



Fremont Union High School District

Lynbrook High School

**Course Selection & Planning Guide
2025-26**

1280 Johnson Ave San Jose, CA 95129 || www.lhs.fuhisd.org

Course selection materials available online:

lhs.fuhisd.org → Guidance and Student Support → High School Planning → Course Selection

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FUHSD Non-Discrimination Information

The Fremont Union High School District Board of Trustees is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs to ensure that discriminatory practices are eliminated in all district activities.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act.

The Superintendent or designee shall ensure that the District provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note-takers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment material distributed to these groups. (34CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures. In compliance with the law, the District's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

Fremont Union High School District Board Policy 0410

For questions or complaints, contact:

Uniform and Williams Complaints, Equity Officer:
Paula Robinson, Assistant Superintendent
589 W. Fremont Avenue, Sunnyvale, CA; (408) 522-2205, paula_robinson@fuhd.org

Title IX Coordinator:
Trudy Gross, Associate Superintendent
589 W. Fremont Avenue, Sunnyvale, CA; (408) 522-2203, trudy_gross@fuhd.org

Section 504 Coordinator:
Cathleen Rodriguez, Coordinator of Special Services
589 W. Fremont Avenue, Sunnyvale, CA; (408) 522-2285, cathleen_rodriguez@fuhd.org

MANDARIN:

学区课程和活动中的非歧视 - BP0410

董事会致力于为所有人提供平等的教育机会。学区的计划和活动不得有任何基于种族、肤色、宗教、血

统、国籍、民族血统、移民身份、族群认同、族裔、年龄、宗教、婚姻状况、怀孕、父母身份、生殖健康决策、身体或精神残疾、性别、性取向、性别、性别认同或性别表达、退伍军人或军人身份或遗传信息的歧视;不得有对一个或多个此类特征的感知;不得与具有一个或多个此类实际或感知特征的个人或群体有关联。

董事会应推广确保在所有学区活动中消除歧视性做法的计划。

学区要求学校员工在安全的情况下,以及当他/她们目睹歧视、骚扰、恐吓或欺凌行为时立即采取措施进行干预。

所有关于学区计划和活动中非法歧视的指控,均应按照 AR Board Policy 1312.3 - Uniform Complaint Procedures(《统一投诉程序》)中规定的程序提出、调查和解决。

统一投诉和威廉姆斯投诉

副总监: Paula Robinson

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2205, paula_robinson@fuhisd.org

第九条 第九条协调员

副总监: Trudy Gross

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2203, trudy_gross@fuhisd.org

第 504 节合规官员

教育与特殊服务主任: Cathleen Rodriguez

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2285, cathleen_rodriguez@fuhisd.org

SPANISH:

La Junta Directiva se compromete a ofrecer igualdad de oportunidades educativas a todos los individuos. Los programas y actividades del distrito deberán ser libres de discriminación por: raza, color, religión, ascendencia, nacionalidad, nación de origen, estatus migratorio, identificación con un cierto grupo étnico, etnia, edad, religión, estado marital, embarazo, estado civil o condición de padre/madre, toma de decisiones en materia de salud reproductiva, discapacidad física o mental, sexo, orientación sexual, género, identidad o expresión de género, condición de veterano o militar, o información genética; la percepción de una o más de las características mencionadas; o asociación con una persona o grupo con una o más de dichas características, ya sean reales o percibidas. La Junta deberá promover programas que aseguren que las prácticas discriminatorias sean eliminadas de todas las actividades del distrito.

Si tiene preguntas o quejas, comuníquese con:

Quejas uniformes y quejas Williams

Paula Robinson, Superintendente adjunta

589 W. Fremont Avenue, Sunnyvale, CA, (408) 522-2205, paula_robinson@fuhisd.org

Coordinador del Título IX

Trudy Gross, Superintendente adjunta

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Coordinador de Sección 504

Cathleen Rodriguez, Directora de servicios educativos y servicios especiales

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FUHSD SCHOOL COUNSELING & PLANNING

Vision Statement

FUHSD Counselors believe that all students can become passionate leaders and lifelong learners who seek equitable and innovative solutions to complex problems in their community and society. They are equipped to pursue postsecondary plans that allow them to balance their own needs for health and well-being with the needs of their families and communities. FUHSD graduates will be self-advocates, effective collaborators, and resilient critical thinkers who will adapt and thrive in a fast-paced world.

Mission Statement

The mission of FUHSD's Counseling Program is to provide all students with academic, career, and socioemotional support and resources to develop into confident, competent, healthy, and productive members of their communities. Students will gain the necessary skills to navigate through high school and their postsecondary plans through data-driven, developmentally appropriate curriculum. By strategically supporting and creating partnerships with educators and stakeholders, the counseling program advocates for equity and provides interventions as needed to support all students to achieve their goals.

Purpose Statement

The purpose of the School Counseling Program is to assist students with their academic planning so they can take full advantage of a range of options upon graduation from high school. FUHSD's School Counseling Teams at each site generally include Certificated School Counselors, College and Career Advisors, and Administrators. These team members are often the first point of contact for students and families seeking information about FUHSD's high schools. The majority of school counseling services are delivered through group presentations in the classroom or in evening presentations for students and their families. School counseling presentations occur throughout the year at each site with topics that include choosing a college and career, financial aid, and course selection. The School Counseling team is available to students and their families for individual appointments for support with:

- Social emotional wellness
- College to career planning (including a 4-year plan toward graduation)
- Facilitating positive, collaborative relationships with peers and teachers
- Navigating the high school experience (including time management, involvement in extracurricular activities, self-advocacy, volunteer and internship opportunities)

Lynbrook School Counselors work directly with students and families to support academic planning, career development, and provide social/emotional support to students. In addition to presenting classroom curriculum, School Counselors meet individually with families, connect students to intervention programs, and organize parent evenings.

The College and Career Advisors are the point of contact for college representatives, military recruiters, and volunteer and internship opportunities. They also organize our district's College Fair each fall. Schedules of visits from college representatives are generally posted online and shared via announcements. College and Career Advisors support Naviance, our district's college and career planning tool, which provides students with personalized surveys and customized career and college exploration resources.

School Counselors and a College and Career Advisor are available to students and their parents/guardians during the school day. Additional hours may be available by appointment. In addition, a host of resources are available online to help students with their high school and post-high school goals.

LYNBROOK'S SCHOOL COUNSELING PROGRAM

Ninth Grade: Beginning the Journey

Freshman year is about establishing a strong foundation for the high school experience. Students learn to navigate the wide range of academic programs and extracurricular opportunities for personal and academic growth. Students will be introduced to their School Counseling Team members. Freshmen learn to access a wide range of personal, academic and social options and are acquainted with course selections compatible with career paths.

- Fall presentation focuses on identifying and understanding learning styles, discussing study strategies, reviewing Lynbrook resources, and activating a Naviance account for personal college and career research
- In 2nd semester, curriculum focuses on identifying post-secondary goals, exploring career options and creating a resume using Pathful Explore and Naviance
- Course selection meetings occur in Feb/March. School Counselors present high school and college entrance requirements, review transcripts with students, create a four-year graduation plan, and discuss course offerings.
- Parent evening in the fall focuses on establishing a strong foundation with information about graduation requirements, school and community involvement, school resources and an introduction to what colleges are looking for.

Tenth Grade: Putting the Pieces Together

A world of choices opens to sophomore students as they begin choosing the academic and career paths to pursue after high school. Sophomore students feel the challenge of an added academic class (i.e., World History) as they settle into their high school experience. Curriculum choices become a major focus for sophomores as they reflect on their progress and future goals. Alternative ways to earn credit or diplomas and options to obtain specialized training are introduced at this level.

- Presentation in the winter focuses on taking a career assessment to identify career options. Students will discuss how high school courses and activities connect to future college majors and careers. In addition, students are encouraged to revisit Naviance to update resume and post-secondary goals.
- Course selection occurs in February/March. School Counselors provide information regarding high school and college entrance requirements, review transcripts with students, create a four-year graduation plan, and discuss course offerings.
- Parent evening focuses on making wise choices for course selection, college testing information, finding passion and exploring opportunities.
- Special topics in college admission in the spring focuses on various factors that impact some students such as NCAA Athletics, Performing Arts Colleges, and applying to college with international records.

Eleventh Grade: Finding the Right Fit

As students enter the junior year, they begin making more definitive decisions about post high school plans. Guidance activities include more specific information about post-high school options, including community college, 4-year college admissions, and educational alternatives. Career Center speakers and evening workshops offer students and parents information about careers, colleges and financial aid.

- Individual planning appointments with junior students and their parents focus on post-secondary goals, progress towards graduation, and using Naviance in the near future.

- Course selection occurs in February/March. School Counselors provide information regarding high school and college entrance requirements, review transcripts with students, create a four-year graduation plan, and discuss course offerings.
- Classroom presentations in the spring will provide information to prepare students for the summer and fall work that takes place as they identify goals and begin the college research and application process.
- College evening in the fall brings together college representatives from the major systems (community college, CSU, UC, private universities) to review the admission requirements and application process with students and parents.
- Special topics in college admission in the spring focuses on various factors that impact some students such as NCAA Athletics, Performing Arts Colleges, and applying to college with international records.

Twelfth Grade: Moving Forward

The School Counseling Program for Seniors is designed to support their transition to life beyond high school. Information presented includes completing the application processes for 2- and 4-year colleges, financial aid, community college career programs, trade and technical schools, military programs, and apprenticeship programs. Seniors are encouraged to take advantage of work-based learning opportunities such as part-time jobs, internships, and job shadowing experiences as they narrow their focus to a particular field and the post-secondary programs required to meet their goals.

- Classroom visits in the fall and the college evening with parents focus on post-high school planning details including the college application systems, scholarships, selective admissions and recommendation letter process at Lynbrook.
- Individual College Representatives visit the College & Career Center throughout the fall to speak with interested students.
- FUHSD College Fair in early fall brings together nearly 80 college representatives in one venue. Come with questions and leave with answers.
- Drop-in application, essay, and Naviance support offered throughout the fall semester during the Wednesday late start period and lunch time in the computer labs with the School Counselors.
- Midway through the senior year, a school counselor will visit students to review financial aid options, scholarships, mid-year reports, and community college applications.

IMPORTANT CREDIT AND GRADUATION INFORMATION

Graduation Requirements

One year of work in one course earns 10 credits. A minimum of 220 semester credits are required for graduation in the following areas:

English	40 credits
Social Studies	30 credits
Mathematics (Algebra & Geometry)	20 credits
Physical Education	20 credits
Science (1 yr. Life, 1 yr. Physical)	20 credits
Elective Credit	70 credits

(Additional credits taken in any department meet the elective requirement)

plus 10 credits from two of the following three areas:

World Language: Chinese, French, Japanese, Spanish

Applied Academics: Business, Living Skills, Career Technical Education (CTE),

Fine Arts: Art, Music, Theatre Arts

A semester class is worth 5 credits; a year class (two semesters) is worth 10 credits. A full course load is 6 classes; therefore, most students earn 30 credits each semester for a total of 60 credits per year.

Failed classes (grade of F) earn no credits. Required classes that are failed must be repeated until they are passed. Classes in which a student earns a D grade will count towards graduation requirements, but they will not count for college eligibility.

Courses that are repeated earn credits only once, unless otherwise noted in the course description.

Example: A student earns a D in Algebra 1 and then repeats the course the next year earning a B. The D grade will remain on the permanent record but will earn no credits. The B grade will earn 5 credits. The higher grade will be used to calculate the total GPA. A minimum grade of C is required for college eligibility.

College eligibility may be met in selected courses with the end of course grade even if the first semester grade is lower than a C. Consult your School Counselor or Assistant Principal for specific course listings.

The 9-12 Academic Grade Point Average (GPA) includes all grades in all academic courses for the full four years of high school. The 10-12 Academic GPA is used for college eligibility.

Schools in the Fremont Union High School District do not weight GPA's, but colleges that accept weighted GPA's may recalculate a GPA for admission purposes.

Official transcripts may be requested in the Registrar's Office (at Lynbrook, this is located in the GSS building) or online in the student store. Unofficial transcripts may be accessed through the Infinite Campus portal. Official transcripts require a transcript request form and a \$5.00 fee

LHS GRADUATION & COLLEGE ADMISSION REQUIREMENT COMPARISON

SUBJECT AREA	LYNBROOK	CSU	UC	PRIVATE & OUT OF STATE COLLEGES	COMMUNITY COLLEGE
SOCIAL STUDIES (UC Subject A)	30 credits* World History U.S. History U.S. Gov/Econ	2 years World History U.S. History U.S. Gov (1 semester only; Econ counts as a “g” elective)	2 years World History U.S. History U.S. Gov (1 semester only; Econ counts as a “g” elective)	Admission Requirements vary at each private college/university and for many out of state colleges as well.	No subject or GPA requirements for community college. Students must be 18 years old or a high school graduate, or have completed the GED or high school equivalency.
ENGLISH (B)	40 credits	4 years	4 years	We recommend that you individually research all colleges/universities in which you are interested to ensure that you fulfill the requirements. Use your Naviance account to help search for colleges and build your college list.	
MATH (C)	20 credits Algebra 1 and Geometry minimum	3 years minimum – through Algebra II	3 years minimum – through Algebra II (4 recommended)		
SCIENCE (D)	20 credits 1 Biological/Life Science and 1 Physical Science	2 years 1 Biological/Life Science and 1 Physical Science	2 years (3 recommended – Biology, Chemistry and/or Physics)		
WORLD LANGUAGES (E)	10 credits*	2 years minimum in same language (through level 2; 3 recommended)	2 years minimum in same language (3 recommended)		
FINE ART (F)	10 credits*	1 year	1 year		
APPLIED ACADEMIC	10 credits*	None	None		
PHYSICAL EDUCATION – PE	20 credits	None	None		
ELECTIVE (G)	70 credits	1 year college preparatory elective	1 year college preparatory elective		
TOTAL CREDITS	220 credits	15 A-G classes minimum	15 A-G classes minimum (18 recommended)		
OTHER REQUIREMENTS	<ul style="list-style-type: none">● A “D” grade is required to earn credit * For graduation, students must complete one class in two of the three areas (Modern Language, Fine Art, Applied Academics – 20 credits total)	<ul style="list-style-type: none">● 2.5 GPA (check CSU website for eligibility table)● Each semester of required subjects must be passed with a C or higher	<ul style="list-style-type: none">● 3.0 GPA minimum● Each semester of required subjects must be passed with a C or higher	<i>Beginning in fall 2021, many colleges changed their SAT/ACT policy to test optional or test blind. Research colleges carefully to determine testing requirements and note, testing requirements can change. UC/CSU Colleges remain test blind – meaning scores are not used in admissions decisions.</i>	

*Beginning with the graduating class of 2030, FUHSD students will be required to complete a semester of Ethnic Studies and health

ADVANCE PLACEMENT (AP) AND HONORS COURSE INFORMATION

The Lynbrook High School Guidance Department believes in helping all students make appropriate choices to ensure student success. We want students to be challenged, without becoming overwhelmed by overloading their schedule with too many Honors and/or AP courses or with courses for which they are not prepared. While it may be true that competitive colleges like to see students utilize AP and honors curriculum in their high school, AP courses are not required for admissions.

