

Venture Academy Family of Schools

2025-2026 Course Catalog

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(209)468-5940

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1. Welcome

Venture Academy Family of Schools (VA) welcomes you!

We encourage you to explore the many pathways to learning available at Venture Academy (VA).Whether your child attends a Modified Daily Attendance (MDA) academy or participating in Home Study, you will find that, with the support of a VA teacher, each student has the ability to individualize his or her educational plan. Students may choose from a menu of workshops, courses, and activities that spark their interest while fulfilling core academic requirements.

2. Vision & Mission Statement

The mission of Venture Academy is to awaken the imagination, passion, dreams and curiosity of TK through 12 students by providing rich, standards-based educational opportunities for those who seek innovative, non-traditional approaches to learning. Our students will become literate, lifelong learners empowered to embrace challenges, think critically, play passionately, live responsibly and imagine possibilities.

We believe:

- Each individual can learn
- Education empowers individuals
- Each individual has unique strengths and intelligences
- Each individual is important and can make a difference in the world
- Individualsjoining together for a common purpose produce powerful results
- Individualslearn best in a nurturing, non--threatening environment
- Imagination, passion, dreams, and curiosity are gateways to learning
- Play is an essential part of learning
- Learning involves embracing challenge and being willing to risk
- Students' needs direct their educational paths
- Education is a team effort involving students, families,teachers, and community
- Real world connections enhance learning
- Learning is lifelong

Schoolwide Learner Outcomes

Schoolwide Learner Outcomes are what each student should know, understand and be able to do upon exit from the school, or by the time the student completes the planned program.

VA students will:

Embrace Challenges
Students may demonstrate this by (but are not limited to):
- Identifying and reflecting on challenges
- Identifying tools and talents
- Developing and implementing a plan of action

Think Critically
Students may demonstrate this by (but are not limited to):
- Evaluating and applying knowledge/skills in a variety of situations and contexts
- Acquiring knowledge necessary to form an educated opinion

Live Responsibly
Students may demonstrate this by (but are not limited to):
- Exhibiting and making healthy lifestyle choices
- Identifying community needs
- Serving the community

Play Passionately
Students may demonstrate this by (but are not limited to):
- Playing to learn
- Learning to play
- Balancing lives(work and play)
- Exploring the connection between passion and work

Learn Infinitely
Students may demonstrate this by (but are not limited to):
- Realizing the world is a classroom
- Demonstrating continuous progress toward mastery of a core body of knowledge
- Initiating and facilitating their own learning

Imagine Possibilities...

3. Contact Information

Contacting Staff

All Venture personnel can be reached through phone or email as listed on the school website (www.ventureacademyca.org). Please note, not all phone numbers are listed. When contacting teaching staff, please respect class times. In case of an emergency, contact the main office at (209) 468-5940.

School Website

Please visit our website at www.ventureacademyca.org for the most current school information. Information is updated frequently for the convenience of our school families. Resources include:

- School events/ Fundraisers
- School calendar
- Parent & student resources
- School news
- Policies
- Staff directory
- Sports
- School maps
- SJRTD bus schedules
- Enrollment/admission information
- Senior information
- Testing information

VA Phone Message System

VA has a phone calling system for delivering important messages to parents and students. VA makes every attempt to tailor the calls to specific groups. It is the parents' responsibility to notify the school of any changes in contact information.

Messages for Students

In case of emergency, parent(s)/guardian(s) may contact the main office at(209)468-5940 to deliver a message to their students.

Parent/Teacher Contact

Parent(s)/guardian(s) may contact their students' teachers through email or by telephone. Parent(s)/guardian(s) will be given access codes for their students' online grading platform at back to school orientations. Meetings with yourstudent'steacher must be scheduled in advance. To arrange an appointment, parent(s)/guardian(s) are encouraged to contact their teachers directly. Teachers should not be called during class time. Allow sufficient time for the teacher to return your call or email. If you have an emergency, please call the main office number at (209)468-5940. It is the parent's/guardian's responsibility to update information for all methods of communication.

Other School Contact Information

Administration

Joni Hellstrom - Division Director jhellstrom@sjcoe.net	
Silvia De Alba - Director sdealba@sjcoe.net	Amy Thompson - Director amthompson@sjcoe.net
Erica Nestle - Director enestle@sjcoe.net	Tiffany Ducker - Coordinator tducker@sjcoe.net
Natasha Farrell - Coordinator nfarrell@sjcoe.net	Gary Phillips- Director of Special Education gphillips@sjcoe.net

Counselors

Counseling Center - (209) 468-5969	
Kimberly Scott - (209) 229-6986	Jeremy Sinclair - (209) 993-0737
Gema Quintero - (209) 986-5035	Kayla Gutierrez - (209) 685-1611
Kimberly Milton - (209) 229-6990	Parker McGuire - (209) 403-5728

Other Service Contacts

Service	Contact Name	Email	Phone
Academy Transfer Request	Anna Walden	awalden@sjcoe.net	(209) 468-9054
Breakfast/Lunch Program	Shannon Allen	sallen@sjcoe.net	(209) 292-2684
CAASPP/ELPAC Assessments	Amy Thompson	athompson@sjcoe.net	(209) 468-5940
Enrollment (BrainWorX, ImagineIT, Durham Ferry Middle School)	Claudia Rodriguez	clrodriguez@sjcoe.net	(209) 953-2112
Enrollment (Ventureland, Durham Ferry High School)	Nancy Millan	nmillan@sjcoe.net	(209) 468-5972
Enrollment (DeltaVista, Teach!, Keystone)	Sara Bonilla Calderon	sbonillacalderon@sjcoe.net	(209) 468-5942
Enrollment (APEX, VISA, Foundations, Synergy)	Lucy Brown	lubrown@sjcoe.net	(209) 468-5992
Enrollment (Independent Study, Excel)	Jocelyn Salas	josalas@sjcoe.net	(209) 227-2290
IEP, SST, 504 Process	Gabriella Perez	gaperez@sjcoe.net	(209) 468-5970
Military Verification Forms	Eva Espinoza	eespinoza@sjcoe.net	(209) 468-5974
Work Permits	Sara Bonilla	sbonillacalderon@sjcoe.net	(209) 468-5942

	Calderon		
Student Records Request	Eva Espinoza	eespinoza@sjcoe.net	(209) 468-5974
Transcript Requests	Eva Espinoza	eespinoza@sjcoe.net	(209) 468-5974
Students & families may also request their transcripts by using the form linked below. Transcript Request Form			

4. Academic Information

Grades and Credits

Each school year is divided into two semesters and four quarters. Progress Reports are issued each quarter and serve as a warning to students who have a grade below C minus. Quarter grades and semester grades are used to calculate eligibility. Semester grades appear on permanent records.

Grades completed through Advanced Placement (AP) and Dual Enrollment courses will be calculated as a weighted grade. GPA will be calculated as a weighted GPA.

For each class passed, students earn five credits per semester (10 per year). An overall maximum of 5 community service and 20 PE credits can be earned for work completed outside the school day. Students are required to complete 15 hours for 1 credit for both community service and PE. These PE and Community Service credit limits are not an annual maximum, rather a maximum for the entire time a student is enrolled in high school. These credits can be earned by completing and tracking logs with permission of the student's TOR. These credits count towards the 75 maximum credits per year.

In order to graduate in four years, students should earn 60 credits per year and at least 205 by graduation time. Students may earn a maximum of 75 credits per academic school year awarded for high school courses taken at either VentureAcademy or the school from which a student transfers. Additional credits may be earned through community college classes, or with administrator approval in special circumstances. The number of credits earned is dependent upon the quality of work and depth of understanding.

Refer to the graduation requirement chart on the next page.



GRADUATION AND UC/CSU REQUIREMENTS

Subject	Venture Academy	UC/CSU (A-G)
History/Social Science	30 credits 10 US History 10 World History 10 Gov/Econ	**(Area A) – 20 Credits** US History or American Govt. or Econ. or World History,
English	40 credits	**(Area B) – 40 Credits** English 9, English 10, English 11, American Lit, World Lit, Graphic Novels, Career English or CSU Exp.
Mathematics	20 credits 10 Algebra I 10 other	**(Area C) – 30 Credits** Algebra I, Geometry, Algebra II, Statistics, AP Statistics, Pre-Calc., Calc., Integrated Math I, II, III *4 years recommended*
Science	20 credits 10 Life Science 10 Physical Science	**(Area D)- 20 Credits** 20 Credits of Laboratory Science Biology, Chemistry, Physics, Earth & Space Sci, Marine Biology, Integrated Physical Sci., AP Chem, AP Physics *3 years recommended*
Foreign Language	10 credits or 10 credits of a Visual and Performing Art	**(Area E)—20 Credits** 2 years of a foreign language required, 3 years recommended Must be the same language
Visual & Performing Arts	10 credits or 10 credits of Foreign Language	**(Area F) – 10 Credits**
PE	20 credits PE	None required
Community Service	5 credits	None required
Elective	60 credits	**(Area G) - 10 Credits**
Graduation by Exhibition	GBE must be completed	
Notes	Total Credits: 205	Students must earn a “C” grade or better to count for UC/CSU. This includes Dual Enrollment courses.

Jupiter Student Information System - Parent Portal

The Jupiter portal is designed to allow parents and students access to their own information (i.e. grades and attendance). By setting up an account and/or logging onto the portal, you agree to abide by district rules and regulations. You may find more information about Jupiter in the Venture School Handbook. Please contact a Venture Academy office if you need assistance in obtaining access to the Jupiter Parent Portal at (209) 468-5940.

Credit Recovery and Enrichment

Credit Recovery

Students may at some point need to repeat a course for the purpose of meeting high school graduation requirements or to meet college eligibility requirements. Students may complete these courses through the Summer School or After School Credit Recovery Programs. Credit Recovery courses are taken through an online learning platform, Edgenuity. If you have any questions regarding these opportunities, contact your counselor or TOR (Teacher of Record) for more information.

Please note: The amount of credits allowed to be earned within a school year will still apply to the Credit Recovery Programs. Credits earned through Summer School will have their own individual credit cap of 15 credits which is separate from the school year cap of 75.

