of experimental data using evidence-based reasoning.

Description: AP Biology is taken as a second-year biology course. It is a deep and conceptually challenging curriculum designed as a capstone class. Many students concurrently enroll in both AP Biology and Advanced Chemical Research. The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year of college. Students will be provided the opportunity to take the AP exam in the Spring.

SC320Y AP Chemistry

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Integrated Science 2 Honors, Algebra 2 Honors

Summer Work: Yes. See LBHS Website.

Approximation of Weekly Workload Commitment: 2 hours

UC Approved: Yes

Discipline: Physical Science

Expected Learner Outcomes and/or Pathway: AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.

Description: Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore: atomic structure and properties; compound structure and properties; properties of substances and mixtures; chemical reactions; kinetics; thermochemistry; equilibrium; acids and bases; and thermodynamics and electrochemistry. Students will gain experience in using scientific instruments and technology to collect, organize, and analyze data taken from observations of phenomena. Students will be provided the opportunity to take the AP exam in the Spring.

SCIENCE DEPARTMENT

SC330Y AP Physics 1

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Integrated Science 2 (IS2) Honors. Concurrent enrollment in Honors Algebra 2 or higher.

Summer Work: Yes. See LBHS website.

Approximation of Weekly Workload Commitment: 3-4 hours

UC Approved: Yes (Lab Science)

Discipline: Physical Science

Expected Learner Outcomes and/or Pathway: Students will develop skills in applying mathematics (including trigonometry) to solve complex problems in the natural sciences. Students will gain an appreciation for the ubiquitous nature of physics concepts (Newtonian Mechanics and Fluids) in the universe. Through science practices and inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Description: The AP Physics 1 course is designed to be the equivalent to a college course in algebra physics, usually taken during the 1st semester of freshman college year. Students are expected to attain a depth of understanding of Newtonian Mechanics (including rotational dynamics and angular momentum), work, energy, power, mechanical waves, sound and introduction to electric circuits. Students are expected to take the AP exam in May.

SC420Y AP Physics 2

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Grade of B or higher in AP Physics 1, Concurrent Enrollment in Honors Algebra 2 or higher.

Summer Work: Yes. See LBHS website.

Approximation of Weekly Workload Commitment: 3-4 hours

UC Approved: Yes

Discipline: Physical Science

Expected Learner Outcomes and/or Pathway: Students will continue to develop skills in applying mathematics (including trigonometry) to solve complex problems in the natural sciences. Students will build on their understanding of Newtonian Mechanics. Through science practices and inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Description: The AP Physics 2 course is designed to be the equivalent to a college course in algebra physics, usually taken during the 2nd semester of freshman college year. Students are expected to attain a depth of understanding of thermodynamics, electricity and magnetism, waves & optics, and atomic and nuclear physics. Students are expected to take the AP exam in May.

SCIENCE DEPARTMENT

SC410Y Marine Ecology

Credit: 10 Credits/Year

Open to: Grade 12

Recommended Preparation: Grades of C or better in Integrated Science 3 (IS3)

Summer Work: None

Approximation of Weekly Workload Commitment: 1 hour to finish labs and activities not completed in class. Study for assessments every 2-5 weeks.

UC Approved: Yes (lab Science)

Discipline: Life Science

Expected Learner Outcomes and/or Pathway: Students will gain an appreciation for the dynamic nature of the ocean through lenses that include energy, population dynamics, chemical reactions, and human impacts on marine ecosystems. Skills emphasized include critical reading, evidence-based argumentation, and experimental design.

Description: This course is a UC approved lab class that integrates all fundamental science skills in order to understand the physical nature of the ocean, the adaptations animals have to survive, and how human impact is changing the ocean. Throughout the year, students will learn about three main areas of the ocean: Polar seas, Open ocean, and coastal waters. Within each topic of study, students will examine how natural phenomena in the ocean occur by conducting research, engaging in labs, and by completing activities. Additionally, an in-depth study on how humans are impacting these regions is scrutinized. In the second semester, students will conduct a research project in which they investigate the health and wellness of our local coastal environments. Students will be exposed to researching and reading primary scientific articles and writing professionally for the science community.

SC400Y Anatomy and Physiology

Credit: 10 Credits/Year

Open to: Grade 12

Recommended Preparation: Grades of C or better in Integrated Science 3 (IS3)

Summer Work: None

Approximation of Weekly Workload Commitment: 1.20 hours. Test preparation = 60 minutes every 4 weeks.

UC Approved: Yes (lab Science)

Discipline: Life Science

Expected Learner Outcomes and/or Pathway: Students will gain an appreciation for the complex nature of biological systems through case studies that highlight interactions of biological systems such as neurological, endocrine, digestive, and circulatory systems. Skills emphasized include critical reading, supporting claims with evidence, and the interpretation of scientific diagrams.

SCIENCE DEPARTMENT

Description: Anatomy and Physiology is a science elective course that is designed for students who have completed the recommended sequence of Biology, Chemistry, and Physics. This course offers an in-depth study of the specific structures, functions, and processes involved in the various systems of the human body. Each body system will be studied in terms of organizational levels, starting at the cellular/tissue level and proceeding through to an analysis of the specific organ systems. Interdependence between systems will be emphasized as well as the concept of maintaining homeostasis within and between systems. Students will be exposed to a wide variety of lab experiences, and the course will be enriched with learning models, interactive software, and field experiences when possible. Medical issues will be investigated using science principles to focus the discussions. Students will be required to dissect a cat or other representative vertebrate as a learning model and lab practicum, which will serve as an integral assessment for the course.

WORLD LANGUAGE DEPARTMENT

WL100Y Spanish 1

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish 2 or Spanish 2 Honors

Description: This course will introduce students to the five basic communication skills of listening, speaking, reading, writing, and cultural awareness. The students will learn correct pronunciation, grammatical construction, and cultural comparisons through comprehensible input in the target language. The class is conducted primarily in Spanish. In the course, students will develop the necessary skills to communicate in the target language and prepare to advance to the next level. Active daily participation is required. Students are expected to demonstrate their knowledge through meaningful communication about their environment and needs.

WL200Y Spanish 2

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Spanish 1 (grade of C or better)

Summer Work: None

Approximation of Weekly Workload Commitment: 3.20 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish 3 or Spanish 3 Honors

Description: This course is conducted primarily in Spanish. The class focuses on oral communication and stresses particularities of the Spanish-speaking world. There's an expansion of reading, writing, and grammar from the Spanish I curriculum. Students are required to participate on a daily basis to demonstrate their knowledge and produce verbal Spanish communication in authentic contexts.

WORLD LANGUAGE DEPARTMENT

WL213Y Spanish 2 Honors

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Grade of A in Spanish 1 and recommendation by World Language Department

Summer Work: Yes

Approximation of Weekly Workload Commitment: 3.45 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish 3 Honors or Spanish 4 Honors.

Description: The Spanish 2 Honors course is conducted in a communicative environment primarily in Spanish. The goal is to provide the student with varying degrees of proficiency that will enable communication in current daily activities, personal, informal, the re-telling of what has been read, and the methods used to be able to partake in discussions. Expanded vocabulary and grammar structure are presented beyond the range of the regular Spanish 2 course. Furthermore, Spanish 2 Honors is an extremely rigorous and fast-paced course that students have tested into based on their linguistic abilities. Spanish 2 thoroughly enhances students' language ability, cultural interest, and serves as a gateway to becoming bilingual. Essentially, the curriculum is two years rolled into one year. It is intense at times but the 'heavy lifting' is very invigorating and challenging. Spanish 2 Honors is our gateway to our later AP courses.

WL300Y Spanish 3

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Spanish II (grade of C or better)

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish 4.

Description: This class is conducted primarily in Spanish. Instruction is aimed at increasing the student's proficiency levels through activities that focus on meaningful, personalized communication. Further development of the student's awareness of the structure of the language is provided. The course is devoted exclusively to reading, conversation, vocabulary build-up, and oral/written expression. The main activity in the classroom is the usage of the

WORLD LANGUAGE DEPARTMENT

language in situational settings. This class includes further exploration of the diversity of Hispanic culture as experienced through literature, art, and music.

WL313Y Spanish 3 Honors

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Spanish 2 (grade of A or teacher recommendation)

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Spanish 4 Honors or Spanish Literature and Culture Honors.

Description: This course is conducted exclusively in Spanish. Instruction is aimed at a high degree of competency in the five language skills. The greater part of the course consists of a mastery of intermediate/advanced vocabulary, fine grammar points, reading, conversation in situational settings, and oral or written composition providing an in-depth exploration of the culture, the character and language of the Spanish-speaking people.

WL410Y Spanish 4 Honors

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Spanish 3 (grade of A) and teacher recommendation or Spanish 3 Honors (grade of C or better)

Summer Work: Yes

Approximation of Weekly Workload Commitment: 3.45 hours

UC Approved: Pending

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: AP Spanish Language and Culture.

Description: This course is conducted exclusively in Spanish. Students are required to demonstrate the acquired skills of language through communication (oral and written) at higher levels of proficiency using complex grammar structures and vocabulary. An in-depth study of the diversity of the culture is explored through thematic units such as technology & science, beliefs & ideologies, work & finances, family, ecology & environment, leisure time, the influence of the media, and sports. This course prepares the student for the College Board SAT II exam and subsequent enrollment in Spanish Literature and Culture Honors or AP Spanish Language and Culture.

WORLD LANGUAGE DEPARTMENT

WL510Y Spanish Literature and Culture Honors

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Spanish 4 Honors (grade of C or better)

Summer Work: None

Approximation of Weekly Workload Commitment: 3.20 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: AP Spanish Language and Culture or AP Spanish Literature and Culture.

Description: Students will study the origins and history of Spain. Students will read and analyze several representative pieces of literature from the Spanish-speaking world. Some of the literary pieces studied in this are El Poema del Mio Cid, Las Rimas De Bécquer, La Casa De Bernarda Alba, and a variety of short stories such as Don Payasito by Ana Maria Matute. Students will give oral and written interpretations and summaries of literary pieces. There is a strong emphasis on writing for academic purposes in Spanish.

Students will give oral and written interpretations and summaries of literary pieces. There is a strong emphasis on writing for academic purposes in Spanish.

WL520Y AP Spanish Language and Culture

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Spanish 4 Honors (recommended grade of A, or Spanish Literature and Culture Honors, grade of B or better)

Summer Work: Yes

Approximation of Weekly Workload Commitment: 5 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: AP Spanish Literature and Culture or university level Spanish.

Description: This course emphasizes conversation and composition relating to the culture, literature, and character of Spanish-speaking populations. It expands the student's proficiency in all of the five areas of second language acquisition: speaking, listening, reading, writing, and a knowledge and sensitivity to the culture of the Spanish-speaking people throughout the world through six themes: families and communities, science and technology, beauty and esthetics, contemporary life, global challenges, and personal and

WORLD LANGUAGE DEPARTMENT

public identity. An in-depth study/review of Spanish grammar is provided. The AP student reads, analyzes, discusses, and gives written and oral reports on cultural texts, periodicals, novels and short stories. The student must speak only Spanish in the class. Students will be provided the opportunity to take the AP exam in the Spring.

WL530Y AP Spanish Literature and Culture

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: AP Spanish Language and Culture

Summer Work: Yes

Approximation of Weekly Workload Commitment: 5 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: University-level Spanish.