Please read and carefully consider the following guidelines and information:

1. AP courses are equivalent to college-level curriculum. Students should expect workload, rigor, pace, and assessment to reflect what is required of college students.
 2. Honors/AP courses require significantly more time and energy outside of class. Consult the time management handout for estimated time commitments expected for LHS Departments. Look at the estimates for courses you have already taken – if the estimate is less than you needed to put in, you will want to account for that in the coming year, as well.
 3. Honors/AP classes earn the same weighted credit from schools awarding additional grade-point credit, as well as the same recognition when accounting for the number of semesters of advanced coursework.
 4. Although AP/Honors level courses are encouraged and looked upon favorably in the college admissions process, overall GPA carries more weight. It is better to take fewer AP/Honors courses and maintain a higher GPA than to enroll in AP/Honors courses and earn lower grades.
 5. College Board's AP Exam scores are not generally part of the admissions process. College Board AP Exams are used by colleges to determine credits for college courses taken and passed during high school.
 6. The majority of full-time students at four-year colleges take approximately four courses per term. Because college courses are so challenging that even college students only enroll in four at a time, keep this in mind as you consider your overall academic schedule.
 7. Extra-curricular activities, standardized test preparation, college research, college applications, sleep, exercise, and general life activities all take time! Be realistic as you complete the time management exercise to get a snapshot of what your days/weeks will look like.
 8. If you choose to enroll in an advanced course, and subsequently change your mind, due to space constraints it is most likely that you will not be placed into any other course.
-

Choose your courses wisely! Choose courses you enjoy and in which you can be challenged without being overwhelmed. Consider how the grades you earn will affect your cumulative GPA and how the courses you choose will affect your life inside and outside of school.

COLLEGE ADMISSIONS

FUHSD provides all students with their own account in our college and career resource, Naviance. This online tool allows students to conduct personalized searches to explore the range of careers and related college opportunities available to them. Please refer to your school's main page to link to the appropriate Naviance site. Naviance can help a student better understand which of the options listed below is best to meet his or her future goals. Your School Counselors, administrators, and College and Career Advisor are also ready to help you understand your options and make plans for your future.

COMMUNITY COLLEGE

Admission to community college requires one of the following: graduating from high school, passing either the General Educational Development (GED) Exam, California Certificate of Proficiency or California High School Equivalency Certificate, being at least 18 years of age. At the community college, students can complete the first two years of college and transfer as juniors to 4-year universities when they successfully complete appropriate course work. Students can also earn AA degrees and certificates in specific vocational areas that will assist them in entering an occupation. Local community college contact information is listed below:

De Anza College

21250 Stevens Creek Blvd.
Cupertino, CA 95014
Counseling: (408) 864-5400
www.deanza.fhda.edu

Evergreen Valley College

3095 Yerba Buena Road
San Jose, CA 95135
Counseling: (408) 270-6474
www.evc.edu

Foothill College

12345 El Monte Road
Los Altos Hills, CA 94022
Career Center: (650) 949-7229
www.foothill.fhda.edu

Mission College

3000 Mission College Blvd.
Santa Clara, CA 95054
Counseling: (408) 855-5030
www.missioncollege.org

San Jose City College

2100 Moorpark Avenue
San Jose, CA 95128
Counseling: (408) 288-3750
www.sjcc.edu

West Valley College

14000 Fruitvale Avenue
Saratoga, CA 95070
Counseling: (408) 741-2009
<http://westvalley.edu/>

PRIVATE UNIVERSITIES & COLLEGES

There are hundreds of private (independent) universities and colleges across the country. Students will find great variety among these schools as each offers a unique educational environment. A student's individual needs and career plans will determine which private university he or she would be best suited for. While most private universities are relatively small in size, they also differ from public universities in educational emphasis: religious, nonsectarian, community service, career focus, and liberal arts.

For additional information on private universities in California, we recommend students use Naviance, our College and Career Planning tool, or the website <http://www.aiccu.edu>.

How Do Private Universities Make Admissions Decisions?

Private universities vary in terms of selectivity with some having highly selective admission standards and others having a relatively open admissions program. Listed below are key factors involved in admissions decisions:

- **High School Courses** – A strong program of college preparatory courses is recommended beginning as a freshman and continuing through the senior year.
- **Grades and Class Rank** – Private universities look carefully at the grades in academic subjects as well as the number of Honors and AP (Advanced Placement) courses the student took throughout high school. The Fremont Union High School District does not rank students. Private universities utilize GPAs to infer ranking.
- **College Entrance Exams** – The SAT and/or ACT are used by some private universities. We recommend students take these tests during the junior or senior year. Information

regarding test dates and registration are shared annually with families and posted on the FUHSD website.

- **Letters of Recommendation** – Private universities require letters of recommendation from teachers, counselors, administrators, or community members.
- **Extra Curricular Activities** – Activities in and out of school — clubs, athletics, music, art, drama, journalism, band, cheerleading, yearbook, alumni ties, and community service — may also be used in making admissions decisions.
- **Essays or Personal Statements** – Short essays are required. Topics vary by university and, sometimes, the program or major. Please refer to each college or university to determine if there are requirements unique to that school.
- **Special Talents and Achievements** – Excelling in subject areas or activities and possessing leadership skills are also determining factors in private university admissions.
- **Cultural or Ethnic Diversity** – Most private universities prefer a sampling of students from across the nation and abroad. Cultural and ethnic diversity are still considered factors in admissions.
- **Interview or Audition** – Some private universities require or recommend an interview or audition depending on the program.

CALIFORNIA STATE UNIVERSITIES

<https://www.calstate.edu/apply>

The California State University selects applicants from the top one-third of California's high school graduates. Admission is based initially on the student's grade point. The GPA is based on college prep courses for sophomore and junior years.

CSU A-G SUBJECT REQUIREMENTS

Area	Subject	Years
a.	History and Social Science (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government AND 1 year of social science)	2
b.	English (4 years of college preparatory English composition and literature)	4
c.	Math (4 years is recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)	3
d.	Laboratory Science (including 1 biological science and 1 physical science)	2
e.	Language Other than English (2 years of the same language; American Sign Language is applicable)	2
f.	Visual and Performing Arts (dance, drama or theater, music, or visual art)	1
g.	College Preparatory Elective (additional year chosen from the University of California "A-G" list)	1

Students with competency in a language other than English may qualify for a waiver. Consult with your school counselor or any CSU campus admissions office for further information.

IMPACTED PROGRAMS/MAJORS

In the California State Universities (CSU), an undergraduate program or campus is designated as impacted when the number of applications received in the first month of the filing period is expected to be larger than the number of spaces available. Impacted programs or campuses are authorized to use supplementary admission criteria in screening applicants for admission. Consideration for admission to any impacted program is contingent on first meeting the regular admission requirements for the CSU. Students interested

in impacted programs or impacted campuses must apply for admission during the month of October or November. CSU Impacted Programs <http://www.calstate.edu/sas/impactioninfo.shtml>

UNIVERSITY OF CALIFORNIA

<https://admission.universityofcalifornia.edu/index.html>.

The University of California campuses are located in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. The University of California in San Francisco is primarily a graduate program in the health professions. The University of California selects applicants from the top nine percent of California's high school graduates. Admission is based on the student's grade point average in a specific sequence of high school courses called the "A-G" subjects completed in the 10th, 11th, and 12th grades. A student is required to complete 15 year-long "a-g" subjects as described below with at least a C grade in each, 11 of which must be completed by the end of the junior year. Beginning in fall 2021, the UC system moved to a test-blind policy, meaning standardized exams will no longer be a part of the admission process. Because admission to UC is so competitive, it is recommended that students complete more than the minimum requirements. For additional information about UC, we recommend visiting

UC Subject Requirements

Area	Subject	Years
a	History and Social Science (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester US government)	2
b	English (4 years of college preparatory English composition and literature; No more than one year of ESL-type courses can be used to meet this requirement.)	4
c	Math (4 years is recommended) including Algebra I, Geometry, Algebra II, or higher mathematics; A geometry course or an integrated math course with a sufficient amount of geometry content must be completed.	3 minimum 4 recommended
d	Laboratory Science (including 1 biological science and 1 physical science)	2 minimum 3 recommended
e	Language Other than English (2 years of the same language; American Sign Language is applicable)	Level 2 minimum Level 3 recommended
f	Visual and Performing Arts (dance, drama, music, or visual art)	1
g	College Preparatory Elective (additional year chosen from the University of California "A-G" list)	1

COLLEGE ADMISSIONS TESTING

The ACT and the SAT Reasoning Tests are college entrance tests: both are accepted by most colleges and universities. It is not necessary to take both tests, although students may choose to do so. Information listed below is for the purpose of giving a general overview. For the most current information regarding any test dates, fees and registration information please check with your high school's College and Career Center or the websites listed. Many colleges/universities have opted to go "test optional" or "test blind" for admissions testing. For information regarding which schools require admissions testing, please review the admissions website for schools in which you are interested in applying for more information. UC will not consider SAT or ACT test scores when making admissions decisions or awarding scholarships. If you

choose to submit test scores as part of your application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after you enroll.

ACT

<http://www.actstudent.org/>

The ACT is a multiple-choice test designed to measure classroom achievement in four broad content areas, as well as the ability to reason, and the application of problem-solving skills. The test takes approximately two hours and covers **English, Mathematics, Reading** and an optional **Science Reasoning and Writing section**. The Writing Test, which is optional, measures skill in planning and writing a short essay. The score is based on the number of correct answers given with no penalty for wrong guesses. This test is accepted by most colleges and universities nationwide.

ADVANCED PLACEMENT EXAMS

www.collegeboard.org

The Advanced Placement (AP) Program is a program of college-level courses and exams for secondary school students. Many colleges and universities grant credit and/or advanced placement to students who score in the upper range of the test (3 or better); students should check with their prospective college and program for specific information. The examination is scored on a five-point scale: 5 (extremely well qualified) to 1 (no recommendation). AP Score results are posted online by College Board in early July and, if the student requested, sent to the college.

EARLY ASSESSMENT PROGRAM (EAP)

<https://collegeeap.org/>

The Early Assessment Program is a partnership between the California Department of Education, California State University, California Community Colleges, and the Smarter Balanced Assessment Consortium. As part of the California Assessment of Student Performance and Progress (CAASPP), results of the 11th grade Smarter Balanced summative assessment include an EAP college readiness status. Students who earn a “Ready for College” status in English-Language Arts and/or Mathematics can use these results to place into credit-bearing courses in that department should they enroll in a participating college or university. Students who earn a “Conditionally Ready for College” status must take and pass with a grade of “C” or higher an approved course in that content area or otherwise meet the school’s criteria for placement.

PSAT: PRELIMINARY SAT

www.collegeboard.org

The Preliminary SAT is given once a year, in October. This test, usually taken in the Junior year, is used to determine the winners of National Merit Scholarships and is an excellent practice experience for the SAT. When space permits, students are encouraged to take the PSAT as sophomores for practice on these college preparation exams.

SAT REASONING

www.collegeboard.org

College Board’s SAT includes an Evidence-based Reading and Writing test and a Math test. The SAT focuses on the skills that matter most for college readiness and success, including a focus on evidence-based reading, writing, and analysis. The Mathematics test features complex applications of problem solving and data analysis. For more information about the SAT, visit the College Board website.

TOEFL: TEST OF ENGLISH AS A FOREIGN LANGUAGE

www.toefl.org

The TOEFL is used to evaluate English proficiency of students whose native language is not English. This test does not replace the ACT or SAT. UC and CSU systems require the TOEFL if 2 years of high school were in a country where the language of instruction was not English.

COLLEGE ELIGIBILITY FOR STUDENT ATHLETES

Students who plan to compete in collegiate athletics must go through a separate eligibility process in addition to the college application process. There are two main bodies for collegiate athletics, the NCAA and the NAIA; these are two separate organizations with different eligibility criteria and processes. Student athletes are highly encouraged to contact the college's athletics department for information and guidance specific to their sport and program. Students begin the process of applying for athletic eligibility during their junior year.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The NCAA currently has separate eligibility criteria for Division I and Division II programs. Eligibility is based on completion of certain course requirements, grade point average, and the score on the ACT or SAT. Only core courses are used to calculate grade point average. Students must certify their amateurism as part of the eligibility process. For more information about NCAA eligibility, visit the NCAA eligibility website: <https://web3.ncaa.org/ecwr3/>

DIVISION I 16 Core-Course Rule*	DIVISION II 16 Core-Course Rule
16 Core Courses: 4 years of English 3 years of mathematics (Algebra I or higher) 2 years of science (1 year of lab if offered by high school) 1 year of additional English, mathematics, or science 2 years of social science years of additional courses (from any area above, 4 world language or comparative religion or philosophy)	16 Core Courses: 3 years of English 2 years of mathematics (Algebra I or higher) 2 years of science (1 year of lab if offered by high school) 3 years of additional English, mathematics, or science 2 years of social science years of additional courses (from any area above, 4 world language or comparative religion or philosophy)
Minimum 2.3 GPA	Minimum 2.2 GPA
<i>* For Division I programs, 10 core courses must be completed prior to the beginning of the senior year; 7 of the 10 must be in English, math, or science.</i>	

NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA)

Student athletes planning to compete in NAIA athletics must complete the NAIA eligibility process. Eligibility is based on grade point average, high school standing, and the score on the ACT or SAT. Students must be considered amateur athletes. For more information about NAIA eligibility and to register online, visit the NAIA eligibility center: www.playnaia.org

An entering freshman must:

- Be a graduate of an accredited high school;
- Meet two of the three following requirements:
 - Test score: achieve a minimum of 18 on the ACT or 970 on the SAT (combined score of critical reading and math only)
 - High School GPA: achieve a minimum overall high school GPA of 2.0 on a 4.0 scale
 - Class rank: graduate in the top half of your high school class

COURSE DESCRIPTIONS BY CONTENT AREA

HOW TO READ THE COURSE DESCRIPTIONS

Each course description includes credits earned, grade level and recommended precursor courses, if applicable, and a short narrative. In addition, the University of California and California State University “a-g” designations are denoted. Each subject area lists a general description about the connection to that area and both high school graduation and UC eligibility requirements. Eligibility requirements detail the minimum requirements to be eligible for admission into the UC system, not for specific requirements for each campus. For specific admissions criteria of particular colleges and universities, please check directly with the appropriate institution’s admissions office.