Advanced Placement Courses

Advanced Placement (AP) courses are guided by the College Board that administers tests nation and world-wide in May. These subject tests are scored by university and high school educators. Students earn scores ranging from 1 - 5 on the exam. A score of 3 is a passing score. Scores of 4 and 5 reflect greater mastery. Students may earn college credit or advanced standing for success on these exams. Additional information is available at www.collegeboard.com/ap.

Since credit is not automatic and varies from among colleges and universities, it is important to check policies regarding AP credit or advanced standing. This information is available at: http://www.collegeboard.com/ap/creditpolicy.

Dual Enrollment

Venture Academy offers an elective course for college dual enrollment through San Joaquin Delta College. In order to participate in dual enrollment, students must meet a GPA requirement of 3.0 and be a Junior or Senior. Sophomores may be eligible through the recommendation of a teacher or counselor. Students select from a variety of courses specifically offered to Venture students. To see this list for the 2024-2025 school year, please see the elective titled Dual Enrollment in the course description section.

In one school year, through dual enrollment, students will complete two college courses. If

passed, these courses may be used to complete Venture requirements and will be transferable to any UC/CSU or Community College as eligible. Venture calculates dual enrollment grades with a weighted GPA. When applying to a four year University or Community College other than Delta, students must submit their Delta transcript via their MyDelta portal to the colleges in which they are applying.

NCAA

Student athletes who are interested in playing NCAA Division I or Division II sports in college must register with the National Collegiate Athletic Association (NCAA) Eligibility Center. Students who would like to play Division III sports do not need to register. The Eligibility Center determines if prospective college athletes are eligible to play Division I and Division II sports at participating institutions of higher education. Meeting NCAA requirements does not guarantee admission into college nor does it guarantee students placement on a Division I or Division II athletic team.

Registration with NCAA Eligibility Center

It is recommended that student athletes register online at the beginning of their junior year in high school. However, many students will register before their junior year. Students must be cleared by the eligibility center before they can compete at a Division I or Division II institution or receive athletic scholarships. Students must create an account online with the NCAA Eligibility Center and pay a registration fee.

Coursework Requirements

To play Division I or Division II sports, students must:

- Complete a certain number of high school core courses (see course list)
- Earn a certain minimum grade point average in core courses (see www.eligibilitycenter.org)
- Earn a certain minimum score on the SAT and/or ACT (see www.eligibilitycenter.org)
- Graduate from high school

If you need assistance or guidance, please visit the Counseling Center to talk with your counselor.

5. Four-Year Plans

Four-year plans provide a general overview of your student's academic pathway within their designated academy. Each academy is different and each student's pathway can be modified based on their individualized plan. If you have questions regarding your student's plan, please contact your designated counselor.

BrainworX

BrainworX Academy

4 year Plan Worksheet

Student Name: _____ **Student ID:** _____

Post Graduation Plan (Check all interests):

- ☐ Military
- ☐ Community College
- ☐ Trade School
- ☐ Begin Career
- ☐ 4 year University

Are you interested in AP courses?
(circle one): Yes or No

Are you interested in Dual Enrollment?
(circle one): Yes or No

Freshman Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	English 9		
2	Integrated Math 1		
3	Biology		
4	BWX Sem/Ethnic Studies		
5	PE or VP Art or Spanish or CTE		
6	PE or VP Art or Spanish		

Log Requirement (if not enrolled in PE)
5 Credits

Sophomore Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	English 10		
2	World History		
3	Integrated Math 2		
4	Chemistry		
5	PE or VP Art or Spanish or CTE		
6	PE or VP Art or Spanish		

Log Requirement (if not enrolled in PE)
5 Credits

Junior Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	American Lit. (or CSU Expository, if necessary)		
2	US History		
3	Intergated Math 3		
4	Physics or Marine Bio		
5	A-G Elective		
6	Elective (PE if none completed)		

Log Requirement (if not enrolled in PE)
5 Credits

Senior Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	World Literature or CSU Expository		
2	American Gov/Econ		
3	Science Recommended		
4	Math (Pre-calculus or Statistics or AP Statistics) Recommended		
5	A-G Elective		
6	Elective (PE if none completed)		

Log Requirement (if not enrolled in PE)
5 Credits

ImagineIT

ImagineIT Academy

4 year Plan Worksheet

Student Name: _____ **Student ID:** _____

Post Graduation Plan (Check one):

- ☐ Military
- ☐ Community College
- ☐ Trade School
- ☐ Begin Career
- ☐ 4 year University

Are you interested in AP courses?
(circle one): Yes or No

Are you interested in Dual Enrollment?
(circle one): Yes or No

Freshman Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	English 9		
2	Algebra 1		
3	Health		
4	Art Essentials		
5	CTE Course		
6	Elective / Spanish		

Additional A-G courses:
Spanish 1

Log Requirement (if not enrolled in PE)
5 Credits

Sophomore Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	World History / US History		
2	World Lit. / American Lit.		
3	Geometry		
4	Biology		
5	2nd Level Focus Course		
6	Elective / Spanish		

Additional A-G courses:
Spanish 1 or 2

Log Requirement (if not enrolled in PE)
5 Credits

Junior Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	World History / US History		
2	World Lit. / American Lit		
3	Integrated Physical Science		
4	3rd Level Focus Course		
5	Algebra 2 or Elective		
6	Elective / Spanish		

Additional A-G courses:
Spanish 1, 2, or 3
3rd year of Math

Log Requirement (if not enrolled in PE or done)
5 Credits

Senior Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	American Gov/Econ		
2	CSU Expository/Career English		
3	Completer Focus Course / Elective		
4	4th year Math or Elective		
5	3rd year Science or Elective		
6	Elective / Spanish		

Additional A-G courses:
Spanish 2, 3, or AP
4th year of Math

Log Requirement (if not enrolled in PE or done)
5 Credits

Foundations

Foundations Academy

4 year Plan Worksheet

Student Name: _____ **Student ID:** _____

Post Graduation Plan (Check one):

- ☐ Military
- ☐ Community College
- ☐ Trade School
- ☐ Begin Career
- ☐ 4 year University

Are you interested in AP courses?
(circle one): Yes or No

Are you interested in Dual Enrollment?
(circle one): Yes or No

Freshman Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	English 9		
2	Algebra 1		
3	Freshman Seminar/Ethnic Studies		
4	Begining Drama		
5	Spanish 1		
6	Elective		

Log Requirement
(if not enrolled in PE or Dance)
5 Credits

Sophomore Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	World History		
2	Geometry		
3	English 10		
4	Biology		
5	Intermediate Drama or Dance (or Take 3 with audition)		
6	Elective		

Additional a-g courses:
Spanish 2

Log Requirement
(if not enrolled in PE or Dance)
5 Credits

Junior Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	English 11		
2	Physics		
3	Intermediate Drama or Dance (or Take 3 with audition)		
4	US History		
5	Elective		
6	Elective		

Additional a-g courses:
Spanish 2
Spanish 3
Algebra 2

Log Requirement
(if not enrolled in PE or Dance)
5 Credits

Senior Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	American Gov/Econ		
2	Career English		
3	Senior Showcase		
4	Elective		
5	Elective		
6	Elective		

Additional a-g courses:
Spanish 3 optional
Math 4 year optional
Science 3 year optional

Log Requirement
(if not enrolled in PE or Dance)
5 Credits

Excel

Excel Academy

4 year Plan Worksheet

Student Name: _____ **Student ID:** _____

Post Graduation Plan (Check one):

- ☐ Military
- ☐ Community College
- ☐ Trade School
- ☐ Begin Career
- ☐ 4 year University

Are you interested in AP courses?
(circle one): Yes or No

Are you interested in Dual Enrollment?
(circle one): Yes or No

Freshman Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	American Literature/World Literature		
2	Algebra 1		
3	Spanish 1 or 2		
4	Elective		
5	PE		
6	Exercise Physiology		

Sophomore Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	American Literature/World Literature		
2	Geometry		
3	Spanish 2 or 3		
4	US History/World History		
5	Biology		
6	Elective/PE		

Log Requirement
(if not enrolled in PE)
5 Credits

Junior Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	Sports Literature/CSU Expository		
2	Algebra 2		
3	US History/World History		
4	Chemistry		
5	A-G Course or Elective		
6	Elective		

Log Requirement
(if not enrolled in PE)
5 Credits

Senior Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	Sports Literature/CSU Expository		
2	A-G Course Or Dual enrollment		
3	American Gov/Econ		
4	Elective		
5	Elective		
6	Elective		

Teach!

TEACH! Academy

4 year Plan Worksheet

Student Name: _____ **Student ID:** _____

Post Graduation Plan (Check one):

- ☐ Military
- ☐ Begin Career
- ☐ 4 year University
- ☐ Community College
- ☐ Trade School

Are you interested in AP courses?
(circle one):

Yes or No

Freshman Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	Seminar/Ethnic Studies/Teen Talk		
2	Education Elective 1		
3	Integrated Math 1		
4	English 9		
5	Spanish 1		
6	Fall: MUSIC4 - Exploring Music or World History		
6	Spring: HIST2A - World History or World History		

Log Requirement
(if not enrolled in PE)
5 Credits

Sophomore Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	Spanish 2 or Elective		
2	Education Elective 2		
3	Integrated Math 2		
4	English 10		
5	Dual or US History		
6	Dual or Biology		

Log Requirement
(if not enrolled in PE)
5 Credits

Junior Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	ENG 11 / Dual Enrollment		
2	Education 3 or other Elective		
3	Integrated Math 2 or 3		
4	Spanish 3 or VAFS Elective		
5	Chem/Physics or Dual		
6	Dual or VAFS Elective		

Log Requirement
(if not enrolled in PE)
5 Credits

Senior Year			
	Courses	**Fall Grade Earned**	**Spring Grade Earned**
1	ERWC or Dual Enrollment		
2	Integrated Math 2 or 3 / Dual Enrollment		
3	Gov/Econ or Dual Enrollment		
4	AP Spanish or VAFS Elective		
5	Dual or Core Class		
6	Dual or Core Class		

