



Table of Contents

1. [Graduation Requirements](#)
2. [4-Year College Eligibility Requirements](#)
3. [PHS Course Overview](#)
4. **Portola High School Courses**
 - a. [Literary & Language Arts](#)
 - b. [Mathematics](#)
 - c. [Science](#)
 - d. [Social Studies](#)
 - e. [Physical Education](#)
 - f. [Performing Arts](#)
 - g. [Visual Arts](#)
 - h. [World Language](#)
 - i. [Additional Electives](#)
5. [Athletics](#)
6. [IUSD Blended Learning](#)
7. [Coastline ROP](#)



Portola Graduation Requirements

Credit Requirement: 215 credits

Semester Course: 5 credits

Learners taking 6 classes earn 30 credits each semester; 60 credits each year

ALL LEARNERS ARE REQUIRED TO COMPLETE THE FOLLOWING WITH A GRADE OF "D" OR HIGHER	
ENGLISH:	40 credits in approved English courses
SOCIAL SCIENCE:	30 credits including World History (10), American History (10), Political Science (5), and Economics (5)
HEALTH:	5 credits (can be taken during school year, over summer or via IUSD Blended Learning)
SCIENCE:	20 credits including 10 Earth or Physical Science and 10 Life Science
MATHEMATICS:	20 credits including Algebra 1 or Math 1
PHYSICAL EDUCATION:	20 credits. In addition, each learner must pass a physical fitness exam
WORLD LANGUAGE, VISUAL/PERFORMING ART, or CTE: 10 credits	
GENERAL ELECTIVES:	70 credits (Can be fulfilled by completing credits above and beyond minimum graduation requirements specified above)
GRADUATION REQUIREMENTS FOR ENGLISH LANGUAGE DEVELOPMENT (ELD) STUDENTS English – 40 credits of English are required <i>10 credits of ELD English (Intro to English) will count for English credit for graduation purposes only</i> All other graduation requirements are the same as above.	



4-Year College Eligibility Requirements

California State University and University of California

ALL LEARNERS ARE REQUIRED TO COMPLETE THE FOLLOWING A-G MINIMUM SUBJECT REQUIREMENTS WITH A GRADE OF "C" OR HIGHER TO BE UC/CSU ELIGIBLE

<u>HISTORY (A):</u>	2 years of history/social science, including: <ul style="list-style-type: none">▪ 1 year of <i>Modern World History</i>▪ 1 year of <i>American History</i> or ½ a year of <i>US History</i> and ½ a year of <i>Civics (Econ) or Government (Poli Sci)</i>
<u>ENGLISH (B):</u>	4 years of college preparatory English
<u>MATHEMATICS (C):</u>	3 years required, 4 recommended including Math I, II, and III
<u>SCIENCE (D):</u>	2 years of laboratory science (life/physical) required, 3 years recommended including: <ul style="list-style-type: none">▪ <i>CSU: Living Earth, Chemistry of the Earth</i>▪ <i>UC: Living Earth, Chemistry of the Earth, Physics, etc.</i>
<u>WORLD LANGUAGE (E):</u>	2 years required, 3 recommended of same language <ul style="list-style-type: none">▪ <i>Requirement can be met with qualifying SAT Subject Test score</i>
<u>VISUAL & PERFORMING ART (F):</u>	1 year required of the same course <ul style="list-style-type: none">▪ <i>Examples: Dance, Drama, Art, Music, etc.</i>
COLLEGE PREP ELECTIVE(G):	1 year required in addition to those required in "A – F" <ul style="list-style-type: none">▪ <i>Examples: Level 3 Foreign Language, Pre-Calculus, Modern Media, Journalism, etc.</i>

TESTING REQUIREMENTS:

Either the SAT or ACT (*additional writing test is highly recommended*)
SAT Subject Tests may be recommended for certain majors (e.g. Math Level 2 for Engineering major)



PHS Course Overview

+ = Honors Point

F/S = Semester Course

6/7/8= Offered as 6th, 7th, or 8th course

* = Possible Course

Literary & Language Arts

- [Literature & Language 1](#)
- [Literature & Language 1 Honors](#)
- [Literacy Lab](#)
- [American Literature](#)
- [American Literature Honors](#)
- [Science Fiction & Gothic/Horror Lit \(CP/H+\)*](#)
- [The Art of Storytelling \(CP/H+\)*](#)
- [Greek Literature F/S \(CP/H+\)*](#)
- [History of English Lit & Lang F/S \(CP/H+\)*](#)
- [Shakespeare in the 21st Century F/S \(H+\)*](#)
- [Asian/Asian-American Lit F/S \(H+\)*](#)
- [Dystopian Lit F/S*](#)
- [Film & Literature F/S*](#)
- [AP English Literature +*](#)

Mathematics

- [Math I AB & Math I CD](#)
- [Math I](#)
- [Math II](#)
- [Enhanced Math II](#)
- [Math III](#)
- [Enhanced Math III +](#)
- [CP Precalculus](#)
- [Honors Precalculus +](#)
- [AP Calculus AB +](#)
- [AP Calculus BC +](#)
- [Consumer Math/Personal Finance*](#)
- [AP Statistics](#)

Science

- [Living Earth](#)
- [Living Earth Honors](#)
- [Chemistry of the Earth](#)
- [Chemistry of the Earth Honors](#)
- [Physics in the Universe](#)
- [AP Physics I +](#)
- [AP Biology +](#)
- [Anatomy & Physiology*](#)
- [AP Chemistry +*](#)
- [AP Environmental Science +*](#)

Social Studies

- [Modern World History](#)
- [Modern World History Honors](#)
- [American History](#)
- [American History Honors +](#)
- [AP Human Geography +](#)
- [AP United States History +](#)
- [AP World History +](#)
- [Religion & Society F/S \(CP/H+\)*](#)
- [Action Civics F/S \(CP/H+\)*](#)
- [Contemporary Issues F/S \(CP/H+\)*](#)
- [Disney through the Decades F/S \(CP/H+\)*](#)
- [Scholastic Police Academy F/S*](#)
- [Sociology F/S*](#)
- [AP Psychology +](#)
- [Political Science F/S](#)
- [Passion Project F/S](#)



Physical Education

- [Fit 4 Life](#)
- [Health F/S](#)
- [Fitness & Strength](#)
- [Advanced Weight Training*](#)
- [Court Sports](#)
- [Field Sports*](#)
- [Studio Fitness*](#)
- [Dance Technique 1/2/3](#)
- [Marching Band \(w/ Band/Orchestra; 6/7/8\)](#)
- [Dance Company \(6/7/8\)](#)
- [Athletics](#)

Performing Arts

- [Drama 1 & 2 \(6/7/8\)](#)
- [Guitar 1 & 2 \(6/7/8\)](#)
- [AP Music Theory +*](#)
- [Studio Music* \(6/7/8\)](#)
- [Technical Theater \(6/7/8\)](#)
- [Advanced Technical Theater \(6/7/8\)](#)

Band

- [Concert Band \(6/7/8\)](#)
- [Symphonic Band \(6/7/8\)](#)
- [Wind Ensemble \(6/7/8\)](#)
- [Marching Band \(w/ Band/Orchestra; 6/7/8\)](#)
- [Jazz Ensemble 1/2 \(6/7/8\)](#)

Dance

- [Dance Technique 1/2/3 \(6/7/8\)](#)
- [Dance Company \(6/7/8\)](#)

Choir

- [Concert Chorale \(6/7/8\)](#)
- [Treble Chorus \(6/7/8\)](#)
- [Bass Chorus \(6/7/8\)](#)
- [Portola Singers \(6/7/8\)](#)

Orchestra

- [String Orchestra \(6/7/8\)](#)
- [Concert Orchestra \(6/7/8\)](#)
- [Symphonic Orchestra \(6/7/8\)](#)

Visual Arts

- [Art Portfolio Prep*](#)
- [Art Studio](#)
- [Beginning Ceramics*](#)
- [Computer Graphics*](#)
- [Digital Arts Survey*](#)
- [Drawing & Painting*](#)
- [AP Art History +*](#)
- [AP Art Studio+*](#)
- [Traditional Arts Survey*](#)
- [Video Production \(6/7/8\)](#)
- [Adv. Video Production \(6/7/8\)](#)
- [Visual Imagery](#)
- [Advanced Visual Imagery*](#)

World Language

- [Chinese 1, 2, 3 \(6\)](#)
- [French 1, 2, 3 \(6\)](#)
- [Korean 1, 2 \(Blended; 6\)](#)
- [Latin 1, 2 \(Blended; 6\)](#)
- [Spanish 1, 2, 3, 4+ \(6\)](#)
- [AP Spanish Language and Culture +](#)

Additional Electives

- [Health](#)
- [Computer Science Principles*](#)
- [AP Computer Science +*](#)
- [Modern Media \(6/7/8\)](#)
- [Advanced Newspaper \(6/7/8\)](#)
- [Leadership \(ASB\) \(6/7/8\)](#)
- [Yearbook \(6/7/8\)](#)

ROP @ PHS

- [Introduction to Medical Careers F/S](#)
- [Medical Terminology F/S](#)
- [Sports Medicine](#)



LITERARY & LANGUAGE ARTS

Grade 9	Grade 10
<ul style="list-style-type: none">➤ Literature & Language 1➤ Literature & Language 1 Honors➤ Literacy Lab	<ul style="list-style-type: none">➤ American Literature➤ American Literature Honors
Grade 11	Grade 12
<ul style="list-style-type: none">➤ Science Fiction & Gothic/Horror Lit (CP/H+)*➤ The Art of Storytelling (CP/H+)*➤ Greek Literature F/S (CP/H+)*➤ History of English Lit & Lang F/S (CP/H+)*➤ Shakespeare in the 21st Century F/S (CP/H+)*➤ Asian/Asian-American Lit F/S (CP/H+)*➤ Dystopian Lit F/S*➤ Film & Literature F/S*	<ul style="list-style-type: none">➤ AP English Literature +➤ Science Fiction & Gothic/Horror Lit (CP/H+)*➤ The Art of Storytelling (CP/H+)*➤ Greek Literature F/S (CP/H+)*➤ History of English Lit & Lang F/S (CP/H+)*➤ Shakespeare in the 21st Century F/S (H+)*➤ Asian/Asian-American Lit F/S (H+)*➤ Dystopian Lit F/S*➤ Film & Literature F/S*
F/S = Semester Course * = Possible Course + = Honors Point	

Literature & Language 1

*Term: Yearlong
Level: CP
Grade Level: 9*

This writing-intensive, college-prep course involves the study of multi-cultural prose fiction, drama, and poetry. The instructional design also provides students with regular opportunities to utilize literary nonfiction and informational texts relevant to writing about and discussion of interdisciplinary essential questions. Learners will engage in authentic writing tasks within the narrative, expository, argumentative, and poetic genres.