The following guide details the wide range of course offerings available throughout the district. Course offerings are determined by a number of factors including: graduation and college admissions requirements; school and district achievement data; student interest; teacher availability/expertise; and fiscal resources. In some instances, due to these factors, courses listed in this guide will not be available at all schools. Please refer to your school’s counseling department for current offerings. All classes required for graduation and college admission are offered at all schools. All course offerings must be approved in advance by the FUHSD Board of Trustees.

Students must be enrolled at the school offering the course to participate, except for courses in Career Technical Education (CTE) programs. While many CTE courses are located on a specific campus, they are open to all students as scheduling allows.

FUHSD Graduation Requirements

A student must earn a minimum 220 units, meeting specific course and subject area requirements,.

English	40 units
Social Studies: World History, US History, US Government, & Economics	30 units
Mathematics: including Algebra and Geometry	20 units
Science: including Life and Physical	20 units
Physical Education	20 units
Electives: additional units taken in any department meet this requirement	70 units
Specialty Electives: students must complete 10 units each in two (2) of the following three (3) areas: <ul style="list-style-type: none"> Applied Academics: Career Technical Education, Business, Living Skills, Computer Programming, Work Experience Visual/Performing Arts: Art, Music, Theatre Arts World Languages: Chinese, French, Japanese, Spanish 	20 units

UC/CSU Subject Area Designations

Subject	Designation	Required
History and Social Science	subject a	2 years
English	subject b	4 years
Mathematics	subject c	3 years (through Alg 2)
Laboratory Science	subject d	2 years
Language Other than English	subject e	2 years (through level 2)
Visual and Performing Arts	subject f	1 year
College Preparatory Electives	subject g	1 year

CORE SUBJECTS - ENGLISH, MATHEMATICS, PHYSICAL EDUCATION, SCIENCE, AND SOCIAL SCIENCE

English

The overall goal of the English-Language Arts program is to enable the student to respond in a variety of ways to the ideas in literature, starting at the personal and progressing to the universal level. This goal is achieved in the classroom by: using literature that focuses on aesthetic, ethical, cultural and political issues and themes; using active learning strategies that help students integrate thinking, reading, speaking, listening and writing; using a variety of assessment strategies.

Writing instruction focuses on the process of writing and on self-discovery: connecting personal experience to the ideas and issues of literature. Speaking and listening activities are integrated into all language classes.

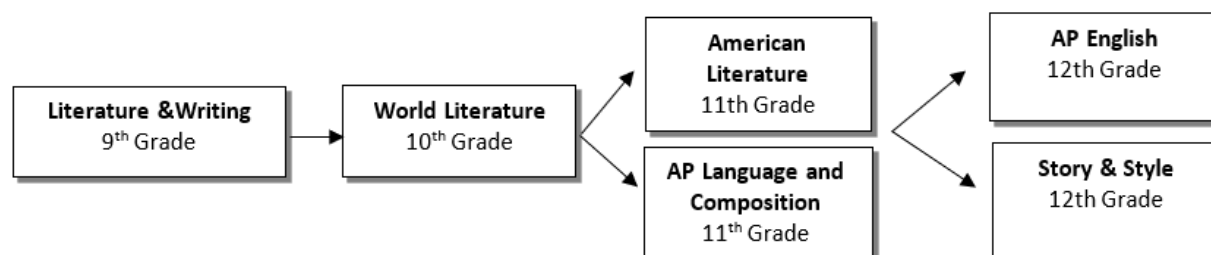
Students are expected to develop their abilities to read more broadly and to comprehend at higher levels, as well as to work effectively in groups. Throughout the curriculum, students are encouraged to think both creatively and critically; to express independent thinking; and to work on clarity of thought in written and oral communication.

Most of these courses are available at all high schools, with some offered only at select locations. Students must be enrolled at the school offering the course to participate.

HIGH SCHOOL GRADUATION: 40 credits (4 years) required for graduation.

UC/CSU ELIGIBILITY: Subject "b" English –4 years required. A student must earn 40 credits and grades of "C" or higher in approved English courses.

The flow chart below best describes the sequencing of courses within the Lynbrook English Department. When considering AP courses, consult your English teacher to discuss readiness and attend meetings for course expectations.



1010: Literature & Writing		
Grades: 9	Credits: 10	UC/CSU Requirement: b
This course integrates the study of literature with instruction in the writing process. Students will explore the ideas and issues of literature while improving their writing, speaking, listening, thinking and language skills. Materials include poetry and prose, fiction and nonfiction.		
1020: World Literature & Writing		
Grades: 10	Credits: 10	UC/CSU Requirement: b
Using works of world literature, the student will explore themes of human experience and inquiry. The literature will include novels, plays, stories and poetry by historical and contemporary authors from around the world. This literature-based program provides instruction and experiences for students to build their listening, speaking, reading, writing and thinking skills.		

1130: American Literature & Writing		
Grades: 11	Credits: 10	UC/CSU Requirement: b
This course provides rigorous and challenging experiences for the student in the areas of critical reading, critical thinking, effective discussion, essay test-taking, expository writing and research. The core of the curriculum is a chronological or thematic study of American literature, its literary periods and major writings. Outside reading focuses on broader philosophical ideas, encouraging wider reading including classics by American authors.		

1190: AP English Language & Composition		
Grades: 11	Credits: 10	UC/CSU Requirement: b
The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The course also shows how generic conventions and the resources of language contribute to effectiveness in writing. This course uses a survey of American literature and writing from the beginning of the country to modern times with which to frame the studies of language and composition. Completion of this course with a grade of "C" or higher will clear a CSU Early Assessment Program result of "Conditionally Ready" on the 11 th grade Smarter Balanced assessment.		

1260: Story and Style: A Critical Lens		
Grades: 12	Credits: 10	UC/CSU Requirement: b
This course presents students with new ways to view multiple literary genres including, but not limited to, drama, speech, multimedia text, expository text, and the novel. Students will analyze and evaluate their world through the lenses of the texts they read and write about during this course. They will become more critical consumers of the written and spoken word through an ongoing examination of how an author manipulates a text's structure and syntax to illustrate a point. Students will explore themes of personal reflection and the human condition through expository and literary essays, creative nonfiction, persuasive speeches, and class discussions. Students will complete a senior thesis, which involves extensive, in-depth research on an individual topic and interaction with members of the community.		

1410: AP English Literature & Composition		
Grades: 12	Credits: 10	UC/CSU Requirement: b
This Advanced Placement English course in Literature and Composition engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as smaller-scale elements, such as the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on selections that do not yield all of their pleasures of thought and feeling the first time through. Students will read deliberately and thoroughly, taking time to understand a work's complexity in order to absorb its richness of meaning and to analyze how that meaning is embodied in literary form. Completion of this course with a grade of "C" or higher will clear a CSU Early Assessment Program result of "Conditionally Ready" on the 11 th grade Smarter Balanced assessment.		

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

Students in the ELD program will concurrently be placed in a sheltered literature course appropriate to their English level. ELD students are assessed yearly for appropriate placement.

1450: ELD Level 2		
Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Recommended: Assessment. This course is designed for students who already have a foundational knowledge of English in academic and communicative vocabulary, sentence structure, reading of nonfiction and fictional texts, and writing. Through quality interactive instruction and activities, students will continue to build cognitive academic language proficiency in all four skill areas. Texts will be of greater length and complexity. Students will be introduced to additional expository and narrative writing genres, including persuasive, research and biographical essays.		

1460: ELD Level 3		
Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: b
Recommended: Assessment. This course is designed for advanced learners of English as an additional language. Students acquire sophisticated academic and communicative vocabulary, sentence structure, reading of nonfiction and fictional texts, and writing. Students read nonfiction and fictional texts of demanding length and complexity in various genres to prepare them for advanced mainstream English and courses in other content areas. Through quality interactive instruction and activities, a print-rich environment, and public speaking experiences, students will continue to solidify cognitive academic language proficiency in all four skill areas. Students will be introduced to additional expository and narrative writing genres, including full research reports and reflective essays.		

English Elective Course: Journalism, see page 32

Mathematics

Mathematics courses prepare students for both college and career readiness, equipping them with the knowledge and skills necessary to fully participate in the twenty-first-century global economy. Math courses follow a traditional progression in foundational courses: Algebra 1, Geometry, and Algebra 2 with options for more in depth and rigorous study. Courses are aligned to the California Common Core State Standards for Mathematics. Standards for Mathematical Practice apply to all course offering in order to ensure students are able to: Make sense of problems and persevere in solving them; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; and Look for and express regularity in repeated reasoning across the curriculum. Advanced mathematics courses provide students with pathways to a variety of Advanced Placement course offerings.

HIGH SCHOOL GRADUATION: 20 units (2 years required); the minimum is Algebra 1 and Geometry.

UC/CSU ELIGIBILITY: Subject “c” Mathematics – 3 years required (through Algebra 2), 4 years recommended. A student must earn 30 credits and a grade of “C” or higher in approved mathematics courses, and must have completed a Geometry course.

2210: Algebra 1		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
Algebra 1 is imperative for success in subsequent math courses, and transitions students from arithmetic to symbolic reasoning. The key content, which follows the Common Core State Standards for Algebra 1, involves understanding, writing, solving, and graphing linear, exponential, and quadratic equations and inequalities. When working with linear equations, emphasis will be placed on understanding equations in slope-intercept form and slope in general as it relates to rates in context. Solving systems of two linear equations in two unknowns is also emphasized. Exponential relationships are studied in comparison with linear relationships to highlight the characteristics of exponential growth and decay. Quadratic equations are solved by factoring, using graphs, and applying the quadratic formula. Students should also become comfortable with operations on monomial and polynomial expressions. Students learn to solve problems employing all of these techniques. Successful completion of Algebra 1 prepares students for Geometry.		

2230: Geometry		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
Recommended: Successful completion of Algebra 1. The Geometry course, which follows the Common Core State Standards for Geometry, focuses on a formal development of geometric skills and concepts. Students build their visualization, reasoning, and mathematical communication skills through study of the following topics: transformations, congruence, similarity, properties of geometric shapes (triangles, quadrilaterals, circles), geometric modeling (plane and solid), coordinate geometry, and right triangle trigonometry. They also develop the ability to construct formal logical arguments and proofs in a geometric setting. Geometry meets the graduation requirement, and together with Algebra 1, prepares a student for Algebra 2.		

2310: Algebra 2		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
<p>Recommended: Successful completion of Algebra 1 and Geometry. Algebra 2 expands and refines the mathematical content of Algebra 1 and Geometry. Emphasis is placed on abstract thinking skills, the function concept, extension of right triangle trigonometry to the unit circle and domain of all real numbers, and the algebraic solution of problems in various content areas. Polynomial, exponential, logarithmic, radical, rational, and trigonometric functions comprise the core material through which equations, graphs, and their transformations are studied and applied. The course also includes an introduction to statistics and sequences and series. Calculators are used to aid in the solution of problems and in making estimates for realistic solutions. Successful completion of Algebra 2 prepares students for Pre-Calculus or Applications of Advanced Mathematics.</p>		
2320: Algebra 2/Trigonometry		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
<p>Recommended: Mastery of Algebra 1 and Geometry/Geometry Enriched. Algebra 2/Trigonometry is for students who plan to maximize the amount of mathematics studied in high school. Course content includes a more rigorous study of all topics taught in the Algebra 2 course. As in Algebra 2, emphasis is placed on abstract thinking skills, the function concept, extension of right triangle trigonometry to the unit circle and domain of all real numbers, and the algebraic solution of problems in various content areas. Polynomial, exponential, logarithmic, radical, rational, and trigonometric functions comprise the core material through which equations, graphs, and their transformations are studied and applied. The course also includes an introduction to statistics and sequences and series. Beyond the content of Algebra 2, in the trigonometry portion of Algebra 2/Trigonometry, students study, in depth, all 6 trigonometric functions as they relate to the unit circle using radians and degrees, including simplifying expressions, solving equations, graphing, and applications. Additional topics include solving triangles, defining and solving equations with inverse trigonometric functions, and proving and applying trigonometric identities. Calculators are used to aid in the solution of problems and in making estimates for realistic solutions. Successful completion of Algebra 2/Trigonometry prepares students for Pre-Calculus or Applications of Advanced Mathematics. Mastery of Algebra 2/Trigonometry prepares students for Pre-Calculus Honors.</p>		
2390: Pre-Calculus		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
<p>Recommended: Successful completion of Algebra 2/2-Trigonometry. Pre-Calculus focuses on the study of families of functions, their application in mathematical modeling, and the use of equivalence to rewrite expressions to reveal important features. Students analyze features of a variety of functions and their graphs, connect different representations, and identify and apply transformations of equations and graphs. To solve problems using function models, students choose among function families, fit linear and nonlinear functions to data, and interpret, apply, and evaluate the resulting models. The study of functions in this course includes strengthening of concepts and skills from prior courses, fuller development of equivalent forms of functions, and an in-depth study of trigonometry and its applications. Completion of this course with a grade of "C" or higher will clear a CSU Early Assessment Program result of "Conditionally Ready" on the 11th grade Smarter Balanced assessment. Full mastery of concepts and skills from this course prepares students to take Calculus AB the following year.</p>		
2420: Pre-Calculus Honors		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
<p>Recommended: Mastery of both Geometry/Geometry Enriched and Algebra 2/Trigonometry. Pre-Calculus Honors is for students who plan to maximize the amount of mathematics studied in high school. This fast-paced course assumes that students have already mastered all skills and concepts from prior courses. The focus is on expanding the study of functions to a broad variety of function types, with increased emphasis on abstract thinking and formal proofs. Students analyze features of a variety of functions and their graphs, connect different representations, and identify and apply transformations of equations and graphs. Students also solve challenging problems using function models, where they choose among function families, fit linear and nonlinear functions to data, and interpret, apply, and evaluate the resulting models. This course continues the rigorous study of trigonometry begun in Algebra 2/Trigonometry, moving on to advanced equations, graphs, and proofs, including the study of vectors and polar coordinates. Students also continue their study of topics such as the algebra of</p>		

