

**PALOS VERDES PENINSULA
UNIFIED SCHOOL DISTRICT**



**HIGH SCHOOL
COURSE DESCRIPTION
HANDBOOK**

2026-2027

Revised December 30, 2025



HIGH SCHOOL COURSE DESCRIPTIONS

2026-2027

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(The District reserves the right to cancel courses for budgetary reasons
and/or insufficient enrollment.)

(Not all courses are offered at all high schools. Please refer to individual school's Educational
Planning Guide for a complete listing of courses.)

PALOS VERDES PENINSULA UNIFIED SCHOOL DISTRICT
2026-2027 HIGH SCHOOL COURSE DESCRIPTIONS

INTRODUCTION

This booklet is a listing of the courses offered at Palos Verdes Peninsula Unified School District high schools. Not every course listed is offered every semester. Specific subject offerings required for graduation are offered every semester. Elective courses counting toward the elective requirement for graduation requirements are offered based on student requests.

This course listing is organized by departments. Those courses which meet University of California (**UC**) and/or California State University (**CSU**) subject requirements are so designated. Such courses will be accepted by these university systems to determine a student's admission status. Below the title of each course, **Grade** indicates what grade levels may enroll in the course, and the length of the course (**semester** or **year**) is also provided. **Prerequisite** indicates a preceding class or other conditions which should be completed prior to enrollment in the course. Those courses which meet the District's Visual and Performing Arts (VAPA), World Language, and/or Career Technical Education (CTE) graduation requirements are labeled as such.

Parent/student requests for placement, which are exceptions to the stated placement criteria, shall be initiated in writing by the student and/or parent/guardian and shall be submitted to the principal or designee. If the request is granted, the student and parent/guardian shall be required to sign a waiver indicating that placement is probationary and dependent upon student success and performance. A Request for Placement form can be obtained from the high school counseling office or the school's counseling webpage.

The high school master schedule is built to reflect student need; therefore, all students must make careful and thoughtful choices of the courses they wish to take each year. Only those courses which meet minimum enrollment requirements, and for which qualified staff and appropriate textbooks and materials are available, will be offered in any given semester.

Symbol Key	
* next to course name	Weighted PVPUSD Course
◊ next to course name	Weighted PVPUSD & UC/CSU Course
Highlighted course name	Pending Board of Education Approval as of revision date

All District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The District's non-discrimination policies can be found at Board Policies 0410, 4030, and 5145.3.

CAREER TECHNICAL EDUCATION (CTE)

ADVANCED INTERNSHIP

(UC/CSU - G)

Grades: 11,12 - Semester (SUMMER ONLY)

Prerequisite: Coordinator's approval; acceptance in internship prior to class enrollment

The Advanced CTE Internship program is a work-based learning experience that provides students the opportunity to apply their technical and academic skills in a professional setting. Students will develop and practice an understanding of the duties and responsibilities of high-skilled career areas, including terminology, climate, protocol, and other information that will enable them to analyze and revise their meaningful future plans. This course will expose students to the career readiness skills needed for a successful internship and prepare them for the world of work. The internship is supported with activities and assignments to deepen and enhance the experience. The structure of the internship aligns with local policy and program expectations for internships.

INTERNSHIP (EWEE)

Grades: 11,12 - Semester

Prerequisite: Coordinator's approval; enrollment in minimum number of classes on campus

Students enrolled in this program are not paid but receive elective credits for a minimum of five hours work per week. As an example, a student interested in a dental career may work during or after school observing in a dental office. Other areas may be medicine, architecture, teaching, or any other profession. This is a chance to explore new technology in various special programs.

SoCal ROC (Southern California Regional Occupational Center)

(UC/CSU*)

Grades: 11-12 - 10-15 credits (semester)

Prerequisite: Enrollment in the minimum number of classes at high school needed to comprise a five-period day

SCROC provides students with advanced vocational training in many areas. Free transportation is provided to and from school. Students can earn up to 15 elective credits per semester and 10 credits in summer school. Please see your counselor for more information. *Some classes are UC/CSU A-G approved.

WORK EXPERIENCE EDUCATION (GWEE)

Grades: 11,12 - Semester

Prerequisite: Coordinator's approval; enrollment in minimum number of classes on campus

The Work Experience Education Program is an accredited high school course approved by the California State Department of Education. Students gain practical experience through exploratory observation or performance, during and after school, in a variety of jobs in industry, business, or the professions. Students receive grades and school credit for work and related instruction assignments that are completed.

CTE PATHWAY VIA DUAL ENROLLMENT WITH LOS ANGELES HARBOR COLLEGE

PVPUSD partners with Los Angeles Harbor College to offer dual enrollment opportunities under AB 288. Students must apply through LAHC. Please see your counselor for more information.

BUSINESS ANALYTICS PATHWAY (2-YR PROGRAM)

Grades: 11, 12 (Priority to Juniors)

Prerequisite: Successful completion of Algebra 2 and 10th grade English with a "B" average or better

The Business Data Analytics Certificate of Achievement is designed to provide high school students with a broad introduction to the business field and a basic foundation in data analysis and interpretation. This certificate will allow students to obtain high-demand labor market skills in the industry as well as other areas such as healthcare, education, and government agencies, and to act as a degree pathway for those who are considering completing an associate of arts or science degree or transferring to a four-year university.

*Count toward IGETC pathway and transferrable credits to fulfill subject area general education requirements at certain CSU/UC campuses.

YEAR 1 - FALL

ELEMENTARY STATISTICS FOR THE SOCIAL SCIENCES* (4 UNITS – UC/CSU TRANSFERABLE)

Course waived if student has successfully completed AP Statistics at high school or passed College Board's AP Statistics exam with a score of 3 or higher.

The fundamental tools of quantitative methods in research are introduced in this course: the use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics in this course include descriptive statistics, probability and sampling distributions, statistical inference, correlation and linear regression, analysis of variance, chi-square and t-tests, and application of technology for statistical analysis including interpretation of the relevance of the statistical findings. Applications: using data from disciplines including business, social sciences, psychology, life science, health science, and education.

YEAR 1 - FALL

INTRODUCTION TO BUSINESS (3 UNITS – UC/CSU TRANSFERABLE)

This survey course introduces the various technical specialties used in a business including organization, entrepreneurship, international business, marketing, finance, human resource management, production, business law, and risk management and insurance. The student is exposed to many different aspects of the world of e-business throughout the course and can evaluate potential careers.

YEAR 1 - SPRING

BUSINESS LAW (3 UNITS – UC/CSU TRANSFERABLE)

This course covers the fundamental principles of law as they apply in the business world by examining legal rights and remedies, business torts and crimes, contracts, agency, employment, and negotiable instruments.

YEAR 2 - FALL

CRITICAL THINKING* (3 UNITS – UC/CSU TRANSFERABLE)

Students examine the nature of critical thinking, models and strategies, common fallacies of reasoning, self-regulation in the thinking process, application of critical thinking to specific areas, and evaluation of problem-solving techniques.

YEAR 2 - FALL

PRINCIPLES OF FINANCE (3 UNITS – UC/CSU TRANSFERABLE)

Students examine the principles of money, credit, banking, product pricing and marketing, and the role of the Federal Reserve System and government policy on the financial environment. Financial instruments, interest rates, capital management, money and capital markets and currency fluctuations and hedging for global business are analyzed, including detailed evaluations of the time value of money, and its application to calculations in personal and business finance.

YEAR 2 - SPRING

DATA MANAGEMENT & VISUALIZATION IN THE SOCIAL SCIENCES* (3 UNITS – UC/CSU TRANSFERABLE)

Quantitative data uses across social sciences, including organizing data, describing data sets, graphing, and visual reasoning are introduced in this course. Examples will be drawn from Communications, Political Science, Psychology, Sociology, and other disciplines.

YEAR 2 - SPRING

SOCIAL SCIENCE DATA ANALYSTICS CAPSTONE (3 UNITS – UC/CSU TRANSFERABLE)

Students will complete a capstone project requiring the application of data analysis skills and processes in order to address a real-world problem.

LANGUAGE ARTS

ELD 1/LANGUAGE

Grades: 9,10,11,12 - Year

Prerequisite: Placement through ELPAC testing

The English Language Development (ELD) program follows the tenets of the Natural Approach to language acquisition stressing the communicative function of English in academic/school and daily life. Bilingual support is provided, when appropriate, through use of peer tutors or, when possible, same-language adult instructional aides. The process of developing vocabulary and beginning sentence structures promotes success in students' everyday lives, as well as in their mainstream classes. All language skills (listening, speaking, reading, and writing) and critical thinking skills are developed in this class. All class activities are based on the ELD content standards.

ELD 2/LANGUAGE

Grades: 9,10,11,12 - Year

Prerequisite: Successful completion of ELD 1 or demonstration of English language skills beyond the level of ELD 1 through ELPAC testing

This ELD class continues to develop students' listening, speaking, reading, and writing skills. By participating in activities to improve their communication skills, students continue to express and explain their ideas, opinions, and feelings on various topics using appropriate vocabulary. Group work helps develop the skills required to offer or request clarification and to summarize information. Successful completion of this course is mandatory for students to matriculate to ELD 3.

ELD 3

(UC/CSU - B)

Grades: 9,10,11,12 - Year

Prerequisite: Successful completion of ELD 2 or demonstration of English language skills beyond the level of ELD 2 through ELPAC testing

This course is the culmination of preparation for mainstreaming into the general education English classroom. Specially Designed Academic Instruction in English (SDAIE) provides specific accommodations for EL students. Students continue to gain fluency in receptive and expressive use of English in academic settings. Listening and oral skills are further refined and reading and writing skills are further developed by including the reading and analysis of selected core literature and by the writing of multi-paragraph essays. Among other tasks, students react and respond to literature and identify authors' purposes.