2018-19 Portola High School Course Offerings Guide

Literature & Language 1 Honors

*Term: Yearlong
Level: CP
Grade Level: 9*

In addition to the expectations for performance in Literary and Language Arts 1, students recommended for honors-level study demonstrate advanced reading, writing, and speaking skills and also a commitment to literary scholarship involving complex texts and upper-level writing demands.

Prerequisites: Middle-School Teacher Recommendation and Final Grade Eight Demonstration of Skill Level

Literacy Lab

*Term: Yearlong
Level: Non-CP
Grade Level: 9*

This non-college preparatory course is offered by the Literary and Language Arts Department, but is designed for students who have a demonstrated need for support in meeting literacy demands specific to science (Living Earth), social studies (World History), and Lit & Lang I. Instructional time is focused on the development of reading, writing, and speaking skills required for success across disciplines. A secondary emphasis involves the development of a range of study skills and learning strategies.

Prerequisites: Grade 8 or Grade 9 Counselor Recommendation

American Literature

*Term: Yearlong
Level: CP
Grade Level: 10*

This American Literary and Language Arts course, “Honoring All Voices,” is designed to provide reading, writing, speaking, and language skill development opportunities which focus on our shared literary past and the ways in which it continues to inform our contemporary experience and our own individual “American Stories.”

Through the lens of contemporary writings, learners will engage in a chronological study of fiction, poetry, drama, and non-fiction from the American past. They will produce a portfolio of articles, essays, and literary art while continuing to develop language and vocabulary skills.

As the title of the course suggests, learners will be asked to use their voices regularly in a range of contexts—from formal presentations, to class debates and discussions, to TableTalks, and Socratic Seminars.

Prerequisites: None



2018-19 Portola High School Course Offerings Guide

American Literature Honors

*Term: Yearlong
Level: CP
Grade Level: 10*

In addition to the expectations for performance in American Literary and Language Arts, learners recommended for honors-level study demonstrate advanced reading, writing, and speaking skills and also a commitment to literary scholarship involving complex texts and upper-level writing demands.

Prerequisites: Freshman Teacher Recommendation and Final Grade Nine Demonstration of Skill Level

Exploring Our Hopes and Fears: Science -Fiction and Gothic/Horror Lit

*Term: Yearlong
Level: CP/Honors
Grade Level: 11,12*

What are the best and worst future possibilities? What do the monsters that society creates reveal about humanity's fears and values? What future should we hope for?

In this course, the worlds of science and horror will marry in an exploration of literature that reflects popular culture, technological innovation, monstrous actions and the core of society's hopes and fears for itself. Learners will engage in a wide-ranging study of both classic and contemporary science fiction and gothic/horror fiction in order to examine their themes, conventions, structures and contexts as well as supplementary nonfiction articles and selected media/films.

Learners will produce writing for various purposes and audiences, including literary analysis as well as original fictional works, while continuing to develop language skills. Verbal engagement in discussions and seminars will be a core facet of the learner experience.

The Art of Storytelling

*Term: Yearlong
Level: CP/Honors
Grade Level: 11,12*

This Literary and Language Arts course, a Passion Year offering, is designed to provide reading, writing, speaking, and language skill development opportunities which focus on the various methods and genres we as human beings use to tell our stories.

Learners will engage in a study of prose, poetry, drama, creative non-fiction, non-fiction, and other media to examine and evaluate how and why stories have been and are told. They will produce a portfolio of original literary art and critical essays, focusing their writing efforts on complex concepts such as diction, syntax, style, and voice.

As the title of the course suggests, learners will be asked to tell stories - both fictional and nonfictional - in several modes of writing as well as speaking. Stories will be shared in a variety of contexts, both in the class as well as to a wider 21st century audience.



2018-19 Portola High School Course Offerings Guide

Shakespeare in the 21st Century

Term: Semester
Level: CP/Honors
Grade Level: 11,12

This reading and writing-intensive course offers learners the opportunity to explore a wide range of William Shakespeare's most powerful and relevant works of tragedy and comedy. Learners will be exposed to a survey of literary criticism (cultural, gender, psychological, political, etc.), each of which establishes a "lens" which informs production and performance values and ultimately the ageless meaning of these centuries-old works of theatrical art.

Paired with Asian/Asian-American Lit

Asian/Asian-American Lit

Term: Semester
Level: CP/Honors
Grade Level: 11,12

In this class, learners will read traditional and contemporary novels, short stories, nonfiction, poetry, and drama by Asian and Asian-Americans authors. We'll consider whether and how this writing reflects and produces Asian American identity and culture. Our texts deal with immigration, assimilation, internment, civil rights, family, ambition, love, power, and the particular experiences of Americans of East Asian, Pacific Islander, and South Asian descent (Bengali, Chinese, Filipino, Indian, Japanese, Korean, Vietnamese, and more)—the specific people who call themselves or are called Asian American. Class will involve regular, lively discussion and frequent writing opportunities, both analytical and personal. We will study some literary and cultural theory, to help us understand the ways identity is produced and reflected.

Paired with Shakespeare in the 21st Century or Greek Literature

Dystopian Lit

Term: Semester
Level: CP
Grade Level: 11,12

This Literary and Language Arts course, "Dystopian Literature," is an investigation of the themes embedded in classical, modern, contemporary, and popular works including novels, graphic novels, short stories, and their adaptations in movies and theatrical performances. The course is designed to provide reading, writing, speaking, and language skill development opportunities that focus on the authors' figured worlds, questions of power, character positioning, and the impact of these stories on self and society. Learners will engage in activities such as mentor text writing, collaborative research projects, literary criticism, class debates, Socratic seminars, and multi-media productions while continuing to develop their strategic reading and writing abilities and build their vocabulary knowledge.

Paired with Lit Cinema



2018-19 Portola High School Course Offerings Guide

Film & Literature

Term: Semester
Level: CP
Grade Level: 11,12

In this course learners read, watch, and analyze a wide range of classic and contemporary novels and films. The course includes concise study of film, theory and criticism, analysis of visual versus written storytelling techniques and the exploration of the importance of visual literacy in the modern world.

Learners will develop their speaking and listening abilities regularly in discussions, presentations, and collaborative projects. Learners will produce a portfolio of written and visual texts involving argument/opinion, narrative, and explanatory genres.

Paired with Dystopian Lit

Greek Literature

Term: Semester
Level: CP/Honors
Grade Level: 11,12

"Greek Literature & Mythology: A Contemporary Lens" is designed to provide reading, writing, speaking, and language skill development opportunities which focus on classical Greek writers and their relevance to our world today. Learners will engage in classical and contemporary texts to analyze and interpret Greek poetry, drama, and nonfiction texts. They will explore all aspects of Greek mythology, discuss the importance of Greek allusions, create a hero's journey, and more. Learners will develop their speaking and listening abilities regularly in Table Talks, formal presentations, class debates and Socratic Seminars. Learners will produce a portfolio of texts involving argument/opinion, narrative, and explanatory writing.

Paired with History of English Lit & Lang or Asian Lit

History of Eng Lit and Lang

Term: Semester
Level: CP/Honors
Grade Level: 11,12

This course offers learners the opportunity to explore a chronological survey of English literature from its Anglo-Saxon roots through to the 21st Century.

Learners will read poetry, drama, fiction and nonfiction while studying the evolution of the language we call "English." They will produce a portfolio of writing which allows them to explore the relationship between literary art and central movements in British philosophical and cultural history.

Paired with Greek Literature or Asian Lit



2018-19 Portola High School Course Offerings Guide

AP English Literature

Term: Yearlong

Level: AP

Grade Level: 12

Course Description TBA

PERSEVERANCE

RESPECT

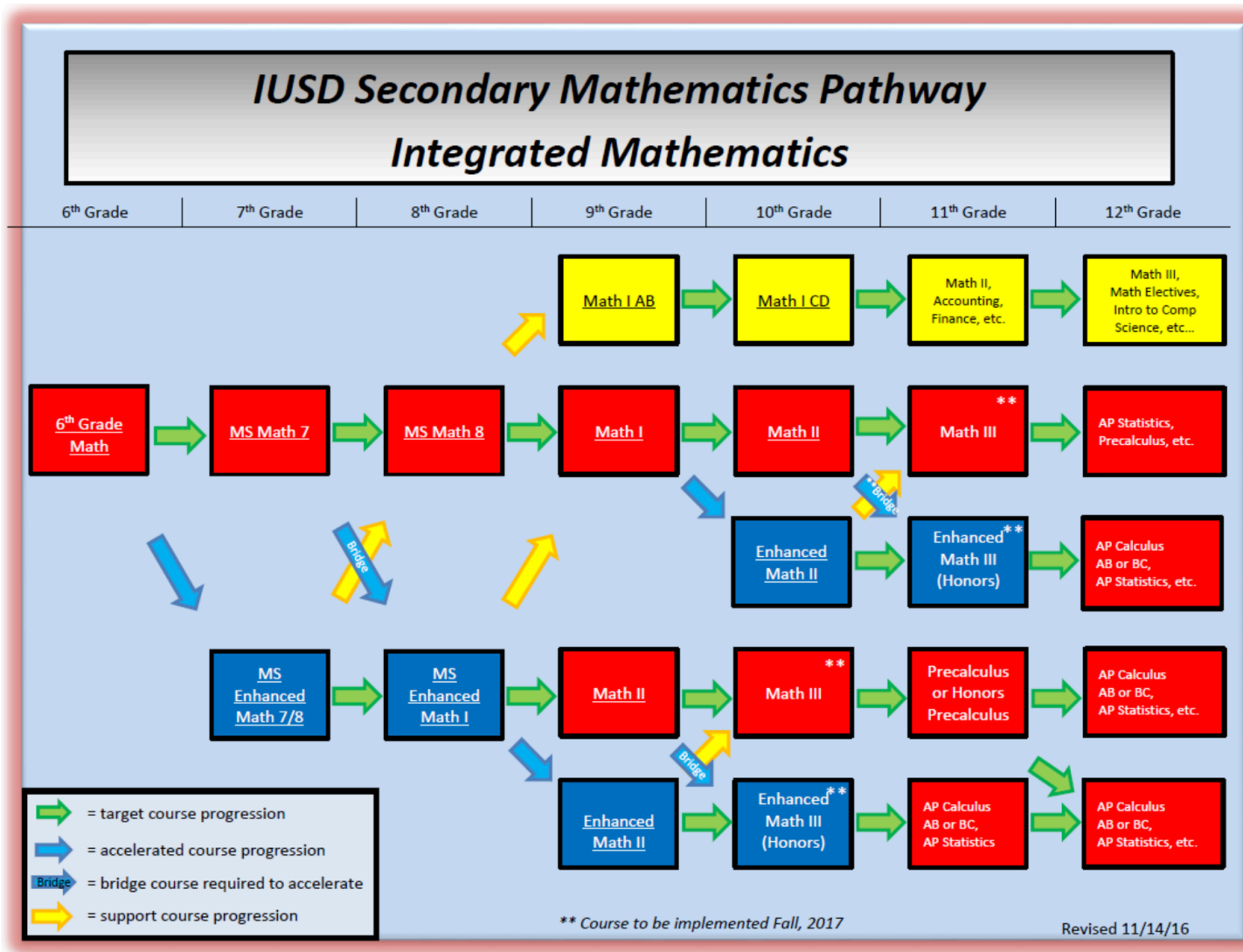
INTEGRITY

DRIVE

EMPATHY



MATHEMATICS



[IUSD.TV Math Pathways Video](#)



