Skyline High School Course Catalog

Below you will find a comprehensive course catalog of all courses offered at Skyline High School. Please use the blue highlighted links to take you to content area sections. Please Remember the following A-G requirements when selecting courses. For a list of our most up to date, A-G Course List with the University of CA and CA State Universities, please click HERE.

- 4 years (40 credits) of English Language Acquisition
- 3 years (30 credits) of Social Science
- 3 years (30 credits) (4 recommended) of Mathematics
- 3 years (30 credits) (4 recommended) of Science
- 2 years (20 credits) (3 recommended) of World Language
- 1 year (10 credits) of Visual/Performing Art
- 1 year (10 credits) of College Preparatory Elective
    - NOTE: OUSD requires 5 years (50 credits) of College Prep Electives trus

Social Science (A)

English Language Acquisition (B)

Mathematics (C)

Life and Physical Sciences (D)

World Language (E)

Visual/Performing Arts (F)

College Preparatory Electives (G)

Pathway Career Tech Electives (Various A-G Criteria Met)

Dual Enrollment

Extracurricular Opportunities (Clubs/Athletics)

Youth Together OLOP Resources and Programs

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

SKYLINE HIGH SCHOOL

Social Sciences (A Credit)

3 years of Social Science required for A-G and OUSD Graduation

9th Grade: Ethnic Studies per CA AB 130

Ethnic Studies: This required 9th grade course delivers a content and pedagogy that humanizes and empowers all people by honoring histories and cultures of historically marginalized groups, by employing multiple disciplines and perspectives to critically analyze systems of oppression, and by promoting action in solidarity with others to transform students' lives and communities.

10th Grade: World History or AP World History

World History: World History is a required 10th grade course designed to give students a perspective of the major themes of modern world history by studying major global events and processes on all continents. Students may also take this course at the advanced placement level; please see AP World History course description. This course satisfies the world history requirement.

AP World History: AP World History is an advanced 10th grade course designed to lead students through 1200 CE to Present World History in Africa, Europe, Asia, and the Americas with special emphasis on critical historical thinking skills developed through analysis of primary and secondary source documents and the production of a variety of written responses. Students that complete AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

11th Grade: United States History or AP United States History

United States History: United States History is a required 11th grade course designed to give students a perspective of the development of the United States and major events and eras from early settlement to the present. Students may also take this course at the advanced placement level; please see AP United States History course description. This course satisfies the United States history requirement.

AP United States History: AP United States History is an advanced 11th grade course designed to lead students through the post-Columbian history of North America with a special emphasis on critical historical thinking skills developed through analysis of primary and secondary source documents and the production of a variety of written responses. Students that complete AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

12th Grade: American Government and Economics or AP U.S. Government

American. Government and Economics: Senior year combines two semester courses where students complete one semester of American Government and one semester of Economics. American Government is a required 12th grade course that provides an analytical perspective of government and politics in the United States through study of the Constitution, political systems and institutions, public policy, voter interests and behaviors, and the development of civil rights and liberties. This is a semester course that

is paired consecutively with a semester of Economics. This course satisfies the American Government requirement. Economics is a required 12th grade course designed for students to engage in basic economic concepts revolving around five areas of study:fundamentals, microeconomics, macroeconomics, international trade, and personal finance. This is a semester course that is paired consecutively with a semester of American Government. This course satisfies the Economics requirement.

AP American Government: AP United States Government & Politics is an advanced 12th grade course designed to give students an analytical perspective of government and politics in the United States through study of the Constitution, political systems and institutions, public policy, voter interests and behaviors, and the development of civil rights and liberties. Students are required to take the College Board AP Exam in May in order to receive the GPA boost that accompanies AP courses. This course satisfies the American Government requirement. Students that complete AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

English Language Acquisition (B Credit)

4 years of ELA required for A-G and OUSD Graduation

9th Grade: ELA 1

ELA 1: In English I students will read a variety of texts including a solid representation of classic, contemporary and culturally responsive literature, magazines, newspapers, and expository articles with a focus on analyzing the central themes of these texts in relation to issues of cultural diversity, and emphasis on social and personal meaning, and an analysis of the way in which a work of literature is related to the themes and issues of its historical context. Students will apply and further develop their command of the writing process and conventions to produce texts focusing on the following genres: narrative, expository research, technical, response to literature, poetry, business documents and persuasion.

10th Grade: ELA 2 or ELA 2-Honors

ELA 2: In addition to 6 full-length texts, students will read related expository selections, short stories, and poetry selections. Students will write at least one paper using the writing process per marking period that is 800-1500 words in length; one assignment must include research techniques. Students will also write at least three on- demand essays in class per year with an emphasis on using reasoning and relevant content to support one's claims/counterclaims.

ELA 2-Honors: Content and curriculum are both aligned with ELA 2 with added analysis and depth required for assignments in an effort to prepare students for Advanced Placement ELA during their Junior year. Students complete ELA 2-Honors receive a 1.0 GPA boost with a grade of "C" or better in the course.

11th Grade: ELA 3 or AP English Language & Composition

ELA 3: In order for our students to become successful citizens, they must be excellent communicators. This class will boost their communication skills by focusing on the aspects of verbal and written communication—particularly their use and analysis of syntax,

diction, imagery, and tone. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in- depth analyses of recurrent patterns and themes.

AP English Language & Composition: The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students that complete AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

12th Grade: ELA 4 or AP English Literature:

ELA 4: English IV is a language arts course for high school seniors designed to prepare students for the demands of two or four-year college degree programs and/or for the workplace. Fiction and nonfiction pieces are organized around significant time periods and universal literary themes are explored in depth. Composition is also addressed through several forms of writing, including a research paper.