ENGLISH 9 MGR

Grade: 9 - Year

Prerequisite: IEP

Meets Diploma Graduation Requirements

English 9 MGR is a year-long, state standards-aligned course that is designed for students at a tailored pace who need specific academic supports. This course program is parallel to the English 1 course in content while addressing the unique needs of the student. This course focuses on developing, strengthening, and reinforcing reading, writing, listening, and speaking skills. The goal of the course is to improve fluency and comprehension skills while utilizing appropriate levels of reading, high-interest content, and literature. It includes the investigation of literary themes through the study of the genres of fiction, nonfiction, drama, and poetry to improve reading comprehension and to develop critical thinking skills. Students will engage in a variety of writing practices including narrative, argumentative, explanatory, and reflective assignments. Students practice analysis, synthesis, and evaluation as described in the English Language Arts Content Standards.

ENGLISH 10 MGR

Grade: 10 - Year

Prerequisite: IEP

Meets Diploma Graduation Requirements

English 10 MGR is a year-long, state standards-aligned course that is designed for students at a tailored pace who need specific academic supports. This course program is parallel to the English 2 course in content while addressing the unique needs of the student. This course focuses on developing, strengthening, and reinforcing reading, writing, listening, and speaking skills. The goal of the course is to improve fluency and comprehension skills while utilizing appropriate levels of reading, high-interest content, and literature. It includes the investigation of literary themes through the study of the genres of fiction, nonfiction, drama, and poetry to improve reading comprehension and to develop critical thinking skills. Students will engage in a variety of writing practices

including narrative, argumentative, explanatory, and reflective assignments. Students practice analysis, synthesis, and evaluation as described in the English Language Arts Content Standards.

ENGLISH 11 MGR

Grade: 11 - Year
Prerequisite: IEP
Meets Diploma Graduation Requirements

English 11 MGR is a year-long, state standards-aligned course that is designed for students at a tailored pace who need specific academic supports. This course program is parallel to the English 3 course in content while addressing the unique needs of the student. This course focuses on developing, strengthening, and reinforcing reading, writing, listening, and speaking skills. The goal of the course is to improve fluency and comprehension skills while utilizing appropriate levels of reading, high-interest content, and literature. It includes the investigation of literary themes through the study of the genres of fiction, nonfiction, drama, and poetry to improve reading comprehension and to develop critical thinking skills. Students will engage in a variety of writing practices including narrative, argumentative, explanatory, and reflective assignments. Students practice analysis, synthesis, and evaluation as described in the English Language Arts Content Standards.

ENGLISH 12 MGR

Grade: 12 - Year
Prerequisite: IEP
Meets Diploma Graduation Requirements

English 12 MGR is a year-long, state standards-aligned course that is designed for students at a tailored pace who need specific academic supports. This course program is parallel to the English 4 course in content while addressing the unique needs of the student. This course focuses on developing, strengthening, and reinforcing reading, writing, listening, and speaking skills. The goal of the course is to improve fluency and comprehension skills while utilizing appropriate levels of reading, high-interest content, and literature. It includes the investigation of literary themes through the study of the genres of fiction, nonfiction, drama, and poetry to improve reading comprehension and to develop critical thinking skills. Students will engage in a variety of writing practices including narrative, argumentative, explanatory, and reflective assignments. Students practice analysis, synthesis, and evaluation as described in the English Language Arts Content Standards.

ENGLISH 1

Grade: 9 - Year
Prerequisite: None

(UC/CSU - B)

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research.

ENGLISH 1 HONORS*

Grade: 9 - Year
Prerequisite: Eighth grade English Accelerated with a grade of “B” or better or placement in accordance with District honors policy

(UC/CSU - B)

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research. Students in honors should expect assessments that are more challenging in scope and/or duration, and student work should appropriately reflect greater depth of reasoning, analysis, and sophistication. (May also be offered as part of a curricular block with World History Honors.)

ENGLISH 2

Grade: 10 - Year
Prerequisite: None

(UC/CSU - B)

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research.

ENGLISH 2 HONORS*◊

(UC/CSU - B)

Grade: 10 - Year

Prerequisite: English 1 Honors* with a grade of “B” or better or placement in accordance with District honors policy

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research. Students in honors should expect assessments that are more challenging in scope and/or duration, and student work should appropriately reflect greater depth of reasoning, analysis, and sophistication. (May also be offered as part of a curricular block with AP European History.)

AP SEMINAR 10*◊

(UC/CSU - B)

Grades: 10 - Year

Prerequisite: English 1 H with a grade of “B” or better or placement in accordance with District honors policy

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research. Students in AP Seminar 10 should expect assessments that are more challenging in scope and/or duration, and student work should reflect appropriately greater depth of reasoning, analysis, and sophistication. AP Seminar is the first of two (2) year-long cross-curricular courses, comprised with the College Board’s AP Capstone curriculum and serves as the prerequisite for the second of the two courses, AP Research.

ENGLISH 3

(UC/CSU - B)

Grade: 11 - Year

Prerequisite: None

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging works of American fiction and nonfiction and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research.

AP ENGLISH LANGUAGE*◊

(UC/CSU - B)

Grade: 11 - Year

Prerequisite: English 2 Honors* with a grade of “B” or better or placement in accordance with District honors policy

AP English Language and Composition is a year-long course that focuses on nonfiction reading and expository writing. The curriculum follows the College Board’s guidelines for providing students with readings and assignments that are consistent with those found in introductory level courses at colleges around the country. Students will have the opportunity to explore a variety of nonfiction texts, including nonfiction books, speeches, articles, and editorials, and their writing will convey familiarity with rhetorical devices and the ability to summarize and synthesize textual references into their own arguments.

ENGLISH 4

(UC/CSU - B)

Grade: 12 - Year

Prerequisite: None

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research.

AP ENGLISH LITERATURE & COMPOSITION*◊

(UC/CSU - B)

Grade: 12 - Year

Prerequisite: AP English Language*◊ with a grade of “B” or better or placement in accordance with District honors policy

AP English Literature and Composition is a year-long course that focuses on the close reading and careful analysis of both classic and contemporary literature. The curriculum follows the College Board’s guidelines for providing students with readings and assignments that are consistent with those found in introductory level courses at colleges around the country. Students will have the opportunity to explore a variety of fiction, poetry, and plays, and their writing will be expected to convey an understanding of thematic elements along with literary devices such as tone, imagery, and figurative language.

AP SEMINAR*◊

(UC/CSU - B)

Grades: 11,12 - Year

Prerequisite: None

AP Seminar is the first of two (2) year-long cross-curricular courses, comprised with the College Board’s AP Capstone curriculum and serves as the prerequisite for the second of the two courses, AP Research. In this course, students explore real-world issues through the cross-curricular study of articles, research studies, academic texts, speeches, broadcasts, art, and literature. In the process, students will develop their abilities to think critically, construct arguments, conduct research, and communicate through various media. The course can be used in a cross-curricular connection with other AP courses.

AP RESEARCH*◊

(UC/CSU - G)

Grades: 11,12 - Year

Prerequisite: AP Seminar or AP Seminar 10

AP Research is the second of a two (2) year-long cross-curricular course, comprised with the College Board’s AP Capstone curriculum. In this course, students explore real-world issues through the cross-curricular study of articles, research studies, academic texts, speeches, broadcasts, art, and literature. In the process, students will develop their abilities to think critically, construct arguments, conduct research, and communicate through various media. The course can be used in a cross-curricular connection with other AP courses.

FORENSICS - SPEECH & DEBATE 1

(UC/CSU - G)

Grades: 10,11,12 - Year

Prerequisite: English 1 with a grade of “C” or better and/or by teacher recommendation

Forensics/Speech & Debate is a two-semester course designed to be a competitive academic class with emphasis on the development of communication skills and knowledge in the areas of public speaking and argumentation. Students will gain expertise in many topics as they become proficient in the skills required for debate research and organization. Students will compete in a variety of events including original oratory, debate, extemporaneous speaking, and the oral interpretation of literature. These events will take place both locally and at the state level.

JOURNALISM 1

(UC/CSU - G)

Grades: 9,10,11,12 - Semester

Prerequisite: None

Journalism 1 is a semester course which introduces students to journalistic concepts of newsworthiness, objectivity, responsibility, and brevity. This course is required for students who wish to participate in the publication of the school newspaper.

JOURNALISM 2,3,4

Described under OTHER PROGRAMS

(UC/CSU - G)**MATHEMATICS****ESSENTIALS OF ALGEBRA A & B****Grades: 9,10,11,12 - Two-Year****Prerequisite: Teacher recommendation**

This two-year long course is designed to provide students an opportunity to learn the essential algebra skills needed to meet the California graduation requirement for math. This course is designed for students who need to begin Algebra. A variety of assessment techniques will be used including the use of portfolios to document student progress.

ALGEBRA 1**(UC/CSU - C)****Grades: 9,10,11,12 - Year****Prerequisite: Palos Verdes Core Math (PVCM) 8 or PVCM 7/8 Accelerated or placement in accordance with District acceleration policy**

Emphasis in this year-long course is on student development of an understanding of the symbolic language of mathematics. Algebraic concepts are introduced through the development of an understanding of algebraic expressions, mathematical sentences and equations, the real number system, and functions and relations. Algebraic skills and concepts are developed and applied in a wide variety of problem solving situations.

ALGEBRA 1 HONORS***(UC/CSU - C)****Grades: 9,10,11,12 - Year****Prerequisite: Palos Verdes Core Math (PVCM) 8 or 7/8 Accelerated or placement in accordance with District honors policy**

In accordance with the California State Standards for Mathematics, Algebra 1 Honors instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships, (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions, (3) extend the laws of exponents to square and cube roots, and (4) apply linear models to data that exhibit a linear trend. A comprehensive understanding and application of mathematical functions is emphasized throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. This accelerated course places a strong emphasis on the depth and rigor in all critical areas of the California State Standards for Algebra 1 with a focus on increased rate and depth of inquiry of instruction, discovery, individual study, problem solving, and opportunity for mathematical discourse. The coursework moves at a rapid pace requiring students to rise to the challenge by spending the time necessary to learn each complex topic with diligence and dedication. The course may require additional homework.

GEOMETRY**(UC/CSU - C)****Grades: 9,10,11,12 - Year****Prerequisite: Algebra 1 with a grade of "C" or better or teacher approval**

In this course, students develop an understanding of the concept of proof in geometric contexts and construct formal logical arguments. Algebraic techniques are applied in the solution of problems involving geometric figures in two and three dimensions.