2018-19 Portola High School Course Offerings Guide

Math I AB & Math I CD

Term: Yearlong
Level: CP

This two-year Math I course will build on and extend skills learned in middle school while developing mastery and understanding of fundamental algebraic and geometric concepts, properties and skills. Students will explore the content of Math I over a two-year period with a focus on conceptual understanding and symbolic reasoning. The Mathematical Practice Standards apply throughout the two-year course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite/s: [Teacher/Counselor Recommendation](#), [IUSD High School Placement Criteria](#)

Note: Must complete both Math AB and CD for CP credit

Math I

Term: Yearlong
Level: CP

The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite/s: [IUSD High School Placement Criteria](#)

Math II

Term: Yearlong
Level: CP

The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships and circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite/s: [IUSD High School Placement Criteria](#)



2018-19 Portola High School Course Offerings Guide

Enhanced Math II

*Term: Yearlong
Level: CP*

Enhanced Math II is an accelerated and challenging course designed for students who excel in math. Students entering from Math I should easily grasp higher level concepts, embrace rigorous curriculum and master all Math I standards. In Enhanced Math II, students will go deeper into Math II standards, including those (+) standards as defined in the CA Mathematics Framework, as well as several Math III and Pre-Calculus standards. Student assignments contain more critical thinking and higher depth of knowledge.

Prerequisite/s: [IUSD High School Placement Criteria](#)

Math III

*Term: Yearlong
Level: CP*

Math III is the third course in the college preparatory math sequence. Instructional time will focus on four critical areas: applying methods from probability and statistics to draw inferences and conclusions from data; expanding understanding of functions to include polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles and trigonometric functions; and consolidate functions and geometry to create models and solve contextual problems. This course is aligned with the California Common Core State Standards.

Prerequisite/s: [IUSD High School Placement Criteria](#)

Enhanced Math III

*Term: Yearlong
Level: Honors*

Enhanced Math III is the second course in the rigorous accelerated sequence of high school math courses. Instructional time will focus on five critical areas: expanding understanding of functions to include polynomial, rational, and radical functions; extending their work with complex numbers; extending trigonometry to general triangles, trigonometric functions, reciprocal functions, and inverse functions; working with parametric and polar curves; and consolidating functions and geometry to create models and solve contextual problems. In addition, students will deepen and extend their understanding in each of these areas through study of advanced related topics and application to more complex problem solving situations, in order to prepare students for advanced mathematics at an accelerated pace. This course is aligned with the California Common Core State Standards.

Prerequisite/s: [IUSD High School Placement Criteria](#)

CP Precalculus

*Term: Yearlong
Level: CP*

This course is intended to prepare students for AP calculus AB and other higher level mathematics. In this course students will use and expand their knowledge and understanding of topics learned in Math 3, such as real and complex numbers, functions, equations and expressions, modeling polynomial and rational functions, exponential and logarithmic functions, and analytic geometry. In addition, students will study trigonometric functions, vector theory, matrices, and sequences & series.

Prerequisite/s: [IUSD High School Placement Criteria](#)



2018-19 Portola High School Course Offerings Guide

Honors Precalculus

Term: Yearlong
Level: Honors

This weighted course is designed for the advanced mathematics learner and takes an accelerated, rigorous approach to topics in Precalculus outlined in the Common Core State Standards. This course contains a study of functions and their graphs including: Polynomial, Rational, Exponential, Logarithmic functions and Trigonometric. In addition, students will deepen and extend their understanding in each of these areas through study of advanced related topics and application to more complex problem solving situations, in order to prepare students for advanced mathematics at an accelerated pace. Students will be introduced to new topics, such as, Polar Coordinates, Parametric Equations, Vectors, Limits and Derivatives. This course is aligned with the California Common Core State Standards and is designed to prepare students for an AP Calculus AB or BC course.

Prerequisite/s: [IUSD High School Placement Criteria](#)

AP Calculus AB

Term: Yearlong
Level: AP

In this college-level course, students will study major topics of mathematics outlined by College Board including: limits and continuity, derivatives, integrals, differential equations, and applications. The A.P. exam for this course requires students to use a graphing calculator, the calculator suggested for use is the TI-84+. This course qualifies for the extra honors grade point credit.

Prerequisite: C or better in Precalculus

AP Calculus BC

Term: Yearlong
Level: AP

In this college-level course, students will study major topics of mathematics outlined by College Board including: limits and continuity, derivatives, integrals, differential equations, Taylor series, parametric/polar/ vector functions, and applications. The A.P. exam for this course requires students to use a graphing calculator, the calculator suggested for use is the TI-84+. This course qualifies for the extra honors grade point credit.

Prerequisite: B or better in Honors Precalculus

AP Statistics

Term: Yearlong
Level: AP

In this college-level course, students will study major topics of mathematics outlined by College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns; 2. Sampling and Experimentation: Planning and conducting a study; 3. Anticipating Patterns: Exploring random phenomena using probability and simulation; 4. Statistical Inference: Estimating population parameters and testing hypotheses. The A.P. exam for this course requires students to use a graphing calculator, the calculator suggested for use is the TI-84+.



Prerequisite: C or better in either Enhanced Math 2 or Math 3

Consumer Math/Personal Finance

*Term: Yearlong
Level: Math Elective Credit*

Students will be able to calculate straight-time pay, overtime, total pay, salary, and commission in order to determine your gross pay. 2. Students will be able to know how to compute the deductions from your gross pay. 3. Students will be able to record keeping skills to allow them to manage money so they can prepare for tax season and plan for the future. 4. Students will be able to keep a checking account and learn all the skills needed to check the balances. 5. Students will be able to manage deposits and withdrawal from a savings account, the power of compound interests, and how savings accounts earn money for them. 6. Students will be able to use product information to make good buying decisions. 7. Students will be able to compute finance charges on charge accounts and credit card balances. 8. Students will be able to investigate loans, loan payments, interest payments, and how to compare the costs of taking out a loan. 9. Students will be able to understand the cost of a vehicle including the total cost to buy, lease, or rent it plus the cost to operate it, such as charges for insurance and maintenance. 10. Students will be able to understand the process of owning a home, which involves several costs, such as costs for a mortgage, insurance, and maintenance.

Prerequisite: C or better in Math CD, Math 2, or Math 3



SCIENCE

Grade 9	Grade 10
<ul style="list-style-type: none">➤ Living Earth➤ Living Earth Honors	<ul style="list-style-type: none">➤ Chemistry of the Earth➤ Chemistry of the Earth Honors
Grade 11	Grade 12
<ul style="list-style-type: none">➤ Physics in the Universe➤ AP Physics I +➤ AP Biology +➤ Anatomy & Physiology*	<ul style="list-style-type: none">➤ AP Biology +➤ Anatomy & Physiology*➤ AP Chemistry +*➤ AP Environmental Science +*
F/S = Semester Course * = Possible Course + = Honors Point	

Living Earth

*Term: Yearlong
Level: CP
Grade Level: 9*

Living Earth is a college prep course that satisfies the “d” lab science requirement for admission to a UC/CSU school. This course is designed to help learners understand the interdependence between humans and other biotic and abiotic factors on Earth. It is based on the performance expectations set forth by the NGSS for Biology as well as a portion of the Earth and Space Science performance expectations. Focus will be on developing a deeper understanding the nature of science and strengthening science and engineering skills through real-world experiences.

Living Earth Honors

*Term: Yearlong
Level: CP
Grade Level: 9*

Honors Living Earth is an advanced version of Living Earth designed to challenge learners who have demonstrated aptitude in science, and are also genuinely interested in understanding the inner workings of the natural world. Honors level students have demonstrated strong reading, writing, speaking, and algebraic skills. This course moves at a faster pace than the college prep version and delves deeper into scientific concepts. Learners in this course are also required to complete a minimum of ten science related field hours. Field hours may be earned for participation in extracurricular science teams, participation in the science fair, science related internships, attending various science related workshops, etc.



Chemistry of the Earth

*Term: Yearlong
Level: CP
Grade Level: 10*

Chemistry in the Earth Systems is designed to help learners understand the science behind natural phenomena on a molecular level. It is based on the performance expectations set forth by the Next Generation Science Standards (NGSS) for Chemistry as well as a portion of the Earth and Space Science performance expectations. During the first semester, learners deepen their understanding of energy, atoms, electrons, and molecules while investigating how they apply to students' everyday lives. For second semester the focus shifts from learning about the chemistry in students' individual lives to the role chemistry plays in our changing environment. Students explore chemical reactions, the chemistry of climate change, chemical equilibrium, and ocean acidification.

Learners will also engage in one year-long project that challenges them to create a final piece that applies all of the content and skills acquired throughout the year. They conduct research, collaborate with their peers to design, film, and modify a movie trailer, practice proper safety protocols, and create solutions to any problems encountered. At the end of the year they present their final piece to community members.

All lessons in the course utilize the Science and Engineering Practices as the vehicle to gain content knowledge as outlined in NGSS. For example, learners are often tasked with designing and conducting laboratory investigations, creating and modifying models, communicating information, and engaging in arguments utilizing evidence. Learners use both the Science and Engineering Practices and content knowledge to help them develop their year-long project. In addition, these lessons encourage learners to be innovative, intellectual risk takers, which supports the school-wide goal of creating lifelong learners that will be capable, creators, communicators, and contributors to their community.

Chemistry of the Earth Honors

*Term: Yearlong
Level: CP
Grade Level: 10*

Honors Chemistry of the Earth is an advanced version of Chemistry of the Earth designed to challenge learners who have demonstrated aptitude in science, and are also genuinely interested in understanding the inner workings of the natural world. Honors level students have demonstrated strong reading, writing, speaking, and algebraic skills. This course moves at a faster pace than the college prep version and delves deeper into scientific concepts. Learners in this course are also required to complete a minimum of ten science related field hours. Field hours may be earned for participation in extracurricular science teams, participation in the science fair, science-related internships, attending various science-related workshops, etc.



2018-19 Portola High School Course Offerings Guide

AP Biology

*Term: Yearlong
Level: AP
Grade Level: 11,12*

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It will include those topics regularly contained in a high-quality college program in introductory biology. The aim of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Critical thinking and problem solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Prerequisite: 3.5 in Honors Chemistry of the Earth System and Honors Living Earth OR 4.0 in CP Chemistry of the Earth System and CP Living Earth, concurrent enrollment or completion of Physics in the Universe or above AND current science teacher recommendation.