AP English Literature: AP English Literature and Composition is a college level class. Students are expected to keep pace with the daily and outside reading, reading responses, class notes, writing exercises, timed and formal, prepared essays. Students will be reading and analyzing a wide variety of literary works and, outside the daily assigned reading, a body of works of fiction both with an emphasis on the study of literary elements (plot, character, point of view, etc.) and how language works in prose, poetry and criticism. Through daily close reading, frequent writing and whole class and small group discussions, students will develop their ability to work with and gain appreciation of how and why writers use language as they do. Close readings will form the basis of personal, analytical, and evaluative journals and essays written by students using professional writing as source material and stylistic inspiration. Additionally students will examine drama, poetry, short story, criticism, in addition to novel. In our textbook and supplementary readings, students will be exposed to such authors as Diane Ackerman, Thomas P. Adler, Sherman Alexie, Maya Angelou, Aristotle, John Barth, Samuel Beckett, William Blake, Gwendolyn Brooks, Coleridge, Billy Collins, E. E. Cummings, and dozens of similar stature including Faulkner, Shakespeare, Elliot, and Tennessee Williams. The students will read one novel and/or several plays per month (titles and authors are cited below). Students that complete AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

Mathematics (C Credit)

3 years of Mathematics required for A-G and OUSD Graduation

Algebra 1: Students will begin this course with one-variable statistics, building on concepts they learned from middle school. Through data collection and analysis, students can understand the routines and contents of high school math courses. In Unit 1, students will learn how to collect, display, manipulate, analyze, and interpret data through a familiar collaboration structure from middle school. In Unit 2, students can learn how to use different representations to model the relationships between two variables and

how to solve systems of linear equations, linear inequalities in one or two variables, and systems of linear inequalities. In Unit 3, students will extend their knowledge from scatter plots and lines of best fit to the use of residuals and correlation coefficients to analyze and interpret quantitative data in various contexts. In Unit 4, students will deepen their ability to represent, interpret, and communicate functions through the use of function notation, domain and range, the average rate of change, and other features of graphs. The unit will end with an inverse operation to lay a foundation for sequential math courses. In Unit 5, students will build on their prior knowledge from middle school to learn a new function relation, Exponential Function, and its functional properties. In Unit 6 and Unit 7, the course will end with the introduction of Quadratic Functions and Quadratic Equations. Students will learn how to create, transform, and graph quadratic functions in these two units and identify key features of their graphs, such as vertical and horizontal intercepts and vertex. By using the Completing the Square method and the Quadratic Formula methods, students can also connect their understanding of quadratic equations, quadratic functions, and roots.

Geometry: Students will begin the course with constructions and rigid transformation in Unit 1. In this unit, students practice generating conjectures and claims by using compasses and straightedges. Students will also begin to use structures to differentiate necessary conditions for proofs. In Unit 2, students will learn triangle congruences and properties of quadrilaterals. Right after, in Unit 3, students will use evidence and logic to understand the properties of similar triangles through proportional reasoning. In Unit 4, students will begin to use triangle side length ratios to learn Right Triangle Trigonometry. In Unit 5, students will revisit two-dimensional figures as cross-sections and build on middle school math to calculate familiar three-dimensional figures such as a sphere, rectangular prism, pyramid, cylinder, and cones etc. In Unit 6 and Unit 7, the course will help students learn the properties of circles and polygons involved with circles and prove geometric theorems algebraically. The course will end with the unit describing the idea of probability and chance and the calculation of conditional probability.

Algebra 2: Students begin this course with a study of arithmetic and geometric sequences, which helps students to revisit the concepts of linear and exponential functions in Unit 1. In Unit 2, students will learn how to construct polynomial functions in standard form and factored form. This work allows students to draw connections among key figures of polynomial graphs and their equations. Students also will learn how to perform arithmetics on polynomial and rational functions to identify additional key features such as end behaviors and asymptotes. Students also study polynomial identities and use some key identities to establish the formula for the sum of the first nth terms of a geometric sequence. In Unit 3, students will build on knowledge from middle school and Algebra, learning exponent rules to include rational exponents and solving equations involving square and cube roots. Besides, students also begin to understand the expansion of the number system from the real numbers to the complex numbers, including the use of imaginary numbers. As a result, students can draw connections between non-real solutions and two complex solutions when solving quadratic equations. In Unit 4, students return to their study of exponential functions and establish that the property of growth by equal factors over equal intervals holds even when the interval has a non-integer length. They use logarithms to solve unknown exponents and are introduced to the number and its use in modeling continuous growth. Building on the prior knowledge from the Algebra class, students will also learn the inverse relation, Logarithm Functions, operation, and its properties. In Unit 5, students learn to transform functions graphically and algebraically. Students had tried to adjust the parameters of particular types of models to fit data in previous courses and units. Here, they consolidate and generalize this understanding. In Unit 6, students work with the unit circle to make sense of trigonometric functions and use those functions to model periodic relationships. The course ends with the unit teaching statistical inferences, which focuses on analyzing data from experiments using normal distributions. Students learn to account for variability in data and estimate the population, the mean, the margin of error, and proportions using sampling and simulations.

Introduction to Data Science: This course will develop the tools, techniques and principles for reasoning about the world with data. We will present a process that is iterative and authentically inquiry based, comparing multiple "views" of one or more data sets. Inevitably, these views are the result of some kind of computation, producing numerical summaries or graphical displays. Their interpretation relies on a special kind of computation, simulation, to describe the uncertainty in each view. This kind of reasoning is exploratory and investigatory, sometimes framed as hypothesis evaluation and sometimes as hypothesis generation. Exploration and investigation with data, then, necessarily depends on computation. Our course will rely on Pyret, an open source statistical computing

environment, and a graphical interface. This course emphasizes the SHS High School — Statistics and Probability Standards that involve the study of data science. Students authentically apply the Standards for Mathematical Practice throughout the course. Some of the topics addressed in this course review Statistics and Probability material found in the CCSS, specifically statistical variability, distributions, early concepts of random sampling, inferences about populations, chance and probability models, and patterns of associations in bivariate data.

Math Analysis and Honors: The purpose of this course is to cumulatively review foundational knowledge from Algebra, Geometry, and Algebra 2. The course starts with a systematic review of Algebra and Algebra 2 contents. Building on the concepts of Algebra 2, students will learn additional relations, such as complex numbers operations and logarithmic properties with its operations. Students will also expand on their knowledge from Geometry and Algebra 2 to learn advanced Analytical Geometry such as the four conic section relations and Trigonometry such as the periodicity of all six trig functions. This course aims to help students solve questions and manipulate algebraic expressions with multiple approaches so that students can have a firm understanding of the knowledge with both procedural and conceptual fluency. Students completing Honors courses receive a 1.0 GPA boost with a grade of "C" or better in the course.

Algebra 2 and Math Analysis (Compression): This course is designed to teach both Algebra 2 and Math Analysis concurrently over one year. This course intends to accelerate and expand students' academic opportunities to reach lower-division college math courses in high school. Due to the intensity of this particular course, an agreement between teachers, students, and parents or guardians is required.