GEOMETRY HONORS***(UC/CSU - C)****Grades: 9,10 - Year****Prerequisite: Algebra 1 Honors with a grade of "B" or better or placement in accordance with District honors policy.**

In this advanced level course, students develop an in-depth understanding of the concept of proof in geometric contexts and construct formal logical arguments. Algebraic techniques are applied in the solution of problems involving geometric figures in two and three dimensions.

GEOMETRY MCR (MEETS COLLEGE REQUIREMENTS)**(UC/CSU - C)****Grades: 10,11,12 - Year****Prerequisite: Algebra 1 with a grade of “C” or better or teacher approval**

Algebraic techniques, as defined by the California Content Standards, are applied in the solution of problems involving geometric figures in two and three dimensions. Some developments of the concept of geometric proof is taught.

ALGEBRA 2**(UC/CSU - C)****Grades: 9,10,11,12 - Year****Prerequisite: Geometry with a grade of “C” or better or teacher approval**

In this year-long course, students expand their skills in abstract thinking and improve their ability to provide algebraic solutions to problems in various content areas. A functional approach is used in the development of concepts such as exponents, logarithms, and polynomials. Other topics include conic sections, solution of systems of quadratic equations, sequences and series, the Binomial Theorem, and the complex number system.

ALGEBRA 2 HONORS***(UC/CSU - C)****Grades: 9,10,11 - Year****Prerequisite: Geometry Honors* with a grade of “B” or better or placement in accordance with District honors policy.**

In this year-long course, students expand their skills in abstract thinking and improve their ability to provide algebraic solutions to problems in various content areas. A functional approach is used in the development of concepts such as exponents, logarithms, and polynomials. Other topics include conic sections, solution of systems of quadratic equations, sequences and series, the Binomial Theorem, the complex number system, and other enrichment material. This accelerated course places a strong emphasis on the depth and rigor in all critical areas of the California State Standards for Algebra 2 with a focus on increased rate and depth of inquiry of instruction, discovery, individual study, problem solving, and opportunity for mathematical discourse. The coursework moves at a rapid pace requiring students to rise to the challenge by spending the time necessary to learn each complex topic with diligence and dedication. The course may require additional homework.

ALGEBRA 2 MCR (MEETS COLLEGE REQUIREMENTS)**(UC/CSU - C)****Grades: 10,11,12 - Year****Prerequisite: Geometry MCR with a grade of “C” or better or teacher approval**

In this year-long course, students expand their skills in abstract thinking and improve their ability to provide algebraic solutions to problems in various content areas. A functional approach is used in the development of concepts such as exponents, logarithms, and polynomials. Other topics include conic sections, solution of systems of quadratic equations, sequences and series, the Binomial Theorem, and the complex number system.

PRE-CALCULUS**(UC/CSU - C)****Grades: 11,12 - Year****Prerequisite: Algebra 2 MCR with a grade of “A” or Algebra 2 with a grade of “C” or better or teacher approval**

This college preparatory course is aligned with the California Content Standards and designed to prepare students for the study of advanced mathematics. Major emphasis is placed on the analytic approach to the subject rather than numerical computation. The content of the course includes basic trigonometric functions and their development, right triangle relationships and solutions, oblique triangle relationships and solutions, fundamental identities, inverse trigonometric functions, mathematics induction, sequences and limits, analytic geometry, vectors, and analysis of functions.

AP PRECALCULUS AB*◇

(UC/CSU – C -

PENDING)

Grades: 11,12 - Year**Prerequisite: Algebra 2 Honors* with a grade of “C” or better, or Algebra 2 with a grade of “A”, or placement in accordance with District honors policy. Geometry must be completed prior to this course.**

AP Precalculus AB is a college-level course that strengthens students' understanding of advanced mathematics while preparing them for success in AP Calculus and other higher-level studies. Emphasizing modeling and the use of functions across multiple representations—graphical, numerical, analytical, and verbal—the course develops procedural fluency, precise reasoning, and mathematical communication. Students study a broad range of functions, including polynomial, rational, exponential, logarithmic, trigonometric, polar, vector-valued, implicit, and matrix transformations, as well as sequences, series, and basic limits with an introduction to the foundational ideas of calculus. With its focus on both rigor and application, AP Precalculus equips students to analyze dynamic phenomena across STEM and non-STEM disciplines and provides the opportunity to earn college credit and placement through the AP Exam in addition to providing the skills for a smooth transition into AP Calculus AB or other college-level mathematics course.

AP PRECALCULUS BC*◇

(UC/CSU – C -

PENDING)

Grades: 11,12 - Year**Prerequisite: Algebra 2 Honors* with a grade of “B” or better or placement in accordance with District honors policy. Geometry must be completed prior to this course**

In AP Precalculus BC, students engage in a college-level exploration of functions as tools for modeling dynamic phenomena across disciplines such as STEM, business, and social sciences. Through the development of mathematical fluency, multi-representation thinking, and rigorous reasoning, students explore a wide range of function types—including polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicit, and matrix transformations, as well as sequences, series, and limits with an introduction to the foundational ideas of calculus. The curriculum is structured into four units with emphasis on Units 1–3 which align with the AP Exam. AP Precalculus BC provides the opportunity to earn college credit and placement through the AP Exam in addition to providing the skills for a smooth transition into AP Calculus BC or other college-level mathematics course. The BC level of AP Precalculus covers more material and moves at a faster pace than AP Precalculus AB.

CALCULUS

(UC/CSU - C)

Grades: 11,12 - Year**Prerequisite: Pre-Calculus with a grade of “C” or better or teacher approval**

This course is a study of functions with applications and an introduction to differential calculus. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms and exponential functions, the derivative, differential equations, and Euler's method.

Precalculus topics are reviewed when they are needed in the development of calculus. Topics include graphical interpretations of the derivative, zeroes of functions, optimization, related rates, antidifferentiation, initial value problems, review of trigonometry, modeling with trigonometric functions, geometric sums and series, and the Fundamental Theorem of Calculus. Upon completion of this course, a student will have studied much of the material on the Fundamental Theorem of Calculus.

AP CALCULUS AB *◇

(UC/CSU - C)

Grades: 11,12 - Year**Prerequisite: Pre-Calculus with Limits with a grade of “B” or better or placement in accordance with District honors policy.**

Calculus AB AP is the equivalent of a semester of college calculus dealing with real-valued functions of a single real variable. Course content follows the College Board syllabus and California Framework. Students take the Advanced Placement Examination in May.

AP CALCULUS BC*◇

(UC/CSU - C)

Grades: 11,12 - Year

Prerequisite: **Pre-Calculus Honors* with a grade of “B” or better or placement in accordance with District honors policy.**

Calculus BC AP is the equivalent of a full year of college calculus dealing with real-valued functions of a single real variable. Course content follows the College Board syllabus and California Framework. Students take the Advanced Placement Examination in May.

ADVANCED CALCULUS*◊ (UC/CSU - C)

Grades: 11,12 - Year

Prerequisite: **Calculus BC AP with a grade of “B” or better or placement in accordance with District honors policy.**

This year-long course continues the calculus sequence that begins with AP Calculus BC. Its content parallels that of a third semester college calculus course, i.e., vectors and three-dimensional analytic geometry, partial derivatives and Lagrange multipliers, multiple integrals, vector calculus, line and surface integrals, Greens’ Theorem, Stokes’ Theorem, the Divergence Theorem, and first and second order differential equations.

AP COMPUTER SCIENCE A*◊ (UC/CSU - C)

Grades Level: 10,11,12 - Year

Prerequisite: **Geometry/Geometry H* with a grade of “B” or better or placement in accordance with District honors policy.**

The AP Computer Science A course develops students’ abilities to use computers in powerful, intelligent, and responsible ways. Mastery of programming methodology, algorithms, and data structures raises the student’s ability to program well above the novice level. An awareness of the ramifications of computer use contributes to one’s ability to make responsible and intelligent use of computers. It includes implementation of graphical user interfaces such as the essential GUI elements, creating GUIs, and GUI applications.

AP COMPUTER SCIENCE PRINCIPLES*◊ (UC/CSU - D)

Grades: 9,10,11,12 - Year

Prerequisite: **None**

AP Computer Science Principles is designed to be implemented as a yearlong high school course. Designed to appeal to a diverse audience, this course examines some of the fundamental ideas of the science of computing. Lectures and hands-on assignments cover a wide variety of topics such as hardware organization, the Internet, computer programming, limits of computing, and social impact of computing.

The modules are sequential and are designed to be the first computer science course for students who have never programmed before. Students explore the impact of computing in society along with the application of computing across career paths. The course will also build skills and awareness in digital citizenship and cybersecurity. Students learn introductory elements of text-based programming to create strategy games.

INTRODUCTION TO DATA SCIENCE (UC/CSU - C)

Grades: 10,11,12 - Year

Prerequisite: **Successful completion of Algebra 2**

Introduction to Data Science is designed to introduce students to the exciting opportunities available at the intersection of data analysis, computing, and mathematics through hands-on activities. Data is everywhere and this curriculum will help prepare students to live in a world of data. The curriculum focuses on practical applications of data analysis to give students concrete and applicable skills. This curriculum engages students with a wider world of data that falls into the “Big Data” paradigm and are relevant to students’ lives.

Statistical inference is taught algorithmically using modern randomization and simulation techniques. Students will learn to find and communicate meaning in data and to think critically about arguments based on data.

RStudio, the statistical programming language used by academics and industry, will be used to bring data to life. Through RStudio, students will learn to compute with data to develop graphical and numerical summaries to both communicate findings and to generate further exploration. This is a project and inquiry-based class.

STATISTICAL ANALYSIS

(UC/CSU - C)

Grades: 10,11,12 - Year

Prerequisite: Algebra 2 or Algebra 2 Honors or Algebra 2 MCR completed or concurrent

This course is designed to introduce students to the basic principles of descriptive statistics, exploratory data analysis, design of experiments, observational studies, simulations, probability, and fitting models to data. The course also looks extensively at principles such as confidence intervals and hypothesis testing, statistical inference, measuring the probability of an event, and using probability in decision-making. Examples from engineering, business, medicine, policy-making, the natural and social sciences, and sports will be explored. Use of computers, modeling software, graphing calculators, and the Internet exposes students to the power and speed of using technology for data analysis.