Log Requirement
(if not enrolled in PE)
5 Credits

Delta Vista

Delta VISTA Academy

4 year Plan Worksheet

Student Name: _____ **Student ID:** _____

Post Graduation Plan (Check one):

- ☐ Military
- ☐ Community College
- ☐ Trade School
- ☐ Begin Career
- ☐ 4 year University

	Freshman Year			
		Courses	Fall Grade Earned	Spring Grade Earned
Test Eligible	1	Algebra I or Geom		
	2	Biology		
	3	English 9		
	4	Spanish 1 or 2		
	5	AVID/Ethnic Studies		
	6	Elective		

Log Requirement (if not enrolled in PE)
5 Credits

	Sophomore Year			
		Courses	Fall Grade Earned	Spring Grade Earned
	1	Geometry or Alg 2		
If 3.0 Chem	2	Earth or Chemistry		
	3	English 10 or Cal Lit		
	4	Spanish 2 or 3		
	5	World History		
	6	Elective/Dual Enrollment (4.0)		

Log Requirement (if not enrolled in PE)
5 Credits

	Junior Year			
		Courses	Fall Grade Earned	Spring Grade Earned
	1	Algebra II or Pre Calc		
If below 2.0 no science	2	Chemistry, Physics		
	3	Cal Lit, Graph Novels, ERWC		
	4	Spanish 3 or AP Spanish		
	5	US History or Dual		
	6	Dual Enrollment or Elective		

Log Requirement (if not enrolled in PE)
5 Credits

	Senior Year			
		Courses	Fall Grade Earned	Spring Grade Earned
	1	Pre Calculus or Calc		
	2	AP Chem, Physics, or Science		
	3	ERWC, Dual English, Graph Novels		
	4	American Gov/Econ or Dual		
	5	Span 3, AP Span or Elective		
	6	Elective		

Log Requirement (if not enrolled in PE)
5 Credits

Independent Study

The Independent Study program follows a general four-year plan to meet Venture Academy's graduation requirements. Through the Independent Study program, there are two pathways to complete coursework; online via the Edgenuity program or through assigned book work. Students will be advised on the appropriate pathway based upon their post high school goals. Please note that the independent study program and coursework is not NCAA compliant.

6. Course Descriptions

The courses offered by Venture Academy High Schoolers are listed below. These course descriptions will also indicate whether a course meets A-G college requirements, how many credits a student will earn, and various important requirements. Please note that while a course may be listed below, courses will be offered based on student demand and appropriate teacher qualifications.

Social Science/History

American Government

Classroom

A-G

NCAA | Credits: 5 | Grade: 12 | UC/CSU Area: A

This course explores the structure and dynamics of American national government, providing an introduction to the ideas and institutions that shape politics in the United States. We will focus our analysis on three major areas: the Constitution and the debates of the founding era, the institutions of modern American government, and the political behavior of the American public. The goal of this course is to help each member of the class arrive at a deeper, more comprehensive understanding of the forces that shape American government and politics, so that he or she may be both a more discerning student and critic of the system and a more informed and reflective participant in it. This course is a semester-long course and switches at semester with Economics.

Prerequisite: None

U.S. History

Classroom

A-G

NCAA | Credits: 10 | Grade:11 | UC/CSU Area: A

US History is designed to help students examine major turning points in American history in the twentieth century. Throughout the year students will examine American culture including religion, literature, art, drama, architecture, education, and the mass media. The year begins with a review with an emphasis on the nation's beginning including the main influences in the founding of the United States and the cause and consequences of the Civil War. By taking an active role/part in their education students will know how American society, political systems, and economy function within a historical context; will be able to participate in community activities and assume the responsibilities of citizenship with a deeper understanding and respect for its diversity.

Prerequisite: None

World History

Classroom

A-G

NCAA | Credits: 10 | Grade: 10 | UC/CSU Area: A

Students have an opportunity to compare and contrast philosophies, languages, literature, religion and the arts of world cultures. The Students become more knowledgeable about the effects of geography upon the political and economic development of cultures. Students will demonstrate the ability to think critically, learn autonomously and to solve problems by effectively completing challenging group and individual projects and assignments that they helped develop. Students will develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts.

Prerequisite:

English

American Literature

Classroom

A-G

NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: B

Students will read and analyze a wide variety of American literature to better understand the influence of major historical events on literature and the general characteristics of American literary periods. Students will analyze authors' works, study elements of literature and examine how authors reflect the cultural, historical and social context of American society. The course will highlight multicultural works as well as classic literature and identify universal themes. A high level of critical thinking is expected as this course is intended to prepare students for college level English. Students will write extensively in response to their reading using a variety of genres and use their reading as inspiration for creative writing. Students will develop their oral communication skills through discussions, debates, presentations and readings of their own original works. American Literature is a literature-based course integrating the study of American Literature with writing, speaking and listening, vocabulary development, and reading and study skills.

Prerequisite: None

California Literature

Classroom

A-G

NCAA | Credits: 10 | Grade: 11-12 | UC/CSU Area: B

California Literature is a course that requires textual analysis and careful literary and genre study. We will analyze regional works of literature while making interdisciplinary connections to California's history, cultural fabric, politics, art, music, and development. In addition to the core prose reading, we will read short stories, poetry, historical documents, and applicable articles from various sources such as newspapers, web blogs, etc. Students will also be required to read outside texts that support the theme, genre, or focus of a particular unit. Throughout the course, students will be expected to seek out and bring to class ideas that develop based upon their changing perceptions.

Prerequisite: None

Career English

Classroom



Credits: 10 Grade: 12 UC/CSU Area: B

This course is designed to give students a pathway to appropriate career choices as they move into a post secondary, career world. Students will access the California State Standards for ELA through the study of, and preparation for post-secondary education, employment in a chosen sector and critical thinking skills as they relate to their life and work. Through the exploration of fiction, non-fiction and technical reading and writing, students will build and survey future ready skills. These skills for success in this course include topics such as effective oral, written and multimedia communications, managing career plans, creating alternative solutions derived from critical thinking, safety policies and other positive work skills, attitudes and values.

Prerequisite: None

CSU Expository Reading and Writing

Classroom



NCAA Credits: 10 Grade: 10-12 UC/CSU Area: B

The Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. The course is designed to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition. In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills. By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final revision and editing
Prerequisite: None

Elements of Fiction

Classroom

A-G

Credits: 10 | Grade: 11-12 | UC/CSU Area: B

Elements of Fiction is a college preparatory course in which students will read a variety of short stories and novels to study and analyze the six elements of fiction: plot, characterization, setting, point of view, theme, and style. The course will require the use of critical reading strategies, participation in thoughtful discussion, analysis of the use of the elements of fiction by successful authors, and the use of these elements by students in creative writing assignments. Vocabulary development, grammar skills, and the use of literary devices and figurative language will be embedded in the course throughout the year, and each unit will address topics that are significant for analyzing the core texts. Students will respond to readings in a variety of ways including journals, essays, creative writing assignments, group and independent projects and activities, presentations, Socratic seminars, quizzes, and tests. The primary goals of this course are to develop strong readers and writers who are ready for the rigors of college, while inspiring a love of fiction and a confident writer's voice.

Prerequisite: None
Academy: Durham Ferry High School

English 11

Classroom

A-G

NCAA | Credits: 10 | Grade: 11 | UC/CSU Area: B

The English 11 course is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of American authors by an intense study of various genres of literature. The class will analyze selected works, identifying universal themes, with emphasis on the American Dream, and examine the relationship between and among elements in literature. Students will develop their communication skills via a variety of discussions, debate topics, oral presentations and essay topics. Students are expected to analyze and interpret various texts and articulate their ideas on various class discussion and debate topics. Students are expected to perform a high level of critical thinking and application of sophisticated communication skills as they analyze a variety of discussion topics and literature forms.

Prerequisite: English 9 & 10 or Equivalent

English 9 Intro to Literature & Composition

Classroom

A-G

NCAA | Credits: 10 | Grade: 9 | UC/CSU Area: B

This course presents an introduction into the study of literature from ancient times through the present.With emphasis on major authors and literary trends, all forms of literature will be covered, including poetry, prose, and drama. Discussion and written assignments will stress insight into the works. and correlation with history, culture, literature, and other fine arts. Emphasis will be placed on critical, analytic reading skills, participation in-depth, constructive class discussion, and critical, evaluative writing. Lessons in grammar and composition will compliment the course in order to provide the student with a more rounded look at literature and writing.

Prerequisite: None

English for Academic Purpose 1

Classroom

A-G

Credits: 10 | Grade: 9 | UC/CSU Area: B

English for Academic Purposes is an overview of academic reading and writing across the content areas. Students will focus on reading, writing, and vocabulary that is expected in all courses. This course encourages the student to organize, to use good transitions, to revise, and to edit. Students will focus on reading informational and literary text critically. They will also use the writing process to effectively write essays for various purposes., as well as utilizing presentation and verbal skills. The students have many opportunities to hone communication skills in various situations for many purposes.

Prerequisite: None

English 10 - World Literature

Classroom

A-G

NCAA | Credits: 10 | Grade: 10 | UC/CSU Area: B

Students will discover the meaning of human experience through the language of literature. Students will explore and learn from the differences among cultures and time. Students will communicate reactions, reflections, and questions. Students will write to practice skills in summarizing, analyzing, comparing and contrasting, describing, classifying and persuading. Students will write to enable themselves to use the writing process for their own purposes, attack a new writing problem confidently, and succeed in communicating with others.

Prerequisite: English 9 or Equivalent

European Literature

Classroom

A-G

Credits: 10 Grade: 10-12 UC/CSU Area: B

This is a college preparatory course of study aimed at developing an understanding of European Literature from early to modern times. The course will require students to explore poetry, drama, non-fiction, short stories, and novels. Students will develop critical reading and thinking strategies, analyze core texts, and relate their insights to historical, philosophical, and literary movements in Europe. Reading will be accompanied by thoughtful discussion, and students will be expected to respond to their reading in a variety of ways including Socratic Seminars, written essays, journal responses, oral presentations, and projects. Students will study and revisit a variety of literary devices throughout the course, and each unit will address significant topics that are key to understanding the literature of that time period. The goal of this course is to prepare students for the rigors of a college-level English course, while fostering an appreciation for European Literature and its lasting influence.