AP Statistics: The purpose of this course is to expand the students' understanding of the scientific method and the role of statistics in making inference from data. Topics covered will include data exploration, sampling and experimental designs, probability theory, simulation and statistical inference. Applications drawn from business, social sciences, and natural sciences are incorporated throughout the course. This course follows the guidelines provided by the College Board. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

AP Calculus AB: This is a single variable calculus course taught by following the guidelines from the College Board. It is equivalent to a semester course in colleges. This course follows the guidelines provided by the College Board. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

AP Calculus BC: This is a single variable calculus course taught by following the guidelines from the College Board. It is equivalent to another semester course in colleges. This course follows the guidelines provided by the College Board. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

Sciences (D Credit)

3 years of Science required for A-G and OUSD Graduation

9th Grade: Biology

Biology: We will explore the diverse forms of life on earth and how life works. We examine life at various scales, from microscopic molecules to communities of diverse organisms. The units of biology are organized by themes that cover genetics, evolution, ecology, and physiology. In order to investigate life students perform experiments, analyze data, conduct research, and discuss current science news. The knowledge and skills developed in Biology class prepares students to think and advocate critically for their health, community, and environment. A special emphasis is placed upon understanding that energy is a part of living systems throughout each unit.

10th Grade: Chemistry or Environmental Chemistry (currently only offering Env Chem)

Chemistry: This course will introduce the atom: the building block of all matter in our universe. Students will learn about different types of atoms, how they are organized on the periodic table, their various characteristics, and how they may also bond together to form compounds. As atoms and compounds often react to form new compounds, students will also learn about these chemical reactions, and how they can be written and analyzed. Certain specific reactions will also be covered in more detail, such as combustion and acid/base reactions.

Environmental Chemistry: This course provides a general introduction to foundational chemical principles, with a focus on understanding environmental systems and the development of green technologies: biogeochemical cycles, atmospheric and aquatic chemistry, chemical reactions in energy production, and the materials science behind sustainable alternatives like solar cells and advanced batteries. Students will engage with content through hands-on activities and projects focused on solving real-world environmental challenges and designing sustainable energy solutions. One-fifth of the course will be devoted to lab activities and data analysis.

11th and/or 12th Grade: Physics or Physics ES, Physiology and Several AP Offerings

Physics: This course provides a general introduction to the major topics of physics: Motion and Forces, Conservation of Energy and Momentum, Waves, Electric and Magnetic Phenomena, and Thermodynamics. Students will combine theory and mathematical methods to solve problems and make predictions. One-fifth of the course will be devoted to lab activities and data analysis.

Physics of Energy Science: This course provides the principle of physics relevant to environmental control technologies and energy: thermodynamics, electricity and power conversion, properties of light, emphasis on laboratory application and safe practices with chemicals, electrical devices. The core concepts of physics and building science are applied to understanding energy use and efficiency in buildings while designing and building scaled models of energy efficient classrooms. The CTE component of this course provides a series of workshops on career awareness, exploration and development, and college readiness.

Physiology: This is a one-year course for students that have completed biology and chemistry. In this course, we build a foundation of essential knowledge in human physiology and anatomy. The framework of the course is built around the patterns and themes that appear again and again in the study of human physiology with an emphasis in health and disease. We will explore how aging affects body systems and how body systems affect each other. To this end, we will explore two essential questions: How do many specialized tissues of the human body, each with their own unique function, all work together to create one smoothly operating organism and how do I maintain a healthy body as I develop, change, and age?

AP Biology: The main goal of AP Biology is to help students develop a conceptual framework for modern biology through the comprehensive study of molecular and cellular biology, genetics, evolution and the diversity of life, plant and animal form and function, and ecology. Primary emphasis in an AP Biology course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process

rather than as an accumulation of facts; personal experience in scientific inquiry through laboratory experimentation; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. Students should successfully complete biology and chemistry prior to taking this class. This course follows the guidelines provided by the College Board. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

AP Chemistry: The AP Chemistry course focuses on a model of instruction which promotes enduring, conceptual understandings and the content that supports them. This approach enables students to spend less time on factual recal and more time on inquiry-based learning of essential concepts, helping them develop the reasoning skills necessary to engage in the science practices used in Chemistry. Big ideas that are covered include understanding the structure of materials from the molecular to the macro; understanding how changes in matter involve the rearrangement and / or reorganization of atoms and / or the transfer of electrons; understanding the factors the influence rates of reaction and an introduction to the laws of thermodynamics. This course follows the guidelines provided by the College Board. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

AP Physics 1: Algebra-Based is an algebra-based, introductory college-level physics course designed to build on students' mathematical foundation through guided inquiry and student-centered, hands-on laboratory investigations. Equivalent to a first-semester college course in algebra-based physics, this year-long class covers the fundamental principles of Newtonian mechanics (including 1-D and 2-D kinematics, forces, dynamics, work, energy, power, linear momentum, and rotational motion), simple harmonic motion, and fluid statics and dynamics. AP Physics 1 employs advanced algebra, systems of equations, and trigonometry to explore physical laws, while incorporating a broader conceptual scope that includes fluids. Strong emphasis is placed on scientific practices, symbolic derivations, qualitative-quantitative translation, data linearization, and experimental design. Minimum prerequisites include successful completion of Geometry and concurrent enrollment in Algebra II. One-fifth to one-quarter of instructional time is devoted to hands-on laboratory work and data analysis. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better, and all students take the College Board AP examination in May.

AP Physics C-Mechanics: AP Physics C courses build on the conceptual understanding attained in a first course in physics, such as our regular physics course above. These courses serve as the foundation in physics for students who intend to major in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used in formulating physical principles and in applying them to physical problems. AP Physics C sequence is an intensive and analytic one-year course with a laboratory component. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus, as well as continuing to develop a deep understanding of physics concepts. AP Physics C is intended to cover two major areas: mechanics, and electricity and magnetism, with equal emphasis on both. This course focuses only on Mechanics and follows the guidelines provided by the College Board. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the College Board AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

AP Environmental Science: The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course follows the guidelines provided by the College Board. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

World Languages (E Credit)

2 years of World Language required for A-G and OUSD Graduation

Skyline High School offers a variety of Spanish, EPH (Español Para Hispanohablantes) and French courses for students to complete in order to achieve their A-G and OUSD graduation requirements. Both EPH students and regular spanish students are encouraged to strive to take AP Spanish classes. Additionally, students are able to take World Language courses at any of the Peralta colleges for free. If you are interested in taking a World Language at one of our Peralta college partners, please email your academic counselor.