polynomials and rationals, advanced inequalities, conic sections, and sequences and series. Completion of this course with a grade of “C” or higher will clear a CSU Early Assessment Program result of “Conditionally Ready” on the 11th grade Smarter Balanced assessment. Successful completion of this course prepares students to take Calculus AB, or with full mastery of concepts and skills, Calculus BC, the following year.		
2430: AP Calculus AB		
Grades: 9-12	Credits: 10	UC/CSU Requirement: c
Recommended: Mastery of Pre-Calculus. This course covers the content of two quarters (more than one semester) of a college Calculus curriculum, focusing on the application of limits, differentiation and integration. Some techniques of integration and indeterminate forms for limits are also covered. Throughout the course, an emphasis is placed on symbolic, graphical, and numeric representations, as well as on clear communication of mathematical thinking. Students successfully completing this course are prepared to take the Calculus AB AP Exam, which requires use of a graphing calculator. Completion of this course with a grade of “C” or higher will clear a CSU Early Assessment Program result of “Conditionally Ready” on the 11 th grade Smarter Balanced assessment.		
2440: AP Calculus BC		
Grades: 9-12	Credits: 10	Locations: C, F, H, L, MV UC/CSU Requirement: c
Recommended: Mastery of Pre-Calculus Honors. This course covers the content of three quarters (two semesters) of a college Calculus curriculum, focusing on applications of limits, differentiation and integration. Numerical approaches (such as Newton’s method, Simpson’s Rule, and Euler’s Method); various techniques of integration; indeterminate forms for limits; and Taylor series are also covered, as well as application of Calculus techniques to parametric and polar representations. Throughout the course, an emphasis is placed on symbolic, graphical and numeric representations, as well as on clear communication of mathematical thinking. Students successfully completing this course are prepared to take the Calculus BC AP Exam, which requires use of a graphing calculator. Completion of this course with a grade of “C” or higher will clear a CSU Early Assessment Program result of “Conditionally Ready” on the 11 th grade Smarter Balanced assessment.		
2460: AP Statistics		
Grades: 9-12	Credits: 10	Locations: C, F, H, L, MV UC/CSU Requirement: c
Recommended: Successful completion of Algebra 2 or higher math course. This course covers the content of one semester of an introductory, non-Calculus-based, college curriculum in Statistics, which is often a requirement for college students majoring in the social sciences, health sciences and business. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is built around four main topics: exploring data, planning a study, probability as it relates to distribution of data, and inferential reasoning. With the possible exception of probability, most of the material in this course has not been a part of the traditional secondary mathematics curriculum. Students successfully completing this course are prepared to take the Statistics AP Exam which includes use of a graphing calculator. Completion of this course with a grade of “C” or higher will clear a CSU Early Assessment Program result of “Conditionally Ready” on the 11 th grade Smarter Balanced assessment.		

Math Electives: AP Computer Science A, AP Computer Science Principles, and Java Programming, Page 31-32

PHYSICAL EDUCATION

Our goal is to prepare our students for life in our society. Our objectives are to give the students information and basic skills they will need for survival and longevity. We expect our students to go away with an understanding of and a positive attitude towards physical fitness and wellness. Our two years of required Physical Education (PE) are divided into two programs—PE 9 core and PE 10 electives. The unit activities are instruction oriented and of two types—survival and carry-over lifetime activities. The survival activities are designed to give our students the knowledge and skills needed to have a healthy life.

In the carry-over activities, we are attempting to expose our students to a variety of experiences, some of which they might pursue for a lifetime.

HIGH SCHOOL GRADUATION: 20 credits (2 years) required for graduation.

UC/CSU ELIGIBILITY: There is no Physical Education requirement.

2510: PE 9		
Grades: 9	Credits: 10	UC/CSU Requirement: N/A
A basic course required of all freshmen, which includes instruction in beginning and intermediate skills, basic rules, history and etiquette in a variety of sports. Students must complete the objectives of an activity in each of the following areas: Individual—an activity in which the student performs without the need of another person; Dual—an activity in which a student competes against another student; Team—an activity in which a group of students compete against another group of students; Rhythmic—an activity in which movement is coordinated with music or a rhythmic beat; Aquatic—an activity which covers the basic skills of swimming; Wellness—fundamentals of good health practices are incorporated in activities.		
2530: PE 10-12		
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Recommended: PE 9. The PE 10 elective program is designed to allow choice in the selection of physical education activities. Emphasis is placed on refining basic skill and participation. The activities typically offered may include: aerobics, aquatics, basketball, badminton, body development, dance, flag football, game management, golf, gymnastics, pickleball, recreational games, soccer, softball, tennis, track, ultimate Frisbee, volleyball, weight training, wrestling.		
2720: PE Racquet Sports		
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Recommended: PE 9. This course is designed for students interested in developing skills in the various racquet sports and physical conditioning: tennis, pickleball and badminton. Emphasis is placed on refining skills, strategy and competitive doubles and singles play.		
2740: PE Weight Training		
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Recommended: PE 9. This course is designed for those students interested in developing body strength for advanced sports skills. Students will engage in weightlifting, cardiovascular conditioning and flexibility exercises. Students will utilize both free weights and weight machines.		
2780: PE Total Fitness		
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Recommended: PE 9. The course emphasizes aerobic activity with elements of all five of the components of fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. This course is set to prepare students for a life of fitness after high school. Knowledge of anatomy and physiology will be introduced. Individual students will be assessed primarily on their own personal fitness level and student personal PE folders will be maintained.		

***Team Sports** - Students will be granted 5 PE credits for Team Sports when they have completed the FUHSD season as an eligible member of the team. Students who are cut from a team will not be given credit nor will students who do not complete the season. A season is considered 'complete' at the discretion of the coach or Athletic Director. Membership on an FUHSD competitive athletic team will require a minimum of 400 minutes of conditioning, practice, and game participation every 2 weeks. Coaches will expect regular attendance and participation by all team members in order to complete the PE requirement. The following list of Team Sports can be awarded PE credit, only in grades 10-12. All 9th grade students must be enrolled in a PE 9 class and can receive elective credit for their participation in our FUHSD competitive athletic teams.

Students should request 2590 PE Athletics

FALL	WINTER	SPRING
8510 Field Hockey/Girls	8615 Basketball	8635 Gymnastics*
8525 Volleyball/Girls	8625 Soccer	8655 Competitive Cheer*
8548 Tennis/Girls	8645 Wrestling	8715 Softball
8555 Cross Country		8725 Badminton
8565 Football	YEARLONG	8735 Track and Field
8575 Water Polo	8655 Drill/Dance	8745 Baseball
8595 Flag Football*	8585 Marching Band and Guard	8755 Swimming/Diving
8655 Sideline Cheer		8765 Tennis/Boys
8775 Golf/Girls		8775 Golf/Boys
		8785 Volleyball/Boys

*Sport is offered at select schools. Please visit the Athletic Department for details.

SCIENCE

A good science background is essential in our technology-oriented society and workplace. Our science classes focus on the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century. In our classrooms, students have the opportunity to learn science by asking questions, designing and implementing experiments and investigations, analyzing and interpreting data, and constructing explanations. Students will additionally develop models, evaluate information, and write arguments based on evidence. Students are strongly encouraged to take a science class each year to gain a better understanding of the world around them and become more scientifically literate. AP (Advanced Placement) courses are based on standards established by College Board through the Advanced Placement Program. College credit offered for AP courses vary widely depending on the college or university chosen, the chosen major, and other factors. Citations here regarding college credit are taken directly from the College Board.

HIGH SCHOOL GRADUATION

There is a two-year requirement for graduation. One year must be a physical science and the other a life science; "Science & Society" and "Environmental Science" may be used to satisfy either year.

UC/CSU ELIGIBILITY

"d" Laboratory Science – 2 years required, 3 years recommended. A student must earn 20 credits and a grade of "C" or higher in approved laboratory science courses.

3110: Biology		
Grades: 9-12	Credits: 10	UC/CSU Requirement: d
Biology is an introductory laboratory course based on the Next Generation Science Standards that includes the following core ideas: From Molecules to Organisms: Structures and Processes; Ecosystems: Interactions, Energy, and Dynamics; Heredity: Inheritance and Variation of Traits; and Biological Evolution: Unity and Diversity. Students will explore and deepen their understanding of these core ideas through scientific inquiry. In the process, they will learn to think and act like scientists by using science practices and cross-cutting concepts that they can apply in subsequent science courses. As part of the California Healthy Youth Act, students will engage in a comprehensive sexual health education unit that will prepare them to make informed and healthy choices.		
3120: AP Biology		
Grades: 11-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Chemistry. AP Biology is the equivalent of a two-semester college introductory biology course that focuses on enduring conceptual understandings and the content that supports them. This course is based on eight units including: Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell		

Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. While delving deeply into these foundational biology concepts, students will develop their inquiry and reasoning skills by designing experiments, analyzing data, and justifying arguments using evidence.		
3130: Physiology		
Grades: 11-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Chemistry. This is a laboratory course investigating the functional and interdependent phenomena of the human body, its systems, and the maintenance of homeostasis. Studies include anatomical structure and physiological function for the development, performance, and coordination of internal and external activities of the human body. Dissections, observations of organs, and practice with models serve as an anchor for understanding these human systems.		
3610: Chemistry		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Algebra 1 (can be concurrent). Chemistry is a laboratory course based on the Next Generation Science Standards. Students will explore and deepen their understanding of Earth's systems and humans' relationships with the Earth through the lens of chemistry, which include the following core ideas: structures and properties of matter, chemical reactions, and the energy and forces that drive these interactions. Students will continue to grow in their ability to learn, to think, and to act like scientists, preparing them to make informed decisions about important science-related issues in our society and the world. Emphasis is placed on conceptual understanding of ideas, and students are expected to use algebra to explain these ideas.		
3620: Chemistry Honors		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Geometry (can be concurrent). Chemistry Honors is a laboratory course based on the Next Generation Science Standards. Students will explore and deepen their understanding of Earth's systems and humans' relationships with the Earth through the lens of chemistry, which includes the following core ideas: structures and properties of matter, chemical reactions, and the energy and forces that drive these interactions. Students will continue to grow in their ability to learn, to think and to act like scientists, preparing them to make informed decisions about important science-related issues in our society and the world. The honors course incorporates an increased application of mathematical reasoning to explain chemical phenomena, a rigorous application of the concepts, and more intensive pacing.		
3630: AP Chemistry		
Grades: 11-12	Credits: 10	UC/CSU Requirement: d
Recommended: Chemistry Honors and Algebra 2. AP Chemistry is the equivalent of a two-semester college introductory chemistry course. The course is organized around nine units that students will explore: atomic structure and properties, molecular and ionic compound structure and properties, intermolecular forces and properties, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics. Emphasis is placed on laboratory experimentation, problem solving and quantitative understanding of complex chemical phenomena. Students taking this course should have a successful background in mathematics and basic chemistry.		
3710: Physics		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Algebra 1. Physics is a laboratory course based on the Next Generation Science Standards. Students will explore and deepen their understanding of the universe and humans' relationships with the Earth through the lens of physics, which includes the following core ideas: energy, matter, forces, time, and space. Students will continue to grow in their ability to learn, to think, and to act like scientists, preparing them to make informed decisions about important science-related issues in our society and the world. Emphasis is placed on conceptual, rather than the mathematical, understanding to explain natural phenomena.		

3720: Physics Honors		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology and Algebra 2 (can be concurrent). Physics Honors is a laboratory course based on the Next Generation Science Standards. Students will explore and deepen their understanding of the universe and humans' relationships with the Earth through the lens of physics, which includes the following core ideas: energy, matter, forces, time, and space. Students will continue to grow in their ability to learn, to think, and to act like scientists, preparing them to make informed decisions about important science-related issues in our society and the world. The honors course incorporates an increased application of mathematical reasoning to explain physical phenomena, a rigorous application of the concepts, and more intensive pacing.		
3730: AP Physics C: Mechanics		
Grades: 11-12	Credits: 10	UC/CSU Requirement: d
Recommended: Pre-Calculus Honors and Physics Honors/AP Physics 1. This course is the equivalent of a one-semester, calculus-based, college physics course for science or engineering majors. Students will deepen their understanding of physics topics such as motion, forces, momentum, and energy. Emphasis is placed on laboratory experimentation, problem solving, and quantitative understanding of physics. Students taking this course should have a successful background in mathematics and algebra-based physics.		
3850: Science & Society		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
Recommended: Biology. This course is a project-based course where students work on a variety of projects that connect important scientific concepts within current societal issues. As an interdisciplinary science class, the focus is on developing critical thinking and scientific literacy skills within the context of societal issues. Emphasis is placed on the NGSS science and engineering practices including: defining problems, carrying out investigations, analyzing data, and developing arguments based on evidence. Some example units of study may include: Genetic Disorders, Water Quality, Energy and Climate, Space Mining, Addiction, Environmental Issues, and Ethics in Science and Technology. Students can earn physical or life science credit toward high school graduation for this course.		

Science Elective: IS STEM Research, see page 31

SOCIAL SCIENCE/HISTORY

In the history/social sciences, students learn how their lives have been and will continue to be affected by domestic and international politics, demographics, economic flux, technological change, and social change. The study of continuity and change in human events is the focus of the history/social science curriculum. Students will understand and appreciate how ideas, events, and individuals have intersected to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies.

HIGH SCHOOL GRADUATION

There is a three-year requirement for graduation that includes World History, United States History, and Economics/Government.

UC/CSU ELIGIBILITY

"a" History/Social Science – 2 years required. A student must earn 20 credits and a grade of "C" or higher in approved history/social science courses. While Economics is needed for meeting high school graduation requirements for Social Studies, for UC Eligibility, it is included in the "g" requirement.

1595: Intro to Ethnic Studies*		
Grade: 9	Credits: 5	UC/CSU Requirement: g

Introduction to Ethnic Studies is a 9th grade, one semester course. Students should expect to examine the complexities of identity - their own and others' - to develop awareness of personal and community connections to local and global histories and to foster empathy. This awareness and empathy will be developed by studying the narratives of and by people from historically marginalized groups in order to understand the ways that individuals and communities shape and are shaped by institutions and cultures. The course is built on the foundational principles that: (1) every student brings valuable knowledge, experience, and ideas with them into the classroom, (2) students have power to transform society, and (3) while everyone has different needs, everyone's well-being is interconnected. Course materials and overarching questions will emphasize the intersections of identity including, but not limited to: race, religion, gender, (dis)ability, and immigrant status, etc. Lessons will be interdisciplinary, drawing from history, literature, art, and other subjects. Students will explicitly be taught skills that will help them to be successful in future classes including perspective-taking, developing questions, analyzing multiple - sometimes conflicting - sources, creative problem solving, and communicating & collaborating with others.