AP Physics I

*Term: Yearlong
Level: AP
Grade Level: 11,12*

Advanced Placement Physics 1 is a first year trigonometry based program that prepares students to take the Advanced Placement Physics 1 exam. The concepts presented are: kinematics; Newton's Laws of Motion; torque; rotational motion and angular momentum; gravitation and circular motion; linear momentum; work, energy, and power; conservation laws in classical mechanics; simple harmonic motion, waves and sound; and electrostatics and an introduction to electric circuits. Critical thinking and problem solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Prerequisite: 3.5 in Honors Chemistry of the Earth System and Honors Living Earth OR 4.0 in CP Chemistry of the Earth System and CP Living Earth, concurrent enrollment in Math 3 or above AND current science teacher recommendation.



2018-19 Portola High School Course Offerings Guide

Physics in the Universe

*Term: Yearlong
Level: CP
Grade Level: 11,12*

Physics in the Universe integrates both physical science and Earth and space science content. The course emphasizes how discoveries in each discipline influence society, yet how they differ in which aspects of society they focus upon. Physical science emphasizes society's use of technology while Earth and space science emphasizes humanity's impact on natural systems and vice versa.

Prerequisite: Completion of Chemistry of the Earth System and Living Earth AND current science teacher recommendation.

Anatomy & Physiology

*Term: Yearlong
Level: CP
Grade Level: 11,12*

This course in human anatomy and physiology is designed to give the student an understanding of the structure and functions of the human body. Critical thinking and problem solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society. All students must participate in cat and various organ dissections.

Prerequisite: Completion of Chemistry of the Earth System and Living Earth, concurrent enrollment or completion of Physics in the Universe or above AND current science teacher recommendation.

AP Chemistry

*Term: Yearlong
Level: AP
Grade Level: 12*

Course description TBA

AP Environmental Science

*Term: Yearlong
Level: AP
Grade Level: 12*

Course description TBA



SOCIAL STUDIES

Grade 9	Grade 10
<ul style="list-style-type: none">➤ Modern World History➤ Modern World History Honors	<ul style="list-style-type: none">➤ American History➤ American History Honors +➤ AP Human Geography +
Grade 11	Grade 12
<ul style="list-style-type: none">➤ AP United States History +➤ AP World History +➤ AP Human Geography +➤ Religion & Society F/S (CP/H+)*➤ Action Civics F/S (CP/H+)*➤ Contemporary Issues F/S (CP/H+)*➤ Disney through the Decades F/S (CP/H+)*➤ Scholastic Police Academy F/S*➤ Sociology F/S*	<ul style="list-style-type: none">➤ American Civics F/S➤ AP American Civics F/S +➤ Passion Project F/S➤ AP United States History +➤ AP World History +➤ AP Human Geography +➤ Religion & Society (CP/H+)*➤ Action Civics F/S (CP/H+)*➤ Contemporary Issues F/S (CP/H+)*➤ Disney through the Decades F/S (CP/H+)*➤ Scholastic Police Academy F/S*➤ Sociology F/S*➤ AP Psychology +
F/S = Semester Course * = Possible Course + = Honors Point	



2018-19 Portola High School Course Offerings Guide

Modern World History

*Term: Yearlong
Level: CP
Grade Level: 9*

Modern World History A/B is a college prep, yearlong, alternating block course where learners answer the question: what is the world like today and how did it get that way? The purpose of this course is to prepare all learners for global citizenship by developing their conceptual understanding and global empathy. Learners will begin their study with the modern themes of identity, demographics, equity, technology and perspectives. Learners will spend the semester connecting the history they learn to these modern themes to add meaning and depth to that history.

The majority of the course will delve into a historical study that will trace the revolutions of thought and nations in the 18th and 19th centuries, the course and impact of industrialization on culture, the western imperial urge, the World Wars, and the impact of bipolarity during the Cold War. The course will end with the study of modern world problems through the lens of debate. Throughout the course, learners will make connections between the social, political and economic realities of today and their historical antecedents as well as further develop their historical thinking skills.

Modern World History Honors

*Term: Yearlong
Level: CP
Grade Level: 9*

Honors Modern World History A/B is a yearlong, alternating block course which covers the same historical material and skills as the Modern World History A/B course (see that description). This course also serves the same purpose, which is to develop conceptual understanding and global empathy in all learners using the historical and modern themes of identity, demographics, equity, technology and multiple perspectives. However, this Honors edition will require more independent reading and increased writing demands that extend learning. Learners in this course will also need to be prepared to guide the learning of others, possess strong organizational skills and be passionate about the subject. Work in this course will emphasize the PHS Learning Outcomes of Creation and Contribution as well as more abstract theoretical study and concept application than the CP course. This course will prepare learners for future Advanced Placement and weighted courses while insuring that all learners will receive the experience necessary to deliver on the course's purpose.

American History

*Term: Yearlong
Level: CP
Grade Level: 10*

In this course, we will build on your understanding of the five overarching themes of equity, identity, demographics, technology and multiple perspectives through an American lense. We will begin our course with an examination of the key events that led to the founding of the American nation up until modern day. This course is closely aligned with the newly adopted History-Social Science Framework and will draw upon key historic events in order to emphasize analytical, literacy, and citizenship skills.

This course will focus on developing a deeper understanding of what it means to be an American and how that definition changes based on political, social and economic issues throughout history. After this year, learners will be able to connect past events with present day realities using inquiry based reasoning and the critical evaluation of primary and secondary sources.



American History Honors

*Term: Yearlong
Level: Honors
Grade Level: 10*

Honors American History A/B is a yearlong, alternating block course which covers the same historical material and skills as the American History A/B course (see that description). This course also serves the same purpose, which is to develop a deeper understanding of what it means to be an American and how that definition changes based on political, social and economic issues throughout history. However, this Honors edition will require more independent reading and increased writing demands that extend learning. Learners in this course will also need to be prepared to guide the learning of others, possess strong organizational skills and be passionate about the subject. Work in this course will emphasize the PHS Learning Outcomes of Creation and Contribution as well as more abstract theoretical study and concept application than the CP course. This course will prepare learners for future Advanced Placement and weighted courses while insuring that all learners will receive the experience necessary to deliver on the course's purpose.

AP Human Geography

*Term: Yearlong
Level: AP
Grade Level: 10-12*

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

Simply put, humans impact the earth and the earth impacts humans. This interrelationship has had a profound impact on the history of human society and will in many ways determine the future of humanity. With these facts in mind, I submit our course's essential questions, which we will spend the year answering. How are humans impacted by where they live in the world and how does where they live in the world impact them? How can we use the Social Science of geography to make predictions about our world? Is geography destiny?

Prerequisite/s: teacher's recommendation from their previous social studies teacher



2018-19 Portola High School Course Offerings Guide

Disney through the Decades (*Seeking Naming Rights*)

Term: Semester
Level: CP/Honors
Grade Level: 11,12

Disney through the Decades is a semester long cross-curricular course that employs the Social Studies' five themes of identity, equity, demographics, technology and perspectives to study the cultural history of Disney--the man, the company, the studio, and the amusement parks. Students will learn about Disney's impact on Orange County, the United States and the world and critically analyze Disney films, company policies, and business proceedings.

Religion & Society

Term: Semester/Year TBA
Level: CP/Honors
Grade Level: 11,12

This is a course available to all levels of juniors and seniors. The course examines the most crucial elements of the world's major religions and philosophies. The course begins with a study of the role of religion in human societies both past and present, secularism and humanism which is then followed by the exploration of controversies in religion such as the apparent conflict between science and religion. The class then transitions to studying the five major religious traditions of the world; Hinduism, Buddhism, Judaism, Christianity and Islam in an attempt to build the essential capacity of religious literacy.

AP United States History

Term: Yearlong
Level: AP
Grade Level: 11,12

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present.

Prerequisite: *A in course, B in writing, teacher recommendation. (2 out of 3)*

AP World History

Term: Yearlong
Level: AP
Grade Level: 11,12

AP World History is a college-level course that investigates the history of the world from approximately 8000 B.C.E. to the present. Students will focus on similarities and differences between African, American, Asian, and European cultures in terms of the following 5 themes: 1) Interaction Between Humans and the Environment 2) Development and Interaction of Cultures 3) State Building, Expansion, and Conflict 4) Creation, Expansion, and Interaction of Economic Systems and 5) Development and Transformation of Social Structures.

Prerequisite: *A in course, B in writing, teacher recommendation (2 out of 3).*



2018-19 Portola High School Course Offerings Guide

Action Civics

Term: Semester
Level: CP/Honors
Grade Level: 11,12

This course will begin with examining of social justice issues present in our local community. In this inquiry to action class learners will identify issues, conduct research, analyze causes, develop strategies and take action to address their identified issues. This class is designed for learners interested in service learning, civic and community engagement, and taking action to address current issues.

Contemporary Issues

Term: Semester
Level: CP/Honors
Grade Level: 11,12

Using national and international topics that are current and relevant today, students will be introduced to topics that range from gun control to LGBTQ rights to human rights. Learners will debate topics, discuss readings and do weekly current event check ins. This class is designed for learners who are interested in current issues and are actively engaged in speaking and debating current topics.

Disney through the Decades (*Seeking Naming Rights*)

Term: Semester
Level: CP/Honors
Grade Level: 11,12

Disney through the Decades is a semester long cross-curricular course that employs the Social Studies' five themes of identity, equity, demographics, technology and perspectives to study the cultural history of Disney--the man, the company, the studio, and the amusement parks. Students will learn about Disney's impact on Orange County, the United States and the world and critically analyze Disney films, company policies, and business proceedings.

Scholastic Police Academy

Term: Semester
Level: CP
Grade Level: 11,12

Scholastic Police Academy is a course to help students gain a better understanding of our legal system, focusing on the roles of law enforcement officials. Local, state and federal law enforcement agencies will collaborate in teaching the course and providing community experiences. The following areas will be covered during the semester: duties of law enforcement, drug related crimes, police ethics, drug and traffic laws, juvenile justice, property crimes, violent crimes, hate crimes, underage drinking, youth violence, gangs, school violence, sex crimes, date rape, firearm safety, forensics and traffic accidents.

Sociology

Term: Semester
Level: CP
Grade Level: 10-12



2018-19 Portola High School Course Offerings Guide

This course examines the scientific study of human society and social behavior, focusing on all areas of social life, including work, community, religion, schools, family, gender, race, class, stratification/inequality, and crime/deviance. The primary concerns of the course will include the ways in which our behavior is influenced by groups; the nature and functions of the social institutions which we have created; and the relationship that exists between the individual and society. This course will help students gain a better understanding of our society, focusing on learning the ability to see the world through the eyes of others.