Description: The AP Spanish Literature and Culture course is designed to introduce students to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America and the United States. The course provides students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, with emphasis on critical reading and analytical writing. It also encourages students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish (AP Spanish Literature and Culture: Sample Syllabus 1, College Board, 2013.) Furthermore, AP Spanish is an extremely rigorous and fast paced course designed for students who have already taken the AP Spanish Language and Culture course/exam. The course requires a significant amount of outside reading on behalf of the student. The course demands students to further very specific linguistic abilities: in-depth reading comprehension, analysis/written expression of literature in Spanish. Besides linguistic competence and cultural understanding, a primary focus of our AP Spanish Literature course is a *deep appreciation of literature*. The more the student appreciates literature and understands the historical and cultural context, the more he/she will enjoy the course. The course is conducted in Spanish and ***all students are expected to be self-motivated and contribute and enrich the classroom experience daily***. It is intense at times, but the 'heavy lifting' is very invigorating and challenging. I hope you share a passion for hard work and rigor with me.

WORLD LANGUAGE DEPARTMENT

WL101Y French 1

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: French 2

Description: This course emphasizes oral communication--listening and speaking-- and cultural awareness. Students learn "survival" French to be used both in the classroom and when they travel. Reading, writing, and basic grammar support the oral/listening activities given through comprehensible input. The class is conducted 70-80% in French. Students are required to participate on a daily basis and through this participation, will demonstrate their knowledge.

WL201Y French 2

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: French 1 (grade of C or better)

Summer Work: None

Approximation of Weekly Workload Commitment: 3.20 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: French 3

Description: The class is conducted mostly in French. The class focuses on oral communication and stresses cultural particularities of the French-speaking world with students predominantly speaking French in class. There is an expansion of reading, writing, and grammar from the French 1 curriculum. Students are required to participate on a daily basis to demonstrate their knowledge and produce verbal French communication in authentic contexts.

WORLD LANGUAGE DEPARTMENT

WL301Y French 3

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: French 2 (grade of C or better)

Summer Work: None

Approximation of Weekly Workload Commitment: 3.45 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: French 4

Description: The class is mainly conducted in French and aimed at increasing the proficiency in the five basic language skills: listening, speaking, reading, writing, and cultural awareness. Literature, social topics, and composition are emphasized. All students will be required to participate in debates and discussions relating to real-life situations and topics concerning the culture of the French speaking countries of the world.

WL312Y French 3 Honors

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: French 2, Grade of A

Summer Work: Yes. Recommended and personalized. (see Mlle Carrie)

Approximation of Weekly Workload Commitment: 3.50 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathways: French 3 Honors students will narrate opinions, react to opinions, ask questions and make oral presentations. Students will express themselves using present, past, and future and conditional tenses on a variety of topics and will comprehend dialogues, everyday conversations, previously learned vocabulary and current vocabulary. Students will demonstrate writing abilities on a variety of topics through rough drafts, peer editing, self-editing, and final, in-class writing tasks such as stories, essays, and email replies. Students will demonstrate reading skills through different sources of print such as poetry, short stories, novels, newspaper articles, and non-fiction material.

Description: The French 3 Honors course is designed for the accelerated college-bound student who completed French II in 9th or 10th grade and who wants to have the opportunity to take the AP French course the year after. Students who enroll in the French 3 Honors class need to be serious about taking the AP French class the year after. However, 10th graders or up who want to acquire French at a faster pace are welcome to take the class. The approach is literacy-based and incorporates reading and discussion to support student language acquisition. French III Honors is taught almost entirely in French and students are expected

WORLD LANGUAGE DEPARTMENT

to use French to communicate in all class activities. The cultural focus of the course, introduced through film, literature, and other media, addresses the French-speaking world using cultural comparisons. This course will review grammatical structures with a focus on accuracy. There will also be a focus on expanding grammar and thematic vocabulary to allow students to communicate spontaneously in authentic situations.

WL401Y French 4

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: French 3 (grade of C or better)

Summer Work: None

Approximation of Weekly Workload Commitment: 3.45 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: French V or AP French Language & Culture.

Description: The class is conducted in French to prepare students for the AP class. Oral proficiency and complex grammatical structures are studied in depth. Cultural themes are explored in an array of historical and contemporary social issues. Students will be able to debate, argue, write, and speak about numerous topics. Students will demonstrate higher-order thinking skills, knowledge of literature, and spontaneous communication in multiple time frames. Furthermore, the course requires presentational communication (verbal/written) in a deeper layered format.

WL501Y French 5

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: French 4 (A) and AP (B or above).

Summer Work: None

Approximation of Weekly Workload Commitment: 3.45 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: AP French Language & Culture or continue at the university level.

Description: The class is conducted in French to enhance oral proficiency as well as cultural awareness. Literary works and complex grammatical structures are studied in depth. Students will be able to debate, argue, write, and speak about numerous topics in French

WORLD LANGUAGE DEPARTMENT

from the French-speaking world. Higher-order thinking skills, literature, and composition are further enhanced.

WL521Y AP French Language

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: French 3H (B or more) or French 4 (A).

Summer Work: Yes

Approximation of Weekly Workload Commitment: 5 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation.

Description: Conducted in French, this course is a demanding, college-level course. Students prepare for the College Board Advanced Placement Exam through activities in context drawn from literature, movies, videos, audio, and interviews. Authentic culture from diverse French speaking countries is the main focus. Vocabulary and grammar studies are in context and intensive. Students will be provided the opportunity to take the AP exam in the Spring.

WL102Y Mandarin Chinese 1

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: To learn the fundamentals of Chinese language and culture and to develop basic listening, speaking, reading, and writing skills in Chinese. Pathway: Mandarin Chinese 2

Description: Mandarin 1 introduces students to the fundamentals of Chinese language and culture. This course uses the Pinyin system and simplified Chinese. The goals are to help students develop basic listening, speaking, reading, and writing skills in Chinese and to understand the customs and life of modern China by demonstrating culturally acceptable behavior through classroom activities and projects. Areas of focus include pronunciation with accurate tones, the evolution of Chinese characters, as well as rules of phonetic spelling and writing system.

After the first year of Mandarin Chinese, students are expected to be able to carry or respond to brief conversations, recognize over 200 Chinese characters, read short texts, and write basic sentences. Songs and cultural activities related to seasonal festivals will be

WORLD LANGUAGE DEPARTMENT

implemented to enhance language and cultural experiences.

WL202Y Mandarin Chinese 2

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Mandarin Chinese 1

Summer Work: None

Approximation of Weekly Workload Commitment: 3.20 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Mandarin 3

Description: Mandarin 2 is a continuation course of Mandarin 1. This course aims to help students further develop proficiency in Mandarin and expand knowledge of Chinese culture across the five standards: communication, culture, connection, comparisons, and community, and in three communicative modes: interpersonal, interpretive, and presentational as articulated by the ACTFL World-Readiness Standards for learning languages. Students will refine their tones and pronunciation; increase their vocabulary, and produce sentences with various grammatical structures. Emphasis will be placed upon practical use of Chinese through exposure to authentic texts such as short narratives, TV commercials, signs, tickets, and brochures. Students are expected to be more expressive in daily conversation about broader topics, such as school life, daily schedule, shopping, clothing sizes, likes and dislikes, transportation, and ability to read short essays. This course will integrate technology to facilitate better learning experiences. Cultural activities including legend- related crafts and ethnic food origins would be introduced to enhance students' cultural awareness.

WL302Y Mandarin Chinese 3

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Mandarin Chinese 1, 2

Summer Work: None

Approximation of Weekly Workload Commitment: 3.45 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language. Pathway: Mandarin 4 Honors.

WORLD LANGUAGE DEPARTMENT

Description: Mandarin 3 is a continuation course of Mandarin 2. This course helps students build abilities to use Mandarin Chinese language in real life. The area of focus includes the expansion of new vocabulary; idiomatic expressions and grammatical structure to further develop language skills in listening, speaking, reading, and writing. Students will be exposed to materials composed for native speakers. Through a variety of media, group projects, and hands-on activities such as video making communication, culture, connection, comparisons, and community, and in three communicative modes: interpersonal, interpretive, and presentational as articulated by the ACTFL World and drama playing, students will also explore the culture, geography, and history of China. Upon completion of this level, students will be able to talk about sports, health, direction, transportation, and housing in Mandarin Chinese.

WL412Y Mandarin Chinese 4 Honors

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Mandarin Chinese 3 (grade of A)

Summer Work: Yes

Approximation of Weekly Workload Commitment: 3.45 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the next course of study in the target language possible at the university level.

Description: Mandarin 4 Honors is a more rigorous level 4 class that prepares the students for the next year's AP Chinese Language and Culture course. Students will speak in Mandarin on a daily basis that demonstrates a higher thinking level and are expected to show the ability of perseverance to achieve higher language proficiency. Students will be able to debate, argue, write, and speak about historical and contemporary issues. Upon completion of this level, students will be able to talk about Chinese culinary schools, make travel arrangements, talk about house work and discuss ideal job futures in Chinese. Further study of Chinese culture will emphasize on bringing students cross-cultural awareness and perspective

WORLD LANGUAGE DEPARTMENT

WL522Y AP Chinese Language and Culture

Credit: 10 Credits/Year

Open to: 11-12

Recommended Preparation: Mandarin 4 Honors (grade of A)

Summer Work: None

Approximation of Weekly Workload Commitment: 3.45 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Strengthen all five language domains: reading, writing, listening, speaking, and cultural knowledge and appreciation and prepare for the AP Exam.

Description: AP Chinese Language and Culture is a college-level course intended for students who have completed Mandarin 4 Honors course and emphasizes communication by interpersonal, interpretive, and presentational skills in real-life situations in Chinese language at the intermediate level. The course is taught almost exclusively in Chinese and engages students in an exploration of culture in both modern and historical contexts to develop students' awareness and appreciation between Chinese and their own culture. Students will develop deeper Chinese cultural understanding and grow in their language skills to interact with the Chinese speaking world in culturally appropriate ways.

VISUAL AND PERFORMING ARTS

VP100Y Art Production 1

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: In our visual arts classes, we focus on developing important thinking habits that help students grow as artists. These habits, known as the Studio Habits of Mind, are essential for creativity and artistic expression. Here are the eight habits we emphasize, listed in alphabetical order:

1. **Develop Craft:** Students will learn various techniques and practices that enhance their artistic skills.
2. **Engage & Persist:** We encourage students to discover their passion for art and to keep working on their projects, even when faced with challenges.
3. **Envision:** Students will practice imagining and planning their creative projects before starting.
4. **Express:** We help students find and communicate their ideas and feelings through their artwork.
5. **Observe:** Students will learn to look closely at the world around them, paying attention to details and nuances.
6. **Reflect:** We encourage students to ask questions, articulate their thoughts, and evaluate their own work to foster growth.
7. **Stretch & Explore:** Students will be encouraged to experiment, learn from mistakes, and discover new artistic possibilities.
8. **Understand Art Worlds:** We will explore different art communities and learn about various artistic styles and cultures.

By focusing on these habits, we aim to help students become well-rounded artists who appreciate the value of creativity and collaboration.

Description: This engaging course is tailored for students passionate about art who wish to deepen their understanding and explore potential career paths in the field. It offers a comprehensive introduction to art through a rich multimedia experience, allowing students of all skill levels to experiment with various media, including pencil, ink, charcoal, pen and ink, oil and chalk pastels, printmaking, colored pencils, acrylic paint, and watercolors. Students will learn and apply the elements and principles of art, producing creative art projects that reflect their grasp of these concepts. Emphasis will be placed on developing observational drawing skills and enhancing creative abilities, while also introducing the business aspects of art that contribute to the creation of a successful and original portfolio.

VISUAL AND PERFORMING ARTS

As a full-year course, students will investigate drawing and painting techniques, laying a solid foundation for advanced visual arts courses. This journey not only aims to increase creative competencies but also fosters a deep appreciation for the world of art. This course is aligned with CA Visual Arts Standards.