**Course earns elective credits until State of CA graduation requirement takes effect by the Class of 2030*

1620: World History		
Grade: 10	Credits: 10	UC/CSU Requirement: a
In this course, students examine major turning points in the shaping of the modern world and the rise of Democratic ideas from the late eighteenth century to the present. The year begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world including Asia, Africa, and the Middle East.		
1730: US History		
Grade: 11	Credits: 10	UC/CSU Requirement: a
In this course, students study the History of the United States in the twentieth century. The year begins with a review of U.S. History prior to the 20 th Century. After the review unit, this course will study: America at the turn of the Century, United States as a world power, the 1920's, the Great Depression and New Deal, United States in World War II and the post-war period, U.S. foreign policy since World War II, the Civil Rights movement, and the United States in contemporary society.		
1750: AP US History		
Grade: 11	Credits: 10	UC/CSU Requirement: a
Recommended: Students should have earned a "B" or better in their previous history class and have strong writing skills. This survey course gives students a thorough grounding in facts, and goes on to examine the significance of facts, their contexts, as well as their causes and results. This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and material in United States history. Students learn how to read historical material analytically and critically, to weigh historical evidence and interpretations and to arrive at conclusions based on facts. Students should expect a steady and heavy load of reading from the textbook, in addition to Document Based and Free Response essays that put particular demands on historical knowledge and the ability to make and prove a historical argument. Unlike the mainstream US History course, where there is single focus on the US in the 20 th Century, AP US History covers the entire scope of our history, from the Amerindian settlements to contemporary American issues. The course makes demands similar to those found in introductory college courses and prepares students for success on the AP US History test held in early May.		
1835: Economics		
Grades: 12	Credits: 5	UC/CSU Requirement: g
The course covers economic principles such as production, supply and demand, profits, distribution of goods, competition, money and banking, government monetary and fiscal policies, credit insurance, securities market and comparative economic systems.		
1845: US Government		

Grades: 12	Credits: 5	UC/CSU Requirement: a
The goals of this course are to give an understanding of democratic processes and an awareness of the values and social framework that support them. Major units in the course are federal government, state government, political parties, elections, and selected issues of government in the United States.		
1855: AP US Government & Politics		
Grades: 12	Credits: 5	UC/CSU Requirement: a
Recommended: Students should have earned a “B” or better in their previous history class and have strong writing skills. The advanced placement course in government parallels an introductory college course in political science. The course is designed to give students a thorough understanding of and critical perspective on the system of US government politics, policy, and practices. Instruction emphasizes understanding course content by way of in-depth research and analysis. Furthermore, students will apply their understanding of the subject matter to both historical and current political events and analyze their impact on American society. AP US Government and Politics is a tightly structured, highly demanding, fast-paced college-level course in which students study a year’s amount of curriculum in only one semester. Students will be required to read the college-level textbook and supplemental readings. Expository writing will be required. Ideally, this course is really for those students who are specifically interested in government and politics.		

APPLIED ACADEMICS

Courses for the following subject areas can be found in this section:

- Computer Science Electives
- Journalism Electives
- General Career Education
- Career Technical Education (CTE) - listed by Industry Sector
 - o Arts, Media, and Entertainment
 - o Building Construction Trades
 - o Business and Finance; Marketing, Sales and Services
 - o Engineering and Architecture
 - o Hospitality, Tourism & Recreation (includes Culinary classes)
 - o Public Services (includes Law and Administration of Justice)
 - o Transportation

HIGH SCHOOL GRADUATION

Courses in this section are electives in the **Applied Academics** credit category. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts**, **World Languages** and **Applied Academics**). For example, if a student earns 10 credits in an **Applied Academics** course, he/she would still need 10 credits from either **World Languages** or **Fine Arts** to satisfy the graduation requirement.

UC/CSU ELIGIBILITY

“g” College Prep Elective – 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, year-long approved course. Generally, the courses in Applied Academics count as a “g”; see individual course descriptions for specific information about UC/CSU eligibility.

COMPUTER SCIENCE ELECTIVES

2350: AP Computer Science A		
Grades: 10-12	Credits: 10	UC/CSU Requirement: c
Recommended: Successful completion of Computer Programming Java and Algebra 2 or higher math course. This course is designed to serve as the equivalent of a one-semester, entry-level college course in computer science for students majoring in computer science, engineering, math, the sciences or business. Students are expected to have strong computer and problem-solving skills as they will create and debug original object-oriented programs, using Java, to solve problems by using adaptable and reusable algorithmic modules and data structures. Students successfully completing this course are prepared to take the AP Computer Science A Exam. This course may be used as 3 rd year or beyond “c” requirement for “a” to “g” eligibility in addition to the successful completion of Algebra 2.		
2370: Computer Programming Java		
Grades: 9-12	Credits: 10	UC/CSU Requirement: g
Recommended: Successful completion of Algebra 1 or higher math course and previous computer use. The course is designed to introduce the student to the study and writing of computer programs, with an emphasis on problem-solving and program design. Analytical thinking skills and logic are emphasized. The Java language is used with an emphasis on understanding universal programming concepts such as data types and data structures, selection, and iteration along with applications of programming for the Internet and programs written in an object-oriented paradigm. Elementary study of digital computer hardware may be included. This course is recommended for the college-bound student planning on a business, math or science major or for the student preparing for an AP Computer Science course.		

7820: AP Computer Science Principles		
Grades: 10-12	Credits: 10	UC/CSU Requirement: d
<p>The AP Computer Science Principles course is designed as the 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 is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. Students complete part of the AP Computer Science Principles Exam through course assignments and activities, and take the other part of the exam in May. This course may be used as 3rd year or beyond “d” requirement for “a” to “g” eligibility.</p>		

JOURNALISM ELECTIVES

1360: Journalism		
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: g
<p>Recommended: Successful completion of Writing for Publication. An elective class for students who produce the student newspaper, assuming full responsibility for its development, production and marketing while meeting similar challenges to those experienced by the professional field. The curriculum also provides an opportunity to create a personal reading program representing the research focused on societal forces, trends and issues.</p>		
8380: Yearbook		
Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: g
<p>This course is an expansion of office computing, incorporating the use of a computer-based system and software with graphic capabilities to produce publication materials. Students will integrate typeset text and graphics on the page using accepted writing, publication and presentation techniques. This course is designed to prepare students for entry-level employment in the newspaper-publishing field. Students will produce desktop-published camera/copy ready masters for reproduction.</p>		

GENERAL CAREER EDUCATION

8040: Work Experience		
Grades: 11-12	Credits: 5 to 20 per year (repeatable)	UC/CSU Requirement: N/A
<p>Students who are employed may choose to enroll in Work Experience with priority given to seniors who need credits toward graduation or need to work. Throughout their time in the program, students develop and complete a portfolio, which demonstrates research about multiple career paths alongside the abilities, knowledge, and skills gained through Work Experience. Credit is granted each semester, and is based on a combination of completion of coursework, attendance at class meetings, employer/teacher evaluations, and hours of employment. Students interested in this course should contact their School Counselor.</p>		
8280: IS: STEM Research		
Grades: 9-10	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
<p>This is an elective course for students entering 9th and 10th grades who have demonstrated a strong interest in STEM research. The course focuses on developing techniques and skills specific to STEM practices. There is limited space available in this course which students apply via an online application. This class meets every day. The year-long course is a 10 unit, non-UC elective course that will be graded pass/fail. It will not replace a current science course.</p>		

CAREER TECHNICAL EDUCATION

Career Technical Education (CTE) courses provide students with opportunities to explore careers in industries that are thriving in our region. They have the opportunity to develop and deepen the skills to be successful in a career in a given field. Courses offered provide career/technical skills training and/or on-the-job training with work-based learning. Some CTE courses may not be available every year.

While many CTE courses are located on specific campuses, they are open to all students as scheduling allows.

INDUSTRY SECTOR: DESIGN, VISUAL, AND MEDIA ARTS

Pathway	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Design, Visual & Media Arts		4760 Multimedia Design (f)	7635 Advanced Multimedia Design
Design, Visual & Media Arts	7670 Photography & Design (f)		7790 Studio Art
Game Design and Integration	7670 Photography & Design (f)	7685 Commercial Art	7790 Studio Art

4760: Multimedia Design		Location: H, MV
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
This course focuses on the historical, theoretical, and cultural issues as related to the mass media and the Internet. In addition to theoretical and historical work, students will heighten their ability to critically analyze and create multimedia. Students will evaluate (verbally and in writing), design, create and present multimedia projects. Concepts and skills developed throughout the course are revisited and reinforced with each unit of instruction.		

7635: Advanced Multimedia		Location: H
Grades: 10-12	Credits: 10	UC/CSU Requirement: N/A
This course is designed to provide students with advanced skills in a wide variety of multimedia applications in use in today's internet, video, digital, and publishing industries. Emphasis will be placed on career preparation skills associated with printed and electronic media such as web pages, magazine and newspaper advertisements, composite photography, video editing, 3D rendering, and business presentations. Priority will be given to students who are progressing in the Design, Visual & Media Arts Pathway and choose this as one of their "First 6" classes.		

7670: Photography and Design		Locations: L, MV
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Photography and Design is a yearlong course that begins with understanding the basic operations and functions of a digital single lens reflex camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, learning about important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students learn image techniques and digital manipulation using Adobe Photoshop and Lightroom, teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. They will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Beginning second semester, students will explore the relationship between photography, graphic design and advertising/media applications.		

Students will explore visual communication that is both directed by industry needs (advertising/graphic design) and personal creative drives (photography as fine art).

7685: Commercial Art		Location: MV
Grades: 10-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: Successful completion of any level 1 Art course or Writing for Publications. This course will focus on career skill sets in visual design and industrial design. Explorations in traditional and digital media associated with Graphic Design, Advertising, Illustration and Industrial Design will be covered. Human-based experiences, Design Thinking and a collaborative work environment will be emphasized. Students will gain an understanding of the impact of design on the production process for different types of products. Students can expect to work with traditional hand-making design methods blended with using the computer. No previous computer or design skills are necessary.		

7790: Studio Art		Locations: L, MV
Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Recommended: Level 1 Art/ Ceramics/ 3-Design/Photography. Students will focus on building their personal portfolio and gain entrepreneurial skills required to become a successful artist. Advanced Visual Communications coordinates 2-D and 3-D studio work and cultural studies together with an emphasis on careers in the art field. Selected cultures of Meso-American, Italian, German, French, Middle Eastern and Asian art will be introduced and students will produce projects that relate to each unique culture to be included in their portfolio. Language and cultural studies will be taught on a daily basis so as to appreciate historical and cultural differences. The art elements and principles of design composition serve as a foundation for each unit covered and attention will be given to visual studio work. Students will gain knowledge and an appreciation for various art forms and entrepreneurship skills that will lead to a successful career in the visual communications field.		

INDUSTRY SECTOR: CABINET, MILLWORK, AND WOODWORKING

Pathway	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Building & Construction Trades Cabinetry, Millwork & Woodworking	N/A	5110 Woodworking	5120 Advanced Woodworking

5110: Woodworking		Location: MV
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: None. An introduction to the fundamentals including the use of hand/power tools, safety practices, and woodworking materials. Students will follow the guidance of the instructor to practice the processes of design, drafting, building, and finish work of beginning level projects. Students will also be exposed to a variety of college and career opportunities related to woodworking.		

5120: Advanced Woodworking		Location: MV
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Recommended: Introduction to Woodworking. Students will expand their use of hand and power tools including learning custom settings and basic maintenance and repair for machinery. Students will expand understanding and use of materials including different woods, adhesives, and finishes and will learn cost estimating. Students will design, draft, build, and finish projects that meet the needs of a "client". Students will also assist with shop management by demonstrating basic woodworking processes to beginning students and will investigate related college and career opportunities. Priority will be given to students who are progressing in the Woodworking Pathway and choose this as one of their "First 6" classes.		

INDUSTRY SECTOR: BUSINESS & FINANCE

Pathway	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Financial Services	4580 Principles of Business (g)	4710 Accounting 1 (g)	4720 Accounting 2
Business Management	4580 Principles of Business (g)	N/A	4880 Economics & Virtual Enterprise (g)
Marketing, Sales & Service Marketing	4580 Principles of Business (g)	N/A	4890 BUS 90 Principles of Marketing ^{DE}

INDUSTRY SECTOR: MARKETING, SALES, & SERVICE

Pathway	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Marketing	4580 Principles of Business (g)	N/A	4870 Principles of Marketing OR 4890 BUS 90 Principles of Marketing ^{DE}

4580: Principles of Business		
Grades: 9-12	Credits: 10	UC/CSU Requirement: g
This business course introduces students to the study of Economics, Personal Finance, Commerce, and Entrepreneurship. Course projects focus on applying economic concepts, financial literacy, investments in the stock market, sales and marketing strategies, career exploration, and creating a business plan. This course is ideal for students seeking financial freedom and a foundation for success in any career.		

4710: Accounting 1		
Grades: 10-12	Credits: 10	UC/CSU Requirement: g
Accounting 1 will enable the students to understand the "language" of business, the recording of financial transactions and their interpretation, the clarification of business procedures, the provision of skills needed for keeping financial records, practice in setting up accounting systems and preparation of income statements and balance sheets. Students will also learn how to invest in opportunities such as stocks, bonds, real estate, and mutual funds. Computerized accounting and an introduction to taxes are also included in the curriculum. The course is recommended for students who plan to enter college and major or minor in this industry sector including business administration, accounting, marketing, international business management.		

4720: Accounting 2		
Grades: 11-12	Credits: 10	UC/CSU Requirement: N/A
Required: Accounting 1. This advanced course is designed for students who want to broaden and improve knowledge about business procedures and the use of accounting records. Students that complete this class usually go on to college and major in accounting or some other phase of business. Priority will be given to students who are progressing in the Financial Services Pathway and choose this as one of their “First 6” classes.		