AP STATISTICS *◇

(UC/CSU - C)

Grades: 11,12 - Year

Prerequisite: Algebra 2 or Algebra 2 Honors* completed or concurrent or placement in accordance with District honors policy.

This course is designed to prepare students in the methods of statistical analysis following the California Framework and the College Board outline. Among the topics covered are exploratory analysis of data, probability, simulation models, confidence intervals, and data analysis, including standard deviation and correlation coefficients, making use of graphical and numerical techniques to study patterns and departure from patterns. Data must be collected according to a well-developed plan. Statistical inference guides the selection of appropriate models.

OTHER PROGRAMS

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) 9, 10

(UC/CSU - G)

Grades: 9, 10 - Year

**Prerequisite: AVID 9 (Entrance into AVID program – recommendation into program)
AVID 10: Completion of AVID 9**

AVID will ensure that all students, and most especially students in the middle with academic potential capable of completing a college preparatory path, will succeed. AVID will place these students in a rigorous curriculum and give them the support to achieve in that curriculum. It will provide a team of students for positive peer identification, and it will redefine the teacher's role as that of student advocate.

AVID 11

(UC/CSU - G)

Grade: 11 - Year

Prerequisite: AVID 9 and 10, Enrollment in at least one Honors, Advanced Placement, or in a college transferable course accepted by UC/CSU in both the 11th and 12th grade years

AVID 11 is an interdisciplinary course for AVID juniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration, and reading) strategies than experienced in prior years of AVID. These higher-level thinking, reading, writing, and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of their senior year. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles, and letters by these leaders, as well as at least one full-length work by the leader or about the leader.

The focus of the junior year is the survey of 8–10 recognized leaders from a variety of fields of study. Individually and in study teams, students will explore the historical period in which the leader lived, the social issues they

addressed, and their contributions to society. Students will be expected to read and write extensively throughout the process, including participation in a variety of collaborative discussion and response groups.

The level of reading, writing, inquiry, discussion, and analysis experienced in the junior year will serve as the foundation for in-depth research to be introduced and completed as a final project in the senior year.

In addition to the academic focus of AVID 11, there are college-bound activities, methodologies, and tasks that should be achieved during the junior year. Support materials will be divided into four semesters surrounding the topics of Testing, Preparation, Exploration and Fit, and Finances.

AVID 12 (Senior Seminar)

(UC/CSU - G)

Grade: 12 – Year

Prerequisite: Previous completion of AVID 9, AVID 10, and AVID 11 for three years

Enrollment in at least one honors course or one advanced placement course

AVID courses at all grade levels are designed to academically prepare students for matriculation to four-year colleges; major emphasis is placed on analytical writing, preparing for college entrance and placement exams, college study techniques, test taking, oral expression, note taking, and advanced research.

AVID 12, like the three previous years, features college-age tutors who lead discussions and critical analysis of the academic courses in which the students are currently enrolled. Students are required to complete timed writings in all subjects; they must also present oral presentations on topics related to careers, colleges, and contemporary issues. AVID students, working with tutors, eventually act as discussion leaders and move into leadership roles in Socratic seminars. These discussions grow beyond elementary didactic direction and guide students in seeing their resources from different perspectives. Mastering textbooks, developing arguments, and thinking on their feet are all critical thinking skills necessary for their continued success.

This AVID 12 elective is for seniors in their fourth year of AVID and is the culmination of the students' preparation in the program. For the previous three years in AVID, students have received coaching in note taking, organization, study skills, reading techniques, and academic leadership. Reading, writing, collaboration, and teamwork are principle parts of each AVID year.

COLLEGE COURSES

Grades: 9,10,11,12

Credit: Variable

Prerequisite: Appropriate form on file and prior approval

College credit courses in certain subject areas are offered on the high school campus or at other locations by selected local colleges and universities. Los Angeles Harbor College, El Camino College, and other colleges and universities offer a high school program for students during the regular school year and summer session. The objectives are to provide a "head start" on college work for students.

Students who plan to use college work for high school credit must file the appropriate form in the counseling office and receive prior approval.

CONTINUATION EDUCATION

Grades: 10,11,12 - Semester

Prerequisite: Administrative approval

A program for students at least 16 years of age that leads to a high school diploma. Instruction is individualized and so arranged that a student may enter the program without disturbing the continuous and effective progress toward graduation. The continuation education program is at Rancho del Mar High School.

DUAL ENROLLMENT – LOS ANGELES HARBOR COLLEGE

PVUSD partners with Los Angeles Harbor College to offer dual enrollment opportunities under AB 288. Students must apply through LAHC. Please see your counselor for more information.

ABNORMAL PSYCHOLOGY*
TRANSFERABLE)

(3 UNITS - UC/CSU

Grades: 10,11,12 - Semester
Prerequisite: AP Psychology, concurrent enrollment in AP Psychology or counselor recommendation

This course introduces the scientific study of psychopathology and atypical behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced.

FILM APPRECIATION*
TRANSFERABLE)

(3 UNITS - UC/CSU)

Grades: 10,11,12 - Semester

This course is a survey of motion pictures and changing social attitudes in film from the silent era to the present. Film appreciation, dealing with the ability of popular movies to crystallize society's myths, fantasies, and realities, is presented within a historical, social context. Movie heroes and heroines and their relationship to culture may be studied by viewing representative feature films.

PUBLIC SPEAKING*
TRANSFERABLE)

(3 UNITS - UC/CSU)

Grades: 10,11,12 - Semester

Students study the theory and techniques of public speaking in a democratic society. Students will apply rhetorical principles to topic selection and audience analysis, research and reasoning of information, speech composition and outlining, presentation aids and delivery, and listening and evaluation of public discourse. Students practice effective communicative strategies for various types of original speeches including informative and persuasive speeches. Focus will be on developing credibility as a speaker and demonstrating confidence before an audience. This course meets Communication Studies Associate Degree for and transfer requirements in Oral Communication.

Please see CTE Pathways for more Dual Enrollment opportunities.

ENGLISH LANGUAGE DEVELOPMENT (ELD) (See Language Arts for ELD 1, 2, and 3 Course Descriptions)

All English Learners (ELs) are assessed to determine their English language proficiency. Students who are identified as limited-English proficient are provided with special language instruction. The ELD program is designed to:

- 🔧 Raise the level of the students' English language competency
- 🔧 Ease the transition for the student into an American secondary school
- 🔧 Help the student maintain a sense of self-worth and identity
- 🔧 Achieve, to the best of their abilities, in academic areas

GUIDED STUDY

Grades: 9,10,11,12 - Semester; Course is repeatable for credit

Prerequisite: One of the following: IEP, Section 504 plan or an SST recommendation with all of the following:

- GPA of 2.0 or less or one or more Ds on an interim report, quarter report or semester report
- Enrolled in at least two academic classes that assign daily homework

This is a semester-long, contract-based program geared for students who could benefit from additional academic support in general education classes. This class fulfills the specialized academic instruction as specified by an IEP and serves as pre-special education assessment intervention for general education students who are struggling academically. Students are provided with an environment conducive to studying and given assistance when needed. Student progress in general education classes is monitored through student generated bi-monthly grade reports and regular communication with the students' classroom teachers. Students will receive instruction in the practical skills needed to be successful in their general education such as proximal goal setting, time management, and organizational skills. Guided Study will also teach prevocational and independent living skills such as employment strategies and personal finance.

JOURNALISM 2,3,4**(UC/CSU - G)****Grades: 9,10,11,12 - Year****Prerequisite: Journalism 1 and teacher approval**

All students in this class have taken Journalism 1 and qualified to be on staff by passing a try-out article that is evaluated by the adviser and members of the current editorial board. Once on staff, every writer must write for each of the ten to twelve issues. Assignments are based on section meetings and discussions. Deadlines are set with first drafts due to editors and the adviser. Research includes interviews, the Internet, and library resources. Revisions are on an as-needed basis. Editing is a collaborative process among section editors and editors-in-chief.

LEADERSHIP**(UC/CSU - G)****Grades: 9,10,11,12 - Semester****Prerequisite: Elective/appointed office in the Associated Student Body with Activities Director approval**

Elected and appointed student leaders develop skills necessary for successful leadership in a democratic society by organizing, implementing, and evaluating student council business under the direction of the Activities Director.

LITERARY PUBLICATIONS 1-4**(UC/CSU - G)****Grades: 9,10,11,12 - Year****Prerequisite: None**

This full year course will be broken up into four distinct levels. The first semester of the class will consist of a training program for students who have no experience in graphic design, literary evaluation, or a limited knowledge of computers. The second semester of the class will be a production course for students who will promote, market, design, gather, and publish the school literary magazine. Students will learn how to carefully examine writing to be able to make the best choices for inclusion from contributors who wish to be a part of the magazine. The literary magazine (*Tradewinds*) will be housed inside the yearbook (*The Triton*) at Palos Verdes High School while it will be a separate publication (*Beard Full of Butterflies*) at Palos Verdes Peninsula High School. Both magazines will feature contributions in short stories, poetry, scenes, short essays, photographs, and original artwork in black and white as well as full color.

MOCK TRIAL**Grades: 9,10,11,12 - 2.5 credits - (First Quarter Only; for credit only)****Prerequisite: None**

This course is offered during the first quarter for credit only. Students will learn about the American legal system and the Constitution by preparing and role playing in fictional criminal cases. The criminal case reenactments are tried before a real court of law, supervised by local judges and attorneys who donate their time and expertise. Students will have a real "hands-on" experience assuming fictional roles as attorneys, witnesses, prosecutors, defendants, and bailiffs (Mock Trial). Evening and weekend practices as well as participation in Saturday competitions are required. This experience will allow students to gain a working knowledge of public speaking, the rule of law, mediation, negotiation, United States Constitutional Law, research, and teamwork. This program will provide fundamental building blocks for students considering a career in law.