Spanish Courses: Spanish 1, Spanish 2, Spanish 3, Spanish 4 and AP Spanish Language, AP Spanish Literature

Spanish 1: The major objective of this class is to improve the understanding of the culture, speaking, reading, listening and writing of Spanish using structures and content items in useful communication and written patterns.

Spanish 2: This builds on the foundations of Spanish one. Students learn to use and understand expressions of emotion, needs and requests. They are able to understand and express important ideas with some detail as well as to describe, compare, marrate,and understand ideas in the present, past, and future.

Spanish 3: The major objective of this class is to improve the understanding, speaking, reading, and writing of Spanish using structures and content items already learnt in levels 1 and 2, in useful communication and written patterns. This course also adds advanced grammar structures and readings.

Spanish 4: Instruction in Spanish 4 consists of a communicative approach with an emphasis on grammar, vocabulary, literature, and culture to strengthen a student's proficiency in Spanish. Students will have an opportunity to reinforce reading, speaking, listening, and writing skills through individual and group activities. As this is a higher -level course, students are expected to keep up with the pace of content and reading assignments.The course also includes vocabulary and charla (oral personal choice topic) presentations.

AP Spanish Language and Culture: The Spanish Language AP course dictates an intensive and extensive study in terms of content and variety. It is comparable to an advanced level college Spanish Language course. A concerted effort is made to enhance and develop the individual student's interest and skill in his/her study of Spanish grammar, literature, culture and civilization. Taught entirely in Spanish, this course prepares students to take the AP Exam in Spanish Language and Culture. This course follows the guidelines provided by the College Board. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

EPH (Español Para Hispanohablantes): EPH 2 and EPH 3

EPH 2: Español Para Hispanohablantes(EPH 2) is designed for native Spanish speakers who wish to expand their vocabulary through contemporary reading, practice in basic grammar and composition and refinement of reading and writing skills. The richness of the Latin culture is explored through discussion, lectures, readings and films. The history and geography of the Spanish-speaking world is also examined as well as literature, culturally-based writing, oral reading and music appreciation.

EPH 3: Español Para Hispanohablantes (EPH 3) continues to expand the vocabulary of native Spanish speakers through contemporary reading, practice in advanced grammar and composition and refinement of reading and writing skills. The richness of

the Latin culture is explored through discussion, lectures, readings and films. The history and geography of the Spanish-speaking world is also examined as well as literature, culturally-based writing, oral reading and music appreciation.

French Courses: French 1, 2, 3 and AP French Language and Culture

French 1: French I is a beginning language course which enables students to understand vocabulary, communicate, and read and write in French. Students will practice French in simulated, realistic situations. Students will have opportunities to perform the communicative functions of socializing, exchanging information, counting, expressing feelings and emotions and persuading, while learning the language structures needed to perform these skills.

French 2: French 2 is an intermediate course which enables students to use the skills and expressions learned in French 1 and expand on them by using the language in various situations and by working in the past, present and future tenses. Students experience cultural similarities and differences through role-play, video, film analysis and song.

French 3: Students improve their French proficiency as well as learn vocabulary and structures needed to be creative with the language in French 3. Students increase their knowledge and appreciation of French culture. Students participate in class discussions about literature, art, poetry and French History as well as the influence of France in the world.

AP French Language and Culture: The French Language and Culture AP course dictates an intensive and extensive study in terms of content and variety. A concerted effort is made to enhance and develop the individual student's interest and skill in his/her study of French grammar, literature, culture and civilization. Taught entirely in French, this course prepares students to take the AP French Language and Culture exam in the Spring. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

Visual/Performing Arts (F Credit)

1 years of Visual/Performing Arts required for A-G and OUSD Graduation

Skyline High School offers a variety of visual and performing arts courses for students to complete in order to achieve their A-G and OUSD graduation requirements.

Visual Arts Courses: Art 1, Art 2, Graphic Design, Beginning and Advanced Ceramics, Digital Photo, Illustration, Theater Tech, AP Studio Art (AP 2D Design, AP 3D Design, AP Drawing/Fine Art)

Art 1- Introduction to Visual Art: Introduction to Visual Art (Art 1) will cover a variety of ways to make two-dimensional art, and how to convey a feeling or idea to the viewer through art. The art materials we will use are: pencil, charcoal, pastels, watercolor, and acrylic paint and collage. We will learn about art from a variety of cultures throughout the word for our inspiration. Homework assignments will usually be small-scale art projects that can fit in your sketchbook. We will work on larger artworks in-class, and for our semester projects. The class time will be utilized in three ways: Project introductions, studio time, and critiques (a conversation to share your art and to receive advice about improving your art). I will present examples of artwork for each new project, and a critique

will occur at the end of each grading quarter. The goal for the fall semester is to gain a proficiency in drawing from observation, and to develop your individuality in composition and content selection. The goal for spring semester is to explore various art mediums that incorporate color and painting.

Art 2: Focused on learning to use two-dimensional (and some three- dimensional) art methods as a means of personal expression. Students will develop their own artwork while learning about local and global artists. Advanced Art students will work towards developing a portfolio of work that expresses a unique creative vision. The class time will be utilized in three ways: Project introductions, studio time, and critique/presentation. I will present examples of artwork for each new project, and a critique will occur at the end of each grading quarter. Students can expect more of an emphasis on learning about contemporary art and by seeing it and discussing it in class and by visiting galleries and museums. Additionally there is more of an emphasis on communicating an idea or feeling through your work, and developing your own artistic voice. More freedom in what materials you would like to work with and opportunities for collaborative art projects and printmaking.

AP Studio Art: * *Can be taken up to 3 separate times to cover AP Studio 2D, 3D and AP Drawing/Fine Art* *
The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. Note students that have NOT yet taken and passed Art 2, Adv. Ceramics OR Illustration must meet with Ms. Rachel to discuss placement.

AP Art History:
Explore the history of art and artists across the globe from prehistory to the present. You'll analyze works of art through observation, discussion, reading, and research. This is a A two-semester college introductory art history course. Some skills that you will develop through the class are: Evaluating works of art from different eras and cultures, seeing connections to artistic traditions, styles, or practices in a work of art and developing a theory about the meaning of a work of art and explaining and supporting your interpretation.

Graphic Design: The Graphic Design curriculum combines art and technology. Students will explore various aspects of visual communication and design principles through group and individual hands-on projects. This course covers typography, layout design, image editing, 3D modeling, and website design. Students will use industry-standard Adobe software tools such as Photoshop, Illustrator, InDesign, and Dimension to create and manipulate digital images and designs. Students will engage in projects that apply design principles to real-world scenarios, including creating logos, posters, packaging, and website designs. Emphasis will be placed equally on developing both creative problem-solving abilities and technical skills.