VP200Y Art Production 2

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Art Production 1

Summer Work: None

Approximation of Weekly Workload Commitment: 1-2 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: In our visual arts classes, we focus on developing important thinking habits that help students grow as artists. These habits, known as the Studio Habits of Mind, are essential for creativity and artistic expression. Develop Craft (Technique & Studio Practice), Engage & Persist (Finding Passion & Sticking with It), Envision (Imagining & Planning), Express (Finding & Showing Meaning), Observe (Looking Closely), Reflect (Question & Explain and Evaluate), Stretch & Explore (Play, Use Mistakes & Discover), and Understand Art Worlds (Domain & Communities).

Description: This advanced art course is designed for students who have developed a strong interest in the arts and have successfully completed the introductory course, Art Production 1. Students may also be recommended by their previous art teacher(s) through a letter of recommendation and a portfolio submission. In Art Production 2, students will build upon their existing skills and delve into more complex and advanced media techniques.

Throughout this engaging full-year course, students will explore a variety of 2D and 3D media. They will maintain a sketchbook to document their creative journey and ideas. Students will also engage in discussions about the creative process and have the opportunity to enter various art contests, as well as participate in community art events and activities, further enhancing their artistic experience.

With a greater emphasis on creativity, skill development, and a broader appreciation of the arts, this course encourages students to push their artistic boundaries. Additionally, students will explore various careers in the art field, gaining insight into the diverse job opportunities available to them.

This course serves as the Concentrator course in the CTE Visual/Commercial Arts Pathway and is aligned with Career and Technical Education Standards. This course is also aligned with CA-Visual Arts Standards.

VISUAL AND PERFORMING ARTS

VP300Y Art Entrepreneurship

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Art Production 1 and Art Production 2

Summer Work: None

Approximation of Weekly Workload Commitment: 1-2 hours weekly, plus 4 student created art exhibitions.

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: In our visual arts classes, we focus on developing important thinking habits that help students grow as artists. These habits, known as the Studio Habits of Mind, are essential for creativity and artistic expression. Develop Craft (Technique & Studio Practice), Engage & Persist (Finding Passion & Sticking with It), Envision (Imagining & Planning), Express (Finding & Showing Meaning), Observe (Looking Closely), Reflect (Question & Explain and Evaluate), Stretch & Explore (Play, Use Mistakes & Discover), and Understand Art Worlds (Domain & Communities).

Description: Unlock your creative potential and transform your artistic passion into a thriving business with our Art Entrepreneurship course! Designed for aspiring artist entrepreneurs, this dynamic class introduces students to the essential elements of running a gallery exhibition and developing a compelling artistic portfolio.

In this course, you will explore the vital role exhibitions play in sharing knowledge and the diverse display methods used in the world of art. You will gain insight into the different roles within the art industry, including curator, art director, gallery manager, museum exhibit designer, and communication designer. Just as entrepreneurs market their products, artists must effectively present their work to the marketplace using a validated business model.

Creating a successful business around your artistic talent is just as achievable as launching a tech startup or a new food trend. In this course, you will:

- Develop a business model that supports your unique craft.
- Identify and target potential customers who will appreciate your art.
- Explore potential revenue streams to sustain your artistic practice.
- Analyze the financial feasibility of your artistic endeavors.

To enhance your learning experience, students will embark on exciting field trips to galleries, museums, and businesses, where they will analyze exhibits to understand target audiences and develop their own exhibition concepts. You will also learn to communicate your ideas effectively through design, and creating professional marketing tools using Adobe InDesign and Illustrator. As one of the Capstone courses in the CTE Visual/Commercial Arts Pathway, this class is aligned with Career and Technical

VISUAL AND PERFORMING ARTS

Education Standards and California Visual Arts Standards. Join us to cultivate your entrepreneurial spirit and equip yourself with the skills needed to turn your artistic dreams into reality!

VP201Y AP Drawing

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Students should have a 3.5 GPA or above Art Production 1 and Art Production 2

Summer Work: Email sjuhlobrien@lbsud.org

Approximation of Weekly Workload Commitment: 5 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: In our visual arts classes, we focus on developing important thinking habits that help students grow as artists. These habits, known as the Studio Habits of Mind, are essential for creativity and artistic expression. Develop Craft (Technique & Studio Practice), Engage & Persist (Finding Passion & Sticking with It), Envision (Imagining & Planning), Express (Finding & Showing Meaning), Observe (Looking Closely), Reflect (Question & Explain and Evaluate), Stretch & Explore (Play, Use Mistakes & Discover), and Understand Art Worlds (Domain & Communities).

Description: Elevate your artistic skills to a collegiate level with our AP Drawing course, a rigorous advanced placement program designed for dedicated students who are passionate about studio art. This challenging course offers high school students the unique opportunity to engage in college-level work, culminating in a comprehensive portfolio that showcases their artistic growth and creativity.

Throughout the course, students will develop a cohesive body of work that reflects their mastery of "mark-making" while deepening their understanding of design principles and original ideation across various media. The AP Drawing portfolio guidelines are thoughtfully crafted to accommodate diverse artistic interests and approaches to drawing on a 2D surface.

The portfolio exam is divided into two critical sections:

- **Selected Works:** Students will refine their artistic voice by creating five strong, gallery-ready pieces that exemplify excellence in craftsmanship and concept.
- **Sustained Investigation:** This section requires the creation of a series of 15 artworks centered around a unifying theme. Students will demonstrate their ability to experiment with materials, make informed artistic choices, and understand that the creative process is an integral part of their artistic journey.

VISUAL AND PERFORMING ARTS

An essential component of this course is the opportunity for students to receive constructive critiques from professionals at all stages of their portfolio development. This feedback will guide artistic growth, enhance critical thinking skills, and prepare students for the expectations of the art world.

In addition to hands-on artistic practice, students will explore potential careers in the art field through guest lectures from professional artists, and college representatives and engaging field trips to art galleries, museums, and institutions. The course culminates in the submission of the portfolio for the AP exam in the spring, providing students with valuable experience in presenting their work for evaluation.

As one of the Capstone courses in the CTE Visual/Commercial Arts Pathway, this course aligns with Career and Technical Education Standards and California Visual Arts Standards. Prepare to immerse yourself in a challenging yet rewarding environment that fosters artistic excellence and prepares you for your future in the arts!

VP301Y AP 2D Art and Design

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Students should have a 3.5 GPA or above in Art Production 1, Art Production 2 and/or Digital Photography

Summer Work: Email sjuhlobrien@lbusd.org

Approximation of Weekly Workload Commitment: 5 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: In our visual arts classes, we focus on developing important thinking habits that help students grow as artists. These habits, known as the Studio Habits of Mind, are essential for creativity and artistic expression. Develop Craft (Technique & Studio Practice), Engage & Persist (Finding Passion & Sticking with It), Envision (Imagining & Planning), Express (Finding & Showing Meaning), Observe (Looking Closely), Reflect (Question & Explain and Evaluate), Stretch & Explore (Play, Use Mistakes & Discover), and Understand Art Worlds (Domain & Communities).

Description: Immerse yourself in the world of visual creativity with our AP 2D Art and Design course, a challenging advanced placement program designed for students who are passionate about exploring composition and the principles of design. This dual enrollment course is articulated with Saddleback College, allowing students to earn college credit while engaging in college-level work.

Throughout the course, students will develop a strong portfolio that emphasizes the use of various 2D media, including digital art and photography, with a keen focus on composition.

VISUAL AND PERFORMING ARTS

The AP 2D Art and Design portfolio guidelines are designed to accommodate diverse artistic interests and approaches, ensuring that each student can express their unique vision.

The portfolio exam consists of two main sections:

- **Selected Works:** Students will create five strong, gallery-ready pieces that showcase their technical skill and conceptual depth, demonstrating excellence in composition and design.
- **Sustained Investigation:** In this section, students will produce a series of 15 artworks centered around a unifying theme. They will explore their chosen media, experiment with various techniques, and understand that the creative process is an essential part of their artistic journey.

An integral aspect of this course is the opportunity for students to receive valuable critiques from professionals at all stages of their portfolio development. This constructive feedback will enhance their artistic growth, refine their critical thinking skills, and prepare them for the expectations of the art world.

In addition to hands-on artistic practice, students will gain insights into potential careers in the art field through guest lectures from college representatives and engaging field trips to art institutions. The course culminates in the submission of the portfolio for the AP exam in the spring, providing students with invaluable experience in presenting their work for evaluation.

As one of the Capstone courses in the CTE Visual/Commercial Arts Pathway, this course aligns with Career and Technical Education Standards and California Visual Arts Standards. Prepare to embark on a rewarding journey that fosters artistic excellence and prepares you for your future in the arts while earning college credit!

VP530Y AP Art History

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: World History or AP European History

Summer Work: No

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: The student will become an active participant in the global world of art, engaging with its forms and content. They will experience, research, discuss, read and write about artists, art-making, responses to, and interrelations of art.

Description: This course is designed to prepare students for the AP History exam and to replicate CA college-level Art History survey courses. The AP Art History course explores

VISUAL AND PERFORMING ARTS

such topics as the nature of art, its uses, its meanings, art-making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters an in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing the understanding of individual works and interconnections of art-making processes and products throughout history. Students will be provided the opportunity to take the AP exam in the Spring.

VP110Y Ceramics 1

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

Description: Ceramics I is a year-long introductory course to ceramic arts that is designed for students with no clay experience. Students explore three-dimensional design through learning all the 5 clay-building techniques, as well as many clay surface finishing effects. Functional and non-functional forms in art history will be introduced and discussed. Students are encouraged to experiment, take risks, make mistakes, and practice. A year of ceramics meets the Visual and Performing Art elective requirement, as well as the UC admission requirements.

VP210Y Ceramics 2

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Passed Ceramics 1 with a B or better

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

VISUAL AND PERFORMING ARTS

Description: Ceramics 2 students will explore three-dimensional design in greater detail through new hand building and wheel throwing assignments as well as in depth ceramic technique driven assignments. Both functional and non- functional forms in history will be introduced, discussed as well as applied to assignments. Throughout this course, students are able to focus on technical, historical, aesthetic, cultural and contemporary concerns of clay artists and sculptors as they develop their own personal and artistic style of creating art. Ceramics II studio student inter- disciplines include: Potter's Wheel: wheel throwing can be narrowed down to specific types of forms or throwing methods. Sculpture: sculpture can be narrowed down to additive, subtractive, positive or negative relief. Hand building: hand building can be narrowed down by a particular hand building method, i.e. coiling, pinch, mold or slab building.

VP302Y AP 3D Art and Design

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Completion of Ceramics 2 with a grade of B or better

Summer Work: None

Approximation of Weekly Workload Commitment: 1 hour

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch as well as explore, and understand the arts community.

Description: AP Studio Art: 3-D Design is for students who are interested in the practical experience of a college level art class. This course is a yearlong course designed for students who have a proficient grasp of clay building techniques as well as surface finishes. In AP Studio Art: 3-D Design students will investigate all aspects of the Advanced College Placement three-dimensional portfolio, which includes two sections: 5 projects in the Selected Works section and 15 projects in the Sustained Investigation section, making a total of 20 portfolio pieces. AP students will be encouraged to express themselves through their own personal style while developing high quality college level artworks that are student driven. Students will be provided the opportunity to submit their portfolio for the AP exam in the spring.

VISUAL AND PERFORMING ARTS

VP130Y Digital Photography

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Students should have a 3.5 GPA or above in previous art classes and completed a minimum of two years in a concentrated study of art.