4880: Economics and Virtual Enterprise		
Grades: 9-12	Credits: 10	UC/CSU Requirement: g
Recommended: Principles of Business. Virtual Enterprise (VE) is a simulated business that is set up and run by students. With the guidance of the teacher and real-world business partners, students will determine the nature of their business, its products and services, its management and structures and learn the daily operation of a business. They will participate in simulated on-the-job work experiences, including accounting, personnel administration, management and marketing. Emphasis is placed on using current business software and communication tools for business transactions. Students will run their own virtual checking account, receive a		

virtual paycheck, and pay virtual bills including rent, utilities and miscellaneous expenditures. They will be responsible for having a grand opening for their business and will have the opportunity to attend one of two (or more) trade fairs. Working collaboratively, students will develop and enhance oral and written communication skills through initiative, creativity and responsibility. All class experiences simulate those found in business and industry. Priority will be given to students who are progressing in the Business Management Pathway and choose this as one of their "First 6" classes.

4890: BUS 90 Principles of Marketing		Location: online synchronous
Grades: 10-12	Credits: 10/ Units 5	CSU Transferable
Recommended: Successful completion of Principles of Business. Fundamentals of marketing: product planning and development; pricing strategies; and marketing channels. <i>This is a dual enrollment course through DeAnza</i>		

INDUSTRY SECTOR: ENGINEERING & ARCHITECTURE

Pathway	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Engineering Design	8345 Introduction to Engineering Design (d) 8180 Engineering Essentials (d) 8150 Introduction to Engineering and Alternative Energy	8270 Principles of Engineering (d)	8260 Digital Electronics (d) OR 8190 DMT 55 Survey of Design and Manufacturing Processes/Modern Fabrication ^{DE} AND 8194 DMT 53 3D Printing, Reverse Engineering and Rapid Prototyping: Strategies in Industry ^{DE}

8180: Engineering Essentials		Location: F
Grades: 9-12	Credits: 10	UC/CSU Requirement: d
Engineering Essentials is a full-year course designed to be a high school student's first exposure to the Project Lead the Way (PLTW) Engineering program. Students will explore the work of engineers and their role in the design and development of solutions to real-world problems. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing. This course may be used as 3 rd year or beyond "d" requirement for "a" to "g" eligibility.		

8190: DMT 55 Survey of Design & Manufacturing Process/Modern Fabrication		
Grades: 10-12	Credits: 8/Units 4	CSU Transferable
Location: De Anza College Campus		
DMT 55 and DMT 53 are the courses taken in the third year of the Engineering Design pathway. These courses build upon student's knowledge from their introductory course (Introduction to Engineering Design, Engineering Essentials, or Introduction to Engineering and Alternative Energy) and Principles of Engineering. Survey of Design & Manufacturing Process/Modern Fabrication is designed to introduce students to both design, manufacturing and modern fabrication, by means of demonstrations, with the following areas of emphasis: manufacturing processes, equipment and systems, design for manufacturing, measurement tools, blueprint reading, rapid prototyping (3D printers), CNC machine set-up, CNC machine programming (lathe and mill), CAD/CAM and quality control using geometric dimensioning and tolerancing (GD&T). This hands on, team based course is designed to provide students with instruction and skills through applied real world experience to enable insight as to how products are designed and fabricated. Students will be able to identify the terminology of each area, examine each technique and skill requirement, and gain a fundamental		

understanding of diverse industry processes.		
8194: DMT 53 3D Printing, Reverse Engineering & Rapid Prototyping: Strategies in Industry		
Grades: 10-12	Credits: 8/Units 4	CSU Transferable
Location : De Anza College Campus		
<p>Recommended: Successful completion of DMT 55 Survey of Design & Manufacturing Process/Modern Fabrication. The objective of 3D Printing, Reverse Engineering & Rapid Prototyping: Strategies in Industry is to present a comprehensive overview of 3D Printing, spanning from fundamentals to applications and technology trends. Participants will learn the fundamentals of (AM) Additive Manufacturing/3D Printing of polymers, metals, composites, and biomaterials, and will realize how process capabilities (rate, cost, quality) are determined by the material characteristics, process parameters, and machine designs. Application areas including aerospace components, electronics, high-tech, medical devices, and consumer products will be discussed by means of detailed examples and case studies. Particular emphasis will be placed on concepts of industry applications, and related design principles and process standards. In class sessions will run live demonstrations with state-of-the-art industry grade 3D Printers, 3D Laser scanners and reverse engineering tools. Participants will understand how to design, fabricate, and measure test parts, and explore Additive Manufacturing process limits as well as appropriate applications of these technologies.</p>		
8260: Digital Electronics		
Grades: 10-12	Credits: 10	Location: F UC/CSU Requirement: g
<p>Recommended: Completion of Introduction to Engineering Design or Engineering Design, Principles of Engineering, Physics or Physics Honors. This course explores the foundation of modern electronic devices such as mobile phones, and MP3 players, and computers. Students are introduced to applied logic through computer simulation software that allows them to construct and test digital circuits. Priority will be given to students who are progressing in the Engineering Design Pathway and choose this as one of their "First 6" classes.</p>		
8270: Principles of Engineering		
Grades: 10-12	Credits: 10	Location: F, H, MV UC/CSU Requirement: d
<p>Recommended: Completed Introduction to Engineering Design or Engineering Design and completed Geometry (including Geometry Trigonometry) or enrolled in Algebra 2 or Algebra 2/Trig. This survey course exposes students to some of the major concepts they will encounter in a post-secondary engineering course of study. Students will have an opportunity to investigate engineering and high-tech careers, develop problem-solving skills, and understand engineering concepts. They will apply their knowledge of research and design to create solutions to real-world engineering problems. They will document their work and communicate solutions. Students work in both lab and classroom settings using industry-standard software and the VEX® Robotics platform. Priority will be given to students who are progressing in the Engineering Design Pathway and choose this as one of their "First 6" classes. This course may be used as 3rd year or beyond "d" requirement for "a" to "g" eligibility.</p>		
8345: Introduction to Engineering Design		
Grades: 9-12	Credits: 10	Location: F, H, MV UC/CSU Requirement: d
<p>Recommended: Completed Algebra 1, enrolled in Geometry. The major focus of this introductory engineering course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation found in engineering-related careers. Students use 3D solid modeling design software to help them create solutions to proposed problems. Students learn how to document their work and communicate their ideas to peers and members of the professional community. This course may be used as 3rd year or beyond "d" requirement for "a" to "g" eligibility.</p>		

INDUSTRY SECTOR: HEALTH SCIENCE & MEDICAL TECHNOLOGY

Pathway	Year	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
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Patient Care	1	7920A KINS 16A: Prevention of Athletic Injuries ^{DE}	7920 KINS 16B: Emergency Athletic Injury Care ^{DE}	7924 KINS 16C: Treatment & Rehabilitation of Athletic Injuries ^{DE}
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7920: KINS 16B Emergency Athletic Injury Care		Location: F, H
Grades: 10-12	Credits: 6/ Units 3	CSU and UC Transferable
KINS 15, 16A, 16B and 16C are taken over the course of one year as part of the Patient Care pathway. Emergency Athletic Injury Care covers basic injury recognition and emergency response of acute trauma. Practical hands-on skills are emphasized in laboratories.		

7920A: KINS 16A Prevention of Athletic Injuries		Location: F, H
Grades: 10-12	Credits: 6/ Units 3	CSU and UC Transferable
KINS 15, 16A, 16B and 16C are taken over the course of one year as part of the Patient Care pathway. Prevention of Athletic Injuries is emphasized through pre-participation physical exams, exercise programs, preventative taping, proper fitting of equipment, and protective braces.		

7924: KINS 16C Treatment & Rehabilitation of Athletic Injuries		Location: F, H
Grades: 10-12	Credits: 6/ Units 3	CSU and UC Transferable
KINS 15, 16A, 16B and 16C are taken over the course of one year as part of the Patient Care pathway. Treatment & Rehabilitation of Athletic Injuries covers follow-up injury treatment, phases of tissue healing, and stages of rehabilitation, including therapeutic modalities.		

INDUSTRY SECTOR: HOSPITALITY, TOURISM, AND RECREATION

Pathway	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
<i>Food Service & Hospitality</i>	N/A	5710 Culinary Arts 1 **	7765 Culinary Arts 2 **
<i>Food Science, Dietetics & Nutrition</i>	N/A	5710 Culinary Arts 1 **	5730 Culinary Food Science ** (g)

** Articulation for Dual Enrollment credit with Mission College may be obtained through completion of this two-course pathway.

5710: Culinary Arts 1		Locations: C, F, L
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
This is a preparatory course addressing many aspects of food preparation including safety and sanitation, measurement basics, kitchen tools and uses, nutrition, basic food science, and meal planning and preparation. The goal of this course is to introduce the kitchen novice to the world of food and flavors. Students also will explore the array of careers in the food industry.		

5730: Culinary Food Science		Locations: C, L
Grades: 10-12	Credits: 10	UC/CSU Requirement: g
Recommended: Passing grade in Biology and Algebra 1. This course applies chemistry, biology, and basic scientific principles in analyzing the processing of food and food products, the preparation of recipes along with concepts of food preservation, the packaging and marketing of foods as well as discussions about scientific advances or consumer demands and the resulting effects on world food issues. The course takes a hands-on approach to learning through the preparation of foods by understanding the "how" and "why" of a recipe, and develops a student's knowledge of the role of food in respect to its nutritional, social, historical, environmental and industrial contexts using research, reasoning, and prior knowledge. In accordance with the standards of Career Technical Education, the students will also learn about nutrition, sensory evaluation, and the safe handling of food through		

the use of written lab reports and kitchen lab experiments. Priority will be given to students who are progressing in the Hospitality Pathway and choose this as one of their “First 6” classes.

7765: Culinary Arts 2		Locations: C, F
Grades: 11-12	Credits: 10	UC/CSU Requirement: N/A
Recommended: Intro to Culinary Careers: Foods and Nutrition & Culinary Careers. This is an advanced course which encompasses all aspects of the restaurant business including food preparation, safety and sanitation, menu planning, and nutrition. This course will prepare students for an above entry-level job in restaurants, or for an institution of higher learning for a career in Food Service. Students will refine their cooking skills, sanitation practices and creativity by group and independent lab work, reading and writing assignments, classroom projects and home cooking assignments. This course will prepare students who are interested in pursuing ServSafe certification. Priority will be given to students who are progressing in the Hospitality Pathway and choose this as one of their “First 6” classes. Students who earn a “B” or better in both Culinary Careers and Culinary Careers 2 may earn 5 units of CSU transferable credit at Mission College for FDR 051: Basic Food Preparation.		

INDUSTRY SECTOR: PUBLIC SERVICES

Pathway	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Legal Practices	N/A	4850 Law (g)	4840 BUS 18 Business Law ^{DE} AND 4844 SOC 15 Law & Society ^{DE}
Public Safety	ADMJ 1 Introduction to Administration of Justice ^{DE}	N/A	ADMJ 3 Concepts of Criminal Law ^{DE}

4840: BUS 18 Business Law I		Location: C
Grades: 10-12	Credits: 10/Units 5	CSU and UC Transferable
BUS 18 and SOC 15 are the courses taken in the second year of the Legal Practices pathway. These courses build upon student’s knowledge from Law. Business Law I covers social forces and the law; source of law; agencies for enforcement; and court systems and procedures. California law applicable to contracts, tort negligence, agency, and the Uniform Commercial Code. Contemporary legal issues.		

4844: SOC 15 Law & Society		Location: C
Grades: 10-12	Credits: 8/Units 4	CSU and UC Transferable
Recommended: Successful completion of Business Law I. Law & Society provides an overview of the American legal system, including its development, structure, and history. Review of the legal and judicial process in the United States, covering the adversarial system, the jurisdiction of federal and state courts, and the general process of judicial review. Explanation of different sources of law, including statutes, court cases, and administrative agency rules. Review of basic legal reasoning and introductory research methods. Introduction to civil law, criminal law, family law, real property law, contracts, employment, immigration, intellectual property, and other areas of law. Also included is a review of the principles of legal ethics, theories of jurisprudence, and practical problems of law enforcement and the administration of justice.		

7880: ADMJ 1 Introduction to Administration of Justice		Location: H
Grades: 10-12	Credits: 8/ Units 4	CSU and UC Transferable
Introduction to the characteristics and structure of the criminal justice system in the United States. Focus on crime measurement, response to crime, components of the system and current challenges. Origins and development of criminal law, legal practices, sentencing and incarceration policies.		

7882: ADMJ 3 Concept of Criminal Law		Location: H
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Grades: 10-12	Credits: 8/ Units 4	CSU and UC Transferable
Historical development, philosophy of law and constitutional provisions. Definitions, classification of crime, application to the system of administration of justice. Legal research, study of case law, methodology, and concepts of law as a social force in a multicultural, multiethnic society.		

INDUSTRY SECTOR: TRANSPORTATION

Pathway	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Systems Diagnostics, Service & Repair	N/A	7530 Auto Tech 1	7535 Auto Tech 2

7530: Automotive Technology 1		Location: F
Grades: 9-12	Credits: 10	UC/CSU Requirement: N/A
The Automotive Technology program is designed to provide pre-employment training to students for entry-level employment in the automotive service industry. Employment possibilities include parts assembly technician, technician helper, lube technician, tune-up technician and tire changer. Automotive Technology 1 provides students both theory and hands on experience in the following areas: shop safety, brakes, automatic transmission, electrical systems, suspension systems, air conditioning/heating and diagnosis and trouble-shooting repair procedures. Job search skills, business ethics, appropriate communication skills for the marketplace, and job retention skills, including attendance, punctuality and proper work attire will be reinforced at all levels of instruction.		

7535: Automotive Technology 2		Location: F
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Recommended: Automotive Technology 1. Automotive Technology 2 reinforces and builds on knowledge and skills developed in Auto Tech 1, and introduces advanced topics in diagnostics, engine performance, and fuel injection systems. Priority will be given to students who are progressing in the Transportation Pathway and choose this as one of their "First 6" classes.		