Beginning Ceramics: Beginning Ceramics is an opportunity to build student skills as an artist and a creative thinker. The first semester we will focus on three hand-building processes, an introduction to developing your own ideas, and various glazing techniques. The first semester is designed to give all students a strong foundation of hand-building techniques and generating original ideas in the artwork. The second semester will be a theme-directed exploration of sculpture, as well as some independent student-directed projects. Throughout the year we will look at various artists and how they communicate their ideas and work within the visual arts domain. Students will learn and use technical ceramic terms and art vocabulary when describing their own artwork and will reflect at the end of each major project.

Advanced Ceramics: Advanced Ceramics is a more challenging curriculum that is focused on the development of original student ideas in the artwork and exploring new techniques. Advanced students will create theme-based or technique focused projects per grading period. After the required projects are completed, advanced students will work toward independent goals set at the beginning

of the school year. Students will be interviewed during the first grading period to assess these goals in the class and set up an action plan. The advanced course consists of learning the pottery wheel, loading and unloading the kilns, and mixing glazes. We will have at least one field trip to a Bay Area museum or exhibit space.

Digital Photography: This course is designed to introduce students to the art and practice of digital photography. Through a combination of individual and group hands-on projects, students will develop their skills in photography while gaining an understanding of its historical and contemporary significance. Students will learn how to navigate the features and functions of their cameras "in the field" to explore such topics as composition, lighting, exposure, focus, and depth of field. Students will then use industry-standard Adobe software tools, Photoshop and Lightroom Classic, to create, enhance, and manipulate their digital images. The course covers subjects such as Portrait, Nature, Architectural, and Sports and Event photography. At the end of the year, students will create a website portfolio showcasing their best work, demonstrating their growth and proficiency in digital photography.

Illustration: Illustration is a narrative visual art course offering students the ability to visually communicate through narrative and literary projects. Illustrators are natural hybrids in the realm of the Fine Arts and the Commercial Arts. All of their creative products complement the entertainment and literary world, and at the same time, could be strongly represented on gallery walls. Some of the Units covered are Comic Books & Graphic Novels, Magazine Editorial Art, Book Covers, Advertisement Posters, Scientific & Medical Illustrations, Criminal Justice portraiture, and an introduction to animation. Through the projects in these units, they develop strong professional portfolios along with digital samples.

Performing Arts Courses: Beginning Drama, Professional Drama, Modern Band, Jazz Band, Orchestra, Choir, Dance 1, Intermediate Dance, Advanced Dance Production, Theatre Tech/ Stagecraft

Beginning Drama: This beginning course is an introduction to Stanislavski's System of acting. Emphasis is on creating and analyzing character to create truthful performances. Students study basic principles of acting including, scene study, character analysis, textual interpretation, voice, movement, collaboration, improvisation, stage combat, and critical analysis of performance. Students work on blocking, beats, subtext, objectives, characterization and develop a rehearsal process. Basic skills such as concentration, articulation, projection, and memorization are developed. End of semester jury assessments by faculty and professionals.

Professional Drama: This practicum course is on devising research/project-based ensemble and solo performances, developing a repertoire of plays and scenes for our Fall and Spring mainstage series, and creating theatre for non-traditional audiences. Emphasis is on the collaborative creative process, ethnography, documentation, stage management, physical theatre and movement for non-dancers, playwriting, the page-to stage-process, blocking, directing, revising and refining creative work utilizing Liz Lerman's Creative Response Process. Original work-in-progress will be presented through workshop performances and will culminate in an Original Works Festival. Students will design art-based civic engagement practices. Company members will learn and implement booking agent protocols and implement social media marketing plans for the performances.

Modern / Beginning Band: a new entry level composite course teaching students the basics of Piano and Guitar, with an optional 3rd emphasis on Bass, Drums or Voice. Students will learn fundamentals of technique, music theory, composition skills, and recording techniques to write and create their own original songs and form their own bands.

Orchestra: Orchestra is a class for all students who play string, wind, and percussion students. At least 1 year of experience on an instrument is preferred for participation in this ensemble. This ensemble will perform in several festivals throughout the year. An audition for all students is required to ensure proper placement within the ensemble.

Jazz Band: Skyline Jazz Bands are the flagship performance groups on the Skyline Campus. We have two jazz bands on campus. 2-3 years of playing experience is required in order to participate in this ensemble. This ensemble travels to several festivals throughout the year and participates at the Reno Jazz Festival every year. An audition is mandatory in order to be eligible to participate in this ensemble.

Beginning Choir: Beginning Choir (9-12) teaches individual vocal development, sight-reading, and singing in two and three parts. The curriculum includes an introduction to music theory, listening and critique assignments, vocabulary quizzes, and singing. The choir sings an eclectic repertoire from classical standards to pop hits.

Beginning Dance: This course is designed for students with no prior dance experience. The class has a strong emphasis on ballet vocabulary and the development of a sound fundamental base of movement technique. Students will experience a variety of choreographic assignments in a variety of dance genres, self assessment techniques and critical viewing skills.

Intermediate Dance: This course is designed for students with advanced-beginning and intermediate technical abilities. The course has an emphasis on technique, choreography, performance, dance etiquette and the development of stage presence with one mandatory public concert at the end of the year.

Advanced Dance Production: This class is designed for students of intermediate and advanced technical abilities with a strong focus on performance. The course has an emphasis on technique, choreography, performance and the development of stage presence, with one mandatory public concert at the end of each semester. Selected students may also be required to perform in various community venues.

Physical Education
(OUSD Graduation Requirement)

2 years of Physical Education required for OUSD Graduation

Physical Education Grade 9: Within each period a variety of activities and sports are offered to all students regardless of their athletic ability. All 9th graders will take The Physical Fitness test. Passing 5 out of the 6 parts of the Physical Fitness test is required of students who wish to opt out of the final two years of Physical Education in high school. 9th grade students will be exposed to the effects of physical activity upon their health, the mechanics of body movement, aquatics, dance, individual/dual sports, team sports, combatives, and gymnastics and tumbling. The students in this course will learn Course 1 CA PE Standards

Physical Education Grade 10-12: Within each period a variety of activities and sports are offered to all students regardless of their athletic ability. Students who do not pass the fitness test in the 9th grade will be given another opportunity to pass. Passing 5 out of the 6 parts of the Physical Fitness test is required of students who wish to opt out of their final two years of Physical Education in high school. 10th-12th grade students are exposed to health, mechanics of body movement, aquatics, gymnastics, Individual and dual sports, rhythms and dance, team sports and combatives. Students in PE 10 will learn Course 2 CA PE Standards. Students in PE 11-12 will learn Course 3B and 3C CA PE state standards.