Summer Work: None

Approximation of Weekly Workload Commitment: 1.40 hours plus photo shoots

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

Description: Digital Photography is a year course designed for students interested in photography and learning basic camera functions, digital manipulation, and principles of elements and design. Students will acquire skills to create, represent, and design through digital photographic and software media. Students will explore their interests in photography through project-based artwork; learn career opportunities, historical perspectives, and commercial applications.

VP230Y Digital Photography 2

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Digital Photography

Summer Work: None

Approximation of Weekly Workload Commitment: 1.40 hours plus photo shoots

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

Description: Digital Photography 2 is a course designed for students who are interested in photography and would like to expand their techniques and art appreciation. Students who meet the requirements of this course may advance to AP 2D Art and Design and complete a photography portfolio. This is a full-year course where students will investigate social documentary, constructed photography, and art history in order to create a portfolio of work. Teacher led studio workshops will assist the student's comprehensive knowledge on lighting, camera angles, and composition.

VISUAL AND PERFORMING ARTS

VP170Y Video Production 1

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 3 hours in class, additional filming outside of school hours optional

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will learn to appreciate the artistic aspects of filmmaking as well as the technical skills to produce films and videos. Skills include screenplay writing, production design, scheduling, cinematography, lighting, editing, leadership, and teamwork.

Description: The Video Production course will begin with a unit on film history, appreciation, and analysis. The remainder of the first semester will be occupied by a series of training videos and projects such as a mini-documentary, a music video, and a commercial. During the second semester, students will form production teams and produce 4 episodes of the school web series "Breaker Live." The final project will be a short film entry to the LBHS Film Festival.

VP270Y Video Production Advanced

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 3 hours in class, additional filming outside of school hours optional

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will learn to appreciate the more advanced filmmaking styles technical skills to nurture a mature appreciation for film. Skills from Video Production I will be reinforced, including original screenplay writing, production design, scheduling, cinematography, lighting, editing, leadership, and teamwork.

Description: This course will provide students with a deeper understanding of video production as a form of artistic expression. During the first semester, students will fine-tune their production skills by producing the school web series with high expectations in technical skill and professionalism. During the second semester, students will have a chance to individually explore advanced techniques such as time lapse, animation, and digital effects and create innovative film projects in advanced genres such as avant-garde, film noir, and animation. The final project will be a short film entry to the LBHS Film Festival.

VISUAL AND PERFORMING ARTS

VP180Y Yearbook 1 Honors

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Grade C or better in English, Yearbook in Middle School

Summer Work: None

Approximation of Weekly Workload Commitment: 2-3 hours + out-of-class photography of activities/events/athletics

UC Approved: Yes

Expected Learner Outcomes and/or Pathway:

In our visual arts classes, we focus on developing important thinking habits that help students grow as artists and visual storytellers. These habits, known as the Studio Habits of Mind, support creativity, collaboration, and communication: Develop Craft (Technique & Studio Practice), Engage & Persist (Finding Passion & Sticking with It), Envision (Imagining & Planning), Express (Finding & Showing Meaning), Observe (Looking Closely), Reflect (Question, Explain, and Evaluate), Stretch & Explore (Play, Use Mistakes & Discover), and Understand Art Worlds (Domain & Communities).

Description:

Yearbook 1 H is an engaging, hands-on course where students collaborate to plan, design, photograph, write, and produce the Laguna Beach High School yearbook. In this student-centered production environment, students use industry-standard design software and professional cameras to develop essential skills in digital storytelling, layout design, reporting, and photography.

All students participate in photojournalism and visual storytelling, learning how to document campus life through images and written narratives that reflect the voices and experiences of the school community. Students gain experience working with professional equipment, including cameras, lenses, and mobile devices, while learning the fundamentals of composition, caption writing, and deadline-driven production.

As members of a student-run publication staff, students contribute to the creation of the Nautilus yearbook, developing collaboration, accountability, and time-management skills while working toward a shared creative goal. This course prepares students for advanced media leadership roles and continued study within the Arts, Media & Entertainment pathway.

VISUAL AND PERFORMING ARTS

VP280Y Yearbook 2 Honors

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Yearbook 1 Honors or instructor approval

Summer Work: None

Approximation of Weekly Workload Commitment: 3–5 hours + out-of-class photography, editing, design, and leadership responsibilities

UC Approved: Yes

Expected Learner Outcomes and/or Pathway:

As a capstone course, Yearbook 2 H deepens students' mastery of the Studio Habits of Mind through leadership, advanced production, and professional-level creative work. Students refine their ability to Develop Craft, Envision, Express, Observe, Reflect, Stretch & Explore, and Understand Art Worlds while mentoring peers and producing publication-ready work within a real-world media environment.

Description:

Yearbook 2 H is an advanced, capstone production course for students ready to take on leadership roles within the yearbook staff. Students serve as editors, section leaders, designers, photographers, and production managers, guiding the planning, development, and completion of the Nautilus yearbook.

Building on skills developed in Yearbook 1 H, students refine advanced techniques in layout design, visual storytelling, editing, and publication management. Emphasis is placed on editorial decision-making, creative direction, collaboration, and meeting professional deadlines across a large-scale, student-produced publication.

As leaders of a student-run publication, students mentor newer staff members, facilitate peer feedback, and help shape the visual and narrative identity of the yearbook. This capstone experience prepares students for postsecondary pathways in media, design, journalism, communications, and creative industries while fostering leadership, responsibility, and collaborative problem-solving.

VISUAL AND PERFORMING ARTS

VP181Y Newspaper 1 Honors

Credit: 10 Credits/Year

Open to: Grades 9–12

Recommended Preparation: Grade C or better in English

Summer Work: None

Approximation of Weekly Workload Commitment: 2–3 hours + out-of-class reporting, photography, and event coverage

UC Approved: Yes

Expected Learner Outcomes and/or Pathway:

In our visual arts classes, we focus on developing important thinking habits that help students grow as artists and visual storytellers. These habits, known as the Studio Habits of Mind, support creativity, collaboration, and communication: Develop Craft (Technique & Studio Practice), Engage & Persist (Finding Passion & Sticking with It), Envision (Imagining & Planning), Express (Finding & Showing Meaning), Observe (Looking Closely), Reflect (Question, Explain, and Evaluate), Stretch & Explore (Play, Use Mistakes & Discover), and Understand Art Worlds (Domain & Communities).

Description:

Newspaper 1 Honors is an engaging, hands-on journalism production course where students work as a professional newsroom to report, write, photograph, design, and publish the school newspaper across print, online, and social media platforms. In this collaborative environment, students use industry-standard design software and professional cameras to develop essential skills in digital storytelling, reporting, and visual communication.

All students participate in photojournalism and multimedia storytelling, learning how to capture, edit, and present stories that reflect the voices and experiences of the school community. Students cover campus news, features, athletics, arts, and opinion while studying journalistic ethics, media law, and the responsibilities of a free student press.

As part of a student-led publication staff, students plan, produce, and publish multiple editions of the school newspaper. This real-world production experience emphasizes collaboration, leadership, and meeting authentic deadlines while preparing students for advanced media courses and postsecondary pathways in journalism, media, design, and communications.

VISUAL AND PERFORMING ARTS

VP281Y Newspaper 2 Honors

Credit: 10 Credits/Year

Open to: Grades 10–12

Required Preparation: Newspaper 1 H or instructor approval

Summer Work: None

Approximation of Weekly Workload Commitment: 3–5 hours + out-of-class reporting, photography, editing, and leadership responsibilities

UC Approved: Yes

Expected Learner Outcomes and/or Pathway:

In our visual arts classes, students develop advanced creative, technical, and professional habits through the Studio Habits of Mind. As capstone learners, students deepen their ability to Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, and Understand Art Worlds by producing publication-ready work, mentoring peers, and applying industry standards within a real-world newsroom environment.

Description:

Newspaper 2 Honors is an advanced, capstone journalism production course in which students take on leadership roles within a student-run newsroom. Building on foundational reporting, writing, photography, and design skills, students serve as editors, section leaders, designers, photographers, and multimedia producers responsible for planning, producing, and publishing the school newspaper across print, online, and social media platforms

Students refine advanced skills in investigative reporting, editorial decision-making, visual storytelling, page design, and multimedia production while adhering to professional standards of accuracy, ethics, and press law. Instruction emphasizes audience awareness, journalistic responsibility, and the role of a free student press in a democratic society, including study of First Amendment protections and ethical decision-making

As newsroom leaders, students mentor newer staff members, facilitate peer editing and critique, and collaborate as an editorial board to guide coverage and uphold the mission of the publication. This capstone experience mirrors professional media production cycles and prepares students for postsecondary pathways in journalism, media, design, communications, and related creative industries.

VISUAL AND PERFORMING ARTS

VP150Y Multimedia Production

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

Description: This course explores the production printing process and the printing industry. The purpose of the course is to introduce the participant to the intricacies of all aspects of production printing and its impact on the world of graphic communication. The course is designed for students, artists, and entrepreneurs. The student will become familiar with the Adobe Package, Corel Draw, and other software. They will also work with laser cutters, screen printers, DTG printers, plotters, 3D printers, and much more. This course is the Concentrator course in the CTE Graphic Design Pathway. This course is articulated with Saddleback College and students may earn free college units for taking this class. This course is aligned with Career and Technical Education Standards.

VP250Y Multimedia Design Honors

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Multimedia Production or teacher recommendation

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

Description: The primary focus of the course is given to directing students in the active creation of original artistic designs, digital illustrations, and graphic media, these are creative projects and exercises much like that of any other visual arts course. The students will learn how to create artwork that then can be produced in different mediums. Technical training is integrated into stages of each design assignment with the outcome depending on the successful uptake of these skills; this includes Adobe Photoshop, Illustrator, InDesign, and CorelDraw. Demonstrations of specific tools, methods of achieving certain results, and basic best practices are given for each assignment. This course is the Capstone course in the CTE

VISUAL AND PERFORMING ARTS

Graphic Design Pathway. This course is articulated with Saddleback College and students may earn free college units for the class. This course is aligned with Career and Technical Education Standards. Students can also earn up to 12 Industry Certifications on machines and soft skills.

VP350Y Graphic Production Technologies Honors

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Multimedia Design Honors

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Visual Art students will develop the 8 studio habits of mind including the following: developing a craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the arts community.

Description: Students will be leads on projects using skills learned in prior digital graphics classes. Throughout the year students will do district-wide projects that include designing and producing playbills, catalogs, posters, t-shirts, banners and wall murals, etc. Learn new design techniques using the Adobe Suite and Corel Draw and be exposed to printing on a variety of mediums. Integrated throughout the course are Career Preparation Standards, which include basic academic, safety, communication, interpersonal, and problem-solving skills, as well as an emphasis on workplace safety, technology, and employment literacy.

VP500Y Wind Ensemble

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Audition or teacher recommendation

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours per week/ practice and attend performances

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: To fulfill the California State Standards for the Performing Arts.

Description: This course concentrates on advanced musical development through the preparation and performance of high-quality musical compositions. Students will study advanced instrumental techniques, performance practices, style, and form as it relates to the wide variety of selected musical compositions. Assignments include home practice, small group practice (section rehearsals, large group rehearsals outside of school time, and

VISUAL AND PERFORMING ARTS

performance attendance.

VP510Y String Ensemble

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Audition or teacher recommendation

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours per week/ practice and attend performances

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: To fulfill the California State Standards for the Performing Arts.

Description: This course concentrates on the development of musical technique and knowledge necessary for high quality performance of all styles of music. Assignments include home practice, small group practice, and rehearsals after school hours, performance attendance, and performance at school gatherings.

VP520Y Jazz Ensemble

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Audition and concurrent enrollment in Marching Band or Wind Ensemble (any exceptions must have director's approval)

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: To fulfill the California State Standards for the Performing arts.