INDUSTRY SECTOR: CHILD DEVELOPMENT

Pathway	Intro Level Course(s)	Concentrator / Intermediate Level Course(s)	Capstone / Advanced Course(s)
Education, Child Development & Family Services	7950 CLP 5 College Major and Career Options ^{DE}	7944 CD 10G Child Development (The Early Years) ^{DE}	7954 CD 12 Child, Family and Community Interrelations ^{DE}

7944: CD 10G Child Development (The Early Years)		Location: H
Grades: 10-12	Credits: 8/4 units	CSU and UC Transferable
CLP 5, CD 10G, and CD12 are taken over the course of one year as part of the Education, Child Development & Family Services pathway. Child Development (The Early Years) is an introductory course that examines the major physical, psychosocial and cognitive/language developmental milestones for children, both typical and atypical, from conception through middle childhood. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. (This course meets NAEYC Standards 1 and 3; NBPTS Standards 1 and 4; and CEC Standards 1, 2 and 3.)		
7950: CLP 5 College Major & Career Options		Location: C, H
Grades: 10-12	Credits: 4/ Units 2	CSU and UC Transferable

College Major & Career Options helps students to identify compatible college majors and career options by completing a variety of self-assessment inventories. Students will examine how individual, family, social, and cultural perspectives influence the college major and career decision-making process. The course will review college major and career myths, the purpose and structure of higher education, and organizational structures found in employment settings.

CLP 5, CD 10G, and CD12 are taken over the course of one year as part of the Education, Child Development & Family Services pathway at Homestead High School.

HUMA 20, **CLP 5**, and COUN 5 are taken over the course of one year as part of the Transition to College Pathway at Cupertino High School.

7954: CD12 Child, Family & Community Interrelationships		Location: H
Grades: 10-12	Credits: 8/ Units 4	CSU and UC Transferable
<p>CLP 5, CD 10G, and CD12 are taken over the course of one year as part of the Education, Child Development & Family Services pathway. Child, Family & Community Interrelationships is an introduction to the study of the developing person in a societal context including the interrelationship of family, schools and community. Emphasis on how ecology and socialization impact development, as well as historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. (Applicable standards to this course: National Association for the Education Young Children Standards; Standard 2 Building Family and Community Relationship, Standard 4 Using developmentally effective approaches, and Standard 5 6 Becoming a Professional; National Board for Professional Teaching Standards Early Childhood Generalist Standard 2 Equity, Fairness and Diversity, Standard 7 Family, Community Partnerships and Standard 9 Reflective Practice; Council for Exceptional Children/ Division for Early Childhood Standard 9 Professional and Ethical Practice and Standard 10 Collaboration; California Early Childhood Competencies: Culture, Diversity & Equity, Family & Community Engagement, Professionalism.)</p>		

VISUAL AND PERFORMING ARTS - ART, MUSIC, THEATRE AND PERFORMING ARTS

HIGH SCHOOL GRADUATION

Art, Music, and Theatre and Performing Arts courses are electives under **Fine Arts**. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts, World Languages and Applied Academics**). For example, if a student earns 10 credits in a **Fine Arts** course, he/she would still need 10 credits from either **World Languages** or **Applied Academics** to satisfy the graduation requirement.

UC/CSU ELIGIBILITY

"f" Visual and Performing Arts (VPA) – 1 year required. A student must earn 10 credits and a grade of "C" or higher in a single, yearlong approved VPA course. See individual course descriptions for specific information about UC/CSU eligibility.

ART

The visual arts are part of the "basics." They communicate forcefully and directly. Students who learn the symbolic structure of the visual arts can respond to and symbolize their experiences in ways that are not dependent on the coding and decoding of verbal language. These skills are especially important in American culture where information is transmitted both visually and verbally. Experiences in the visual arts lead to the formation of enduring attitudes, values, and satisfying accomplishments.

The University of California requires one year of Visual/Performing Arts. Courses with the "f" notation for the UC requirement have been approved as meeting UC entrance requirements. The California State University System (CSU) also requires one year of a Visual/Performing Art course for admission to their system. All courses approved by UC are also approved by CSU as meeting the Visual/Performing Arts admissions requirement.

6110: Art 1		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
This is an introductory course that provides the student an opportunity to explore the elements of design such as line, shape, color, form, value and texture through the use of various media including drawing, painting, printing, making and collage. Basic visual literacy and visual communication skills will be instructed. A basic survey of art history will be covered.		
6120: Art 2		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Art 1. This is an intermediary art course. Further refinement of drawing and painting skills will be the primary focus, but various art making practices and new media may be introduced such as pastel painting, colored pencil, mixed media, scratchboard, and mask painting. Visual literacy and visual communication skills will be further developed. Historical and contemporary topics will be evident in student work and /or through class discussion.		
6130: Art 3		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Art 2. This is an advanced level course focused around a specialized area of art and/or around the exploration of a variety of media and techniques. In addition, Students will be directed in developing their own creative voice and work for a portfolio. Advanced visual literacy and visual communication skills will be further developed. Historical and contemporary topics will be evident in student work and/or through class discussion.		

6140: Art 4		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Art 3. This is an advanced course that is focused on creative problem solving and visual communication. Students in this course will explore and refine a field(s) of concentration such as drawing or painting or appropriate media and work in depth toward the development of a portfolio that may be used for entrance into an art school or for career-oriented purposes. Students who enroll should be capable of self-direction and independent study. Historical and contemporary topics will be evident in student work and/or through class discussion. This course is designed to provide opportunities for students to build their art-making skill sets through hands-on practice, critiques and the study of the history and purpose of visual art.		
6210: 3D Sculpture and Design 1		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
This is a basic design course for students primarily interested in three-dimensional materials. Design for both aesthetic and functional objects is emphasized. Whether the objects are utilitarian or aesthetic, a regard for quality of workmanship and design is stressed. Not only do students explore a variety of media such as clay, leather, wood, metal, enamels, etc., they also gain an appreciation for handcrafted articles as they reflect our past and present culture.		
6220: 3D Sculpture and Design 2		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in 3-D Design 1. Students will further their knowledge and appreciation of design with more depth and complexity, as well as increase their skills in handling materials and tools. Various new media are introduced and experimentation and individualized instruction are encouraged. The skills learned are useful for future employment in an art-oriented occupation, for communicating ideas and preparing for further education.		
6230: 3D Sculpture and Design 3		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in 3-D Design 2. For the advanced design student who has professional or vocational goals in a particular area. The student will develop a high level of skill in a specific medium. The student will be encouraged to contact professional people in their specific fields and research techniques in the medium, culminating with a brief report. Specific projects will result from a student/teacher conference that will outline the projects to be completed each semester.		
6240: 3D Sculpture and Design 4		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in 3-D Design 3. This course is for the advanced student of three-dimensional art who has professional or vocational goals in a particular area. The student will develop a high level of skill in a specific medium, research techniques in the medium and be encouraged to contact professionals in the area, culminating with a brief report. The projects to be completed each semester will be outlined in a student/teacher conference.		
6360: Ceramics 1		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
This is an introductory art course centered on developing hand-building techniques such as pinch, slab and coil. Introductory work on the potter's wheel may be explored. Techniques in underglazing, inlay and carving will be explored. In addition, a variety of glazing techniques will be demonstrated.		
6370: Ceramics 2		
Grades: 9-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Ceramics 1. The student will design and produce a variety of forms that utilize hand-building methods and wheel-throwing techniques. Advanced surface decoration will be explored such as inlay, texture and stamping,		

6380: Ceramics 3		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Ceramics 2. The student will continue refinement in basic hand-building and potter's wheel techniques. Exploration in decorating methods and self-directed projects will be developed.		
6390: Ceramics 4		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: C or better in Ceramics 3. The student will work with a developing style and strive for a specific direction such as hand building, wheel, sculpture or a combination thereof. More emphasis will be placed on creative solutions, advanced decorating methods that may include glaze application, glaze calculations, glaze mixing and firing techniques.		
6440: AP Drawing 6450: AP 2D Art and Design		
Grades: 10-12	Credits: 10	UC/CSU Requirement: f
Recommended: B or better in Art 2, or evaluation of student portfolio. This course is designed for the student who is seriously interested in art as a potential college major or career. The curriculum will include the development of a portfolio that may be used for college admission and submitted to the College Board for the AP Examination. Students will be required to complete homework assignments outside of class and to maintain a sketchbook. Only students enrolled in the AP Art course will be allowed to register and submit an AP Portfolio in May.		

Music

Music plays an essential role in the education of all students. Music is a unique language for expression... Music is intellectually stimulating and challenging... Music is part of every culture, and its place in each culture is significant.

—from California's Visual and Performing Arts Framework

Music is part of the learning experience for all students in California's elementary and secondary schools. A balanced and comprehensive education program requires that music be included as a discrete discipline in the visual and performing arts curriculum. Strong music education programs contribute significantly to the development of knowledge, understanding and appreciation of our culturally diverse society. Effective music instruction is organized to respond to this need and must meet this challenge.

7030: B Choir		
Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: f
This choir is a beginning vocal group. It contains the basic introduction of the first year of high school vocal music. The techniques of vocal production and sight singing are explored. This choir performs for local school and community events.		
7040: Advanced Treble Choir		
Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: f
Recommended: Audition or approval of instructor. The course content includes work on tone production and quality, breathing, diction and general musicianship and the study and performance of three and four part music for treble voices. This choir performs for local school and community events.		
7060: A Choir		
Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: f

Recommended: Audition or approval of instructor. The students will experience a large mixed choir that provides the opportunity to perform large choral works. This choir performs for local school and community events.

7120: Concert Band

Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: f
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Recommended: Approval of instructor. Refinement of tone and a more advanced understanding of basic performance techniques are stressed. Alternate and trill fingering are studied. The intonation, balance and blend required in ensemble playing are developed. Transposition and elementary music theory as related to band work are introduced; terms concerning tempo, dynamics and expression are emphasized through the reading of many compositions of different styles and from different periods in music history. The concert band performs concerts.

7130: Symphonic Band

Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: f
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Recommended: Audition or approval of instructor. This is a continuation of Concert Band work, with more detail in individual techniques and skills. It provides continued study of band literature, with stress on a larger and more challenging repertoire. The symphonic band performs concerts.

7140: Wind Ensemble

Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: f
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Recommended: Audition or approval of instructor. This select group of about 50 is formed by audition only. It is for the serious, advanced musician only, and performs more difficult high school and some college-level music. The wind ensemble performs concerts.

7240: Orchestra

Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: f
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Recommended: Audition or approval of instructor. The course content involves the study and performance of ensemble and orchestra literature, intermediate and advanced string technique and musicianship.

7250: Chamber Orchestra

Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: f
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Recommended: Audition or approval of instructor. This course is offered to advanced level students who will study and perform string/orchestral literature for continuing individual technique development on his/her instrument. Advanced/professional level music will be studied and performed from all historical periods of music.

7320: Music Genesis

Grades: 9-12	Credits: 10	UC/CSU Requirement: f
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This course is open to all students interested in the basic elements and concepts of music through the study of Rock, Jazz and Classical music. No previous musical knowledge is required. Class content is based on listening and music videos.

THEATER AND PERFORMING ARTS

The theater arts emphasize the use of the intellect as well as the development of sensitivity, creativity, and the capacity to make reasoned, aesthetic decisions while exploring the range of human experience. As language is a primary component of drama, students develop poise, confidence, ease, and versatility in verbal presentation. There are several ways to enter into theater arts, but always these courses result in successful interactions, performances, and products.

6710: Drama

Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: f
This course is for those students who want introductory training in acting. Class emphasis is on voice, movement, improvisation, mental preparation, script preparation and various acting techniques. Course study may include the history of world theater and theater's contributions to world cultures with representative readings of excellent plays from all cultures and eras; the formulation of criteria for personal evaluation of dramatic literature, performance and production; continued instruction in voice, staging and character analysis; playwriting techniques; directing techniques; rehearsal and performance for an audience.		
6720: Advanced Drama		
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: f
Recommended: Drama. This course is for those students who want more advanced training in acting. Course work emphasizes reading, viewing, performing and analyzing dramatic works. Course study may include the history of world theater and theater's contributions to world cultures with representative readings of excellent plays from all cultures and eras; the formulation of criteria for personal evaluation of dramatic literature, performance and production; continued instruction in voice, staging and character analysis; playwriting techniques; directing techniques; rehearsal and performance for an audience.		
6730: Advanced Drama Honors		
Grades: 10-12	Credits: 10 (repeatable)	UC/CSU Requirement: f
Recommended: Advanced Drama. This course is for those students who are most interested and practiced in studying acting and the theater. Course study will be based on the skills and knowledge developed in the previous Drama courses and will help students to continue on to more advanced levels of dramatic study. Students will be expected to have a solid foundation of dramatic principles and practices.		

WORLD LANGUAGES

In an ever-changing and interconnected world, students need to develop cross-cultural understanding and communication skills in order to enhance their ability to compete in a global economy. The primary goal of the World Languages Department is to provide students the opportunity to develop proficiency in a language other than English. World Language courses are aligned to the California Content Standards for World Languages and to the American Council for the Teaching of Foreign Languages (ACTFL) standards.

Students will develop communicative competence in the target language, both in spoken and written form. Classroom instruction is conducted primarily in the target language, with an emphasis on real-world applications so students develop their ability to interact with speakers of the target language. Diverse learning styles are taken into consideration when developing class activities. Students will build their understanding of the structure of the target language by drawing comparisons to their own languages, which in turn will enhance their awareness of their own language structure. Through their study of the language, students will learn the cultural heritage of other lands and become acquainted with customs and thoughts of other people.

HIGH SCHOOL GRADUATION

World Languages is a selective elective area. A student must earn 10 credits in two out of three selective elective areas (**Fine Arts**, **World Languages** and **Applied Academics**). For example, if a student earns 10 credits in a **World Languages** course, he/she would still need 10 credits from either **Fine Arts** or **Applied Academics** to satisfy the graduation requirement.

UC/CSU ELIGIBILITY

“e” Language Other than English (LOTE) – 2 years required, 3 years recommended. A student must earn 20 credits and a grade of “C” or higher in the same language other than English.

FUHSD offers courses in four languages: Chinese, French, Japanese, and Spanish. Course descriptions are listed by level and apply to all languages unless otherwise specified.

Level 1 4010: Japanese 1, 4110: French 1, 4310: Spanish 1, 4410: Chinese 1		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
Students will learn to address elements of daily life in both oral and written form, gain a new perspective on the world as they are introduced to other cultures and traditions, and learn the fundamental grammatical structures of the language to convey meaning. Class activities will allow students to become proficient in reading, writing, listening and speaking the target language for real-world language use.		
Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.		
Level 2 4020: Japanese 2, 4120: French 2, 4320: Spanish 2, 4420: Chinese 2		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
Recommended: C or better in Level 1, or language skills check. The primary goal continues to be the development of communicative competence. Students will use the target language to reinforce and expand their knowledge and to acquire new information about the target language and culture. They continue to build their language skills through more advanced reading, writing, speaking, and listening activities.		
Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.		
Level 3 4030: Japanese 3, 4130: French 3, 4330: Spanish 3, 4430: Chinese 3		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
Recommended: C or better in Level 2, or language skills check. Students will learn more advanced vocabulary and grammar, and will improve communicative competence in the target language. More formal writing skills begin to be developed. Cultural study promotes a deeper understanding of the people who speak the language.		