AP Psychology

*Term: Semester
Level: AP*

Course description TBA

American Civics

*Term: Semester
Level: CP
Grade Level: 12*

Course description TBA

AP American Civics

*Term: Semester
Level: AP
Grade Level: 12*

Course description TBA

Passion Project (Fulfills Economics requirement)

*Term: Semester
Level: CP
Grade Level: 12*

Course description TBA



PHYSICAL EDUCATION

Fit4Life

*Term: Quarter
Grade Level: 9*

Fit4Life will equip students with relevant movement knowledge and skills that promote overall health and wellness as learners build positive fitness habits for the rest of their lives.

Health

*Term: Semester
Grade Level: 9-12*

Health is a semester-long course required for graduation from high school. This course emphasizes both individual and community wellness practices as well as current health issues with regard to the physical, mental, social, and emotional aspects of health in society.

Fitness & Strength

*Term: Quarter
Grade Level: 10-12*

Fitness & Strength is designed for 10th-12th grade students who want to improve their overall fitness, with an emphasis on personal growth and the development of habits that promote long-term wellness. Students will participate in a three day per week fitness program that will both guide and reinforce their progress with regard to the elements of fitness, while working to develop, reflect upon, and adjust workout plans to meet their individual needs.

Advanced Weight Training

*Term: Quarter
Grade Level: 10-12*

Advanced Weight Training is a course designed for students who have a strong desire to gain muscular strength and increase their physical conditioning. The course includes a highly structured weight training program, advanced agility/speed training, plyometrics, and the basics of biomechanics to ensure both safe and consistent performance gains throughout the year.

Prerequisite: Fitness & Strength and/or 9th grade Athletics/OSS

Court Sports

*Term: Quarter
Grade Level: 10-12*

Court Sports is a 10th-12th grade fitness elective that will enhance fundamental team skills, while exploring more advanced game-situations in small-group activities such as Basketball, Dodgeball, Volleyball, Tennis, and/or Badminton. While promoting long-term fitness habits that encourage personal growth and overall wellness, Court Sports will develop a deeper understanding of essential rules of the game, team communication, offensive patterns, and defensive combinations.



2018-19 Portola High School Course Offerings Guide

Field Sports

Term: Quarter
Grade Level: 10-12

Field Sports is a 10th-12th grade fitness elective that will enhance fundamental team skills, while exploring more advanced game-situations in small-group activities such as Ultimate Frisbee, Spikeball, Flag Football, Soccer, and a variety of other outdoor/recreational fitness activities. While promoting long-term fitness habits that encourage personal growth and overall wellness, Field Sports will develop a deeper understanding of essential rules of the game, team communication, offensive patterns, and defensive combinations.

Prerequisite: 9th Grade Fit4Life and/or Athletics

Studio Fitness

Term: Quarter
Grade Level: 10-12

Studio Fitness is designed for 10th-12th grade students who want to improve their overall fitness, with an emphasis on creating an environment that inspires an authentic, creative, and functional studio atmosphere as one might see in more commercial gyms. While promoting long-term wellness habits, students will participate in a three day per week fitness program that will both guide and reinforce their progress through workout programs similar to Yoga Retreat, P90X, CIZE, Tai Chi, Focus T25, PiYo, Pilates, Hip-Hop Abs, and Insanity, while exploring the fundamentals of a healthful nutrition plan.

Dance Technique 1

Term: Yearlong

This is a beginning level dance course that introduces and reviews the basic techniques and principles of Jazz, Modern/Contemporary, Ballet and Hip-Hop, along with studies in Improvisation, Choreography, Production, Anatomy, Dance History, and Fitness. Students will be given the opportunities to develop creative expression through improvisation, choreography, and performance. They will gain an appreciation for dance as an art form through the study of historical contributions and the influence of culture on dance. They will also be able to recognize the importance of a healthy lifestyle through lessons and activities in physical fitness. In addition, students will be expected to participate and perform in the annual Spring Dance Concert for 20% of their semester grade.

Prerequisite/s: None



2018-19 Portola High School Course Offerings Guide

Dance Technique 2

Term: Yearlong

This is an intermediate dance course that includes intermediate level terminology and execution of classic skills in Jazz, Modern, Hip Hop, Lyrical, and Ballet. Students will be given the opportunities to develop creative expression through improvisation, choreography, and performance. They will gain an appreciation for dance as an art form through the study of historical contributions and the influence of culture on dance. They will also be able to recognize the importance of a healthy lifestyle through lessons and activities in physical fitness. In addition, students will be expected to participate and perform in the annual Winter Dance Concert and Spring Dance Concert for 20% of their semester grade.

Prerequisite/s: Placement only, or learners from Dance 1 with a C or higher from previous year. Placement exams will be held in March 2018 and early September 2018.

Dance Technique 3

Term: Yearlong

This is an intermediate/advanced dance course that includes intermediate/advanced level terminology and execution of classic skills in Jazz, Modern, Hip Hop, Lyrical, and Ballet. Students will be given the opportunities to develop creative expression through improvisation, choreography, and performance. They will gain an appreciation for dance as an art form through the study of historical contributions and the influence of culture on dance. They will also be able to recognize the importance of a healthy lifestyle through lessons and activities in physical fitness. In addition, students will be expected to participate and perform in the annual Winter Dance Concert and Spring Dance Concert for 20% of their semester grade.

Prerequisite/s: Placement only, or learners from Dance 2 with a C or higher from previous year. Placement exams will be held in March 2018 and early September 2018

Marching Band (The Pride of Portola)

Term: Semester

The Pride of Portola Marching Band brings together aspects of music, movement, and leadership. This is a great opportunity to get involved in establishing the school culture and spirit at Portola. Students will have opportunities to perform in both competitive and non-competitive settings at Pep Rallies, Football Games, Field Tournaments, and Parades. Being a part of the Marching Band satisfies one (1) semester of a student's Physical Education requirement. All Marching Band students must be concurrently enrolled in another music ensemble – Band, Orchestra, and/or Choir. The Marching Band summer camp gets students ready to perform for the opening of school as well as our first competitions early in the school year.



2018-19 Portola High School Course Offerings Guide

Dance Company

Term: Yearlong

It is the purpose of the PHS Dance Company to demonstrate how dance is a positive vehicle for student development and individual expression, to promote school spirit, and to provide entertainment at campus and community events. In this class, students will be introduced to a versatile dance-training regimen that includes full body warm-ups, floor work, technical exercises, conditioning, across-the-floor combinations, improvisational activities, and comprehensive phrase work in commercial, concert, social, and cultural dance styles. Students will also learn correct dance terminology and technical execution in reference to these styles, and written assignments will be given for students to reflect on and analyze personal technical proficiency and growth as well as draw connections between class work and other academic areas. Progress-monitoring assessments will be implemented in the form of movement exams, pep rally performances, written quizzes, and compositional studies. Students will also be able to recognize the importance of a healthy lifestyle and how adequate fitness and nutrition can enhance personal well being. In addition, students will be expected to participate and perform in two annual program productions, the Winter Dance Concert and Spring Dance Concert for 20% of the semester grade.

Prerequisite/s: Audition Required, and will be held in late March 2018 (Week of March 19-23) and early September 2018



PERFORMING ARTS

Drama 1

Term: Yearlong

Drama 1 is an introductory course for students interested in experiencing and cultivating their talents in the dramatic arts. Students will explore and develop stage presence, public speaking, voice, diction, pantomime, character/scene creation, and how to interpret dramatic literature. Students involved in Drama 1 will also be cast as parts in Scene Shows and Play Productions throughout the year.

Prerequisites: None

Drama 2

Term: Yearlong

This advanced course requires auditions

Prerequisites: Auditions required

Guitar 1

Term: Yearlong

Guitar 1 is the first class in a series of 3 classes designed for students wishing to explore music outside of a more traditional Wind Band or Orchestral setting. Students will be introduced to both classical guitar technique as well as other popular styles of music. Organized for a more independent pace of learning in mind, students will be engaged with solo literature, small ensemble playing, as well as introductions to music technology and recording software.

Prerequisite/s: None

AP Music Theory

*Term: Yearlong
Grade Level: 10-12
Level: AP*

This course introduces the first year of college-level musicianship, theory, musical materials and procedures. Emphasises aspects of music such as melody, harmony, texture, rhythm, form, musical analysis, composition and some historical and stylistic interpretation. Musicianship skills also include dictation and other listening skills, sight-singing, and keyboard harmony.

Prerequisite/s: Learners must have basic performance skills in voice or instrument, and signed Director approval



2018-19 Portola High School Course Offerings Guide

Studio Music

*Term: Yearlong
Level: CP*

In this course students learn individual and collaborative skills as contemporary musicians. Students will study composing, arranging, songwriting, and leading rehearsals. Students will also learn how to use music technology equipment and software to compose, record, and edit live musical performances.

Prerequisite/s: Learners with advanced musical experience on their instrument or voice, and signed Director approval

Technical Theater

Term: Yearlong

Technical Theater is a hands-on course where you will learn set design, costume design, make-up artistry, fly rigging, lighting, sound, prop design, stage crew and theater management.

Prerequisite/s: None

Advanced Technical Theater

Term: Yearlong

Technical Theater is a hands-on course where you will learn set design, costume design, make-up artistry, fly rigging, lighting, sound, prop design, stage crew and theater management.

Prerequisite/s: Technical Theater and placement by Theater Director required

Band

Concert Band

*Term: Yearlong
Level: 1*

This ensemble builds basic instrumental and ensemble techniques for students who play wind or percussion instruments at the beginning to the intermediate level. No audition required.

Prerequisites: None

Symphonic Band

*Term: Yearlong
Level: 2*

This ensemble builds instrumental and ensemble techniques for students who play wind or percussion instruments at the intermediate to advanced level.

PERSEVERANCE

RESPECT

INTEGRITY

DRIVE

EMPATHY



2018-19 Portola High School Course Offerings Guide

Prerequisites: Auditions required



2018-19 Portola High School Course Offerings Guide

Wind Ensemble

*Term: Yearlong
Level: 3*

Wind Ensemble is an intermediate/advanced performing ensemble that studies class A and AA music literature. Students will study advanced theory and musical vocabulary used in preparation and performance of concert literature. During the learning process, students will discover the historical concepts for various styles of wind music. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion, identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be use.

This will become the most advanced Band next year:

Level 1: Concert Band

Level 2: Symphonic Band

Level 3: Wind Ensemble

Marching Band (The Pride of Portola)

Term: Semester

The Pride of Portola Marching Band brings together aspects of music, movement, and leadership. This is a great opportunity to get involved in establishing the school culture and spirit at Portola. Students will have opportunities to perform in both competitive and non-competitive settings at Pep Rallies, Football Games, Field Tournaments, and Parades. Being a part of the Marching Band satisfies one (1) semester of a student's Physical Education requirement. All Marching Band students must be concurrently enrolled in another music ensemble – Band, Orchestra, and/or Choir. The Marching Band summer camp gets students ready to perform for the opening of school as well as our first competitions early in the school year.