MODEL UNITED NATIONS (MUN)**Grades: 10,11,12 - Year****Prerequisite: None**

An interdisciplinary study during which students research topics presently being debated in the United Nations in order to participate in Model United Nations simulations. Students assume the roles of Member States of the UN, tackling a wide range of international issues. Through practice and attendance at Model United Nations Conferences, the students will acquire a working knowledge of diplomatic communication, rules of procedure, debate, negotiation, and resolution writing. The class is open to all students with a desire to learn about the workings of the United Nations and international diplomacy. Membership in the MUN Club is not a requirement.

OFFICE ASSISTANT (OA)**Grades: 10,11,12 - Semester - (CTE)****Prerequisite: Staff approval of desired office**

This course is designed to give the student practical office experience under the direct supervision of staff personnel. Duties may include using the photocopy machine, answering the telephone, relaying messages and transacting the business of the office assigned. An OA may not leave campus nor have access to specific information regarding the academic progress of individual students. A maximum of 20 credits is available.

SoCal ROC (Southern California Regional Occupational Center)

Please see Career Technical Education (CTE) for more information.

SPECIAL EDUCATION: Special Day Class (SDC) and Resource Specialist Program (RSP)**Grades: 9,10,11,12 - 5-10 credits (semester-year)****Prerequisite: Eligibility under IDEA**

The Department of Specialized Education offers eligible students the support and instruction to achieve their academic and personal best. Individualized programs are developed and monitored to accommodate individual differences.

TEACHER ASSISTANT (TA)**Grades: 10,11,12 – Semester - (CTE)****Prerequisite: Teacher approval**

Students work as assistants to teachers. Regular attendance is required. The teacher assistant will report daily to the assigned teacher or substitute teacher. In the event there is no assignment, the TA will remain with the assigned teacher for the period, or under prior arrangements, remain under the supervision of another teacher or administrative staff in one of the offices. The TA is not to be left unsupervised in a classroom. A student may not be a TA more than one period per semester nor earn more than 20 credits. A TA may not leave campus nor have access to specific information regarding the academic progress of individual students.

YEARBOOK 1, 2, 3, 4**(UC/CSU - G)****Grades: 9,10,11,12 - Year****Prerequisite: Teacher approval**

This project-based course is designed to provide practical, specific journalistic experiences with the end result of the production of a professional yearbook. The course goals focus on the expository aspect of reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Students encounter and learn to understand the ethical dimensions of life while they search for information and gain respect and understanding of the viewpoints others hold. Students will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as meeting deadlines, teamwork, working with advanced and professional technology, communication skills, and independent thinking skills.

PHYSICAL EDUCATION**ADAPTED PE****Grades: 9,10,11,12 - Quarter****Prerequisite: IEP/Recommendation of nurse**

Designed for those students who cannot participate in the regular physical education program because of physical problems, post-operative conditions or similar reasons. Students must receive permission from a

physician, the school nurse, and a review committee for admission to this class. Modified games and special exercises are stressed. Individual instruction is the primary focus of prescribed activities.

PHYSICAL EDUCATION 9

Grade: 9 - Quarter
Prerequisite: None

As part of this two-semester program, students develop and demonstrate movement activities, appreciation for lifetime fitness, and social development through team sports.

PHYSICAL EDUCATION 10

Grade: 10 - Quarter
Prerequisite: None

In this two-semester course, students focus on individual and team sports of choice. Emphasis is placed on analysis of the physiological and mechanical principles involved in human movement to achieve personal fitness goals.

PHYSICAL EDUCATION/ATHLETICS

Grades: 9,10,11,12 - Credit Variable (quarter based)
Prerequisite: Coach approval

Ninth and tenth grade students in sixth period athletics will receive PE credit and must remain in the class for the entire semester. Eleventh and twelfth grade students may participate on a credit or audit basis.

Fall Sports	Winter Sports	Spring Sports	Year Round Sports
Cross-Country Flag Football (G) Football Golf (G) Tennis (G) Volleyball (G) Water Polo (B)	Basketball Soccer Surfing Water Polo (G)	Baseball Beach Volleyball (G) Golf (B) Lacrosse Softball Swim Tennis (B) Track and Field Volleyball (B)	Cheer Song

PHYSICAL EDUCATION/CHOREO

Grades: 9,10,11,12 - Quarter
Prerequisite: Audition

This course fulfills PE graduation requirements. See "Choreo Dance" for VAPA option.

This is an advanced level production course which prepares for performance at the annual dance concert. Students demonstrate various dance techniques, styles of dance, and use of creativity through choreography. First semester students work on increasing flexibility through stretching and are exposed to dance techniques. Second semester students work on intermediate to advanced technique and choreograph solo and group dance works.

PHYSICAL EDUCATION/DANCE

Grades: 9,10,11,12 - Quarter
Prerequisite: None

In this course, students demonstrate various dance techniques, styles of dance, and use creativity through choreography. First semester students work on flexibility, strength, and dance fitness activities as well as basic dance technique and choreography. Second semester, students work on intermediate to advanced technique, choreograph solo and group works, and have performance opportunities.

PHYSICAL EDUCATION/INTERMEDIATE DANCE

Grades: 9,10,11,12 - Quarter
Prerequisite: Audition

This course fulfills PE graduation requirements. See "Intermediate Dance" for VAPA option.

This is an intermediate level dance class where students demonstrate understanding of various major dance traditions, techniques, styles of dance, and use of creativity through choreography in a variety of times and places. Students will prepare for performance at the annual dance concert. First semester students will work on increasing flexibility through stretching and are exposed to intermediate dance techniques. Second semester they will work on solo and group choreography and prepare for the spring dance concert. Students learn to critically assess and derive meaning from works of dance and performances based on the elements of dance and aesthetic qualities.

PHYSICAL EDUCATION/MARCHING BAND

Grades: 9,10,11,12 - Quarter

Prerequisite: None

This course fulfills PE graduation requirements. See "Marching Band" for VAPA option.

Athletic and competitive activities in addition to performances and concerts are included in this course.

PHYSICAL EDUCATION/PEP SQUAD

Grades: 9,10,11,12 - Quarter

Prerequisite: Audition, teacher approval

PE/Pep Squad is a comprehensive year-round program of instruction for the cheerleading and songleading teams that dance and cheer at school and athletic events. Students practice daily in dance, gymnastics, conditioning, and cheerleading techniques and engage in outside competitions against other schools.

PHYSICAL EDUCATION/STRENGTH AND FITNESS (WEIGHT TRAINING)

Grades: 9,10,11,12 - Quarter

Prerequisite: Concurrent with athletic competition; consent of teacher required

As part of this program of strength training and conditioning, students will have the opportunity to improve their level of fitness through a weight training program that includes a variety of activities and concepts related to muscular strength and endurance, cardiovascular fitness, flexibility, and body composition. Students will access and monitor their level of fitness and set goals that will lead to lifelong wellness. This course meets the graduation requirement for physical fitness. It may be used for elective credit if PE graduation requirement is met.

PHYSICAL EDUCATION/YOGA

Grades: 9,10,11,12 - Quarter

Prerequisite: None

This multi-level class is open to all fitness levels and will explore various styles of yoga. Students will have the opportunity to improve their flexibility, strength, cardiovascular health, and overall fitness through a comprehensive yoga training program which will include concepts from anatomy, body mechanics, and mindfulness. This course gives students a foundation for lifelong wellness practices. This course is open to students who have satisfied one year of Physical Education credit. Physical Education credit for grade 10 is given until Physical Education graduation requirement is met. Elective credit is given to students in any grade after the Physical Education graduation requirement has been met.

SCIENCE AND ENGINEERING

BIOLOGY 1

(UC/CSU - D)

Grades: 9,10,11,12 - Year

Prerequisite: Completion of or concurrent enrollment in Algebra 1

This course is designed to meet college entrance requirements as a laboratory science. The material presented in the course includes cell biology and basic chemistry, plant growth and development, genetics, evolution and natural selection, reproduction, physiology of the human body and corresponding functions, and ecology. The approach taken in this discipline reflects the needs of a student interested in a general survey class in the field of biology. Students enrolled in Biology 1 may continue into Chemistry and Physics.

BIOLOGY 1 HONORS*

(UC/CSU - D)

Grades: 9,10,11,12 - Year

Prerequisite: Accelerated Science 8 with a grade of "B" or better or completion of or concurrent enrollment in Algebra 1 or placement in accordance with District honors policy

Biology Honors is an academically challenging course that is designed to prepare students for the Advanced Placement Biology course that follows. This course is aligned with the California State Standards for Biology. The course is formulated to fulfill the California State and University of California requirements for a laboratory life science. Covering the major themes or concepts of biology, the first semester surveys biochemistry and energy, including photosynthesis, fermentation, and respiration. It also investigates the structure and function of the cell, genetics, origin of life, and evolution. The second semester includes ecology, human physiology, classification, and plant physiology. Laboratory investigations are an integral part of this course.

AP BIOLOGY *◇

(UC/CSU - D)

Grades: 10,11,12 - Year

Prerequisite: Biology 1 with a grade of "B" or better, Chemistry 1 with a grade of "C" or better, or placement in accordance with District honors policy

This AP Biology Course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course meets the college requirements in laboratory science and prepares students for the Advanced Placement examination in biology. Emphasis is placed upon seven major themes in biology: (1) science as a process, (2) evolution, (3) energy transfer, (4) continuity and change, (5) relationship of structure to function, (6) regulation and interdependence in nature, and (7) technology and science. The overlaying concepts that are stressed include three major units of concentration: (1) molecules and cells, (2) heredity and evolution, and (3) organisms and populations. In addition, twelve required labs are conducted to prepare students for college-level study.

MARINE BIOLOGY

(UC/CSU - D)

Grades: 10,11,12 - Year

Prerequisite: Biology 1

Marine Biology is a laboratory science course designed to introduce students to the features, basic processes, and unique biology of the marine environment in order to understand the ocean's potential as a resource and enhance awareness of the value and fragility of the ocean, its inhabitants, and its ecosystems. An investigative approach to learning about the ocean and its inhabitants is stressed in this course.