College Preparatory Electives (G Credit)

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Community Schools, Thriving Students

SKYLINE HIGH SCHOOL

1 year of College Preparatory courses required for A-G and OUSD Graduation.

Theater Tech/Stagecraft: This course is an introduction to all areas of Technical Theatre including: lighting, sound, scenery, and costumes. You will learn the basic safety rules and etiquette of a theatre shop, become familiar with the basic tools of a theatre shop and receive training on how to safely use hand and power tools. This class is hands on and participation based, but can also help you in a future career! You have the chance to earn a wallet card from the U.S. Department of Labor, Occupational Safety and Health Administration or U.S. Department of Labor, OSHA demonstrating to employers they have received safety training needed in the workplace."

Urban Ecology & Environmental Engineering: In this is a hands-on course students will learn about soil, native and invasive species, planting and caring for plants and trees, and work to improve and maintain our lovely and large campus. During the year the class will plant, maintain and harvest crops from our campus garden, host monthly produce tasting events, work with the PTSA garden committee, and develop, plan and complete an on-campus improvement project. We will also explore careers related to ecology, forestry, agriculture, green building infrastructure, water systems and landscape design. Lots of time working in teams on our great outdoor space!

Chicano Studies (includes LMA and LMB): A partnership with the Unity Council of Oakland, The Chicanx Studies program at Skyline provides comprehensive educational and academic support, mentorship, Mental health and wellness programs, career development, and culturally based activities.

> ***Latinx Mentorship and Achievement (LMA)*** Program is a culturally-rooted program designed to empower Oakland girls and non-binary youth of color to take ownership over their learning and personal growth. The goal of this program is to create a brave space where youth can build community with one another, explore themes of identity through Social Emotional Learning, and learn Restorative Justice practices. LMA offers academic, career, and mentoring support. The LMA program provides an additional course titled Peer Wellness Ambassadors
>
> ***Peer Wellness Ambassador:*** This course introduces topics of leadership and peer to peer mentorship. Through various opportunities, students engage in Trainings on but not limited to: Peer counseling, Mental Health first aid, Public Health trainings, Sexual Health Education, Violence Prevention, Civic Engagement and Critical leadership. Designed for returning LMA students, 10th graders, and above. Paid opportunities year-round (Trainings, Fellowships, Workshops). Students design/organize workshops promoting wellness, mental health, & safety. Activities include Field trips, guest speakers, and Workshops, community partner collaborations, & many more!
>
> ***Latino Men and Boys (LMB) Program:*** Designed to empower students of color in Oakland high schools to take ownership over their learning and personal growth. Our goal is to create safe spaces in which our students learn about their *cultura* through SEL and RJ practices and create community with each other.

African American Manhood Development (AAMA): Mastering Our Identity: African American Male Image draws on contemporary youth culture to support students as they explore their identity options, learn how to manage their emotions, channel personal will, develop a positive sense of purpose in their roles in family and community. Understanding of family and community roles is expanded further as students become familiar with the Education, Child Development and Family Services industry and the college/career preparation necessary to have their new definitions of identity inform a career within the Family and Human Services P pathway.

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African American Female Excellence (AAFE) was established to inspire excellence and promote academic success among African American girls and young women in OUSD. Our mission is to reduce social disparities and improve life outcomes for African American students at Skyline High School, from 9th through 12th grade and beyond.

Construction Tech 1: Construction Tech 1 is an introductory course that focuses on the identification and proper operation of hand tools, power tools, and shop machines with a focus on safety. Students work individually and in teams to complete a variety of projects that prepare them for larger and more intricate projects in following courses. Students are also introduced to a variety of career opportunities in the construction and building trades.

ASB Student Leadership: ASB Leadership course is a great opportunity for students to make a difference here at Skyline High School. Students select the course for a variety of reasons, but one reason that all have in common is the love that they have for Skyline and a passion to make it better through student involvement. School spirit and culture are invaluable components of the course and its impact on our Skyline community and it is the ASB Leadership student's task to increase that spirit and culture through their ability to be leaders at school. Curriculum has an emphasis on building responsible and socially literate leaders. Fundraising and task planning are also very important in this class, but our main focus each year will be to spread the love that we have for Skyline throughout the student body, in hopes of building a stronger Skyline community.

Music Production: Music production focuses on beat making using a combination of Soundtrap and Garage band as our beat making programs. Students will learn about producing, mixing and mastering. In addition to beat making, there is a podcast unit where students will learn the fundamentals of conducting interviews, editing, and the technology around podcasts. Lastly, there is a music for film and television unit where students will score (create music) a movie scene of their choice.

Yearbook / Journalism : The yearbook, the Skyline Olympian, is one of the longest lasting records of our school year after year. If you want to have input on what gets records, what pictures get captured and what memories get saved for decades to come. This consists of taking photos at events, designing pages for the book, & creating content. This class will also hold the school newspaper the Skyline Oracle which has an online newspaper where everyone can read articles about the school, community and beyond. Finding success in this class takes drive, leadership, assertiveness, ability to meet deadlines, attend events (press pass, conduct interviews, and creativity. The school is counting on you to deliver. Students will alternate between collecting pictures, designing pages, writing ledes, opinion pieces, breaking news, features, and profiles.

AP Computer Science Principles: AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course. Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

AP Computer Science "A" Java: A full-year course focused on object-oriented programming and problem solving in Java. Equivalent to a first-semester, college level course in computer science. Students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

AP Human Geography: AP Human Geography is an advanced course offering that examines the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface such as: Geography, Population & Migration, Culture & Linguistics, Geopolitics, Agricultural and Rural Land Use, Industrialization & Economic Development, as well as Cities and Urban Land Use. Students completing AP courses receive a 1.0 GPA boost with a grade of "C" or better in the course.

Additionally students take the Collegeboard AP exam in May and can earn credit with a score of a "3" or better on the test (5 point scale). All students must sign up and take the College Board AP Examination in May.