Prerequisite/s: None

Jazz Ensemble

*Term: Semester
Level: 1*

Jazz Ensemble is an audition-based ensemble where students will begin to learn and explore the idiom of Jazz music. Jazz Ensemble begins during Second semester, after Marching Band ends. Students interested in Jazz Ensemble must be enrolled in Marching Band for the first semester.

Jazz Ensemble 2

*Term: Semester
Level: 2*



Choir

Concert Chorale

Term: Yearlong

Concert Chorale is designed for all levels of students in mind, from those with extensive vocal training as well as the students that just love to sing. Students will sing a variety of musical styles--from classical to popular--throughout the year for concerts, festivals, and showcases. Concert Chorale is open to all students and there is no audition.

Prerequisites: None

Treble Chorus

Term: Yearlong

In Treble Chorus students will acquire skills in reading music notation and in vocal production. Through singing, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through written and oral analysis of texts and music being performed, students will connect and apply analytic skills learned in other courses. Through participation in concerts and festivals, singers will respond to and assess the technical and aesthetic aspects of choral performance. By working with varied instrumental ensembles in concert and by working with guest conductors and vocal specialists, students will gain an understanding of the choral art in relation to other performance disciplines and will develop an awareness of the various facets of the music profession.

Upon completion of the course, each student is expected to:

1. Read music notation in treble and bass clefs.
2. Read basic rhythmic notation accurately.
3. Demonstrate knowledge of terminology pertinent to the performance of choral music.
4. Demonstrate correct singing technique and understanding of correct technique.
5. Demonstrate appropriate rehearsal discipline and performance skills.

Assessments will include: Written and oral tests on vocal and music terminology. Written and oral critiques by choral festival judges. Public performance.

Students are expected to attend all rehearsals and performances of the TREBLE CHORUS.

Prerequisites: Beginning level women's chorus. No audition required.

Bass Chorus

Term: Yearlong

In Bass Chorus students will acquire skills in reading music notation and in vocal production. Through singing, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through written and oral analysis of texts and music being performed, students will connect and apply analytic skills learned in other courses. Through participation in concerts and festivals, singers will respond to and assess the technical and aesthetic aspects of choral performance. By working with varied instrumental ensembles in concert and by working with guest conductors and vocal specialists, students will gain an understanding of the choral art in relation to other performance disciplines and will develop an awareness of the various facets of the music profession.

Upon completion of the course, each student is expected to:



2018-19 Portola High School Course Offerings Guide

1. Read music notation in treble and bass clefs.
2. Read basic rhythmic notation accurately.
3. Demonstrate knowledge of terminology pertinent to the performance of choral music.
4. Demonstrate correct singing technique and understanding of correct technique.
5. Demonstrate appropriate rehearsal discipline and performance skills.

Assessments will include: Written and oral tests on vocal and music terminology. Written and oral critiques by choral festival judges. Public performance.

Students are expected to attend all rehearsals and performances of the BASS CHORUS.

Prerequisites: Beginning level men's chorus. No audition required.

Portola Singers

Term: Yearlong

Portola Singers is an advanced mixed-voice singing ensemble that specializes in the performance of challenging literature of diverse genres. Membership is by audition only. Students will acquire skills in reading music notation and in vocal production. Through singing, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through written and oral analysis of texts and music being performed, students will connect and apply analytic skills learned in other courses. Through participation in concerts and festivals, singers will respond to and assess the technical and aesthetic aspects of choral performance. By working with varied instrumental ensembles in concert and by working with guest conductors and vocal specialists, students will gain an understanding of the choral art in relation to other performance disciplines and will develop an awareness of the various facets of the music profession. Members of this ensemble are required to commit time outside of class including rehearsals, festivals, concerts, master classes, and other related events.

Prerequisites: By audition only

Dance

Dance Technique 1

Term: Yearlong

This is a beginning level dance course that introduces and reviews the basic techniques and principles of Jazz, Modern/Contemporary, Ballet and Hip-Hop, along with studies in Improvisation, Choreography, Production, Anatomy, Dance History, and Fitness. Students will be given the opportunities to develop creative expression through improvisation, choreography, and performance. They will gain an appreciation for dance as an art form through the study of historical contributions and the influence of culture on dance. They will also be able to recognize the importance of a healthy lifestyle through lessons and activities in physical fitness. In addition, students will be expected to participate and perform in the annual Spring Dance Concert for 20% of their semester grade.

Prerequisite/s: None

PERSEVERANCE

RESPECT

INTEGRITY

DRIVE

EMPATHY



2018-19 Portola High School Course Offerings Guide

Dance Technique 2

Term: Yearlong

This is an intermediate dance course that includes intermediate level terminology and execution of classic skills in Jazz, Modern, Hip Hop, Lyrical, and Ballet. Students will be given the opportunities to develop creative expression through improvisation, choreography, and performance. They will gain an appreciation for dance as an art form through the study of historical contributions and the influence of culture on dance. They will also be able to recognize the importance of a healthy lifestyle through lessons and activities in physical fitness. In addition, students will be expected to participate and perform in the annual Winter Dance Concert and Spring Dance Concert for 20% of their semester grade.

Prerequisite/s: *Placement only, or learners from Dance 1 with a C or higher from previous year. Placement exams will be held in March 2018 and early September 2018.*

Dance Technique 3

Term: Yearlong

This is an intermediate/advanced dance course that includes intermediate/advanced level terminology and execution of classic skills in Jazz, Modern, Hip Hop, Lyrical, and Ballet. Students will be given the opportunities to develop creative expression through improvisation, choreography, and performance. They will gain an appreciation for dance as an art form through the study of historical contributions and the influence of culture on dance. They will also be able to recognize the importance of a healthy lifestyle through lessons and activities in physical fitness. In addition, students will be expected to participate and perform in the annual Winter Dance Concert and Spring Dance Concert for 20% of their semester grade.

Prerequisite/s: *Placement only, or learners from Dance 2 with a C or higher from previous year. Placement exams will be held in March 2018 and early September 2018*

Dance Company

Term: Yearlong

It is the purpose of the PHS Dance Company to demonstrate how dance is a positive vehicle for student development and individual expression, to promote school spirit, and to provide entertainment at campus and community events. In this class, students will be introduced to a versatile dance-training regimen that includes full body warm-ups, floor work, technical exercises, conditioning, across-the-floor combinations, improvisational activities, and comprehensive phrase work in commercial, concert, social, and cultural dance styles. Students will also learn correct dance terminology and technical execution in reference to these styles, and written assignments will be given for students to reflect on and analyze personal technical proficiency and growth as well as draw connections between class work and other academic areas. Progress-monitoring assessments will be implemented in the form of movement exams, pep rally performances, written quizzes, and compositional studies. Students will also be able to recognize the importance of a healthy lifestyle and how adequate fitness and nutrition can enhance personal well being. In addition, students will be expected to participate and perform in two annual program productions, the Winter Dance Concert and Spring Dance Concert for 20% of the semester grade.

Prerequisite/s: *Audition Required, and will be held in late March 2018 (Week of March 19-23) and early September 2018*



Orchestra

String Orchestra

Term: Yearlong
Level: 1

This orchestra is for the students with beginner and intermediate string instrument level who are able to read music. No audition is required.

Orchestra Sequence will now be:

Level 1: String Orchestra

Level 2: Concert Orchestra

Level 3: Symphonic Orchestra

Concert Orchestra

Term: Yearlong
Level: 2

Concert Orchestra is an Intermediate/advanced performing orchestra that studies class A and B music literature. Students will study advanced / university-level theory and vocabulary used in concert literature. During the learning process, students will discover the historical concepts for various styles of orchestral music. Students will understand, synthesize and demonstrate music as a way to create and communicate meaning and emotion. They will identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines. Public performances are required and there is a substantial commitment of individual (at home) practice time.

Orchestra Sequence will now be:

Level 1: String Orchestra

Level 2: Concert Orchestra

Level 3: Symphonic Orchestra

That is Concert Orchestra will now become an intermediate group. And Symphonic Orchestra will remain the Advanced Group.



Symphonic Orchestra

Term: Yearlong
Level: 3

Orchestra Sequence will now be:

Level 1: String Orchestra

Level 2: Concert Orchestra

Level 3: Symphonic Orchestra

That is Concert Orchestra will now become an intermediate group. And Symphonic Orchestra will remain the Advanced Group.



VISUAL ARTS

AP Art History

*Term: Yearlong
Level: AP
Grade Level: 10-12*

The AP Art History course is equivalent to a two-semester, introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, cross-curricular understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art. Functions and effects of art are the focus of the AP Art History course. Students consider influential forces like patronage, politics, class, belief, gender, and ethnicity in their analysis of art forms. They examine styles, techniques, themes, and chronology, comparing and contrasting art forms from varied perspectives.

Prerequisite/s: None, but highly recommended that learners have an interest and passion to learn about art history

Art Studio

*Term: Yearlong
Level: CP
Grade Level: 9-12*

Art Studio is an introductory course in elements of design and composition using a variety of traditional media, including drawing, painting, collage, and sculpture.

Prerequisite/s: None

Art Portfolio Prep

*Term: Yearlong
Level: CP
Grade Level: 11,12*

Portfolio Prep will allow high level art students a chance to prepare a personal art portfolio that showcases their creative work in a variety of media. Students will work with the instructor to determine individual projects and assignments that will further their skills of production and presentation. Students have an opportunity to expand and develop their drawing and painting skills utilizing a variety of media and techniques (pencil, charcoal, colored pencils, pastels, oil pastels, watercolor, acrylics). The course will also incorporate research of various fields of study within art and career possibilities. Art elements and principles of design will continue to be emphasized while students work independently on higher level and more conceptual projects. Students will expand their creative thinking and critical problem solving skills. Students will write their own artist statements.

Prerequisite: A or B in Drawing and Painting or teacher approval via portfolio review



2018-19 Portola High School Course Offerings Guide

AP Studio Art

*Term: Yearlong
Level: AP
Grade Level: 11,12*

Advanced Placement Studio Art is a very rigorous course that will enable students to develop a portfolio of college level work. Participating students will exhibit high level of art skills, a working understanding of the art elements and principles of design, personal depth, time management skills and great organizational skills. Students will be required to spend at least 1-2 hours working outside of class every day to fulfill the College Board's portfolio requirements. This work will be submitted to the College Board in early May and requires that an exam fee be paid in early spring. Students who pass the exam (have their artwork scored as passing) will receive college credit from participating colleges. This course will focus on professional practices such as deadlines and preparation and presentation of a portfolio. Students will demonstrate a high level of creative thinking and critical problem solving skills.

Prerequisite/s: A or B in Art Portfolio Prep or teacher approval via portfolio review.