MARINE BIOLOGY HONORS*◇

(UC/CSU - D)

Grades: 10,11,12 - Year

Prerequisite: Biology 1 with a "B" or better and completion of Algebra 1 or placement in accordance with District honors policy

Marine Biology Honors is a laboratory science course designed to introduce students to the features, basic processes, and unique biology of the marine environment in order to understand the ocean's potential as a resource and enhance awareness of the value and fragility of the ocean, its inhabitants, and its ecosystems. An investigative approach to learning about the ocean and its inhabitants is stressed in this course. Students perform directed and independent research on specific marine organisms and include in-depth analysis and presentation of findings. Laboratory activities include dissection, data collection, and analysis based on experiments that develop scientific investigation and critical thinking. This course is an advanced level science course with emphasis and workload comparable to an introductory college class.

PHYSIOLOGY AND ANATOMY

(UC/CSU - D)

Grades: 11,12 - Year

Prerequisite: Biology 1 with a grade of "C" or better and completion of Algebra

This course is designed to meet college requirements as a biological laboratory science. The content covers the 10 major organ systems of the human body and focuses on two main themes: the relationship of structure to function and homeostasis. The laboratory experiments include histological or tissue examination, skeletal parts,

major muscle groups, etc. There are also a series of dissections to accompany the major organ systems including a study of a sheep brain, mammalian kidney, and a beef heart. Students are evaluated by exams covering each of the weekly sessions and the class is also responsible for presenting a seminar related to a physiological process studied.

PHYSIOLOGY AND ANATOMY HONORS *◇

(UC/CSU - D)

Grades: 11-12 - Year

Prerequisite: Biology 1 with a “B” or better and completion of Algebra or placement in accordance with District honors policy

This course is designed to meet college requirements as a biological laboratory science. It covers the 10 major organ systems of the human body while focusing on two main themes: the relationship of structure to function and homeostasis. An investigative approach to learning about the human body will be stressed in this course. Students will perform directed and independent research, with a health care focus, on specific systems of the human body which will include in-depth analyses and presentations of findings. Laboratory reports will incorporate both English and math core standards by implementing writing and math exercises when possible. Students will also perform inquiry-based labs which will give them the opportunity to design and set up some of their own investigations. Guest speakers and/or field trips will be arranged in order to relate the course content to actual health care professions and provide information on the most recent developments in medicine.

The laboratory activities will include both microscopic and gross evaluations with histological and tissue examination, skeletal analyses, muscle evaluation, and cooperation of organ systems. An advanced, college-level cat dissection will be performed where students will master the muscular, organ, nervous, and cardiovascular structures in great detail which will help prepare them for a related health care field. There is also a series of dissections to accompany the major organ systems including a study of the fetal pig, beef or sheep brain, mammalian kidney, beef or sheep heart, and sheep “pluck” which includes the trachea and lungs. Increased technology will be utilized either in the computer lab or in the classroom with “bring your own device.”

Students will be evaluated in a variety of ways including quizzes, tests, (multiple choice and short answer/essay), laboratory reports, in-class assignments, outside research projects, class presentations, homework, computer assignments, and class participation. Students will be expected to collaborate with their peers during in-class activities and outside group projects.

DEVELOPMENTAL PHYSIOLOGY AND SPORTS MEDICINE

(UC/CSU - G)

Grades: 10,11,12 - Year

Prerequisites: Completion of English 1; Suggested completion of or concurrent enrollment in Biology or teacher recommendation

This competency-based course provides students with the basics of Sports Medicine as well as with hands-on training in the basic duties of a sports therapy aide and fitness instruction. Instruction includes an orientation, safety and infection control, communication and interpersonal skills, academic proficiency, and employability skills. Emphasis is placed on ethical and legal considerations, sports and therapeutic equipment, nutrition and weight management, physical fitness assessment, physical conditioning, emergency preparedness and assessment, infection control, vital signs assessment, basic life support (including AED and CPR), injuries to the tissues, injuries to the head and spine, injuries to the chest and abdomen, environmental conditions, medical conditions, taping and wrapping, and therapeutic modalities and physical rehabilitation. The competencies in this course are aligned with California High School Academic Content Standards.

CHEMISTRY 1

(UC/CSU - D)

Grades: 9,10,11,12 - Year

Prerequisite: Concurrent enrollment or completion of Geometry

This course is designed to meet college requirements as a lab science. This course will cover and investigate the periodic table, atomic structure, chemical bonding, the conversion of matter and energy, stoichiometry, gases and their properties, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, nuclear processes, and introduces organic and biochemistry. Experiments, mathematical calculations and models are used to attain an understanding of the concepts, principles, and theories of chemistry.

CHEMISTRY 1 HONORS*♦**(UC/CSU - D)****Grades: 9,10,11,12 - Year****Prerequisite: Concurrent enrollment or completion of Geometry**

This course is designed to meet college requirements as a lab science. Students enrolled in this course should have a high ability level for science as the rigorous nature of the course is designed for those opting to take Chemistry 2AP* and other advanced science courses. This course will cover and investigate the periodic table, atomic structure, chemical bonding, the conservation of matter and energy, stoichiometry, gases and their properties, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, nuclear processes, and introduces organic and biochemistry. Coverage of the material in this course will be more in-depth and emphasize more problem solving than the Chemistry 1 course. Experiments, mathematical calculations and models are used to attain an understanding of the concepts, principles, and theories of chemistry.

AP CHEMISTRY*♦**(UC/CSU - D)****Grades: 10,11,12 - Year****Prerequisite: Chemistry 1 Honors* and Algebra 2 with a grade of "B" or better or placement in accordance with District honors policy**

This college-level course is designed for serious-minded science students and uses a college-level examination (Advanced Placement Chemistry exam). Theory and problem solving are stressed. This course covers and investigates the periodic table, atomic structure, types of chemical reactions, chemical bonding, the conservation of matter and energy, stoichiometry, gases and their properties, liquids and solids, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, electrochemistry, nuclear processes, and introduces organic and biochemistry. Experiments, mathematical calculations, and models are used to promote an understanding of the concepts, principles, and theories of chemistry.

EARTH SCIENCE**(UC/CSU - G)****Grades: 9,10,11,12 - Year****Prerequisite: Completion of or concurrent enrollment in Essentials of Algebra or Algebra 1**

Earth Science is a comprehensive year-long college foundation science course preparing students for college courses and careers in geology, mineralogy, oceanography, astronomy, meteorology, ecology, mining, and environmental studies. This course incorporates the CA Content Standards for Earth Science and provides the students with a broad-based background and appreciation of their ever-changing planet and its place in the universe.

AP ENVIRONMENTAL SCIENCE*♦**(UC/CSU - D)****Grades: 10,11,12 - Year****Prerequisite: Biology 1 with a grade of "C" or better; Completion of or concurrent enrollment in Chemistry with a grade of "C" or better or placement in accordance with District honors policy**

The Environmental Science AP*♦ course is designed to be the equivalent of a one semester, introductory college course in environmental science and is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science. In both breadth and level of detail, the content of the course reflects what is found in many introductory college-level environmental science courses.

PHYSICS**(UC/CSU - D)****Grades: 10,11,12 - Year****Prerequisite: Completion of or concurrent enrollment in Algebra 2**

Physics is a college preparatory lab science course focusing on topics including mechanics, electricity and magnetism, light and electromagnetic radiation, sound and waves, heat and thermodynamics.

AP PHYSICS 1*♦**(UC/CSU - D)****Grades: 10,11,12 - Year****Prerequisite: Completion of or concurrent enrollment in PreCalculus AB or higher or placement**

in accordance with District honors policy.

AP Physics 1 is a year-long course that is equivalent to a first semester college course in algebra-based physics. The course introduces fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Students will attain a conceptual understanding through student-centered, inquiry-based instruction and will have time to master foundational physics principles while engaging in science practices. In addition, students will build knowledge through content-rich nonfictional reading, writing, and speaking.

An additional component of this course requires instructional time be spent in a hands-on laboratory with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices learned through instruction. This course meets the District's graduation requirement in physical science.

AP PHYSICS 2 *♦

(UC/CSU - D)

Grades: 10,11,12 - Year

Prerequisite: Completion of or concurrent enrollment in Pre-Calculus with Limits or higher and completion of or concurrent enrollment in AP Physics 1 or placement in accordance with District honors policy.

AP Physics 2 is a year-long course that is equivalent to a second semester college course in algebra-based physics. The course continues to cover fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Students will gain a deeper conceptual understanding through student-centered, inquiry-based instruction and will have time to master foundational physics principles while engaging in science practices. In addition, students will build knowledge through content-rich nonfictional reading, writing, and speaking.

An additional component of this course requires instructional time be spent in a hands-on laboratory with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices learned through instruction. This course meets the District's graduation requirement in physical science.

AP PHYSICS C ELECTRICITY & MAGNETISM *♦

(UC/CSU - D)

Grades: 11,12 - Year

Prerequisite: Completion of or concurrent enrollment in Calculus and completion of AP Physics C Mechanics required or placement in accordance with District honors policy.

AP Physics C Electricity & Magnetism parallels a college course covering classical electricity and magnetism which serve as a foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problem solving.

AP PHYSICS C MECHANICS *♦

(UC/CSU - D)

Grades: 11,12 - Year

Prerequisite: Completion of or concurrent enrollment in Calculus required or placement in accordance with District honors policy.

AP Physics C Mechanics parallels a college course covering Newtonian Mechanics which serves as a foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problem solving.

HONORS PLTW CAPSTONE COMPUTER SCIENCE *♦

(UC/CSU - D)

Grades: 11,12 - Year - (CTE)

Prerequisite: AP Computer Science A or AP Cyber: Security

The Honors PLTW Capstone course is the final, project-based course in the Project Lead the Way (PLTW) Computer Science pathway. Designed to simulate real-world computer science practices, this

course challenges students to apply their cumulative knowledge and skills to identify, research, design, and present a solution to a real-world computer science problem.

Students will work independently and in teams, utilizing the processes they have learned in their computer science pathway to develop innovative solutions. Emphasis is placed on advanced problem-solving, research, critical thinking, and professional communication.