Prerequisite: None

Publication Writing

Classroom

A-G

Credits: 10 Grade: 10-12 UC/CSU Area: B

This course is designed to introduce students to the basics of news writing and investigative reporting while focusing on the fundamentals of scholastic journalism. Students will practice lead writing, news writing, feature writing, sports writing, opinion writing, basics of graphic design, and desktop publishing. The course will also focus on the impact of media on public perception, as well as the media's role as a watchdog. The course starts with an introduction to journalism ethics, the history of journalism and the discussion of free speech. Emphasis will be placed on critical, analytical reading skills, in-depth participation, constructive class discussion, and critical and evaluative writing. Lessons in grammar and composition will complement the course to provide the student with a more rounded look at non-fiction prose, literature, and writing.

Prerequisite: English 9

World Literature: Ancient to Modern Times

Classroom

A-G

NCAA Credits: 10 Grade: 9-12 UC/CSU Area: B

This course is designed for students to explore the ideas and themes of world literature from ancient times through the present. Students will read, analyze, and respond to writings from cultures, both ancient and modern, throughout Africa, Asia, and the Americas in order to develop a deeper sense of cultural literacy and an understanding of how historical, cultural, and social forces influence literature. Students will study both fiction and non-fiction works and read a variety of genres including myths, hymns, folktales, religious texts, short stories, poetry, novels, speeches, essays, and more. While the course is aimed at developing an appreciation, understanding, and awareness of diverse perspectives and historically significant works of literature, it is also designed to build critical reading, writing and speaking skills in order to prepare students for college.

Prerequisite: None

Mathematics

Algebra I

Classroom



NCAA | Credits: 10 | Grade: 9 | UC/CSU Area: C

This course is based on the standards set by the State of California. The following topics are included: algebraic operations; rules of exponents; solving and graphing linear equations, inequalities, and quadratics; solving systems of equations; parallel and perpendicular lines; functions and relations; application problems. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

Prerequisite: None

Algebra II

Classroom



NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: C

This is a second course in algebra. The course is based on the standards set by the State of California. The following topics are included: functions; variation and graphs; linear functions; matrices; systems; quadratic functions; powers; inverses and radicals; exponential and logarithmic functions; trigonometry; polynomials; quadratic relations.

Prerequisite: Algebra 1 and Geometry

AP Computer Science A

Classroom



NCAA | Credits: 10 | Grade: 11-12 | UC/CSU Area: C

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Prerequisite: Geometry or Equivalent Math Completed

AP Statistics

Classroom



NCAA | Credits: 10 | Grade: 11-12 | UC/CSU Area: C

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Prerequisite: None

Geometry

Classroom



NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: C

This course develops geometry skills and concepts useful to all students. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. The course includes congruence and similarity; the Pythagorean theorem; basic constructions; coordinate geometry; properties of angles, parallel and perpendicular lines, triangles, special right triangles, quadrilaterals, and circles; basic trigonometric function; perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

Prerequisite: Algebra 1 or Equivalent

Integrated Math 1

Classroom



NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: C

This course utilizes a problem-centered approach and is integrated with the other core content courses including English, science and social science. Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit. This course weaves content standards from Algebra 1, Geometry, Algebra 2 and Statistics at a foundation level, including linear functions, similarity, geometric proofs, basic trigonometry, polynomials, exponents and logarithms and quadratics. The course prepares students for a strong foundation in the logic needed for abstract problem solving.

Prerequisite: None

Integrated Math 2

Classroom



NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: C

This course utilizes a problem-centered approach and is integrated with the other core content courses including English, science and social science. Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit. This course weaves content standards from Algebra 1, Geometry, Algebra 2 and Statistics and an intermediate level including area, volume, geometric formulas, theorems and proofs, the chi-square statistic, quadratics and their functions, completing the square, matrices, 3-dimensional graphing and linear programming. The course demands that students further develop the logic needed for abstract problem solving.

Prerequisite: Integrated Math 1 or Equivalent

Integrated Math 3

Classroom



NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: C

This course utilizes a problem-centered approach and is integrated with the other core content courses including English, science, and social science. Knowledge is guilt through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit. This course weaves content standards from Algebra 1, Geometry, Algebra 2 and Statistics at an intermediate to advanced level including coordinate geometry, circles and other conic sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rates of change, derivatives, trigonometry and quadratics.

The course demands that students further develop the logic needed for abstract problem solving and emphasizes the common core standards.

Prerequisite: Integrated Math 2 or Equivalent

Precalculus

Classroom



NCAA | Credits: 10 | Grade: 11-12 | UC/CSU Area: C

This is a course in college preparatory Precalculus designed to fulfill U.C. entrance requirements. Students will understand algebraic concepts and their systematic development. Students will be prepared to be successful problem solvers in their careers, college, and daily lives. Students will develop their abilities to think critically, use technology, work cooperatively with others, and communicate ideas clearly.
During this course, students will gain experience with graphs of functions, including polynomial, power, rational, exponential, logistic, logarithmic, and trigonometric; analytic and applied trigonometry; analytic geometry in two and three dimensions; systems and matrices; discrete mathematics; and an introduction to calculus focusing on limits, derivatives, and integrals.

Prerequisite: Algebra II or Equivalent

Statistics

Classroom



NCAA | Credits: 10 | Grade: 11-12 | UC/CSU Area: C

The goal of this course is for students to become ethically reasonable users of data. To accomplish this they will learn how to apply statistics in solving real-world problems. The major student outcomes include: formulating questions that can be addressed with data, understanding the different methods by which data are collected, effectively, ethically and contextually analyzing results, summarizing data through graphs and numerical summaries, selecting appropriate inference techniques (rooted in probability) to analyze data, and making conclusions from data and knowing the scope of inference. The instructional philosophy driving the instruction in this course is to link statistical problems and data sets that students encounter in class, in their assignments, and in their reading to real-world contexts that are relevant to their backgrounds and interests.

Prerequisite: Algebra II or Equivalent

Science

Advanced Interdisciplinary Science for Sustainable Agriculture

Classroom

A-G

Credits: 10 Grade: 11-12 UC/CSU Area: D

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Prerequisite: Successful completion of life science or physical science and Algebra 1
Academy: Durham Ferry High School

Animal and Plant Physiology

Classroom

A-G

Credits: 10 Grade: 10-12 UC/CSU Area: D

This course is a laboratory course designed to prepare students with knowledge and competencies associated with animal and plant science disciplines within agriculture. In this course, students analyze the structures and functions of both animals and plants with application specifically focusing on species used for agricultural production. This course provides a study of common production cycles including nutrition, reproduction and diseases of both small and large animals, as well as the causes and means of prevention. Students do so through labs, dissections, simulations and modeling, research projects, and hands-on experiences. As part of this course, students work with both plants and animals, studying environmental changes, nutrition requirements and behavior. This course serves as a part of the Agriculture-Animal Science Pathway. Due to the intracurricular nature of Future Farmers of America (FFA), students are required to participate in FFA activities which are graded components of the course. Students are expected to complete individual and group projects, and research based assignments.

Prerequisite: Algebra I or Integrated Math I (Required), Biology (Recommended)
Academy: Durham Ferry High School

AP Biology

Classroom

A-G

NCAA | Credits: 10 | Grade: 11-12 | UC/CSU Area: D

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

Prerequisite: Biology

AP Chemistry

Classroom

A-G

NCAA | Credits: 10 | Grade: 11-12 | UC/CSU Area: D

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

Prerequisite: Chemistry and Algebra II

AP Physics

Classroom

A-G

NCAA | Credits: 10 | Grade: 11-12 | UC/CSU Area: D

AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

Prerequisite: Successful completion of Geometry and recommended concurrent enrollment in Algebra II or Equivalent course

Biology

Classroom

A-G

NCAA | Credits: 10 | Grade: 9-10 | UC/CSU Area: D

This course is designed around the four big ideas, enduring understandings, and science practices. We assist students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. Students will learn an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives.

Prerequisite: Algebra

Biology and Sustainable Agriculture

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: D

Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment.

Prerequisite: Algebra I or Equivalent
Academy: Durham Ferry High School

Chemistry 1

Classroom



NCAA Credits: 10 Grade: 10-12 UC/CSU Area: D

This is an introductory course in theories and concepts of modern chemistry. The course emphasizes matter and change, atomic structure, the periodic table and properties, ionic, metallic, and covalent bonding, chemical names and formulas, chemical reactions, stoichiometry, states of matter, gas laws, solutions, thermochemistry, equilibrium, reaction rates, acid-base reactions, and organics. The laboratory work will develop students' reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.

Prerequisite: Algebra I (Required), Biology (Recommended)

Chemistry and Agriscience

Classroom

A-G

Credits: 10 | Grade: 9-12 | UC/CSU Area: D

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research project. The result of this research program will be an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Prerequisite: Algebra I
Academy: Durham Ferry High School

Disease & Microbiology

Classroom

A-G Pending

Credits: 10 | Grade: 10-12 | UC/CSU Area:

In this course you will learn about pathogenic infections, how the immune system attempts to defend the body, incubation periods, how vaccines prevent epidemics, and how epidemiologists can use data from outbreaks to learn about their origin.

Prerequisite: Biology

Earth and Space Science

Classroom

A-G

NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: D

This is a laboratory course focusing on the study of space, Earth, and the forces and processes that shape them. While the course emphasizes Earth and space science, other branches of science such as physics and chemistry will be integrated into the content. Throughout the course, students will explore the history of astronomy and space exploration, the origins of the universe, galaxies, stars, our solar system, the Earth, and the geologic processes that shape our world. Students will engage in inquiry-based labs, engineering projects, simulations and modeling. Upon completion of the course, students will have a clear understanding of the dynamic forces at work in space and the world around them and understand how humans have been impacting these systems.