Description: This course concentrates on the development of advanced musical technique and knowledge necessary for high quality performance of all styles of music written in the jazz idiom. Assignments include: home practice, small group practice (sectional rehearsals, large group rehearsals after school hours, performance and attendance in jazz festivals, and performance at school gatherings.

VISUAL AND PERFORMING ARTS

VP140Y Introduction to Guitar/Ukulele

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 1 hour of practice

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: The student will polish technique, standard notation, chord, symbols, and tablature.

Description: The Guitar/Ukulele class is designed to provide students with an introductory experience. Students will learn proper playing technique and instrument care, as well as reading standard notation, chord, symbols, and tablature. Students will also study basic music theory, composers, and significant players. Grading: Participation is 70% - daily in-class active participation, punctuality and attentiveness, being prepared for class; playing text/quiz 20% - announced/unannounced; final exam 10% - a solo or duet performance.

VP240Y Intermediate Guitar/Ukulele

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Intro to Ukulele/Guitar or similar

Summer Work: None

Approximation of Weekly Workload Commitment: In Class only

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will learn standard music notation: clefs, staff, notational symbols, note values, rest values, time signatures, key signatures, accidentals, flats, sharps, naturals. Students will interpret chord and strumming symbols. Read an instrumental/vocal score of up to 4 staves and perform at least one part. Understand elements of music such as: rhythm, melody, harmony, form, dynamics, timber. Explain how the elements are used across various musical styles, genres and cultures. Analyze, describe the means used to create images or evoke feelings/emotions. Correct usage of guitar/ukulele techniques: posture, hand and body position, tuning and pitch matching, basic chords and single notes in first position. Play a repertoire of music representing various genres, styles and cultures. Demonstrate more advanced proficiency in strumming and fingerstyle or picking. Critical listening: Listen to and analyze aural examples and make informal critical evaluations of the quality of performances. Understand the stylistic characteristics and contributions of musicians/music from various cultures and time periods. Perform music and explain contributions. Timbre, texture. vocabulary: pitch, forte, piano, vamp, crescendo, diminuendo, accent, ritardando, fermata, tempo, fine, coda.

VISUAL AND PERFORMING ARTS

Description: Intermediate Guitar is an ensemble approach to the study and performance of music written for varying styles of guitar music. Emphasis is on reading chord charts and learning of intermediate to advance strum and picking techniques (Travis Picking), with attention to the elements of classical guitar playing, including note reading, articulation, phrasing, expression and accompanying while singing.

VP340Y Advanced Guitar/Ukulele

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Intermediate Guitar/Ukulele or similar

Summer Work: None

Approximation of Weekly Workload Commitment: In Class only

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will learn Intermediate to advanced music notation: clefs, staff, notational symbols, note values, scales, compound and simple rhythms, compound time signatures, key signatures (all keys).. Students will interpret chord and strumming symbols. Read advanced instrumental music score of up to 4 staves and perform at least one part. Understand elements of advanced music such as compound rhythm, melody, harmony, form, dynamics, and timbre. Explain how the elements are used across various musical styles, genres, and cultures. Analyze, and describe the means used to create images or evoke feelings/emotions. Correct usage of guitar/ukulele techniques: posture, hand and body position, tuning and pitch matching, barred chords, and single notes in all positions. Play repertoires of music representing various genres, styles, and cultures. Demonstrate more advanced proficiency in strumming and fingerstyle or picking and be able to accompany a singer or vocal ensemble on guitar. Critical listening: Listen to and analyze aural examples and make informal critical evaluations of the quality of performances. Understand the stylistic characteristics and contributions of musicians/music from various cultures and time periods. Perform music and explain contributions. Timbre, texture. vocabulary: pitch, forte, piano, vamp, crescendo, diminuendo, accent, ritardando, fermata, tempo, fine, coda.

Description: Advanced Guitar is an ensemble approach to the study and performance of music written for varying styles of guitar music. Emphasis is on reading chord charts and learning advanced strum and picking techniques, with attention to the elements of classical guitar playing, including note reading, articulation, phrasing, expression, and accompanying while singing.

VISUAL AND PERFORMING ARTS

VP540Y AP Music Theory

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Teacher Recommendation

Summer Work: None

Approximation of Weekly Workload Commitment: 3.45 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: The students will develop listening skills, sight-singing ability, and knowledge of rhythm, melody, harmony, form, and other compositional devices.

Description: The Advanced Placement AP Music Theory course enables students to do college-level work in the areas of reading and analyzing notated music and aural training. Particular emphasis will be placed upon developing listening skills, sight-singing ability, and knowledge of rhythm, melody, harmony, form, and other compositional devices. Students will be endowed with the skills necessary to function intelligently in any musical situation. The work of the course will emphasize preparation for the advanced placement music theory examination. Course Objectives: The ultimate goal of the Advanced Placement Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of Aural skills, Sight-singing skills, Written skills, Compositional skills, and Analytical skills through various exercises. Taking the AP test is not required, although it is recommended. The AP Examination in Music Theory tests the student's understanding of musical structure and compositional procedures through recorded and notated examples. Strong emphasis is given to listening skills, particularly those involving recognition and comprehension of melodic and rhythmic patterns, harmonic functions, small forms, and compositional techniques. Most of the musical examples are taken from standard repertoire, although some examples of contemporary, jazz, or vernacular music or music beyond the Western tradition are included for testing basic concepts. The examination assumes fluency in reading musical notation and a strong grounding in music fundamentals, terminology, and analysis. Students will be provided the opportunity to take the AP exam in the Spring.

VISUAL AND PERFORMING ARTS

VP160Y Theatre/Vocal Arts 1

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: The majority of work is completed in class; however, students may need to set aside additional time to review and memorize material.

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: This beginning-level course provides an opportunity to explore the elements of drama and build confidence in speaking and presenting.

Description: Students develop basic preparation, rehearsal, and performance skills while gaining practical experience as actors, technicians, and playwrights, and develop an appreciation for theatre as an art form through a critical lens. Students will analyze text, develop characters, and create original material. Coursework may include monologue or scene work, theatre history, technical theatre projects, audition technique, and improvisation. Students will acquire skills for listening, speaking, presenting, and collaboration, which are transferable to other subject areas, college, career, and beyond. Skills and values learned through theatre also include teamwork, adaptability, empathy, creativity, and problem-solving. Students will have performance opportunities throughout the year.

VP260Y Theatre 2

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Theatre 1

Summer Work: None

Approximation of Weekly Workload Commitment: The majority of work is completed in class, however, students may need to set aside additional time to review and memorize material.

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students build on previously learned preparation, rehearsal, and performance skills through practical experience as actors, directors, and playwrights, deepening their appreciation for theatre as an art form through a critical lens.

VISUAL AND PERFORMING ARTS

Description: Students build on previously learned preparation, rehearsal, and performance skills through practical experience as actors, directors, and playwrights, deepening their appreciation for theatre as an art form through a critical lens. Students will closely analyze text and expand their range as actors and playwrights. Coursework may include monologue or scene study, directing, playwriting, theatre history, audition technique, and improvisation. Students will hone their skills for text analysis, listening, speaking, presenting, and collaboration, which is transferable to other subject areas, college, career, and beyond. Skills and values learned through drama include teamwork, adaptability, empathy, creativity, and problem-solving. Students will have an opportunity to perform in a one act/showcase at the conclusion of each semester. This course is one of the Capstone courses in the CTE Professional Theatre Pathway. This course is articulated with Saddleback College and students may earn free college units for taking this class. This course is aligned with Career and Technical Education Standards.

VP261Y Vocal Arts 2

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Theatre/Vocal Arts 1, or audition

Summer Work: Students may wish to prepare for an audition

Approximation of Weekly Workload Commitment: The majority of work is completed in rehearsal; however, students may need to set aside additional time to review and memorize material.

UC Approved: Pending

Expected Learner Outcomes and/or Pathway: Students will build on previously learned vocal technique, part-singing, and musical literacy through the study and performance of choral repertoire in a variety of styles and languages. They will develop skills in sight-singing, ear training, ensemble collaboration, and artistic expression, preparing them for advanced collegiate and professional vocal ensembles and lifelong engagement in music.

Description: This course is a rigorous, audition-based, year-long ensemble for experienced singers, focusing on high-level vocal technique, musicality, and performance of complex literature from a variety of genres. It emphasizes advanced sight-reading, 4-part+ a cappella repertoire, diverse musical styles, and mandatory, high-stakes performances (concerts, festivals, tours).

VISUAL AND PERFORMING ARTS

VP360Y Theatre Performance

Credit: 5 Credits/Semester (Fall or Spring)

Open to: Grades 9-12

Recommended Preparation: Audition Required

Summer Work: Students may wish to prepare for audition

Approximation of Weekly Workload Commitment: The majority of work is completed in rehearsal, however, students may need to set aside additional time to review and memorize material.

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Preparation, rehearsal, and performance skills are taught explicitly, preparing students for participation in theatrical productions at the college, pre-professional, and professional levels.

Description: In this project-based course, students learn discipline-specific skills and build confidence through participation in a professional-style rehearsal process, culminating in public performances of a fully staged play or musical. Transferable skills and values learned through drama include teamwork, adaptability, empathy, creativity, and problem-solving. Students may also have opportunities to work with guest directors and choreographers. Please note this course meets in the evenings and on some weekends. Theatre Performances meets for the first ten weeks of each semester, approximately, and does not meet after performances have concluded. Typically, the fall semester project is a play and the spring semester project is a musical, however, this is subject to change at the discretion of the director. This course is the Concentrator course in the CTE Professional Theatre Pathway. This course is aligned with Career and Technical Education Standards.

VP361Y Production Management

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: Students will meet for flexible class time, but a majority of the course will be working school events for a minimum of 100 hours per semester.

UC Approved: Pending

Expected Learner Outcomes and/or Pathway: Students will gain experience with lighting, sound, costuming, makeup, stage design, prop and set design, video, and stage management in both a classroom and production setting.

VISUAL AND PERFORMING ARTS

Description: This semester-long course would provide hands-on learning for technical event management as students design and run theatre, vocal music, and dance productions as well as other school events. Students will meet for approximately 150 hours per semester: a flexible class time for 50 hours and working school events for 100 hours. Students will conceptualise different design components and analyze existing design works to improve their skills, as well as provide live video support for sports and other school events. This course is to arm students with the skills they need to design in a theatrical context and provide them with an introduction to technical production skills that can further their studies in high school and as a college or career interest.

VP220Y Dance 2

Credit: 10 Credits/Year (PE credit given until 20 credits met, then VAPA credit given)

Open to: Grades 9-12

Recommended Preparation: Passed both semesters of Dance 1 with a grade of 'C' or higher and no 'U' in citizenship. Incoming freshmen or students not enrolled in dance attended a placement exam and received approval from the Director to enroll in Dance 2.

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Upon completion of this class, students will have experienced a versatile approach to dance training, two live performance experiences, an understanding of how to approach dance studies in college and/or as a career, and a greater sense of individual expression and autonomy. Dance 2 is a Concentrator course for the CTE Dance Pathway. To receive pathway credit, students must take the course sequentially and pass both semesters with a 'D' or higher.

Description: In this yearlong course, students are held to daily intermediate standards in the training and study of dance & fitness, jazz, ballet, tap, hip-hop, modern, improvisation, and composition. Assessments and homework are used to evaluate and support student growth and understanding of the curriculum, as well as draw connections between dance history and college and/or career pathways in dance. Students are expected to perform in two annual dance concerts including all after-school rehearsals.

VISUAL AND PERFORMING ARTS

VP230Y Dance 3

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Passed both semesters of Dance 2 with a grade of 'B' or higher and no 'U' in citizenship. Incoming freshmen or students not enrolled in dance attended a placement exam and received approval from the Director to enroll in Dance 2.