SCIENCE RESEARCH (1-4)

(UC/CSU - G)

Grades: 9,10,11,12 - Year

Prerequisite: Completion of or concurrent enrollment in Biology, Chemistry, Statistics, Psychology, Sociology, or Algebra 2

Science Research is a one- to four-year sequential course designed for highly motivated students to advance an understanding of research methodology in the natural and social sciences. The course is directed to those students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on both laboratory and bibliographic research and will incorporate the California Next Generation Science Standards for Science and Engineering Practices. This course engages students to work in conjunction with research scientists and professionals within their field of work. Students problem solve individual and group labs, write a research paper, analyze past and present scientific research for scientific methods, and discuss solutions to current dynamic issues. In addition, students undertake independent research in mathematics, life sciences, physical sciences, or social science.

ENGINEERING PATHWAYS

PRINCIPLES OF ENGINEERING

(UC/CSU - D)

PRINCIPLES OF ENGINEERING HONORS*◇

(UC/CSU - D)

Grades: 9,10,11,12 - Year - (CTE)

Prerequisite: Completion of or concurrent enrollment in Algebra 1

This course is designed to introduce students to the foundation principles of engineering and to give students opportunities to begin applying those principles to real-life problems. Students will learn that the engineering process is multi-faceted, combining physical science knowledge, mathematical insight, creative design, organization skills, communication skills, data analysis and documentation, and critical thinking. Students will engage in problem-solving activities and project development that will require them to build expertise in all of the facets of engineering mentioned above. Course format will include lectures, in-class use of various technologies, group projects, discussions, problem-solving sessions, lab experiments, and outside research.

FOR HONORS CREDIT

In addition to student projects and presentations, Honors students will provide a written and digital portfolio that includes the following:

1. Engineering process steps written in order for each assigned/chosen project
2. CAD modeling of each design assigned hand sketched AND printed
3. Additional requirements past basics on each build (above and beyond minimum)
4. Organized digital folders within MS OneNote Notebook
5. Connection with a professional in a Principles of Engineering field of choice
6. Class presentation of an emerging topic for current engineering research not covered in curriculum (i.e., solar powered glass for cell phones, windows for new energy source, sidewalks that produce electricity by walking on them, harnessing wave power to produce electricity for downtown Honolulu, etc.)

INTRODUCTION TO ENGINEERING DESIGN

(UC/CSU - D)

INTRODUCTION TO ENGINEERING DESIGN HONORS*◇

(UC/CSU - D)

Grades: 9,10,11,12 - Year - (CTE)

Prerequisite: Completion of or concurrent enrollment in Algebra 1

This course introduces students to engineering design and teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. The course introduces the history of engineering, sketching and visualization, geometric and modeling concepts and continues with practical assembly, model analysis

and documentation, presentation, production, and marketing skills. Course format will include lectures, discussions, labs and computer labs, projects, and outside research.

FOR HONORS CREDIT

To enhance the depth and rigor of the course, Honors students will engage in additional assignments and projects. These activities are designed to encourage critical thinking, peer collaboration, and the development of strong communication skills. Students will complete either a comprehensive final examination or a substantive culminating project aimed at demonstrating depth of knowledge and sustained mastery of the subject material.

This enriched curriculum ensures that Honors students are well-prepared for both academic and professional success in the engineering field.

AEROSPACE ENGINEERING

(UC/CSU - D)

AEROSPACE ENGINEERING HONORS*◇

(UC/CSU - D)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: None

Aerospace Engineering provides students a learning opportunity in the application of basic engineering and design principles to projects and problems in aerospace science in a hands-on format. The major focus of the Aerospace Engineering (AE) course is to expose students to the world of aeronautics, flight, and engineering. Students will be introduced to the PLTW™ activity-based, project-based, and problem-based learning through exploring the world of aerospace engineering. Students should have experience in physics, mathematics, and technology education. They will employ engineering and scientific concepts in the solution of aerospace problems.

Aerospace Engineering Honors is an advanced, project-based exploration of aeronautics, astronautics, and aerospace systems. Students will learn fundamental engineering concepts applied to aircraft and spacecraft design while investigating flight principles, propulsion systems, and space exploration. The course emphasizes critical thinking, collaborative problem-solving, and hands-on learning to prepare students for careers in aerospace, engineering, and related STEM fields.

FOR HONORS CREDIT – CAPSTONE PROJECT

Students apply their knowledge and skills to tackle an open-ended aerospace engineering problem using the Engineering Design Process:

- Students identify a real-world aerospace challenge (e.g., improving drone delivery systems, designing a lightweight satellite, or developing eco-friendly propulsion).
- Design, prototype, and test their solution using advanced tools and software.
- Present their findings in a formal presentation to peers, teachers, and industry professionals.

CIVIL ENGINEERING AND ARCHITECTURE

(UC/CSU - D)

CIVIL ENGINEERING AND ARCHITECTURE HONORS*◇

(UC/CSU - D)

Grades: 10,11,12 - Year - (CTE)

Prerequisite: Introduction to Engineering Design, Principles of Engineering, or Digital Electronics

This two-semester course includes the roles of civil engineers and architects, project planning, site planning, building design and project documentation and presentation.

FOR HONORS CREDIT

In addition to multiple and varied student assessment pieces, Honors students will provide a portfolio that includes the following:

1. Calculations of all structural engineering decisions
2. Blueprints of the Affordable Home Project
3. Model of Affordable Home Project
4. On site field notes
5. Connection with a professional in the CEA field

ROBOTICS HONORS*◇

(UC/CSU(Pending))

Grades: 9,10,11,12 - Year - (CTE)

Prerequisite: Completion of or concurrent enrollment in Algebra 1

This hands-on elective introduces students to the exciting world of robotics, combining principles of engineering, electronics, and computer programming with project-based learning. Students will explore the full robotics design cycle: conceptual design, prototyping, construction, programming, testing, and iteration. Through team-based projects, students will:

- Build and program robots using microcontrollers and sensor systems
- Apply physics and mathematics concepts to motion, forces, and kinematics
- Integrate mechanical, electrical, and software components to solve real-world problems
- Collaborate effectively in teams, developing communication, project management, and critical thinking skills

Students will also have opportunities to participate in robotics competitions, design challenges, and community STEM events, fostering creativity, innovation, and problem-solving.

HONORS PLTW CAPSTONE ENGINEERING*◊

(UC/CSU - D)

Grades: 11,12 - Year - (CTE)

Prerequisite: Introduction to Engineering Design or Principles of Engineering

The Honors PLTW Capstone course is the final, project-based course in the Project Lead the Way (PLTW) Engineering pathway. Designed to simulate real-world engineering practices, this course challenges students to apply their cumulative knowledge and skills to identify, research, design, and present a solution to a real-world engineering problem.

Students will work independently and in teams, utilizing the engineering design process to develop innovative solutions. Emphasis is placed on advanced problem-solving, research, critical thinking, and professional communication.

SOCIAL SCIENCE

ADVANCED PHILOSOPHY AND RELIGION

(UC/CSU - G)

Grades: 10,11,12 - Semester

Prerequisite: Comparative Religions and World History

The course provides a conceptual understanding of philosophy and its essential relationship to the major thought systems of the modern world. It surveys and compares core intellectual and religious traditions in both western and eastern civilizations. The curriculum requires critical reading, essay writing, and directed research into advanced levels of philosophical thought. Oral communication skills are emphasized in learning the reasoning process as well as promoting clarity of thought and expression.

AMERICAN GOVERNMENT

(UC/CSU - A)

Grade: 12 - Semester

Prerequisite: None

The required semester course in American Government is designed to give students a critical perspective on politics and government in the United States. The course compares systems of government in the world today and analyzes the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judicial branches of government. The course promotes familiarity with the various institutions, groups, beliefs, and ideas that make up the American and comparative political system.

AP AMERICAN GOVERNMENT*◊

(UC/CSU - A)

Grade: 12 - Semester

Prerequisite: US History with a grade of "B" or better or placement in accordance with District honors policy

Designed to survey the United States national political system, the purpose of this course is to examine and analyze the basic governmental institutions and their functions. This course is intended for the highly-motivated student who wishes to earn college credit in government. It is heavily content oriented and aims to promote skill development through a rigorous course of study. Primary focus will be placed on the national level with a brief examination of the states and how they function within the federal system as well as how their governments differ from the national government.

AP COMPARATIVE GOVERNMENT*◊**(UC/CSU - A)****Grades: 11-12 - Semester****Prerequisite: Teacher Recommendation or placement in accordance with District honors policy**

AP Comparative Government is a one-semester introductory comparative course. Five countries form the core of this class: France, Great Britain, China, the former Soviet Union and one of the following: India, Mexico, and Nigeria (teacher's discretion). This course in Comparative Government will provide students with the conceptual tools necessary to develop an understanding of some of the world's most diverse political structures. The course will encompass the study of specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all societies.

COMPARATIVE RELIGIONS**(UC/CSU - G)****Grades: 10,11,12 - Semester****Prerequisite: None**

This course introduces the students to the major religions of the world. These belief systems are approached from the cultural perspective of each faith. Major religious tests, doctrines, rituals, customs, and artistic expressions are presented in order to increase a wide range of understanding and respect.

ECONOMICS**(UC/CSU - G)****Grade: 12 - Semester****Prerequisite: None**

Economics involves the study of microeconomics and macroeconomics to help students become responsible citizens and effective decision makers. The class provides an understanding of basic economic principles, including the law of supply and demand, scarcity, the role of the market place, competition, and consumer choice. In addition, the course deals with macroeconomic topics of inflation and unemployment, measures of national wealth, the economic role of the government, and international trade and finance. The course also includes personal economic decision-making: investments, budget process, job choice, and consumer information.

AP MACROECONOMICS*◊**(UC/CSU - G)****Grade: 12 - Semester****Prerequisite: US History with a grade of "B" or better or placement in accordance with District honors policy**

The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and develops students' familiarity with economic performance measures, economic growth, and international economics. It prepares students to take the Macroeconomics AP Exam.