Prerequisite: Algebra I (Successfully completed or taken concurrently)

Ecology

Classroom

A-G

Credits: 10 | Grade: 9-12 | UC/CSU Area: D

Ecology is the primary specialized discipline of life science that studies the relationships between organisms and their environment. This course provides a background in the fundamental principles of ecological science. Students will acquire ecological literacy about how the natural world works and develop an understanding of how scientific methods are used to construct ecological knowledge. This ecology course is designed to expose students to the complexity of interactions in the natural world through readings, videos, applied activities, field studies, and laboratory work. Students will communicate their understanding regularly in journals and lab/field reports. In addition, students will take a unit test at the completion of each unit in the course and a cumulative Final Exam at the end of the course.

Prerequisite: Algebra I (Recommended)
Academy: Durham Ferry High School

Exercise Physiology

Classroom

A-G TBD

Credits: 10 | Grade: 9 | UC/CSU Area: TBD

Course will cover a variety of topics related to athletics, basic sports medicine and first aid, and being a student-athlete. Topics will include, but are not limited to, what common injuries athletes sustain (sprains/pulling a muscle/etc.) and how to treat them, time management, work/life balance (emphasis on academics and sports requirements), and introduction to sports medicine fields and basic anatomy.

Prerequisite: Course must be taken concurrently with PE
Academy: Excel Only

Integrated Physical Science

Classroom

A-G

NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: D

Integrated Physical Science is a college preparatory laboratory and math-based science class that will prepare students in grades 9-12 to be successful in college level lab science courses. The course integrates chemistry, physics, Earth, space, and environmental science. It is aimed at building a solid foundation in physical science, integrating an intensive laboratory component that consists of both classroom labs and practical field studies, and building student competency in science practices and the scientific method. This course devotes at least 40 percent of the class time to student-centered laboratory activities and will emphasize the process of inquiry and critical thinking.
Prerequisite: Algebra I (Recommended)

Marine Biology

Classroom

A-G

NCAA | Credits: 10 | Grade: 10-12 | UC/CSU Area: D

Marine Biology is a life science elective course that builds upon and extends biological concepts developed during earlier science courses. This course centers on the foundations of marine biology and the interactions between the biosphere and the rest of the Earth's systems using the lens of aquatic life, including fresh water, estuarine, and marine environments. Topics include, but are not limited to: chemical, physical, and geological features of the ocean, marine plants, marine invertebrates, marine fishes, marine mammals, marine ecology and ecosystems, and human impact on ocean environments. First semester will focus on oceanography, taxonomy and morphology of marine organisms. Second semester will focus on marine ecosystems (coral reefs, pelagic, deep sea, polar seas, etc) and the impact and influence of humans through researching marine policy and the UN Global Goals.

Prerequisite: Algebra I and Biology (Recommended)

Physics

Classroom

A-G

NCAA | Credits: 10 | Grade: 11-12 | UC/CSU Area: D

Physics is a college-prep, lab-based science subject designed for high school students. The goals and objectives of this course are aligned with the California State Content Standards for Physics. Reading and Writing Standards are a part of the course curriculum. Physics is considered to be the "foundational science" that forms the basis for all further study in the physical sciences, as well as the life sciences. Physics is the study of interaction and change. The field is vast, ranging from the entirety of the universe to the smallest single particle, from the mundane block sliding on a table to the mysteries of quantum gravity. As student scientists they will have an opportunity to understand any part of these concepts, and this inquiry-based student-centered course shows students that they can mirror humankind's discovery of the world of physics.

Prerequisite: Algebra II (Recommended)

Foreign Language (Language other than English)

AP Spanish Language and Culture

Classroom

A-G

NCAA | Credits: 10 | Grade: 11-12 | UC/CSU Area: E

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Prerequisite: None

Spanish 1

Classroom



NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: E

Spanish 1 is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facilities in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

Prerequisite: None

Spanish 2

Classroom



NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: E

To continue the learning of the Spanish language in a more structured form. Students will further the advancement of the Spanish language and have a better understanding of it by means of reading, writing, and oral practice to be able to carry on, or sustain brief conversations, in Spanish with ease.

Prerequisite: Spanish 1 or Equivalent

Spanish 3

Classroom



NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: E

In Spanish 3 students will further the advancement of the Spanish language and have a better understanding of it by means of extensive listening, speaking, reading, and writing. At the end of this course, the students should have great foundations to be able to write short essays, and interpret short readings.
Prerequisite: Spanish 2 or Equivalent

Spanish for Spanish Speakers

Classroom



NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: E

In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand and communicate effectively and in writing by working with intermediate and advanced grammatical structures. Special emphasis is placed on the importance of developing standard language skills, avoiding anglicisms and improper Spanish. Special attention will also be given t0 reading advanced literature and a cultural study of the Hispanic World. This course has a secondary aim to prepare all students for Spanish 2 and AP Spanish Language.

Prerequisite: Spanish Assessment

Electives - Visual and Performing Arts Credits

Advanced Art

Classroom



Credits: 10 | Grade: 10-12 | UC/CSU Area: F

Students are challenged to create original work, while studying concepts and learning about new methods of art. We will utilize videos and demonstrations to explore techniques and gain a deeper understanding of art design. Students must submit rough drafts of all projects, which describe and demonstrate knowledge of materials and concepts. Students then execute designs and present finished product

Prerequisite: Art Essentials or Equivalent

Advanced Performance/Theater (Take 3)

Classroom



Credits: 10 | Grade: 9-12 | UC/CSU Area: F

Students will expand their study of theatrical elements by engaging in both the performance and technical aspects of productions. The course will concentrate on the selection and/or creation of scripts and the preparation of group presentations for traveling or in-school performance. Students will develop artistic perception, creative expression, and aesthetic valuing; develop the ability to connect and apply what is learned in drama to other art forms, subjects, and careers. Students will learn to do acting warm-ups, improvisations, monologues, and two, three, and four-person scenes. Performances and some selected in-class work may be video-recorded for analysis and evaluation.

Students will read and analyze scenes and plays and write brief scenes. Finally students will research artists in the theatre and attend and review at least one live stage performance per semester. Students will also participate in the fall and spring program productions in addition to the end-of-year performance in the spring semester.

Prerequisite: Audition

Art Essentials

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: F

Art Essentials is designed to introduce the elements of art and the principles of design to students through hands-on experience. Basic drawing, color theory, and composition will be taught as well as projects designed to develop critical thinking, aesthetic appreciation, and creative vision. This course introduces students to the elements of art and the principles of design. The focus is on developing creativity, skills and a visual vocabulary to understand the aesthetic and expressive value of their own and others' original art. Students will maintain a portfolio of projects that demonstrate their understanding of the fundamentals of art and their own emerging style. As they learn technical skills, the focus will gradually shift to using art to solve a visual problem, explore a social issue and express their own thoughts, feelings and viewpoints

Prerequisite: None

Beginning Choir

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: F

Beginning choir is a year-long course in which students learn singing technique, performance skills, music reading, and theory. They learn to listen to and analyze different styles of music from a variety of cultures and languages. Students participate in performances during and outside of the school day.

During the year, students learn proper breathing technique, how to blend with the other singers, as well as performance techniques such as facial expression and body posture. Beginning singers will be instructed in the basics of performing in a choir, and advanced students will improve upon their previously acquired abilities and skills.

Prerequisite: None

Beginning Drama

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: F

Drama courses begin with basic acting techniques, the role of the actor in interpreting dramatic literature, the historical evolution of performance styles, and the introduction to stagecraft. Rehearsals for performances during after school hours are required. Students survey various aspects of theater and drama and learn about theater history, theater environment, theater etiquette , basic movement, vocal techniques and the design process. Students begin by playing a series of theater games, move to improvisations, and then perform professionally scripted and student-written monologues and dialogues. Students produce and perform scenes from professional play scripts for the final presentation. By the end of the course, students gain appreciation for the art of theater, a respect for working within an ensemble of artists, and an understanding for the variety of approaches to actor training. Awareness for career potential and educational pathways to prepare for these is an important aspect to the work of this course.

Prerequisite: None
Academy: Foundations Only Requirement

Drawing for Animation

Classroom | Pending A-G

Credits: 10 | Grade: 10-12 | UC/CSU Area: F

Drawing for Animation is an Advanced Art class that focuses on gesture and composition. For the first semester, students will study gesture and the human figure and create a portfolio out of heads, hands, and figures in multiple poses. The second semester will focus on composition and storytelling, and for the final, students will create a storyboard, a series of multiple drawings that tell a story. Throughout the year, students will also refine mastery of art essentials by drawing animals, landscapes, and objects in linear perspective. Students will have additional exposure to creative writing and acting, as these skills, in conjunction with drawing abilities, will help them execute stories they would like to tell.

Prerequisite: Art Essentials

Film & Video Production

Classroom | Pending A-G

Credits: 10 | Grade: 9-12 | UC/CSU Area: F

Learn how to use cameras, lighting, and sound equipment, as well as software for editing and post-production. Produce projects such as commercials and short films. Write scripts, storyboards, and direct productions.

Prerequisite: None

Industrial Art and Design

Classroom

A-G

Credits: 10 Grade: 9-12 UC/CSU Area: F

The Industrial Art and Design course aims to introduce basic knowledge of materials and processes commonly used by artists and industrial designers. Through numerous hands-on projects, including mold making, woodworking, both digital and physical 3-D modeling and several other media, students will explore a wide range of materials, techniques, and tools, the language of art and design, and the creative process of design thinking and innovation. Students will also develop essential skills, such as robust craftsmanship, creativity, problem-solving, and collaboration, required to become a better artist or a designer.

Prerequisite: None

Intermediate Drama

Classroom

A-G

Credits: 10 Grade: 10-12 UC/CSU Area: F

Students in this course build upon the skills learned in Beginning Drama. This performance course will include the history of theater and develop, through workshop exercises, dramatic techniques in acting from improvisation to play production. Students will perform skits, scenes and plays to enjoy the experience of acting. Actors hone in on their prior acting skills and develop different characters. Students must participate in program productions in either an acting or supportive role, or in stage crew capacity throughout the school year.