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 Hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Upon completion of this class, students will have experienced a versatile approach to dance training, a variety of live performance experiences, an understanding of how to approach dance studies in college and/or as a career, and a greater sense of individual expression and autonomy.

Description: In this yearlong course, students are held to daily advanced standards in the training and study of jazz, ballet, hip-hop, modern, improvisation, and composition with an emphasis on the ability to apply the techniques in various performance settings on campus, including attendance at all after-school rehearsals. Assessments and homework are used to evaluate and support student growth and understanding of the curriculum, as well as draw connections between dance history and college and/or career pathways in dance. Dance III is a Capstone course for the CTE Dance Pathway. Dance 3 is articulated with Irvine Valley College and students may earn free college units for enrolling in this course.

VP420Y Dance 4

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Passed both semesters of Dance 3 with a grade of 'B' or higher and no 'U' in citizenship. Dance 4 is open to juniors & seniors and it's a leadership based course. It is instructor approval only.

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Upon completion of this class, students will have experienced a versatile approach to dance training, a variety of live performance experiences, an understanding of how to approach dance studies in college and/or as a career, and a greater sense of individual expression and autonomy. Dance 4 is an Extra Offering course for the CTE Dance Pathway.

VISUAL AND PERFORMING ARTS

Description: In this yearlong course, students are held to daily pre-professional standards in the training and study of jazz, ballet, hip-hop, modern, improvisation, and composition with an emphasis on the ability to apply technique in various performance settings on campus, including attendance at all after-school rehearsals. Assessments and homework are used to evaluate and support student growth and understanding of the course curriculum, as well as draw connections between dance history and college or career pathways in dance.

VP421Y Dance Company Honors

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Audition only; 2.0 GPA & athletic clearance prior to audition.

Summer Work: None

Approximation of Weekly Workload Commitment: In-class physical participation plus after-school rehearsal/performance assignments for the Winter Dance Concert (Nov/Dec) and the Spring Dance Concert (April/May). Work ePortfolio assignment for the Winter Dance Concert to document individual jobs. Preparation for the following campus and community performances: Fall Pep Rally, Winter Pep Rally, Patriot's Day Parade, and Spring Pep Rally. In-class training and preparation for Spring Dance Concert (Feb/April). Choreography projects May-June that require at-home practicing.

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Upon completion of this class, students will have experienced a versatile approach to dance training, a variety of live performance experiences, an understanding of how to approach dance studies in college and/or as a career, and a greater sense of individual expression and autonomy. Dance Company is an Extra Offering course for the CTE Dance Pathway.

Description: In this yearlong course, students are held to daily pre-professional standards in the training and study of jazz, ballet, hip-hop, modern, improvisation, and composition with an emphasis on the ability to apply technique in various performance settings on campus and within the community, including attendance at all after-school rehearsals. Assessments and homework are used to evaluate and support student growth and understanding of the curriculum, as well as draw connections between dance history and college or career pathways in dance.

ELECTIVES

ID110Y AP Computer Science Principles

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Concurrent enrollment in Algebra 1

Summer Work: None

Approximation of Weekly Workload Commitment: 1 hour

UC Approved: Yes* - "D" Science elective

Expected Learner Outcomes and/or Pathway: Students will gain an appreciation for the wide variety of careers computer science touches while developing skills to decompose problems, analyze algorithms, and reflect on the impact of computing on society, economy & culture. Students will apply their skills in the creation of a multitude of computational & robotic programs as well as apps.

Description: Computer science is everywhere, from our smartphones and video games to music, medicine, and much more. AP Computer Science Principles (AP CSP) can help you understand how computing and technology influence the world around you. Learn how to creatively address real-world issues while using the same tools and processes that artists, writers, computer scientists, and engineers use to bring ideas to life. This class allows students to develop: computational thinking, computer logic, algorithms, games, apps, programs from robots, an understanding of how information is transferred on the Internet; and how to keep information safe online (cyber security basics). The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. Students will be provided the opportunity to take the AP exam in the Spring. This course is the Concentrator course in the CTE Systems Programming Pathway. This course is aligned with Career and Technical Education Standards.

ID210Y AP Computer Science A

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Completion of AP Computer Science Principles and/or App Development (or other computer science classes)

Summer Work: None

Approximation of Weekly Workload Commitment: 3.20 hours

UC Approved: Yes*, "C" Math elective

Expected Learner Outcomes and/or Pathway: Students will apply and develop their skills of decomposing problems, analyzing algorithms, and developing solutions using the AP subset Java.

Description: The course introduces students to computer science with fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential

ELECTIVES

solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using java language. Language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. In addition, students in the AP Computer Science A course should be comfortable with functions and the concepts found in the uses of function notation, such as $f(x) = g(h(x))$. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. Students will be provided the opportunity to take the AP exam in the Spring. This course is one of the Capstone courses in the CTE Systems Programming Pathway. This course is articulated with Saddleback College and students may earn free college units for taking this class. This course is aligned with Career and Technical Education Standards.

CE603Y Introduction to App Development

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: AP Computer Science Principles

Summer Work: None

Approximation of Weekly Workload Commitment: 1.20 hours

UC Approved: Yes

ExpectedLearner Outcomes and/or Pathway: Students will gain real-world experience using industry-level software to build apps that can be run on Apple products.

Description: App Development is a computer science course offered to students who have prior experience with computer science. The curriculum is designed and created by Apple Education. The class is divided into lessons and labs. In addition to the labs, there are five major projects: flashlight app, apple pie (word guessing game), personality quiz app, a list generator, and a menu app. The concept of this course covers both computer science standards as well as the science and engineering practices of the NGSS standards. This course is one of the Capstone courses in the CTE Systems Programming Pathway. This course is aligned with Career and Technical Education Standards.

ELECTIVES

ID200Y Engineering Design & Analysis

Credit: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: Completion of Algebra 1

Summer Work: None

Approximation of Weekly Workload Commitment: 1 hour

UC Approved: Yes, "D" elective - Lab Science

Expected Learner Outcomes and/or Pathway: Students will develop skills in planning and executing hands-on projects that are limited by constraints, modeling the thinking and design work done by professional engineers.

Description: The course emphasizes hands-on, project-based learning in which students apply their knowledge of science. Students discover how engineers: create solutions for people; use a creative design process; design the products of our everyday lives; use computational thinking to develop solutions and collaborate to solve complex challenges. Students develop Engineering Design Skills through a multi-level engineering design process that is both accessible to high school students and authentic to the experience of professional engineers. This course is the Concentrator in the CTE Engineering Design Pathway. This course is aligned with Career and Technical Education Standards.

CE401Y Engineering Manufacturing and Technology Honors

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: Engineering Design and Analysis

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: Yes, "G" elective

Expected Learner Outcomes and/or Pathway: Students will develop skills in 3D modeling and rapid prototyping. Students will work in teams to identify and solve a problem in their community. This course allows students to apply the engineering skills and habits of mind they learned in the Engineering Design and Analysis Class.

Description: This course is a study of rapid prototyping (RP) and Additive Manufacturing (AM) and includes visualization and creation of 3D computer-generated models and their applications in today's manufacturing, multimedia, communications, and publishing industries. Students will be instructed in the principles of 3D modeling using state-of-the-art modeling software. Primary topics include prototype fundamentals, terminology, machine technology, advantages vs. disadvantages of various technologies, materials, and finishing for industry, featuring applied laboratory activities in additive manufacturing and post-production finishing or processes on several different rapid prototyping machines. The

ELECTIVES

students will learn how to troubleshoot a variety of problems and work with people in the industry. This course is a Capstone in the CTE Engineering Design Pathway. This course is aligned with Career and Technical Education Standards. This course is articulated with Saddleback College and students have the potential to earn college credits.

SS110Y AP Human Geography

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 3 hours

UC Approved: Yes, "A" elective

Expected Learner Outcomes and/or Pathway: Students will develop their skills in concepts (analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts), spatial relationships (analyze geographic patterns, relationships, and outcomes in applied contexts), data analysis (analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics), source analysis (analyze and interpret qualitative geographic information represented in maps, images and landscapes) and scale analysis (analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships).

Description: AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ partial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The course is equivalent to an introductory college-level course in human geography.

ELECTIVES

CE504Y Medical Core Honors

Credits: 10 Credits/Year

Open to: Grades 10-12

Recommended Preparation: English, Integrated Science 1

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: The students will explore the Healthcare Industry and the possible career paths within the medical industry, meet the prerequisites for additional HCI courses, learn academic vocabulary (Medical Terminology) and participate in career preparation activities.

Description: This course is designed to not only expose students to the Healthcare industry by surveying the wide spectrum of Health Care occupations but also by equipping them with the entry-level knowledge and skills that apply to a variety of health occupations. Medical Core is geared toward students who are interested in the following fields: Internist, Cardiologist, Cardiopulmonary Technician, X-Ray Technician, ECG/EKG Technician, Emergency Medical Technician, Echocardiogram Technician, Medical Assistant, or Athletic Trainer, among others. Students will study at length the language of healthcare (Medical Terminology) through the study of anatomy and physiology. An emphasis is placed on providing students with a thorough understanding of body systems and their interrelationships. This course is the Concentrator course in the CTE Patient Care Pathway. This course is articulated with Coastline College and students may earn free college units for taking this class. The course is aligned with Career and Technical Education Standards.

IS102Y Leadership (ASB)

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Election or appointment to student body office

Summer Work: Students are expected to attend OCL (Orange County Leadership camp) in early August. This will run Tuesday-Friday. Students are expected to assist with Freshman Orientation and Breaker Day. The class will meet periodically throughout the month of August to prepare for the upcoming school year.

Approximation of Weekly Workload Commitment: The workload varies based on events throughout the school year as well as the committee assignment. Students can expect to put in many hours outside of the school day each semester.

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Leadership has two goals. One, increase the positive school culture through academic and social events. Two, help students enrolled in the class become more effective leaders. This includes mastery of the following core leadership skills: Communication, Planning/Organizational/Forward Thinking; Problem

ELECTIVES

Solving; Constructive Feedback/Evaluation; Writing: critically, reflectively and persuasively; Creativity: Professionalism: Confidence/Public Speaking; Persistence and Empathy.

Description: This course is geared to helping students develop as school and community leaders. Students learn leadership and decision-making skills; participate in school and local community projects and activities; and discuss relevant social and school-wide issues. This is a mandatory class for all members of student government. Students must enroll for both semesters.

ID101Y Journalism

Credit: 10 Credits/Year

Open to: Grades 9-12

Recommended Preparation: Grade of C or better in English the previous year

Summer Work: None

Approximation of Weekly Workload Commitment: 1.15 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Students will learn to consider and represent diverse perspectives as they build strong working relationships with students, staff, administrators, and community members in Laguna Beach.

Description: Journalism students collaborate to produce *The Brush and Palette*, a student newspaper published four times during the school year. Students begin as reporters and may grow into leadership roles such as page editors, public relations managers, photography editors, and editors-in-chief.

Throughout the course, students learn the fundamentals of news writing, interviewing, research, web reporting, photography, and layout design. Staff members work to capture the variety of viewpoints on campus, verify the accuracy of all reporting, and represent the school with pride and professionalism.

The class emphasizes teamwork, communication, and responsibility. Students serve as liaisons to academic, athletic, and administrative areas of campus and at times extend their reporting beyond LBHS through connections with the broader community.

While the ideal journalism experience spans a student's four years of high school, students can find purpose and success joining the staff at any grade level. As they report and write, students explore a variety of journalistic styles and learn the importance of earning and maintaining the trust of a community-wide readership.

Upon completing one year of Journalism, students fulfill their one-year elective requirement for graduation.