Beginning Ceramics

*Term: Yearlong
Level: CP
Grade Level: 9-12*

Beginning Ceramics will include basic hand-building, sculpture, and potter's-wheel techniques. Hand-building methods will include pinch, coil, and slab. Students will participate in individual and group critiques of student projects as well as those of other artists. Students will learn additive and subtractive sculpture techniques. Elements of three-dimensional design will be introduced; including volume, mass, light, shadow and texture.

Computer Graphics

*Term: Yearlong
Level: CP
Grade Level: 9-12*

Computer graphics will use industry software to create digital graphics, vector graphic illustration to solve visual arts problems, raster graphic image editing to manipulate and apply artistic effects to digital photographs and art. This course can also be a prerequisite for Video and Advanced Video Production. Students will learn motion graphics as well.

Prerequisite/s: None

Digital Arts Survey

*Term: Yearlong
Level: CP
Grade Level: 9-12*

Digital Arts Survey is a prerequisite for all other digital art courses. This course will introduce students to art elements and principles of design. Students will learn digital photography and explore and apply fundamental design concepts using programs such as Illustrator, Indesign, and Photoshop. Students will be encouraged to explore the role and function of imagery, language and presentation using digital media.



2018-19 Portola High School Course Offerings Guide

Prerequisite/s: None



2018-19 Portola High School Course Offerings Guide

Drawing & Painting

*Term: Yearlong
Level: CP
Grade Level: 10-12*

Drawing and Painting is an intermediate level course intended to give students a variety of art experiences. This course will also give students the opportunity to develop personal expression and creativity. Emphasis is placed on building artistic skills and knowledge of the art elements and principles of design. Students will work toward improving their use of a variety of media that may include graphite, colored pencils, marker, scratch board, pen and ink, watercolor pencils, charcoal, mix media, watercolor, pastels and acrylics. Throughout this class, students will be introduced to professional practices such as, collaboration, deadlines, and presentations. Students will build on their creative thinking and critical problem solving skills. Students will continue to build on their ability to effectively critique a work of art, including their own and their classmates as well as famous works of art.

Prerequisite/s: Art Studio or teacher approval

Traditional Arts Survey

*Term: Yearlong
Level: CP
Grade Level: 9-12*

Introduction to Art is designed to introduce the basic art elements and principles of design as they apply to the four components of art education: Art History, Art Expression/Production, Aesthetic Analysis and Art Criticism. Introduction to Art is intended to provide introductory experiences through the use of a variety of media and techniques that have been utilized by various cultures throughout history. These may include drawing, painting, printmaking, graphics, ceramics, sculpture, design, lettering, handcrafts, art history and art appreciation. The class will also focus on the many possible career choices in the field of art.

Video Production

*Term: Yearlong
Level: CP*

Video Production is an introductory course with training in the operation of a digital video camera and editing. Students will also write scripts and storyboards, analyze, critique and construct meaning from film, television, and electronic media productions as a way to develop their own media literacy and awareness.

Advanced Video Production

*Term: Yearlong
Level: CP*



Visual Imagery (Photography)

*Term: Yearlong
Level: CP
Grade Level: 9-12*

Visual Imagery is a studio course exploring photography as an art form. This course emphasizes the medium as a means of personal expression, with a potential for commercial application.

Prerequisite/s: None

Advanced Visual Imagery (Photography)

*Term: Yearlong
Level: CP
Grade Level: 9-12*

This is a 1 year studio course which builds upon the student's knowledge of tools and techniques involved in making photographs digitally. Photographic composition will continue to be emphasized through Elements of Art and Principles of Design further developing the student's "artistic eye". Advanced instruction in Adobe Photoshop will be used to edit photos. Students must be able to work independently to shoot a series of photos for each assignment.

Prerequisite/s: Visual Imagery or teacher approval via portfolio review



WORLD LANGUAGE

Chinese 1

*Term: Yearlong
Level: CP*

In this college preparatory course, PHS learners will develop mastery of the sound system of the Chinese language which is basic to pronunciation, simple conversation, and practical expression. The course will introduce basic grammatical concepts and short reading selections. In addition, this course provides learners the opportunity to acquire a background and knowledge of Chinese culture, customs, and social protocol.

Upon completion of Spanish 1, PHS learners will be able to:

- Take risks using Chinese
- Inquire and synthesize with vocabulary, grammar, writing, and the sounds in Chinese and English
- Speak and write clearly utilizing basic Chinese structures
- Read basic texts purposefully and insightfully
- Positively and actively participate using the Chinese language
- Innovate with Chinese vocabulary, grammar, and culture

Chinese 2

*Term: Yearlong
Level: CP*

This college preparatory course offers the PHS learner who has successfully completed Chinese 1 the opportunity to move on to more advanced structures of vocabulary and grammar in the Chinese language. Learners will incorporate these concepts into reading, writing, listening, and speaking activities according to thematic topics. The language used is authentic and current, reflecting the language spoken and read in a Chinese speaking society. Instruction is student centered and communication-based.

Upon completion of Chinese 2, PHS learners will be able to:

- Take risks using Chinese
- Inquire and synthesize with vocabulary and grammar in both Chinese and English
- Speak and write clearly utilizing both basic and intermediate Chinese structures
- Read texts purposefully and insightfully
- Positively and actively participate using the Chinese language
- Innovate with Chinese vocabulary, grammar, and culture

Prerequisite/s: C or better in Chinese 1



2018-19 Portola High School Course Offerings Guide

Chinese 3

*Term: Yearlong
Level: CP*

This course provides the PHS learner the opportunity to continue the study of the Chinese language and culture. The learner will engage in communicative experiences in the target language necessary to inform, inquire, and give information in more complex situational contexts. Students begin to develop their own speaking and writing styles as they apply the language learned in Chinese 1 and Chinese 2. To aid in learning these communication skills, more advanced grammar, literature, and media are studied and discussed. Learners will incorporate these concepts into reading, writing, listening and speaking activities

Prerequisite/s: C or better in Chinese 2

French 1

*Term: Yearlong
Level: CP*

This college preparatory course provides the PHS learner with communicative experiences in the French language necessary to gain and give information for personal and social purposes in various contextual settings. Learners will focus on vocabulary and the basic forms of grammar critical to the future study of French. Learners will incorporate these concepts into reading, writing, listening, and speaking activities according to thematic topics. Learners will also gain an understanding of different cultures.

Upon completion of French 1, PHS learners will be able to:

- Take risks using French
- Inquire and synthesize with vocabulary and grammar in both French and English
- Speak and write clearly utilizing basic French structures
- Read basic texts purposefully and insightfully
- Positively and actively participate using the French language
- Innovate with French vocabulary, grammar, and culture



2018-19 Portola High School Course Offerings Guide

French 2

*Term: Yearlong
Level: CP*

This college preparatory course offers the PHS learner who has successfully completed French 1 the opportunity to move on to more advanced structures of vocabulary and grammar in the French language. Learners will incorporate these concepts into reading, writing, listening, and speaking activities according to thematic topics. The language used is authentic and current, reflecting the language spoken and read in a French speaking society. Instruction is student centered and communication-based.

Upon completion of French 2, PHS learners will be able to:

- Take risks using French
- Inquire and synthesize with vocabulary and grammar in both French and English
- Speak and write clearly utilizing both basic and intermediate French structures
- Read texts purposefully and insightfully
- Positively and actively participate using the French language
- Innovate with French vocabulary, grammar, and culture

Prerequisite/s: C or better in French 1

French 3

*Term: Yearlong
Level: CP*

This course provides the PHS learner the opportunity to continue the study of the French language and culture. The learner will engage in communicative experiences in the target language necessary to inform, inquire, and give information in more complex situations. Students begin to develop their own speaking and writing styles as they apply the language learned in French 1 and French 2. To aid in learning these communication skills, more advanced grammar, literature, and media are studied and discussed. Learners will incorporate these concepts into reading, writing, listening and speaking activities

Prerequisite/s: C or better in French 2



2018-19 Portola High School Course Offerings Guide

Spanish 1

*Term: Yearlong
Level: CP*

This college preparatory course provides the PHS learner with communicative experiences in the Spanish language necessary to gain and give information for personal and social purposes in various contextual settings. Learners will focus on vocabulary and the basic forms of grammar critical to the future study of Spanish. Learners will incorporate these concepts into reading, writing, listening, and speaking activities according to thematic topics. Learners will also gain an understanding of different cultures.

Upon completion of Spanish 1, PHS learners will be able to:

- Take risks using Spanish
- Inquire and synthesize with vocabulary and grammar in both Spanish and English
- Speak and write clearly utilizing basic Spanish structures
- Read basic texts purposefully and insightfully
- Positively and actively participate using the Spanish language
- Innovate with Spanish vocabulary, grammar, and culture

Spanish 2

*Term: Yearlong
Level: CP*

This college preparatory course offers the PHS learner who has successfully completed Spanish 1 the opportunity to move on to more advanced structures of vocabulary and grammar in the Spanish language. Learners will incorporate these concepts into reading, writing, listening, and speaking activities according to thematic topics. The language used is authentic and current, reflecting the language spoken and read in a Spanish speaking society. Instruction is student centered and communication-based.

Upon completion of Spanish 2, PHS learners will be able to:

- Take risks using Spanish
- Inquire and synthesize with vocabulary and grammar in both Spanish and English
- Speak and write clearly utilizing both basic and intermediate Spanish structures
- Read texts purposefully and insightfully
- Positively and actively participate using the Spanish language
- Innovate with Spanish vocabulary, grammar, and culture

Prerequisite/s: B or better in Spanish 1 (8th grade) and teacher recommendation



2018-19 Portola High School Course Offerings Guide

Spanish 3

*Term: Yearlong
Level: CP*

This course provides the PHS learner the opportunity to continue the study of the Spanish language and culture. The learner will engage in communicative experiences in the target language necessary to inform, inquire, and give information in more complex situational contexts. Students begin to develop their own speaking and writing styles as they apply the language learned in Spanish 1 and Spanish 2. To aid in learning these communication skills, more advanced grammar, literature, and media are studied and discussed. Learners will incorporate these concepts into reading, writing, listening and speaking activities

Prerequisite/s: B or higher in Spanish 3 and teacher recommendation

Spanish 4

*Term: Yearlong
Level: Honors*

This course provides the PHS learner the opportunity to continue their study of Spanish. Learners will engage in advanced speaking, reading, listening, reading, and writing. The Spanish language will be practiced through advanced grammar, short stories, cultural pieces, literary excerpts and the study of the wide variety of cultures in the Spanish speaking world. This course is conducted exclusively in Spanish.