Prerequisite: Introduction to Drama or Equivalent
Academy: Foundations Only

Senior Showcase

Classroom

A-G

Credits: 10 Grade: 12 UC/CSU Area: F

This course serves as an accelerated hands-on course in Theatre and serves as a collaborative art form that incorporates the creative contributions of actors, playwrights, directors, designers, and technicians within the context of producing a presentation/production at the conclusion of each semester. Throughout this course, students will continue to work on a variety of acting techniques and drama concepts, including character motivation, improvisation, and both physical and vocal expression. As with Theater Arts, students in Senior Showcase shall continue to closely examine the dramatic works of others by studying and analyzing plays in written form and filmed/live performance. Students will add these performance experiences to their portfolio as they work on the completion of their Performance Portfolio for graduation.

Prerequisite: Foundations Senior
Academy: Foundations Only Requirement

Social Media & Electronic Marketing

Classroom | Pending A-G

Credits: 10 | Grade: 9-12 | UC/CSU Area: F

Exploring popular social media platforms like Facebook, Instagram, Twitter, TikTok, LinkedIn, and understanding their unique features and best practices for each. Learning how to develop compelling content, including text, images, and videos, tailored to specific audiences, and aligned with marketing goals. Analyzing data on engagement metrics like reach, impressions, clicks, and conversions to evaluate campaign performance and make adjustments. Building a consistent brand image across social media platforms, including visual elements, messaging, and tone of voice. Discussing issues related to privacy, data security, misinformation, and responsible online behavior.

Prerequisite: None

Website Digital Design

Classroom | Pending A-G

Credits: 10 | Grade: 9-12 | UC/CSU Area: F

Students learn a variety of skills, including graphic design, video production, web development, podcasting, and animation. Students luearn how to create print and multimedia images using software like Adobe Photoshop, Illustrator, and Premiere Pro. They may also learn to draw sketches and complete perspective and product drawings. Students learn how to create websites, including the principles of user experience (UX) design, and how to use HTML and CSS. Students may create their own live homepages as portfolios.

Prerequisite: None

Yearbook

Classroom | 

Credits: 10 | Grade: 9-12 | UC/CSU Area: F

Yearbook is a course designed to have students understand the role of visual art and design, and its impact on society and culture, particularly in publication mediums. The course may be retaken each of the four years. The course will focus on students understanding a designer's target audience and stimulating creativity through a variety of two-dimensional media. They will maintain the integrity of design through the editing process, while collaborating and communicating with their colleagues. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Students will also have the opportunity to apply skills in financing a publication through fundraising, promotion, and advertising sales.
Prerequisite: None

Electives - Career Technical Education Pathways (CTE)

CTE programs prepare students to enter today's competitive workforce by assuring each course teaches the latest industry standards. CTE courses help all students make informed decisions about college and career choices whether you are entering the workforce or applying to a university, community college or a vocational/trade school.

Business

Introduction to Business & Finance

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: G

This introductory course to business and finance will allow students to learn the fundamental business and financial skills that will allow them to enter into adulthood with a clear understanding of consumer economics. This course offers a practical overview of all areas of business including banking, investments, income taxes, credit cards, loans, basic economic concepts, stocks, and marketing. The course will continue with vital decision making tools that will be used successfully to maximize their earning potential, and finish with the students learning how to protect their wealth and achieve future financial success. In addition, students will learn to use technology software, such as Microsoft Office and Google Suite, to enhance their business knowledge and gain critical experience needed to be successful in today's workplace.
Prerequisite: None

Intermediate Business Technologies

Classroom

A-G Pending

Credits: 10 Grade: 10-12 UC/CSU Area: -

In this course students will continue to add to their resumes, Bragg sheets and continue to build their professional portfolios. Students will earn their Google Certification. They will be creating and presenting their Google Slide shows, building an individual Professional Google Web Page, in addition to developing and managing a community class service project.

Prerequisite: Introduction to Business

Capstone Business Course

Classroom

A-G Pending

Credits: 10 Grade: 11-12 UC/CSU Area: -

This course is the capstone to the Business Pathway. This course brings together the skills learned in level one and the two courses. This year will focus on students displaying professionalism in addition to gaining actual job work experience that will be added to their resumes and portfolios. Students will apply for a job within the county offices and in the second semester spend the last hour of the school day at that job.
Giving participants real work experience on the job.

Prerequisite: Intermediate Business Technologies

Construction

Introduction to Construction

Classroom



Credits: 10 Grade: 9 UC/CSU Area: G

Construction is an overview of the construction trades, with integrated Geometry content. Students master measurement systems, safe use of hand and power tools, calculation and characteristics of materials, basic carpentry, framing, introduction to electrical wiring and plumbing, and site preparation. Students will learn scale modeling, sketching, and basic blueprinting. Students learn about construction careers. Coursework is research and project-based, developing teamwork and project management skills. The culminating project is a house design project: scale modeling, sketches, rough blueprints, materials lists and pricing, personnel needed, and in-class presentation. Students demonstrate responsibility for personal, and occupational safety on the job site

Prerequisite: None

Intermediate Construction Technology

Classroom



Credits: 10 Grade: 10-12 UC/CSU Area: G

This competency-based course prepares students to work in the construction industry. The course is designed to provide students with technical instruction and practical experience in basic residential and commercial construction through classroom instruction and applied practice of field skills. At the end of the course, students research and evaluate apprentice, employment and secondary schooling opportunities.

Prerequisite: Introduction to Construction or Equivalent

Advanced Carpentry

Classroom



Credits: 10 Grade: 11-12 UC/CSU Area: G

This course has been developed to integrate skills and concepts from the Building and Construction Trades with applied mathematics and English. As a natural progression, students will apply the craft skills required to design and build a variety of scaled structures that meet current code requirements. In addition, students will make real-world connections between construction, math, and English using written projects, construction documents that include creating blueprints, project packets, and student-centered construction projects. This course provides students the opportunity to apply academic knowledge and technical skills through a hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council.

Prerequisite: Intermediate Construction Technology or Equivalent

Culinary

Culinary Arts I

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: G

This course provides students with a comprehensive overview of the culinary arts including: an overview of the restaurant and foodservice industry; food safety and sanitation; culinary arts basics; personal nutrition; breakfast cookery; salad preparation; soups, stocks, and sauces; vegetables, grains, and pasta; non-yeasted breads, cookies, pies, and tarts; beverage and food service, and professionalism.
The course is a combination of lectures, labs, guest speakers/panels, and real-world applications. Students will develop competencies in the culinary arts based on CTE content and anchor standards, the application of literacy and math standards, and career-ready practices.

Prerequisite: None

Culinary Arts II

Classroom



Credits: 10 Grade: 10-12 UC/CSU Area: G

This second-year course introduces fundamental concepts related to the implementation of food and culture and how they are interrelated. Students study international cuisine, focusing on indigenous foods, cultural and religious influences, and historical events. After successfully completing this course, students will gain a comprehensive exposure and intimate knowledge of global foods from the Americas, the Mediterranean, the Middle East, Europe, and Asia. By building a professional palate through the sensory experience of new ingredients and flavor combinations and by utilizing cooking methods practiced by each ethnic group visited throughout the course, an understanding of a variety of cuisine and recipes will allow the student to adapt and create their own unique recipes.

Prerequisite: Culinary Arts I

Culinary Arts III

Classroom

Credits: 10 Grade: 11-12 UC/CSU Area: -

Through Culinary III, students will complete a mock restaurant with changing seasonal menus and weekly specials. Serving staff and faculty in a preorder fashion after circulating their menus. Including micro focus on Gluten free and vegetarian options being available. Students will complete their ServSafe management certification; 40 hours required instruction to earn management level ServSafe certification. Students will work on employability characteristics and post-secondary options such as resume building, application navigation, certificate & personal information gathering, mock interviews, "Staging" or trying out for positions, and finding internships.
SkillsUSA focus- Hyper focus on the standards and skills necessary to compete. Operation and training under the assumption students will try to compete in the regionals. The ultimate goal being to make it to state and Nationals.

Prerequisite: Culinary Arts II

Dance

Introduction to Professional Dance

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: F

This course is a Career Technical Education (CTE) course that introduces students to the dance profession. Students will learn the introductory knowledge about the various dance forms and styles through physical performance and coursework. Students will need to be prepared for physical activity in this course. This course can meet either a visual and performing art or physical education requirement for high school credit.

Prerequisite: None

Intermediate Dance

Classroom

Credits: 10 Grade: 10-12 UC/CSU Area: -

This second level dance course allows students to dive deeper into the dance profession. Students will learn technical dance terminology. Students will further develop their fundamental movement patterns to be able to learn and practice dance choreography sequences taught by the instructor at an intermediate level. Students will need to be prepared for physical activity. This course can meet either a visual and performing art or physical education requirement for high school credit.

Prerequisite: Introduction to Professional Dance

Advanced Dance/Choreography

Classroom



Credits: 10 Grade: 11-12 UC/CSU Area: F

This course serves as a Career Technical Education Capstone course. Students will build upon their previous fundamental dance knowledge and skills. Students will be asked to learn and possibly create their own choreography to perform. Students will be learning more advanced techniques and styles of performance. Students will need to be prepared for physical activity. This course can meet either a visual and performing art or physical education requirement for high school credit.

Prerequisite: Intermediate Dance

Intermediate/Advanced Dance (On Pointe)

Classroom



Credits: 10 Grade: 11-12 UC/CSU Area: F

This course is an intermediate/advanced study in dance technique and repertory and concentrates on major technique curriculum. This course is considered the roles of the performer, choreographer, and improviser within a professional contemporary dance context. Students will deepen their study of contemporary dance technique through a combination of intermediate/advanced movement sequences and short dances choreographed by the instructor. Increased range of movement built on fundamental movement patterns and the ability to more deeply express movement principles to an audience define the purpose of this class. The culminating performance and assessment project for this course is the continual preparation for festival competition in the spring semester and the end-of-year program performance.