ELECTIVES

ID301Y Financial Literacy

Credits: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: This course is designed to introduce students to the basics of personal finance.

Description: Students will study the concepts of budgeting, consumerism, banking, credit, investment, insurance, and financial security to become fiscally independent, responsible, and successful adults. In order to make this course as relatable to young adults as possible, the units are arranged in chronological order of life experience. Real-life experiences will be incorporated into the curriculum, such as field trips, guest speakers, real forms and documents, and a central project in which students create a simulated budget that progresses through the entire semester as new concepts are introduced.

ID100Y International Relations/Model United Nations

Credit: 10 Credits/Year

Open to: Grades 9-12 (This class is held after school on Tuesdays)

Recommended Preparation: None. 9th graders with no prior MUN experience will complete a co-requisite training program 1st semester

Summer Work: None

Approximation of Weekly Workload Commitment: 2.5 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: Through research, debate, and simulation, students learn international policy as well as media-literacy, writing, public speaking, and consensus-building skills. LBHS MUN has a student leadership structure that enables members to develop organizational, conflict resolution, and problem-solving skills. Completing 3 years of MUN is the core requirement of being accepted into LBHS's Rome Frerisen International Relations Society, which will be officially recognized on a member's transcript.

Description: In addition to weekly educational activities on geopolitics and economics, students take part in authentic simulations of the UN General Assembly, UN Security Council, and other multinational agencies. Simulations take place in class and at various conferences throughout the country. A typical simulation requires students to research a country as well as an issue currently on the United Nations' agenda. Students then submit a position paper to the conference, assume the roles of ambassadors for the country they represent, and debate/negotiate their country's position as it applies to the issue. Classes meet 6:30 p.m. to

ELECTIVES

8:30 p.m. on Tuesdays; Conferences take place three weekends per semester.

ID300Y Authentic Exploratory Research

Credit: 10 Credits/Year

Open to: Grades 11-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 2.30 hours

UC Approved: Yes

Expected Learner Outcomes and/or Pathway: By completing a self-initiated, long-term research project, students will develop both academic and real-world skills. In preparation for higher education, students will conduct scholarly literature reviews, research methodology design, primary data collection, and data analysis. In addition, durable life and career skills embedded in the curriculum include executive functioning, communication, professionalism, resilience, and problem-solving. Students can earn the 21st Century Success Skills Certification as part of their AER coursework.

Description: The Authentic Exploratory Research (AER) Program is an independent; research course in which students propose their own research questions in any field they choose, ranging from aircraft design to social media marketing. AER is a blended course in which the entire class only meets once a week and students check in with the AER instructor in small-groups once more during the remainder of the week to discuss their individual projects. In addition, each student is paired with a mentor from industry or academia to guide them in their research projects. The final research product will culminate in a published academic paper and a Showcase presentation. Please visit www.lbusd.org/aer for more information.

SS500Y Mock Trial

Credit: 5 Credits/Semester (Fall Only)

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: 4 hours

UC Approved: No

Expected Learner Outcomes and/or Pathway: Students will develop critical thinking, analytical reasoning, effective communication and teamwork skills. Students learn the importance of following rules and a code of ethics. Importantly, they are provided with the unique opportunity to interact one-on-one with positive adult role models, including prominent legal practitioners.

ELECTIVES

Description: In this one-semester class students participate in an innovative, engaging and often life-changing civic education program that combines performance-based, law-related education with tournament-style, academic competition. High school students, working in teams under the guidance of volunteer attorney coaches and teachers, analyze the facts of a hypothetical criminal court case, prepare trial strategy and enact every role in the trial proceedings, as members of either the prosecution or defense. The teams present their cases in real courtrooms before sitting judges and are scored by volunteer attorneys.

EN530Y English Language Development - ELD Elective

Credits: 5 Credits/Year

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: None. In order to provide students with continuous teacher-guided practice, the daily workload will be limited to in-class work.

UC Approved: No

Expected Learner Outcomes and/or Pathway: To empower students to achieve English proficiency and succeed academically.

Description: The ELD Elective course aims to address the unique linguistic and academic needs of our English Learners across all grade levels who have not yet reclassified, by providing targeted instruction, fostering all aspects of language development, promoting academic success, and cultivating cultural competence. It includes a rich curriculum in English language development that can be used across all curricula to empower students to achieve English proficiency and succeed academically.

ID201Y Work Experience

Credit: 1 credit/semester; maximum 10 credits/year

Open to: 10-12

Requirement: Paid or Unpaid Job or Internship

UC Approved: No

Course Overview: Work Experience is an elective class that combines paid or unpaid employment or internship with classroom instruction. Students attend their own jobs or internships during the week and also attend a class session once a week at school. Students must have instructor-approved employment or internship while enrolled in this course. The course grades and credits are earned by completion of the course requirements; which include attending class, submitting weekly timesheets, completing class assignments, submitting required forms, and maintaining employment or internship.

PHYSICAL EDUCATION

PE100Y Fitness/Wellness

Credit: 10 Credits/Yearlong

Open to: Grades 9-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: No

Expected Learner Outcomes and/or Pathway: Students will develop the 3 keys to fitness; 1. Building Muscle; 2. Proper Diet; and 3. Cardiovascular Exercise.

Description: Advanced athletic conditioning is a course designed for competitive high school athletes. The class will consist of a variety of different training methods to enhance strength, power, speed, quickness, flexibility, and improved athletic performance. Training techniques will include; Olympic lifts, strength training, plyometrics, agilities, core training, and sport specific training. Athletes will also be exposed to popular training programs such as crossfit, P90X, and insanity. With the new CIF participation rule, limiting athletes to 18 hours per week, this course will allow athletic teams to have their players complete training workouts without cutting into valuable practice and facility time. The class will also allow athletes to complete training programs designed by their individual sport coaches.

PE510Y Dance 1

Credit: 10 Credits/Year 10 Credits/Year (P.E. credit given until 20 credits met then VAPA credit)

Open to: Grades 9-12

Recommended Preparation: Open access; no auditions or placement required

Summer Work: None

Approximation of Weekly Workload Commitment: 30 minutes

UC Approved: No

Expected Learner Outcomes and/or Pathway: Upon completion of this class, students will have experienced a versatile approach to dance training, a live performance experience, an understanding of how to approach dance studies in college and/or as a career, and a greater sense of individual expression and autonomy. Dance 1 is not part of the CTE pathway.

Description: In this yearlong course, students are held to daily beginning standards in the training and study of jazz, ballet, tap, hip-hop, modern, improvisation, and composition. Assessments and homework are used to evaluate and support student growth and understanding of the curriculum, as well as draw connections between dance history and college and/or career pathways in dance. Students are expected to work behind the scenes for the annual Fall Dance Concert as well as perform in the annual Spring Dance Concert, which includes attending all after-school rehearsals.

PHYSICAL EDUCATION

PE520Y Yoga Core Fitness

Credit: 10 Credits/Year (PE credit given)

Open to: Grades 10-12

Recommended Preparation: None

Summer Work: None

Approximation of Weekly Workload Commitment: None

UC Approved: No

Expected Learner Outcomes and/or Pathway: Students will learn yoga as a non-competitive, largely anaerobic exercise that increases balance and flexibility.

Description: This course is designed to promote healthy flexibility, mobility, breathing, mindfulness, and cardiovascular strength. Students will learn different yoga postures, controlled breathing, and proper body alignment.

PE530F Marching Band

Credit: 5 Credits Fall Semester (P.E. Credit given for Marching Band)

Open to: Grades 9-12

Recommended Preparation: Teacher Recommendation

Summer Work: None

Approximation of Weekly Workload Commitment: 3.45 hours, plus attend all rehearsals and performances. This course is held after school.

UC Approved: No

Expected Learner Outcomes and/or Pathway: The students will polish technical skills including marching, playing an instrument while marching, body movements, and teamwork.

Description: The focus of this class concentrates on musical development, the development of better physical coordination, and the development of leadership skills. Such development occurs through the preparation and performance of high-quality music compositions and drills. P.E. credit is offered, if needed. Assignments include home practice, small group practice (section & squad rehearsals), full group rehearsals after-school hours, and performance participation. In school gatherings (pep assemblies, football games, etc.), parade competitions, field show competitions, and winter concert.

PHYSICAL EDUCATION

PE540S Drumline

Credit: 5 Credits Fall Semester (P.E. Credit given for Drumline)

Open to: Grades 9-12

Recommended Preparation: Teacher Recommendation

Summer Work: None

Approximation of Weekly Workload Commitment: 3.45 hours, plus attend all rehearsals and performances. Must also enroll in Wind Ensemble or String Ensemble. This course is held after school.

UC Approved: No

Expected Learner Outcomes and/or Pathway: To perform a competitive show through the use of all percussion instruments while incorporating marching, mechanics of body movement, dance, and other dynamics.

Description: The focus of this class is to concentrate on musical development through drums/percussion performance, development of better physical coordination, and the development of leadership skills. This group is also designed to be a competitive unit and will be performing throughout Southern California in drumline competitions during the spring. Assignments include home practice, small group practice, full ensemble rehearsals, and performance observation and performances in competitions. This class is held after school with performances on weekends. Attendance is mandatory.

ATHLETICS

PHS100 Athletics

Credit: 5 Credits/Semester

Open to: Grade 9-12

Recommended Preparation: All sports teams require students to try out.

UC Approved: No

Description: Pursuant to California Interscholastic Federation rules, student athletes may earn academic credit for participation on high school sports teams. The LBHS athletic program develops a highly competitive and accelerated team program. *Eligible students (approved by the Athletic Director) meet LBHS academic and citizenship standards, residential, and CIF academic requirements.*

FALL SEASON	SPRING SEASON
PE204Q Cross Country (B)	PE256Q Track (B)
PE208Q Cross Country (G)	PE260Q Track (G)
PE200Q Football (Co-ed)	PE288Q Golf (B)
PE228Q Golf (G)	PE292Q Tennis (B)
PE212Q Tennis (G)	PE280Q Swimming (B)
PE216Q Water Polo (B)	PE300Q Volleyball (B)
PE220Q Beach Volleyball (B)	PE296Q Beach Volleyball (G)
PE224Q Volleyball (G)	PE268Q Lacrosse (G)
PE312Q Flag Football (G)	PE284Q Swimming (G)
WINTER SEASON	PE276Q Baseball
PE248Q Water Polo (G)	
PE232Q Basketball (B)	
PE236Q Basketball (G)	Students participating in these sports will be expected to submit proof of an annual physical examination and health insurance coverage. These sports are required to meet every day during the season. Students with absences may be dropped from the team and enrolled in Fitness and Wellness (See Physical Education).
PE240Q Soccer (B)	
PE244Q Soccer (G)	
PE252Q Wrestling (Co-ed)	
YEAR ROUND	
PE308Q Surf (Co-ed)	PE304Q Cheer

LBHS CTE PATHWAYS

College & Career Advantage (CCA)

Description: College and Career Advantage (CCA) provides Career Technical Education (CTE) courses to high school students throughout the Capistrano/Laguna Beach Unified School Districts. CCA provides career pathways that prepare students to be college and career ready upon graduation from high school. Classes are available to all students' grades 9-12, both on campus during the bell schedule and off campus after-bell. Many courses are UC a-g approved or articulated for early college credit and some provide internships at area businesses in a variety of industries. Curriculum includes core academic skills, employability skills and technical, job-specific skills that prepare students for high-demand careers.