Prerequisite/s: B or higher in Spanish 3 and teacher recommendation

AP Spanish Language and Culture

*Term: Yearlong
Level: AP*

This course is college level, fast paced, conducted exclusively in Spanish, and concentrates on preparing the PHS learner to become fluent in the language. The ability to understand, speak, read, and write with increasing mastery is stressed. Students are expected to give formal reports and carry on informal discussions on daily subjects in Spanish. Students will practice applying skills in expressing their thoughts and ideas about literary works by well-known Spanish authors through the reading of short stories, novels, newspapers, poetry, and other sources. Oral discussion in Spanish is conducted on an individual, small group, and large group basis. This course prepares students to take the Advanced Placement Exam.

Prerequisite/s: B or higher in Spanish 3 and teacher recommendation



ADDITIONAL ELECTIVES

Health

Term: Semester
Grade Level: 10-12

Health is a semester-long course required for graduation from high school. This course emphasizes both individual and community wellness practices as well as current health issues with regard to the physical, mental, social, and emotional aspects of health in society.

Computer Science Principles

Term: Yearlong
Level: CP

No previous computer science experience is required for this intro-level course. Exploring Computer Science (ECS) is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

Prerequisite/s: None

AP Computer Science Principles

Term: Yearlong
Grade Level: 11-12
Level: AP

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

Prerequisite/s: Computer Science Principles recommended



2018-19 Portola High School Course Offerings Guide

Leadership (ASB)

Term: Yearlong

This class is for elected and appointed student body officers. PHS student leaders will study leadership principles relevant to individuals and teams, serve their student body through the planning, promoting, and implementing of school wide and community programs/events and the chartering of on campus clubs.

Prerequisite/s:

Modern Media

*Term: Yearlong
Grade Level: 9-12*

Modern Media is a journalism course that offers an introduction to the ethics and practices of mass media and communication as well as practical application of journalistic writing, photography and design. The course equips learners with a strong foundational understanding of journalistic/media ethics, including: the societal role of journalism, how mass media shapes our beliefs, and how we contribute our voices to the discussion utilizing various media tools. Learners will research and practice a variety of communication forms, including but not limited to: writing professional articles, taking photographs, designing graphics and layout and exploring other forms of modern media such as social media, blogging, podcasting, etc. Top work produced by learners in this class will be selected by Advanced Newspaper for publication in the Portola Pilot.

Prerequisite/s: None



2018-19 Portola High School Course Offerings Guide

Advanced Newspaper

*Term: Yearlong
Grade Level: 10-12*

This is the class for our award-winning school newspaper, the Portola Pilot. Learners in this course will contribute to both the print and digital publication of the newspaper through a variety of opportunities: writing articles, taking photographs, designing graphics and layout, posting to social media, etc. Learners also have the opportunity to compete at local and national levels in write-off competitions and learn from professionals currently working in the field of journalism. Many learners will fulfill leadership roles as editors of the newspaper.

Prerequisite/s: Modern Media and/or adviser approval

Yearbook

*Term: Yearlong
Level: CP
Grade Level: 9-12*

This class produces the school yearbook. Students will be working online to design, edit and produce pages for the yearbook. Additionally students will use photo and video to capture the students, faculty, clubs, and events throughout the year.

Skills and Assessment: Students will be able to...

Learn to use the elements of Art and Design in page design.

Work in a web-based program to upload and edit images to be used in the book.

Specific students will shoot and contribute photos to be used in the yearbook as well as select specific fonts to use in specific sections of the book.

Specific students will function as editors of year-book sections and be responsible for art and design, as well as edit those sections.

All students will participate in setting up and editing class sections of their own grade level.



ROP @ PHS

ROP Introduction to Medical Careers

Term: Semester

The course provides students the opportunity to explore careers in health care. Instruction includes history of healthcare, in-depth study and exposure to health careers, career planning, employability skills, terminology, ethics, wellness vs. illness, and safety. This course will also guide the students to the Health Career ROP classes that provide entrance level job skills and certification. Integrated throughout the course are Career Technical Education standards, which include communication, ethics and interpersonal skills, critical thinking and problem solving, safety, technology, and other employment skills. ethics

Prerequisite/s: None

ROP Medical Terminology

Term: Semester

This course prepares students for success in the healthcare field. Learn medical terms and abbreviations, disease processes and common disorders, and systems of the body.

ROP Sports Medicine

*Term: Yearlong
Grade Level: 11, 12*

Sports Med students will explore the basic skills and fundamental procedures that will prevent injuries and increase athletic performance, including nutritional guidelines, protective sports equipment, psychological aspects of competition, and training and conditioning.

Prerequisite/s: Intro to Medical Careers AND Medical Terminology



Athletics

Athletic Team Sports There are 24 athletic teams at Portola High School in which we hope many students will participate. Teamwork, dedication, and leadership are characteristics these students will carry with them after high school. All freshmen will be enrolled in a PE course until after tryouts and official rosters are received from each coach.

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Cross Country	Girls Basketball	Track & Field
Girls Tennis	Boys Basketball	Swim
Girls Volleyball	Girls Soccer	Softball
Girls Golf	Boys Soccer	Baseball
Boys Water Polo	Wrestling*	Boys Golf
Football*	Girls Water Polo	Boys Volleyball
Pep Squad	Pep Squad	Boys Tennis
		Girls Lacrosse
		Boys Lacrosse*
		Pep Squad
* Indicates non-cut sport		

Important Points:

- Learners in athletics will have 7th and 8th periods designated for the sport.
- All sports will have tryouts, but learners participating in Football, Wrestling, and Boys Lacrosse will not be cut from the sport



IUSD Blended Learning

Blended learning is a voluntary option offered on a limited basis for high school students within Irvine Unified School District. Students complete coursework online, and attend one in-person meeting per week for discussions, activities, and test proctoring. Blended learning courses are aligned to relevant state standards and are of equivalent instructional minutes and rigor as the in-person course option.

Mandatory, in-person meetings will be held each week at a designated location (Creekside Education Center or another appropriate school site). Additionally, there will be one web conference per week, to be scheduled by the instructor. Relevant courses are A-G approved for the University of California through San Joaquin High School. San Joaquin High School is an approved program through NCAA, the National Collegiate Athletic Association.

Spring 2018 Course Offerings

Course	Instructor	In-Person Meetings
Driver's Education	Bryan Pacheco (Quarters 3-4)	Wednesdays, 5:30-6:30 pm Creekside Education Center Room 3
Health	Christine King Jenna Baeza	Mondays, 5:00-6:15 pm, Creekside Education Center, Room 6 Or Tuesdays, 4:00-5:15 PM Irvine High School Room SC 11
Principles of Fitness B	Kris Klamberg	Mondays, 4:00-5:00 pm, Sierra Vista Middle School, Room J-2
Korean 1B	Jennifer Yu	Wednesdays, 4:00-5:15 pm, Irvine High School, Room FL-7
Korean 2B	Jennifer Yu	Wednesdays, 5:30-6:45pm, Irvine High School, Room FL-7
Latin 1B	Eleanor Stuart	Tuesdays, 4:00-5:00 pm, Woodbridge High School, Room P-3
Latin 2B	Eleanor Stuart	Tuesdays, 4:00-5:00 pm, Woodbridge High School, Room P-3

Note: Please contact your designated counselor during the prior semester to register. You will receive an email notification about your enrollment status.



Coastline ROP

To register for classes, please contact Annmarie Winter at annmariewinter@iusd.org or (949)936-7821

Classes at **Portola High School** and in the Irvine Area for **Fall 2017**

CLASS	LOCATION (SCHOOL NAME)	DAYS	TIME	CREDITS
Art of TV & Video Production	Portola HS	TTH	4-9pm	5
*Broadcast News	Portola HS	TH	4-8pm	5
*Intro to Medical Careers (Fall)	Portola HS	MWF	2 nd Period 4 th Period	5
Medical Terminology (Spring)	Portola HS	MWF	2 nd Period 4 th Period	5
<i>Automotive Technology Internship</i>	University HS	MW	2:45-5:15pm 2-4:30pm	5
<i>Baking & Pastry Fundamentals</i>	Creekside HS	MW	4-7pm	5
Crime Scene Investigation – CSI (FALL & SPRING)	Creekside HS	MW	4-9pm	5
<i>Culinary Arts</i>	Creekside HS	TTH	4-6:30pm	5
Emergency Medical Responder (EMR)	Creekside HS	T	4-9pm	5
<i>Hotel & Tourism Internship</i>	University HS	MW	4-7pm	5

For detailed class descriptions, see the Coastline ROP website www.coastlinerop.net

**ROP Courses in
Surrounding Areas**



ROP Classes in Surrounding Areas

CLASS	LOCATION (SCHOOL NAME)	DAYS	TIME	CREDITS
Administration of Justice (FALL ONLY)	Tustin HS Westminster HS	TTH TTH	2:45-5:30pm 6:30-9:15pm	5 5
Animal Health Care Internship	Coastline ROP	MTWTH	4-7pm	10
Careers with Children Internship	Westminster HS	MW	3-6pm	5
CNA (Pre-Certification) Internship Seniors only	Oceanview HS	MTW	3-7pm	10
Crime Scene Investigation - CSI (SPRING ONLY)	Tustin HS Westminster HS	TTH TTH	2:45-5:30pm 6:30-9:15pm	5 5
Construction Technology	Marina HS	TTH	3-5:30pm	5
Culinary Arts Internship	Tustin HS	TTHF	2:45-5:45pm 5:45-8:45pm	10
Culinary Arts (Advanced)	Tustin HS	MW	3:30-8:30pm	10
Dental Assistant Back Office Seniors only (FALL ONLY)	Coastline ROP	MW TTH	2:30-5:30pm 2:30-5:30pm	5 5
Dental Assistant Back Office Internship Seniors only (SPRING ONLY & Back Office with B or better)	Coastline ROP	MTWTH	2:30-5:30pm	10
Dental Assistant Front Office	Coastline ROP	MW	5:45-8:45pm	5
Emergency Medical Responder (EMR)	Estancia HS	M	4-9pm	5
Emergency Medical Technician (EMT) (Must be 18 by completion of class)	Coastline ROP	M or T & 4 Sat.	4pm-9pm & 8am-5pm	10
Engineering Innovations	Coastline ROP	TTH	3:30-6:30pm	5
Entertainment Art	Huntington Beach HS	MW	3-6pm	5
Fire Science 101	Coastline ROP	W or TH	4-9pm	5
Floral Design	Coastline ROP	TTH	3:15-6:15pm	5
Medical Nursing Careers Internship	Coastline ROP Coastline ROP Coastline ROP	TTH TTH MW	2-5pm 5-8pm 5-8pm	5 5 5
Medical Asst. Front Office Internship Seniors only	Coastline ROP	MTWTH	2-5pm	10
Medical Office Management & Billing	Coastline ROP	MW	6-9pm	5
Programming & Robotics	Coastline ROP	MW	3:30-6:30pm	5
Retail Sales & Merchandising Internship	Westminster Mall	MW	3:30-6:30pm	5
Sports Medicine	University HS	T	4-9pm	5

For detailed class descriptions, see the Coastline ROP website www.coastlinerop.net