Prerequisite: Audition or Approval from the Instructor Required

Medical Pathways - Patient Care

Exploration of Health Careers

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: G

This introductory course is intended to give the student a chance to explore the healthcare industry and the possible career paths within the industry. Students will gain an understanding of job research techniques as well as effective job seeking skills. Each student will explore the use of several different types of instrumentation that is utilized in medical, clinical and laboratory settings.

Students will effectively access databases', make entries, and retrieve copies for medical and clinical records. Students will explore the major career fields and be able to distinguish between technical, professional, and entry level positions.

Prerequisite: None

Medical Terminology

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: G

The Medical Science and Terminology course prepares students with a foundation to understand and use medical terminology for a future career in the medical health field. Presentation of the vocabulary terms are organized according to the human body systems. Assignments and labs designed to expose students to the use of the language. The course follows the Health Science and Medical Technology Patient Care Pathway standards.

Prerequisite: Exploration of Health Careers (Recommended)

Advanced Patient Care

Classroom

Credits: 10 Grade: 11-12 UC/CSU Area:

Advanced patient care is the capstone course of the Patient Care medical CTE pathway, successful completion of this course will result in a CTE certificate. This final course helps students dive deeper into the health care world. Students will practice their social skills and practice medical techniques in the classroom and may be asked to practice these skills outside of the school day as discussed with their instructor.

Prerequisite: Medical Terminology

Medical Pathways - Mental/Behavioral Health

Exploration of Health Careers

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: G

This introductory course is intended to give the student a chance to explore the healthcare industry and the possible career paths within the industry. Students will gain an understanding of job research techniques as well as effective job seeking skills. Each student will explore the use of several different types of instrumentation that is utilized in medical, clinical and laboratory settings. Students will effectively access databases', make entries, and retrieve copies for medical and clinical records. Students will explore

the major career fields and be able to distinguish between technical, professional, and entry level positions.

Prerequisite: None

Medical Terminology

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: G

The Medical Science and Terminology course prepares students with a foundation to understand and use medical terminology for a future career in the medical health field. Presentation of the vocabulary terms are organized according to the human body systems. Assignments and labs designed to expose students to the use of the language. The course follows the Health Science and Medical Technology Patient Care Pathway standards.
Prerequisite: Exploration of Health Careers (Recommended)

Advanced Mental & Behavioral Health

Classroom

Credits: 10 Grade: 11-12 UC/CSU Area: -

Advanced Mental and Behavioral Health is the capstone to the Mental and Behavioral Health CTE pathway, successful completion of this course will result in a CTE certificate. Students will learn more about the career pathways the mental and behavioral health field can offer. Students may be asked to practice their skills in the classroom and beyond as offered by the instructor.

Prerequisite: Medical Terminology

Welding

Welding 1

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: G

Welding 1 integrates mathematics, science, writing and mechanics. It familiarizes the student with the skills required to perform basic industrial welding. Students focus on shop and equipment safety and are tested on each piece of equipment as the course matures. This course is designed to introduce students to the world of welding and basic fabrication. This course is designed to teach students theory, safety, equipment usage, proper tool usage, oxy-fuel cutting, SMAW, GMAW, plasma cutting, and basic fabrication techniques and procedures. The course emphasizes equipment care and safety and is designed to produce entry-level proficient welders who are ready to continue their

welding education. Students acquire knowledge and skills within a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction.

Prerequisite: None

Welding 2

Classroom

A-G

Credits: 10 Grade: 10-12 UC/CSU Area: G

Students will build on the knowledge and skills relating to the transfer of matter and energy through electrical, fluid, thermal and mechanical systems. They will also study more advanced fundamentals of mechanical and structural systems and facilities. Students will explore professional opportunities in the field of agricultural engineering and welding. This course provides students with an understanding of manufacturing processes and systems common to careers in welding and related industries. Topics include the interpretation and layout of welded and assembled part prints, mechanical bonding, joining, cohesive bonding, adhesive bonding, and mechanical fastening. Students will learn the safety of fabrication welding. Leadership development is a required part of this course and will expose students to careers, leadership skills and achievement opportunities.

Prerequisite: Welding 1

Welding 3

Classroom

A-G

Credits: 10 Grade: 11-12 UC/CSU Area: G

This is a hands-on course that is centered on students utilizing the skills acquired in the Welding Pathway and applying them in conjunction with Fabrication concepts and techniques to design and fabricate a project of their own. The main objective of this course is centered on teaching students the skills necessary to fabricate metal projects. We will review the welding processes taught in Welding I and II (SMAW, GMAW, FCAW, GTAW, OAW, OFC, and PAC). We will then cover fabrication topics including Safety, Math for Welders, Plan Reading, Layout and Measurement, Machine Practices, Steel and Metallurgy, Bolting and Torque Requirements, and Product Finishing. Included with this course is creation of a project planning unit which incorporates budgetary analysis, tool assessment, research plan and project drafting and written proposal for projects.

Prerequisite: Welding 1 & 2

Welding 4

Classroom

A-G

Credits: 10 Grade: 11-12 UC/CSU Area: G

Students will use a laboratory-type situation to cover the principles, and applications of SMAW, GMAW, GTAW, and oxy-acetylene welding of large equipment. Strong emphasis is put on the instruction and participation of project design, project construction, and cost of materials.

Prerequisite: Welding 1, 2, & 3

Electives

AVID 9

Classroom

A-G

Credits: 10 Grade: 9 UC/CSU Area: G

Advancement Via Individual Determination (AVID) is an in-school academic support program. The purpose of the program is to prepare students for success in both college and career. Through AVID 9, students will learn the skills of organization, reading, writing, communication, and notetaking. Students will regularly work in small groups, problem solve, support each other with classwork, and connect with their peers and teachers. The skills gained through AVID will empower students to find success in their high school classes, college courses, and goals for post-graduation.

Prerequisite: None

AVID 10-12

Classroom

A-G

Credits: 10 Grade: 10-12 UC/CSU Area: G

Advancement Via Individual Determination (AVID) is an in-school academic support program. The purpose of the program is to prepare students for success in both college and career. Through AVID, students will build on the skills gained in AVID 9 (if taken) in organization, reading, writing, communication, and notetaking. Students will regularly work in small groups, problem solve, support each other with classwork, and connect with their peers and teachers. The skills gained through AVID will empower students to find success in their high school classes, college courses, and goals for post-graduation.

Prerequisite: None

BrainworX Seminar

Classroom

Credits: 5 | Grade: 9 | UC/CSU Area: -

BrainworX Seminar is designed to foster a positive and inclusive culture among the incoming freshmen cohort through a combination of upperclassmen mentorship and team building activities. Students will develop essential skills for success, including cultivating a growth mindset, honing study skills, mastering organizational techniques, enhancing communication, and understanding the principles of professionalism. The curriculum also emphasizes Defense of Mastery support, encouraging peer review, refining presentation and research skills, and fostering integration and critical thinking for academic and personal growth. This course will alternate at the semester with the Ethnic Studies Course.

Prerequisite: None
Academy: BrainworX Only

Civic Engagement

Classroom



Credits: 5 | Grade: 9-12 | UC/CSU Area: G

This course will aid students in fulfilling the requirements to receive the California State Seal of Civic Engagement. This seal will symbolize students' achievement of civic engagement skills, knowledge of democratic concepts and processes, and participation in projects that address the needs and challenges in their communities, empowering students to use their voices to be change agents and make positive contributions to a democratic society.

Prerequisite: None

Coaching & Sports Management

Classroom

A-G Pending

Credits: 10 | Grade: 11-12 | UC/CSU Area: TBD

This course introduces students to the coaching profession and athletics management. Emphasis will be placed on coaching within the elementary and junior high levels, with consideration for other levels such as high school and college sports programs. Our primary goal of the course is to enhance students' knowledge and understanding of techniques, concepts, and styles within the coaching profession, as well as equip 'in-house' athletics programs with educated, trained sports managers. Students will explore coach and athlete interaction, coaching philosophies and techniques, tactical analysis for multiple sports, investigate opportunities to apply the knowledge expressed in the course, and use management opportunities to support current coaches on campus.

Prerequisite: None

Computer Programming

Classroom

A-G

Credits: 10 Grade: 9-12 UC/CSU Area: G

This course is designed to introduce computer programming, implementing programs in Java using the BlueJ IDE. It is designed to prepare the student for the rigors of taking AP Computer Science during the next year. Students will develop the logical, analytical and problem solving skills essential for success with other STEM fields and any other field of study where critical thinking is necessary. Concepts such as systems and software life cycle will be covered, including code reusability. Students will complete a long-term programming project that involves problem identification, program design, implementation, testing, and formal packaging with user's manual and presentation.

Prerequisite: Algebra 1 (Recommended)

Design Studio

Classroom

A-G Pending

Credits: 10 Grade: 9-12 UC/CSU Area: TBD

Students will learn the basics of the Design Thinking Process, learn to tap into their creative side, and work in teams to find needs in the community. They will develop prototypes of their solutions and prepare a "Shark Tank style" presentation. After going through this process, the student teams will network with Ventureland teachers to come periodically into their classrooms to help the Ventureland students through the invention process. The capstone of the class will be a schoolwide Invention Fair (which the students will assist with organizing), with winners continuing on to the California Invention Convention and possibly beyond.

Prerequisite: None

Digital Photography/3-Dimensional Art

Classroom

Credits: 5 & 5 Grade: 9-12 UC/CSU Area: -

Digital Photography
Digital Photography covers the artistic and technical aspects of digital photography. The course covers camera and lens operation, memory cards, file formats, exposure, white balance, composition, lighting, creativity, image editing software and output, exposure, composition, lighting, creativity and image editing and correction techniques. This course is a year-long course taken in combination with 3-Dimensional Art.

3-Dimensional Art
This course takes your artistic skills to the next level by creating art pieces that not only have length and height but also depth. Artwork is created out of materials such as glass, wood, clay, rocks, plastic, and metal, just to name a few. You will learn to make stained glass mosaics as well as stained glass windows, along with learning to carve soapstone, plasma cut steel and copper, carve wood, sculpt clay, cardboard and copper, enamel copper, design and engrave projects using the laser engraver. There is time to create your own choice of art projects as the year goes on and especially during the 4th quarter. This course is a year-long course taken in combination with Digital Photography.