Please contact Mrs. Gregory at lgregory@lbusd.org in the LBHS College and Career Center for additional information and to officially register for a CCA course. **Please review the following pages for courses and schedules.**

LBHS CTE PATHWAYS

Fall 2026 After-Bell Career Technical Education Classes



2026-2027 CCA After-School Course Offerings

Registration requests are open February 9, 2026 through the first week of Fall 2026							
Students may register for after-school classes located at any campus location. CCA does not provide transportation. Classes are yearlong unless otherwise noted. Ask your Career Guidance Specialist how to become a pathway completer!							
Aliso Niguel High School Located at: 28000 Wolverine Way, Aliso Viejo, CA 92626							
Course Title	Time	Day	Room	Honors	A-G	CR	Notes
Auto Mechanics* - 1	4:00-6:30 pm	M and W	909	No	G	10	
Business Management & Entrepreneurship*	4:00-6:30 pm	M and W	803	Yes	G	10	Dual Enrollment; Saddleback Application Required
Capistrano Valley High School Located at: 26301 Via Escolar, Mission Viejo, CA 92692							
Course Title	Time	Day	Room	Honors	A-G	CR	Notes
Auto Mechanics* - 1	4:00-6:30 pm	M and W	C5	No	G	10	
Medical Core	4:00-6:30 pm	M and W	F4	Yes	G	10	
Intro-Robotics Programming	6:30-9:00 pm	T and TH	B1 Hybrid	Yes	G	10	New for students interested primarily in programming
Robotics Fundamentals - 1	4:00-6:30 pm	T and TH	B9	Yes	G	10	
Robotics Design & Fab - 2	4:00-6:30 pm	T and TH	B9	Yes	G	10	
Robotics Sys Integration - 3	5:30-8:00 pm	M and W	B9	Yes	G	10	
Robotics & Auto Sys - 4	5:30-8:00 pm	M and W	B9	Yes	G	10	
College and Career Advantage Training Center (CCATC) @ CVHS Located at: 26301 Via Escolar, Mission Viejo, CA 92692							
Course Title	Time	Day	Room	Honors	A-G	CR	Notes
Dental Assisting	4:00-7:00 pm	M and W + Internship	P-19	Yes	G	10	Must be 16 by Spring Semester Internship Required
Emergency Medical Technician (EMT)	4:00-6:30 pm	M and W + Internship	P-17	Yes	D	10	Must be 18 by end of program Internship Required
Emergency Medical Technician (EMT)	4:00-6:30 pm	T and Th + Internship	P-17	Yes	D	10	Must be 18 by end of program Internship Required
Fire Science*	4:00-8:30 pm	W	P-17	No	G	10	
Medical Assisting	4:00-6:30 pm	M and W + Internship	P-16	Yes	G	10	Must be 17 by Spring Semester Internship Required.
Pharmacy Clerk - 1	4:00-6:30 pm	T and TH	P-15	No	G	10	
Pharmacy Technician - 2	4:00-6:30 pm	T and TH + Internship	P-15	Yes	G	10	Must be 18 by end of program Internship Required
Surgical Tech, Basics	4:00-6:30 pm	M and W	P-18	No	G	10	
Veterinary Technician	4:00-6:30 pm	M and W	P-8	No	G	10	
Veterinary Technician, Adv	6:30-9:00 pm	M and W	P-8	Yes	G	10	Must be 16 by Spring Semester Internship Required.
Dana Hills High School Located at: 33333 Golden Lantern, Dana Point, CA 92629							
Course Title	Time	Day	Room	Honors	A-G	CR	Notes
Fashion Design*	4:00-6:30 pm	T and Th	301	Yes	F	10	
Fashion Design, Adv	4:00-6:30 pm	T and Th	301	Yes	F	10	
Laguna Beach High School Located at: 625 Park Avenue, Laguna Beach, CA 92651							
Course Title	Time	Day	Room	Honors	A-G	CR	Notes
Medical/Hospital Careers <i>This course begins 8/25/26</i>	4:00-6:30 pm	T and TH + Internship	22	Yes	G	10	Must be 17 by Spring Semester Internship Required.

- OVER FOR MORE CCA AFTER-SCHOOL CLASSES & REGISTRATION REQUEST QR CODE -

LBHS CTE PATHWAYS

San Clemente High School Located at: 700 Avenida Pico, San Clemente, CA 92673							
Course Title	Time	Day	Room	Honors	A-G	CR	Notes
Auto Technology* - 2	4:00-6:30 pm	T and TH	S11	Yes	G	10	Prerequisite-Auto Mechanics
City of San Clemente Pool - TBD San Clemente, CA 92673							
Course Title	Time	Day	Room	Honors	A-G	CR	Notes
Lifeguarding - Fall Sem	2:30-5:00 pm	T and TH	Pool	No	G	5	Must be 16 by end of Fall semester
Beach Guarding - Spring Sem	2:30-5:00pm	T and TH	Pool	No	G	5	Prerequisite - Lifeguarding
Tesoro High School Located at: 1 Tesoro Creek Road, Rancho Santa Margarita, CA 92688							
Course Title	Time	Day	Room	Honors	A-G	CR	Notes
Aviation Careers	4:00-6:30 pm	M and W	309	No	G	10	
Aviation Careers, Adv	4:00-6:30 pm	M and W	309	Yes	G	10	
Esports	4:00-6:30 pm	T and TH	919	No	G	10	
Esports, Advanced	4:00-6:30 pm	T and TH	919	Yes	G	10	
Adult Transition Program (ATP) Located at: 31522 El Camino Real, San Juan Capistrano, CA 92675							
Course Title	Time	Day	Room	Honors	A-G	CR	Notes
Horticulture Science*	4:00-6:30 pm	T and TH	4 & 5	Yes	G	10	Dual Enrollment; Saddleback Application Required
Virtual & Internship Courses							
Course Title	Time	Day	Room	Honors	A-G	CR	Notes
Cybersecurity	Asynchronous	N/A	Online	Yes	G	5	1 Semester Only - Fall
Artificial Intelligence and the Future of Work	Asynchronous	N/A	Online	Yes	G	5	1 Semester Only - Spring
Medical Innovation, Research & Entrepreneurship (MIRE)	4:00-6:30 pm	T and TH Starts Tues. 9/1	Online	Yes	G	5	(12 week course) Online - Separate Application Required
Medical Terminology* Saddleback College Course	Online	8/17/26-12/16/26	Online	No	G	10	Dual Enrollment; Saddleback Application and Orientation Required
Healthcare Internship-Providence Mission Hospital Mission Viejo	1:30-3:30pm	T and TH First 2 weeks at CVHS	F-4	Yes	G	5	1 sem only. Must be 16 at start of class and have taken a CCA medical course prior to this course, separate application required
Healthcare Internship-Providence Mission Hospital Laguna Beach	2:30-4:30pm	M and W First 2 weeks at LBHS	22	Yes	G	5	1 sem only. Must be 16 at start of class and have taken a CCA medical course prior to this course, separate application required
Venue to Vocation V2V - Fall Sem	2:30-5:00pm	T and TH Virtual/ Onsite	Onsite TBD	No	G	5	Thursdays onsite at a local venue in Laguna Beach - must have own transportation
Venue to Vocation, Adv - Spring Sem	2:30-5:00pm	T and TH Virtual/ Onsite	Onsite TBD	No	G	5	Prerequisite-V2V; Thursdays onsite at a local venue in Laguna Beach - must have own transportation
> Classes at all CUSD high school locations begin the week of August 17, 2026							
> Classes at Laguna Beach High School begin the week of August 24, 2026							
> Registration is not guaranteed, you may be waitlisted for a course. Please check your email or reach out to your Guidance office.							
> (*) Classes marked with an asterisk are eligible for college credit with a grade of B or higher.							
> Additional hours for FTC & FRC Robotics Team Competitions.							
> Internship requirements - Students must be the age listed at the start of Spring semester.							
> Schedule subject to change - Revised 2/24/26							
Scan the QR code to submit a registration request for an after-school class.							
Visit our website to access to the CCA Course Catalog at www.ccadvantage.org .							
Questions? Visit the College & Career Center to ask your Career Guidance Specialist.							



LBHS CTE PATHWAYS



Career Technical Education PATHWAYS Laguna Beach High School



EMERGENCY RESPONSE PATHWAY

Course Sequence: Fire Science- Concentrator (02), A-G Approved, (G) Elective, After Bell Class
Emergency Medical Technician Honors- Capstone (03), A-G Approved, (D) Science, UC Honors Weighted

PATIENT CARE PATHWAY

Course Sequence: Medical Core Honors- Concentrator (02), A-G Approved, (G) Elective, UC Honors Weighted
Medical/Hospital Careers Honors- Capstone (03), A-G Approved, (G) Elective, UC Honors Weighted



SYSTEMS PROGRAMMING PATHWAY

Course Sequence: AP Computer Science Principles- Concentrator (02), A-G Approved, (D) Science, UC Honors Weighted
AP Computer Science A- Capstone (03), A-G Approved, (C) Math, UC Honors Weighted
Intro to App Development with Swift- Capstone (03), A-G Approved, (G) Elective



ENGINEERING DESIGN PATHWAY

Course Sequence: Engineering Design & Analysis- Concentrator (02), A-G Approved, (D) Science
Engineering Manufacturing & Technology Honors- Capstone (03), A-G Approved, (G) Elective, UC Honors Weighted



PROFESSIONAL THEATRE PATHWAY

Course Sequence: Theatre & Vocal Arts 1- Concentrator (02), A-G Approved, (F) VAPA
Theatre 2- Capstone (03), A-G Approved, (F) VAPA
Vocal Arts 2- Capstone (03), A-G Approved, (F) VAPA

DANCE/CHOREOGRAPHY PATHWAY

Course Sequence: Dance 2- Concentrator (02), A-G Approved, (F) VAPA
Dance 3- Capstone (03), A-G Approved, (F) VAPA
Dance Company Honors- Extra Offering, A-G Approved, (F) VAPA, UC Honors Weighted



DESIGN, VISUAL, & MEDIA ARTS PATHWAY

Course Sequence: Publishing & Design 1: Yearbook H- Concentrator (02), A-G Approved, (F) VAPA, UC Honors Weighted
Publishing & Design 2: Yearbook H- Capstone (03), A-G Approved, (F) VAPA, UC Honors Weighted
Publishing & Design 1: Newspaper H- Concentrator (02), A-G Approved, (F) VAPA, UC Honors Weighted
Publishing & Design 2: Newspaper H- Capstone (03), A-G Approved, (F) VAPA, UC Honors Weighted

VISUAL/COMMERCIAL ARTS PATHWAY

Course Sequence: Art Production 2- Concentrator (02), A-G Approved, (F) VAPA
AP 2D Arts & Design- Capstone (03), Grades 11 & 12 only, A-G Approved, (F) VAPA, UC Honors Weighted
AP Drawing- Capstone (03), A-G Approved, (F) VAPA, UC Honors Weighted
Art Entrepreneurship- Capstone (03), Grades 11 & 12 only, A-G Approved, (F) VAPA



GRAPHIC DESIGN PATHWAY

Course Sequence: Multimedia Production- Concentrator (02), A-G Approved, (F) VAPA
Multimedia Design Honors- Capstone (03), A-G Approved, (F) VAPA, UC Honors Weighted
Graphic Production Tech Honors- Extra Offerings (After Pathway Completion), A-G Approved, (F) VAPA, UC Honors Weighted



HANDS-ON CAREER-CONNECTED LEARNING TO
PREPARE FOR COLLEGE, CAREER AND LIFE!



WORK-BASED LEARNING EXPERIENCES INCLUDING
FIELD TRIPS, JOB SHADOWS, INTERNSHIPS & MORE!

For More Information, Please Contact:

Lynn Gregory, lgregory@lbusd.org (LBHS)
Katie Treat, ktreat@lbusd.org (DO)
Julia Budd, jbudd@lbusd.org (DO)