They will begin to develop the ability to understand the language spoken at the pace of a native speaker. The course will be conducted primarily in the target language.		
Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.		
Level 4 Honors 4040: Japanese 4 H, 4140: French 4 H, 4340: Spanish 4 H, 4440: Chinese 4 H		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
Recommended: C or better in Level 3, or language skills check. The course includes advanced grammar and vocabulary. The goal will continue to be communicative competence, with an emphasis on understanding and using more complex and precise language. The students read and respond to a variety of texts in the target language to reinforce and expand their language skills. There is a focus on writing well-structured responses to a variety of prompts. The study of culture continues to be an integral part of the course. Level 4 Honors is conducted entirely in the target language.		
Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.		
Level 5 AP 4050: AP Japanese Language & Culture, 4150: AP French Language & Culture, 4350: AP Spanish Language & Culture, 4450: AP Chinese Language & Culture		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
Recommended: C or better in Level 4 Honors, or language skills check. The Advanced Placement course aims to develop overall fluency in the language. Students will continue to expand and refine their skills with college level coursework. The course prepares students to demonstrate their advanced level of proficiency across three communicative modes: interpersonal (interactive communication), interpretive (receptive communication) and presentational (productive communication). Students will hone their ability to respond to written material, both fiction and non-fiction, as well as a variety of multimedia. One of the goals of the course is to prepare students for the AP Language Exam. A student may receive college credit by earning a passing grade on this national exam.		
Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.		
4324: Spanish for Spanish Speakers (Spanish 2)		
Grades: 9-12	Credits: 10	UC/CSU Requirement: e
Recommended: Recommendation of an instructor. This course is for students who already speak Spanish, but who would like to improve their academic literacy skills in the language. Students develop their reading and writing skills in Spanish. At the same time, there is intensive work on correcting common grammatical errors, in both spoken and written form. Students develop academic language through content. Students who successfully complete the course receive credit for Spanish 2 and are guided toward advanced Spanish.		
Note: This course will be offered if interest and availability allows. Course offerings vary across FUHSD.		

NON-DEPARTMENTAL/GENERAL ELECTIVES

The Fremont Union High School District offers a selection of Non-Departmental elective courses that are not connected to any of the other departments listed in this guide. These courses offer students opportunities and/or supports that are not subject-specific. Some of these courses require that students meet specific criteria or must be selected to enable enrollment.

HIGH SCHOOL GRADUATION

Non-departmental elective courses may be applied to the 60 credits needed in the Elective area.

UC/CSU ELIGIBILITY

“g” College Prep Elective – 1 year required. A student must earn 10 credits and a grade of “C” or higher in a single, yearlong approved course. See individual course descriptions for specific information about UC/CSU eligibility.

3025: Health		
Grade: 9	Credits: 5	UC/CSU Requirement: g
Health Education provides students with the knowledge, attitudes, and skills to make health-promoting decisions for themselves and their respective communities. The course addresses the physical, mental, emotional, and social dimensions of health. Students also examine the underlying social, economic and environmental conditions impacting health, as well as individual risk factors and risk behaviors. Throughout the course students will have opportunities to self-reflect and apply their learning to their health by maintaining a semester-long portfolio.		
8290: Leadership		
Grades: 9-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Required: Students must hold some type of office through elections or interviews. In this course, students will develop leadership skills that will be utilized in planning and presenting schoolwide activities and programs. Community involvement will be expected via activities in the elementary schools such as conflict resolution, peer tutoring, performances, or presentations, as well as attendance at local government meetings and assistance with community programs such as food drives and multicultural activities. Other examples of activities may include but are not limited to: rallies, lunch-time activities, dances, student and staff recognition, homecoming. Students will be active participants in planning and presenting the course and their work will be assessed through actual presentations and portfolio development. This course is repeatable.		
School Service Tutor 8400: Engage Tutor, 8460: AVID Tutor, 9080: Bilingual Tutor, 9090: Student Tutor		
Grades: 11-12	Credits: 10 (repeatable)	UC/CSU Requirement: N/A
Recommended: Permission of supervising teacher/staff and completion of tutor training workshop if offered. This course is designed to provide an opportunity for students to give school service by tutoring special needs students during a regularly scheduled class or students in the regular program who only need academic assistance. Students are also expected to give time to tutoring outside of the regularly scheduled class. Students have the opportunity to learn about different learning styles, to value diversity, to give service and to explore teaching as a career. Students will receive a letter grade for this course.		
School Staff Assistant 9020: Student Clerk, 9040: Food Services Assistant, 9060: Media Assistant, 9070: Tech Assistant		
Grades: 10-12	Credits: 10 (repeatable*)	UC/CSU Requirement: N/A
Recommended: Approval from staff member whom the assistant/clerk will be supporting. Students enrolled in these courses will work with administrators, teachers and clerical staff to support the cafeteria, library, front office, and/or general campus. Students enrolled in these courses will receive work simulation experiences. Students will receive a letter grade for this course.		
<i>*Students may earn a maximum of 20 credits in these classes during their 4 years of high school.</i>		

ADULT ED, SECONDARY ED, AND SUMMER ACADEMY PROGRAMS

Fremont Union High School District offers a variety of alternative education programs. Each unique, innovative program provides specialized opportunities that lead to high school graduation, diploma equivalency testing, continuing educational opportunities and/or vocational/career training. Each program is set up on a voluntary basis allowing the student to self-select according to perceived needs. All programs require special applications and most require student-parent interviews.

Each alternative program is unique in its structure and method for reaching individual needs. Each also provides a strong instructional program based on district objectives and district wide curricular guidelines. Through the process of meeting different needs along varied avenues, the district provides the best education possible for all students. The directory below serves as a resource to administrators, parents, and students to explore opportunities to develop educational plans for students who need special arrangements, creative and innovative programs to complete their education.

Adult Education – GED Prep	High school students who are at least 17 1/2 may be released from high school to attend the GED Preparation Program. The program is designed to prepare students to pass the GED. GED classes are held concurrently with ASE classes with course offerings available in the mornings and evenings at the FUHSD Adult School.
Adult Secondary Education (ASE)	A program which leads to an adult high school diploma. Students have the option of a traditional seat-time class or independent study. ASE is open to adults who are a minimum of 18 years of age and whose high school class has graduated. Call the FUHSD Adult School for information on program enrollment.
Community Day School	A small essential school designed to meet the educational needs of expelled students, and students transitioning from the juvenile justice system. The program is located in the Educational Options Center directly behind the District Office. The primary mode of instruction is direct teaching in all major subject areas. Meets five days per week, six hours a day.
Customized Learning Program (CLP)	A voluntary alternative program designed for students who want to complete credits towards a high school diploma in a small, blended learning environment. Students will be enrolled in up to four hours of classes on the Educational Options campus. Their customized schedule will be a combination of teacher-supported, online classes and direct instruction classes. Students interested in taking the GED may take preparatory classes through CLP.
Home Teaching	Teachers provide instruction to students who are medically excused from school due to a temporary but extended medical disability, which is projected to continue for a minimum of three weeks. Physician verification is required.
Educational Options Resource	A program designed for students in Special Education who have struggled within the comprehensive high school setting. One to one directed study, in combination with career/job training and transitions to work program, helps students gain academic skills while working toward a high school diploma or GED certificate and preparing for future employment.
Middle College	This is a model collaborative program between FUHSD and De Anza College designed to challenge 11 th and 12 th grade students who are academically very capable but, for a variety of reasons, are not performing up to their potential. Students benefit from the teaching and support services of both institutions.
8th Block – Concurrent Enrollment (formerly known as Night School)	A program offered as an additional opportunity for 11 th and 12 th grade students to make up credits or recover A-G eligibility in English and Social Science classes. Classes are available to 10 th grade students on a space available basis. Classes are held at Fremont, Homestead and Cupertino High School after school. 3 sessions run each year in the Fall, Winter and Spring. Students must register by completing an application with their high school School Counselor.
Summer School	This is a six-week summer session for students within the Fremont Union High School District. The Summer School program is designed for students deficient in credits and/or skills required for high school graduation. Limited spots are available for A-G recovery in English, Social Science, and Biology. Students may earn 5 to 10 credits during the summer.

Terra Nova	Terra Nova is a support program for 10th and 11th grade students who may not have met their fullest academic potential during their 9th/10th grade years for a variety of reasons (motivation, environment, engagement, pace, etc.). Located on the Cupertino High School (CHS) campus, the program is for high potential students still within the reach of graduation. All Terra Nova students are assigned to a Life Skills class and have access to a licensed therapist. Academic classes with Terra Nova instructors include: 10 th grade English, World History, and Life Skills; 11 th grade English and Life Skills.
Work Experience Education (WEE)	Students who are employed may choose to enroll in Work Experience with priority given to seniors who need credits toward graduation or need to work. Throughout their time in the program, students develop and complete a portfolio, which demonstrates research about multiple career paths alongside the abilities, knowledge, and skills gained through Work Experience. Credit is granted quarterly, and is based on a combination of completion of related instruction, attendance at class meetings, employer/teacher evaluations, and hours of employment. Students interested in this course should contact their School Counselor.

ALTERNATIVES TO GRADUATION WITH A HIGH SCHOOL DIPLOMA

California has approved exams that students may pursue as equivalent to a high school diploma. Students interested in one of these options should carefully consider their post-secondary goals as these tests may not fulfill all requirements for future education or employment. For more information about these equivalency tests and where they are recognized, please refer to the California Department of Education's websites, listed below.

Passing one of these tests does not exempt a student from attending school unless he or she is 16 or over and has verified parental permission to leave early. Contact your School Counselor or Assistant Principal for more information.

California Proficiency Program (CPP)

The California Proficiency Program (CPP) has replaced the California High School Proficiency Exam (CHSPE). The CPP utilizes the State Board of Education approved HiSet (see below) subtests for language arts and mathematics to measure proficiency. Students who pass the language arts and mathematics subtest of the proficiency program will earn a State Board of Education issued Certificate of Proficiency which is the legal equivalent to a high school diploma issued by the state of California. For more information, please refer to the California Department of Education's CPP website:

<https://www.cde.ca.gov/ta/tg/cp.asp>.

High School Equivalency Tests: General Education Development (GED), High School Equivalency Test (HiSet)

These three tests are approved in California as high school equivalency tests. For more information, please refer to the California Department of Education's High School Equivalency Tests website:

<http://www.cde.ca.gov/ta/tg/gd/>.

FUHSD AWARDS AND RECOGNITIONS

The Fremont Union High School District recognizes students at the end of their senior year for accomplishments in certain areas beyond a high school diploma. Listed below are District and State awards and the respective criteria for each.

BOARD OF TRUSTEES COMMUNITY SERVICE AWARD

Recognizes students who provide service to nonprofit organizations in the community. This recognition takes place as part of the Senior Awards ceremony at the schools and students may choose to wear their Community Service Award medal at their graduation ceremonies.

Students must complete a minimum of 80 hours of voluntary service with a nonprofit community organization between June and May 1 of their senior year. Time spent competing in events or attending conferences/events for a high school club does not count towards this total. Students must not receive any pay, recognition, award, or school credit for the voluntary service. Community service activities must be described on the Community Service Award application form and the student must obtain a verifying signature and phone number of the supervising adult.

CTE CERTIFICATE OF COMPLETION

Recognizes students who have attained work-based competencies and knowledge by completing a designated Career Technical Education pathway and capstone course. Students who meet the eligibility criteria for the FUHSD CTE Certificate of Completion will receive a special certificate and a notation on their high school transcript. In order to be eligible for the certificate, students must earn a high school diploma, take the CAASPP ELA and Mathematics, and earn a GPA of 2.0 in industry pathway courses. FUHSD offers the CTE Certificate of Completion in the following industry pathways:

- Arts, Media, and Entertainment – Design, Visual, & Media Arts
- Building & Construction Trades – Cabinetry, Millwork, & Woodworking
- Business & Finance – Business Management
- Business & Finance – Financial Services
- Engineering & Architecture – Engineering Design
- Health Science & Medical Technology – Patient Care
- Health Science & Medical Technology – Public & Community Health
- Hospitality, Tourism, & Recreation - Food Service & Hospitality
- Transportation – Systems Diagnostics, Service, & Repair

FUHSD schools offer different courses and CTE pathways. Students should refer to their school's course list or School Counseling department for information about the CTE pathways available at their school.

STATE SEAL OF BILITERACY

Recognizes students who have attained a high level of proficiency in speaking, reading, and writing in two or more languages. Students who meet the eligibility criteria for the Seal of Biliteracy will receive a special seal with their high school diploma.

FUHSD offers the Seal of Biliteracy in the following languages: Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, and Spanish. In order to receive the Seal of Biliteracy, students must demonstrate English language fluency and World Language fluency through the following requirements:

English Language Fluency:

Option A - Coursework: Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those classes; or

Option B - Assessment (One of the following criteria need to be met):

1. State Assessment: Pass the California Assessment of Student Performance and Progress for English language arts administered in grade 11, at or above the “standard met” achievement level.
2. Advanced Placement (AP) Assessment: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).
3. SAT: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

World Language Fluency:

Option A - Coursework: Successful completion of a four-year high school course of study in a world language with a minimum 3.0 GPA and oral proficiency in that language (language course needs to be taken at an accredited school and/or part of our FUHSD Community Language Schools Partner List); or

Option B - Assessment: Pass a world language AP examination with a score of “3” or higher

Additional Requirement for English Language Learner Students: In addition to the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

GOLDEN STATE SEAL MERIT DIPLOMA

Recognizes students who demonstrate mastery of the curriculum in 6 content areas, including English-Language Arts, mathematics, science, social sciences, and two additional content areas. Students who meet the eligibility criteria for the Golden State Seal Merit diploma will receive a special seal with their high school diploma. In order to receive the Golden State Seal Merit diploma, students must meet the following criteria:

1. Successful completion of all FUHSD high school graduation and state requirements, with a minimum overall GPA of 2.0 through the Fall Semester of the 12th grade year;
2. A minimum 3.33 GPA in a single course in each of the following subject areas: English-Language Arts, Mathematics, Science, Social Science, and two additional academic subjects.
3. A minimum score of “Meets Standard” or CAASPP English Language Arts and Mathematics.