Prerequisite: None

Dual Enrollment

Classroom A-G

Credits: 20 Grade: 10-12 UC/CSU Area: Varies

Dual Enrollment may be A-G eligible, the area met will vary on the course completed. Each semester a college course is completed with a passing grade, students will earn 10 credits per course. For a description of Dual Enrollment please refer to the Dual Enrollment section. For a list of offered courses, please talk with your counselor.

Prerequisite: 11th & 12th Graders must have a GPA of 3.0 or higher. 10th graders must have a GPA of 4.0 and Teacher Recommendation

Economics

Classroom A-G

NCAA Credits: 5 Grade: 12 UC/CSU Area: G

This one-semester course is designed to prepare students to make important economic decisions in their personal lives and as citizens of a democratic society. This study of economics will enable students to make reasoned judgments about personal finances and the economic policy decisions of the various levels of government.

Understanding of how markets work and of the tradeoffs involved in trying to accommodate unlimited wants with limited resources is essential for meaningful democratic dialogue on what governmental bodies should be doing. This course switches at semester with the American Government course.

Prerequisite: None

Education 1

Classroom A-G

Credits: 10 Grade: 9-12 UC/CSU Area: G

Education 1 is an academically focused course designed to introduce interested college prep students to the theory behind learning and teaching. Students will study the history of education globally and in the United States, sociological factors influencing educational systems, the psychology behind learning and teaching, curriculum design and educational standards.

Prerequisite: None

Education 2

Classroom



Credits: 10 Grade: 9-12 UC/CSU Area: G

Education 2 is an academically focused course which will explore the philosophical, social, and historical roots of education in America, as well as current issues and challenges. An introduction to educational theories and research-based projects is provided. Students learn the professional norms, skills, and competencies related to careers in education. This course also introduces students to the concepts and issues related to diverse learners in today's contemporary schools.

Prerequisite: None

Education 3

Classroom

Credits: 10 Grade: 9-12 UC/CSU Area: -

Education 3 is an academically focused course which will develop your own personal teaching philosophy rooted in standards and evidence-based research. Students will utilize reflective practice through continuous planning and re-planning of professional practice. Fieldwork will be an important piece to understand stages in human development; prominent learning and motivation theories, characteristics of learners with exceptional needs; individual differences among learners, including English language learners.
Prerequisite: Must complete at least one semester of Education 2 with a C or better

English Language Development I (ELD I)

Classroom

Credits: 10 Grade: 9-12 UC/CSU Area: -

This course is designed to develop English language for designated English Learner students by using the CA ELD standards to build into and from other grade level content. This course is most appropriate for students achieving Emerging to Expanding levels of English proficiency.

Prerequisite: Assigned based on ELPAC and CAASP testing score.

English Language Development II (ELD II)

Classroom

Credits: 10 Grade: 9-12 UC/CSU Area: -

This course is designed to develop English language for designated English Learner students by using the CA ELD standards to build into and from other grade level content. This course is most appropriate for students achieving Expanding to Bridging levels of English proficiency.

Prerequisite: Assigned based on ELPAC and CAASP testing score.

Ethnic Studies

Classroom

A-G Pending

Credits: 5 Grade: 9 UC/CSU Area:

Ethnic Studies is a course designed to cultivate political, social, and economic consciousness. Delving into the histories of diverse ethnic groups, students will navigate social justice themes and understand their personal connections to local and global histories. Through identity exploration, power analysis, and community advocacy, students will emerge equipped to foster inter-ethnic understanding and contribute to building a just, multicultural society. This course will focus on the experiences of African American, Asian Americans, Latino American, and American Indians, as well as concepts related to their own personal, group, and/or national identity. This course will alternate at the semester with the BrainWorX Seminar Course.

Prerequisite: None Academy: BrainWorX

Film Appreciation

Classroom

Credits: 10 Grade: 9 UC/CSU Area: -

This course is designed to develop an appreciation for film/movies and to gain knowledge in film as an art as well as a basic understanding of film analysis.

Students will explore the political, social, economic, and ethical dimensions of artistic expression in film, as well as time periods and multicultural societies.

Prerequisite: None

Health

Classroom

Credits: 10 Grade: 9 UC/CSU Area: -

Health is designed to introduce students to basic concepts of health and healthy living. This course includes topics such as health habits and the foundations of health, mental and emotional health, nutrition and physical activity, drugs and alcohol, growth and development, communication skills, sexual education, and other health related topics.

Prerequisite: None
Academy: ImagineIt Requirement

Introduction to Psychology

Classroom

A-G

NCAA | Credits: 10 | Grade: 9-12 | UC/CSU Area: G

This course introduces psychology as a data-based subject that seeks to understand human behavior, emotions, and thought processes. Students will explore the scientists and research that have advanced the field to the present day. Students will review key concepts and psychological phenomena, and evaluate competing psychological perspectives and theories. Throughout the course, the importance of experimentation will be emphasized, including data collection, analysis, and research ethics. Students will also be able to make practical applications to their own lives from personal experiences and observations. Students will be presented with the topics in the field of psychology and how it relates to them in regards to cognition and social development. The purpose of the course is to introduce students to the discipline where students gain techniques to improve their academic skills, gain self-awareness to their peers and surroundings.

Prerequisite: None

Latinos in Action (LIA)

Classroom

A-G

Credits: 10 | Grade: 9-12 | UC/CSU Area: G

Latinos In Action (LIA) is a non-profit organization whose mission is to empower Latino youth to lead and strengthen their communities. Latinos In Action (LIA) operates as a year-long elective course that offers a unique approach to bridging the graduation and opportunity gap for Latino students, working from within the educational system to create positive change.

We achieve this through culturally responsive social and emotional learning, college and career readiness, and leadership development. LIA is the premier model for Latino youth engagement through personal assets, excellence in education, service, and leadership development.

Prerequisite: None

Leadership (VOLT)

Classroom

A-G

Credits: 10 Grade: 10-12 UC/CSU Area: G

Leadership is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of various academic and culture events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles, and apply that knowledge to their own lives while inspiring growth in others. Additionally, students will research, write (critically, reflectively, persuasively) and speak about the real world issues around them, and facilitate service projects in their communities.

Prerequisite: Application and Interview Process

Mock Trial

Classroom

A-G

Credits: 5 Grade: 9-12 UC/CSU Area: G

Students will receive a comprehensive education concerning the Judicial branch of the government and the legal system of the United States. Students will learn, practice and perform courtroom procedure for both civil and criminal cases, develop character, write and perform direct examination, cross examination, opening statements, closing arguments and explore an exhaustive variety of constitutional issues. Students will develop their own trial strategies and compete in small groups against other schools. Finally, students will learn the California Evidence code and practice objections in various courtroom simulations. This is a year-long after school course.

Prerequisite: None

PE 1

Classroom

Credits: 10 Grade: 9 UC/CSU Area: -

This course will focus on developing students' knowledge of and competency in motor skills, movement patterns, and strategies essential to perform a variety of physical activities. The activities will be a variation of both individual and team sports. Students will also continue to expand their knowledge for fitness concepts and participate in activities to maintain and improve their health related fitness. The Physical Fitness test is administered to all 9th grade students which will include individual goal setting for components related to the PFT.

Prerequisite: None

PE 2

Classroom

Credits: 10 Grade: 10-12 UC/CSU Area: -

This course will focus on students achieving and maintaining a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, and strategies. Students will establish personal fitness goals, using principles of aerobics, strength and core training. Students learn to apply biomechanical principles in analyzing a variety of movement skills. The areas of study emphasize individual sports, dual sports, analysis of movement.
Prerequisite: None

PE- Weight Training/Fitness

Classroom

Credits: 10 Grade: 10-12 UC/CSU Area: -

The weights program develops the overall strength of the body, and progresses from simple to more complex lifts and movements. Students will be able to demonstrate proper techniques and chart their progress. By the end of the course students will be able to create their own fitness plan/workout routine. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course.

Prerequisite: Completed 10 credits of physical education

Mind, Body, and Fitness

Classroom

Credits: 10 Grade: 10-12 UC/CSU Area: -

This course allows students an in-person opportunity to earn PE or elective credits who are not as interested in sports but want to learn how to incorporate mental and physical health into their daily routine. This course allows students an opportunity to learn about the importance of Meditation, Stretching through Yoga and Mat workouts, using light weights and body weight to improve overall health and wellness.

Prerequisite: Completed 5 credits of physical education

Student Service- Elementary Recess

Classroom

Credits: CR/NC Grade: 11-12 UC/CSU Area: -

The Student Service course for elementary recess is a year long course dedicated to assisting the elementary program during their lunch and recess time. As students assist staff, they will be overseeing students in the cafeteria. They will help clean and see that students are being safe and responsible. They may follow students out to the recess areas to observe students playing in a safe, respectful, and responsible way. They will work closely with Venture staff to be trained on duties and expectations. This course will fulfill the Venture community service and/or elective requirement if passed. Please note that this course is a credit/no credit course and requires completion of assigned coursework.

Prerequisite: Approval from the student's TOR (Teacher of Record) with high recommendations

Student Service- Teacher

Classroom

Credits: CR/NC Grade: 11-12 UC/CSU Area: -

The Student Service course for the teacher is a year long course dedicated to assisting the Venture teacher specifically assigned to them. Students will work closely with the Venture teacher to be trained on duties and expectations within the classroom. Students will assist staff with duties such as making copies, organizing documents, delivering items, support to the teacher overseeing student activities, and other duties as assigned. This course will fulfill the Venture community service or elective requirement if passed. Please note that this course is a credit/no credit course and requires completion of assigned coursework.

Prerequisite: Approval from the Teacher or TOR with high recommendations

Study Skills

Classroom

Credits: 10 Grade: 9-12 UC/CSU Area: -

This course is designed for IEP students needing additional resource help per their IEP goals. This course focuses on organizational and study skills, skills to transition to college/career, IEP goal completion, and resource help for other academic courses.

Prerequisite: Students must have it written in as an IEP service.