Pathway Career Technical Education Sequences

At the end of the 9th grade year, students and families will select a Linked Learning Pathway as their selected pathway for grades 10 through 12. Each year, students will take a career technical education pathway elective aligned with their pathway of choice.

Skyline High School is excited to announce a significant update for the 2025-26 school year: the merger of the Computer Technology and Visual & Performing Arts pathways into a unified, dynamic Career Technical Education (CTE) pathway. This new pathway, (draft name is) Arts Production and Design Pathway, will focus on the Arts, Media, and Entertainment industry sector, with a particular emphasis on Design, Media Arts, and Arts Production.

For the 2025- 2026 and beyond, Skyline offers students three pathways of choice: Community Health and Education (CHEd), Green Energy Science, and Arts Design and Production (ADP).

Education and Community Health Pathway CTE Elective Course Sequence:

10th Grade: Introduction to Education and Community Health

Explore major issues that shape education in America such as: history of Skyline and education in the USA, including civil rights struggles. Learning differences, learning styles, education of vulnerable populations such as newcomers, refugees, and English Learners, special education, multiple intelligences. Controversies in education such as tracking, standardized testing, privatization of education. What makes a healthy community? Health equity issues that impact our society both locally and globally. Practicum experience teaching in local elementary and middle schools. Career exploration in education and public health.

11th Grade: Educational Psychology

This course is designed to promote understanding of the principles of psychology that affect human behavior with an emphasis on the learner and the learning process, particularly of adolescents. We will also explore classic areas of psychology such as developmental psychology (how we develop and change from infancy through old age) and abnormal psychology. This is the second course in the series of Education Academy (Career Technical Education) coursework. Students in this class attend at least one **college visit**, at least one **career exploration visit**, and are invited to apply for a paid **internship** during the summer before their senior year in the broad field of Education & Community Health.

12th Grade: Principles of Learning and Teaching

Continuing studies in educational inequalities, youth justice and the school-to-prison-pipeline, privatization of schools, and restorative justice. Hands on studies using health related modules that allow students to explore career fields in healthcare. Continue studies of health equity issues that impact our society both locally and globally. Individual Senior Capstone Project work in which students select and research a topic in depth in an area of their choosing. They conduct research, write a paper and present their findings in an oral presentation.

Green Energy Pathway CTE Course Sequence:

10th Grade: Sustainability 1- Our goal in Sustainability is to be able to determine if a resource, technology or system that a society is using is sustainable by analyzing its impact on the environment, the economy and society. Historically most decisions have been made by governments, businesses and individuals by focusing on economics -- how much will it cost and how much money will it make. Beginning in the 70s we started using environmental regulations to require that the impact to the environment be considered. They have helped prevent large immediate incidents and have cleaned up some past pollution, but have been largely unsuccessful in addressing complex global impacts like climate change, sea level rise and land use patterns.Governments, industries and other stakeholders are realizing that they need to consider all three of these components - society, environment and economics -- to make good decisions about the technologies, policies and programs they will use. How we produce, generate and use energy has huge consequences for society, our environment and the economy. We will study sustainability issues for renewable and non-renewable energy sources.

11th Grade: Physics of Energy Science (replaces 11th grade physics)
This course provides the principle of physics relevant to environmental control technologies and energy: thermodynamics, electricity and power conversion, properties of light, emphasis on laboratory application and safe practices with chemicals, electrical devices. The core concepts of physics and building science are applied to understanding energy use and efficiency in buildings while designing and building scaled models of energy efficient classrooms. The CTE component of this course provides a series of workshops on career awareness, exploration and development, and college readiness.

12th Grade: Sustainable Systems
Interdisciplinary study of the impact of human civilization on the earth's major ecological systems: Issues examined in historic, contemporary, and future settings, including both Western and non-Western contexts; material presented from a theoretical point of view, with a focus on core concepts and methods related to ecology, sustainability, human population, energy resources, natural resources, wastes and pollution; reflection of how human economic, political, and ethical behaviors are inextricably interwoven with the environment; and presentation of environmental career options.

Arts Design and Production Pathway CTE Course Sequence:

10th Grade: Art Design Foundations

Art Design Foundation: This project-based course introduces entry-level design techniques, concept building, visual/commercial art production, and career exploration. Students will work on projects that involve designing, building, creating, performing, or connecting. Introduction to Art and Design is the first in a high school series that prepares students for intermediate Visual/Commercial Art and Media Design courses. Topics include Elements of Art, Principles of Design, technical skills, and career exploration. Students will also build a digital portfolio and artist statements.

11th Grade: Multimedia Arts

Multimedia Arts: An introductory course for students interested in media production, including visual design, text, graphics, animation, audio, and video. Students will learn and apply design principles, critique film and digital media, and explore the historical, cultural, and technological aspects of compelling media. The course covers the full media production process—planning, creation, and distribution—and prepares students for video production.

12th Grade: Advanced Multimedia Production

Advanced Multimedia Production: This course covers contemporary media practices in photography, animation, video/audio editing, film, broadcasting, game design, and more, using industry-standard tools. Through project-based work, students will design,

create, critique, and present digital media, gaining an understanding of media as a communication tool. They'll create engaging, interactive experiences while developing a professional portfolio, preparing for careers or further education in the media industry.

<u>For the 2025- 2026 SY, 12th grade students in the former Visual and Performing Arts Pathway may:</u>

Students formerly in the Visual Arts enroll in AP Studio Art (with the option of AP Studio 2d, 3d and Drawing/Fine Art)

Students in Performing Arts students enroll in a performing arts elective

AP Studio Art: 2-D Design, 3-D Design, Drawing/ Fine Arts (visual arts): Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. Students also receive support for the Senior Capstone.

Other Performing Arts Electives: Beginning Drama, Professional Drama, Modern Band, Jazz Band, Orchestra, Choir, Dance 1, Intermediate Dance, Advanced Dance Production, Theatre Tech/ Stagecraft

Dual Enrollment Via Peralta Colleges

<u>Dual Enrollment courses are college classes taught on the Skyline campus for Skyline students.</u>

- College courses generally fulfill "g" elective credits. Every 1 Peralta unit = 3.33 OUSD credits; GPA bump for courses passed with a C or higher.
- ***Dual Enrollment courses are typically fully in-person*** *but sometimes could be hybrid with a virtual component via Canvas.*
- ***Days/times are not yet finalized but we will try to accommodate placement based on when the course is offered and your top choices.***
- ***You will still have a chance to drop the course(s) if you have a valid reason that is approved by your counselor.*** Drops should NOT be made if you want a free period. Drops can be made due to health reasons or other extenuating circumstances.
- ***NEW partnership with CSUEB coming in Fall 2026***

Fall 2026 Dual Enrollment Course Offerings during periods 1-7:

- ADJUS 26 - Introduction to Forensic Investigation
- CHDEV 51 - Child Growth Development
- MATH 131 (via CSUEB): Calculus Level II

Afterschool course offerings:

- BUS 10 - Introduction to Business
- PSYCH C1000 - Introduction to General Psychology

<u>Concurrent Enrollment Via Peralta Colleges - NEW UPDATE!!!</u>

Skyline High School - Concurrent Enrollment (CE) Protocol

Concurrent Enrollment (CE) is a student-driven opportunity available to Oakland Unified School District (OUSD) high school students through the Peralta Community College District, including College of Alameda, Laney College, Merritt College, and Berkeley City College. Students may enroll in up to 9 units during the summer and up to 15 units during the fall or spring terms. CE allows students to take college-level courses tuition-free, primarily for enrichment purposes.

Students are responsible for researching and selecting courses from the Peralta catalog and completing the High School Special Enrollment Form with counselor approval. They are also responsible for covering the cost of textbooks, materials, and transportation, as applicable, and for managing all aspects of their enrollment, including adding, dropping, or withdrawing from courses. All Peralta deadlines, policies, and academic calendars must be followed.

CE courses are intended for enrichment purposes and are not included on Skyline High School transcripts, in contrast to Dual Enrollment courses.* Students seeking to use CE courses to meet graduation requirements must submit an External Course Pre-Approval Form. This option is limited to students at risk of not graduating on time and is subject to final approval by the Principal on a case-by-case basis.

Exceptions apply only to CE courses used to fulfill the OUSD world language requirement or for math advancement. In such cases, and with an approved External Course Pre-Approval Form, CE coursework may be recorded on Skyline High School transcripts.

Concurrent Enrollment may not be used for early graduation, course or grade advancement, retroactive credit, or for coursework completed prior to the start of 9th grade. Students are expected to follow Skyline's designated course of study and complete all A-G and graduation requirements through Skyline High School coursework.

**College classes part of Dual Enrollment will be automatically placed on high school transcripts by the district upon completion.*

For Questions or Clarification:

Vanessa Sifuentes – Deputy Chief, Post-Secondary Readiness
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Elizabeth Paniagua – Post-Secondary Readiness Coordinator
Elizabeth.Paniagua@ousd.org
Rebecca Huang – Principal, Skyline High School
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Extracurricular Opportunities

OAKLAND UNIFIED SCHOOL DISTRICT
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SKYLINE HIGH SCHOOL

Skyline has a tremendous amount of extracurricular opportunities including several clubs, athletics and much more! If an interest of a student is not on this list, we always encourage students to start their own clubs and athletic teams.

Titan Athletics:

Badminton	Baseball	Basketball (boys and girls)
Bowling	Cheerleading	Cross Country (boys and girls)
Football	Golf (boys and girls)	Soccer (boys and girls)
Softball	Swimming (boys and girls)	Tennis (boys and girls)
Track and Field (boy and girls)	Volleyball(boys and girls)	Wrestling (boys and girls)
E-Sports (boys and girls)		

For more information, contact our Athletic Director, Coach KC at koresh.adams@ousd.org

Titan Clubs:

Asian Student Union	Art Club	Anime Club	Mountain Bike Club
Black Student Union	Speech and Debate Team	Interact Club	Robotics / Engineering Club
Gender Sexuality Alliance	Jewish Student Union	Journalism	Key Club
La Raza Unida	Mock Trial	Ping Pong Club	Pinoy Club
Poly Club	Tertulia Club	Youth Together	Jeopardy Club
Interact Club	Young Life	Math Club	Green Leadership
Financial Literacy Club	A Seat at the Table	Princess in Armour	

Youth Together - One Land, One People's Skyline Youth Center Resources and Programs

For more information about our programs and services, please email ggomez@youthtogether.net or stop by the Youth Center,located in Portable O.

Resources available for students and families:

Feed the People Food Pantry

- In partnership with the Alameda County Food Bank, Youth Together is able to provide support to students and families who may be struggling with food insecurities.
- The pantry is open from 10AM to 5PM daily.

FIT (Fashion In Transition) Closet:

- Offers a variety of donated clothing for students to have access to.
- The closest is open from 10AM to 5PM daily.

The programs and services that OLOP provides are:

After School Support:

- Wednesday Workshops (Wednesdays 2:00 -3:30)
  - Weekly workshops focused on academic enrichment, Do It Yourself (DIY) projects, cultural and self-awareness seminars and skill building.
- OLOP Paid internship (*Applications Open)*
  - Workshops and discussions focused on community building, self-esteem, womanhood and skill building.
- Driver's Education (Wednesdays 2:30 to 3:30)
  - Students who are 15 ½ will receive instructional hours through an online course to receive their pink slip needed to obtain a California Driver's License.
- After-School Homework Club (Wed 2:00 to 3:00 /Thursdays 3:30 to 4:30)
  - Focused primarily on 9th and 10th grade students (but open to 11th and 12th graders) to increase understanding in Math, English and other core subjects.
- Peer Tutoring Program (in partnership with Homework Club and Alg 1 tutoring)
  - 11th and 12th grade students are given the opportunity to tutor their peers in Math, English and Languages Other Than English. Peer tutors will work directly with line staff to identify and individually support students in programming that need support academically in their core classes.
- Teens on Target (W,F 3:30 to 5:00)
  - This program gives 9th through 12th graders the opportunity to share their stories, be a part of the change in their community, mentor the younger generation, advocate to stop the violence and get paid while doing it! Meetings will happen after-school on Wednesdays and Fridays!
- Real Hard (M, W)
  - Oakland Kids First is hosting a space on campus to run their Real Hard Program on Mondays and Wednesdays from 3:40 PM - 5:30 PM. 9th -12th graders have the opportunity to change their school, build community, have fun and get a stipend!
- Before School Support
  - The Youth Center is open before school for any student that needs a space to study, finish assignments or utilize the technology available.

School Day Support:

- Latinas Girls Group (Mondays 7th Period) by referral only
  - To provide a safe and supportive environment for young Latina women providing mentorship and academic support.
- Newcomer Boy Group (Mondays/Tuesday 5th Period) by referral only

- To provide a safe and supportive space for young Latino men providing mentorship and academic support.