ETHNIC STUDIES**(UC/CSU - G)****Grade: 9,10,11,12 - Semester****Prerequisite: None**

Ethnic studies is an interdisciplinary class that encompasses many subject areas including history, literature, economics, sociology, anthropology, and political science. A central theme to the ethnic studies course is the historic struggle of communities of color, taking into account the intersectionality of identity (gender, class, sexuality, religion, among others), to challenge racism, discrimination, oppression, and the systems that continue to perpetuate inequality. The focus on the experiences of these groups provides an opportunity for students to learn about the histories, cultures, struggles, and contributions to American society of these historically marginalized peoples which are often untold in U.S. history courses. Lessons will focus on the four foundational disciplines alongside the themes of (1) Identity, (2) History and Movement, (3) Systems of Power, and (4) Social Movements and Equity to make connections to the

experiences of all students. By the end of the class, students will have learned about efforts for justice and equity, worked toward greater inclusivity, furthered their self-understanding, developed a better understanding of others, be able to recognize intersectionality, promote self-empowerment for civic engagement, support a community focus, and develop interpersonal communication skills.

AP EUROPEAN HISTORY*◊

(UC/CSU - A)

Grades: 10,11,12 - Year

Prerequisite: World History Honors or English Honors course with a grade of "B" or better or placement in accordance with District honors policy

This course deals with varied political, intellectual, and socio-economic themes and familiarizes students with the interrelationships of these themes through several chronological periods. Emphasis is placed on European history from the High Renaissance through current times. Medieval times are reviewed in terms of its influence on the Renaissance.

AP HUMAN GEOGRAPHY*◊

(UC/CSU - A)

Grades: 10,11,12 - Semester

Prerequisite: Willingness to work at the college-level

Geography is concentrated on the question "where". Human geography, however, focuses on answering the "why" of "where". The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

PSYCHOLOGY

(UC/CSU - G)

Grades: 10,11,12 - Semester

Prerequisite: None

This is a one-semester course which introduces students to the subject of psychology. The course includes an overview of major psychological approaches, theories, and concepts and is designed to help students gain a better understanding of themselves and of other people. It also offers practical applications for students to help them live more satisfying and productive lives.

AP PSYCHOLOGY*◊

(UC/CSU - G)

Grades: 11,12 - Year

Prerequisite: None

Advanced Placement (AP) Psychology is designed to provide students with a college level of introductory psychology. It introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

SOCIOLOGY

(UC/CSU - G)

Grades: 10,11,12 - Semester

Prerequisite: None

This is a one-semester course providing an introduction to the major perspective, principles, concepts, and methods of sociology. Reference is made to varied world cultures with concentration upon social conditions and institutions within American society. Topics include culture, groups, social interaction, socialization, deviance, social stratification, social institutions, and social change.

UNITED STATES HISTORY**(UC/CSU - A)****Grade: 11 - Year****Prerequisite: None**

In this required eleventh grade course, students analyze and evaluate American political, social, and economic behavior during major periods in the nation's experience. Multiple factors that affect continuity and change in historical settings are studied in addition to the outstanding contributions of individual Americans. The course traces the change in ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the expanding role of the federal government in addressing critical issues.

AP UNITED STATES HISTORY*◇**(UC/CSU - A)****Grade: 11 - Year****Prerequisite: World History Honors and English 2 Honors with a grade of "B" or better or placement in accordance with District honors policy**

This college-level course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. Students learn to assess historical materials – their relevance to a given interpretative problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. In addition, the course develops the student skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This survey of American history provides extensive chronological coverage and readings on a broad variety of topics that include economic, cultural, intellectual, and social history, in addition to political, constitutional, and diplomatic history.

WORLD HISTORY**(UC/CSU - A)****Grades: 9,10 - Year****Prerequisite: None**

In this year-long course, students demonstrate a basic understanding of world history, geography, and culture. Content will cover the foundation of political thought in the development of law, religion, philosophy, and culture, and the influence of ancient civilization on modern western society. Students identify, analyze, and interpret significant historical information.

WORLD HISTORY HONORS***(UC/CSU - A)****Grades: 9,10 - Year****Prerequisite: Language Arts 8 Accelerated with a grade of "B" or better or placement in accordance with District honors policy**

In this honors level course, students work toward developing an advanced understanding of world history, geography, and culture. Emphasis is placed on acquiring and exhibiting specific critical reading and writing proficiencies that enable them to succeed in subsequent social science advanced placement

courses. As part of the course, students are also able to identify, analyze, interpret, and communicate significant historical information.

AP WORLD HISTORY*◇**(UC/CSU - A)****Grades: 10,11,12 - Year****Prerequisite: Teacher Recommendation or placement in accordance with District honors policy**

The purpose of the World History AP course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences as well as comparisons among major societies. The course emphasizes relevant factual knowledge, leading interpretive issues and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change

and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. The course offers balanced global coverage with Africa, the Americas, Europe, and all Oceania represented.

SPECIAL EDUCATION

COMMUNICATION SKILLS 1-4

Grades: 9,10,11,12 - Year

Prerequisite: None

Communication Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Included subject areas are reading, written communication, oral communication, listening, and English mechanics.

The goal of PVPUSD in the area of Communication Skills is to enable the student identified as an individual with exceptional needs to improve their ability in all of the communication skills so that they can function as independently as possible at home, in school, and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, Communication Skills is one of seven curricular areas within the six State Frameworks. Communication Skills' goals and objectives are found in the California Language Arts Content Standards.

CONSUMER SKILLS 1-4

Grades: 9,10,11,12 - Year

Prerequisite: None

Consumer Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Areas of emphasis include basic computation skills of whole numbers, fractions, decimals, and their functional application in daily life. The course of study is designed to meet the individual needs of the student as indicated on their Individual Education Plan (IEP).

The goal of PVPUSD in the area of Consumer Skills is to enable the student identified as an individual with exceptional needs to improve their ability in all of the consumer skills so that they can function as independently as possible at home, in school, and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, consumer skills is included under Functional Academics, one of the seven curricular areas within the six State Frameworks. Consumer Skills' goals and objectives are found in the California Mathematics Content Standards.

LEARNING LAB 1-4

Grades: 9,10,11,12 - Year

Prerequisite: None

Learning Lab 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. The students will develop and strengthen skills necessary for participation and success in their school assignments and activities. Special attention will be focused on each student's individual needs as identified in their Individual Education Plan (IEP).

The goal of PVPUSD in the area of skills for learning is to enable the student identified as an individual with exceptional needs to improve in their abilities so that they can function as independently as possible at home, in school, and in the community.

The skills targeted in the Learning Lab are found in the various curricular areas of the SEACO (Special Education Administrators in County Offices) Alternate Curriculum and are embedded in the six State Frameworks.

PRACTICAL LIVING SKILLS 1-4

Grades: 9,10,11,12 - Year

Prerequisite: None

Practical Living Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Topics for instruction include food preparation, care of clothing including washing, ironing, and mending, marketing, comparison-shopping, kitchen and home safety and cleanliness, reading bus schedules, reading maps, and preparation of budgets.

The goal of PVPUSD in the area of Practical Living Skills is to enable the student identified as an individual with exceptional needs to improve their ability in all of the practical living skills so that they can function as independently as possible at home, in school, and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, activities and topics covered in Practical Living Skills are contained in several curricular areas within the six State Frameworks. Practical Living Skills' goals and objectives are found in the California Mathematics, Science, Health/PE, Reading/Language Arts, and History/Social Science Content Standards.

SPECIAL EDUCATION

Grades: 9,10,11,12

Prerequisite: An active IEP

The Special Education program has been designed to provide instruction, accommodations, and support in all curricular activities that impact the unique needs of our population.

VOCATIONAL SKILLS 1-4

Grades: 9,10,11,12 - Year

Prerequisite: None

Vocational Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. This course of study will provide students the opportunities to develop self-awareness, assess vocational strengths and weaknesses, participate in career awareness activities, acquire job survival skills, and participate in a variety of classroom, campus, and community work experiences.

The goal of PVPUSD in the area of Vocational Skills is to enable the student identified as an individual with exceptional needs to improve their ability in all of the vocational skills so that they can function as independently as possible at home, in school, and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, the development of vocational skills is one of the seven curricular areas within the six Frameworks. Vocational Skills' goals and objectives are found in the California Reading/Language Arts, Mathematics, History/Social Science, and Health/PE Content Standards.

VISUAL AND PERFORMING ARTS (VAPA)

AP ART HISTORY*◇

(UC/CSU - F)

Grades: 10,11,12 - Year

Prerequisite: None

This course provides a balanced visual arts program which guides students to achieve the standards in the visual arts. In Advanced Placement Art History, students experience the serious study of works of art, past and present. The course develops the student's ability to examine works objectively by introducing the elements of art and principles and formal aesthetic criteria. Study of the art of other cultures is included, although emphasis is placed on Western art from the Renaissance to the present.

ADVANCED BROADCAST JOURNALISM 1-4*

(UC/CSU - Pending)

Grades: 9,10,11,12 – Year

Meets Visual & Performing Arts or CTE graduation requirement

Prerequisite: Application or instructor approval

Advanced Broadcast Journalism immerses students in professional newsroom operations through each high school's broadcast program. Students operate as reporters, anchors, producers, editors, directors, and newsroom leaders, researching, writing, filming, and editing weekly news segments under authentic deadlines.

The course integrates journalistic ethics, visual storytelling, technical production, and leadership development within a rigorous, real-world broadcast environment. Students learn field reporting, studio operations, advanced editing, investigative techniques, and multi-platform content creation aligned with California CTE AME and VAPA standards.

By the end of the course, students produce a professional broadcast portfolio including news packages, features, investigative reporting, live productions, and leadership documentation suitable for competitions (STN, NATAS, CSPA) and college applications.

CERAMICS 1

(UC/CSU - F)

Grades: 9,10,11,12 - Year

Prerequisite: None

This is an introductory course in the use of ceramic materials emphasizing hand-building techniques as well as beginning wheel thrown forms. Ceramics 1 provides all students with an opportunity for creative expression and cognitive development in a nonverbal way. Assessment is based on effort and improvement regardless of entry-level skills or personal aptitude.

CERAMICS 2

(UC/CSU - F)

Grades: 10,11,12 - Year

Prerequisite: Ceramics 1

This course is a continuation of the student's development and mastery of ceramic methods and materials in plastic and non-plastic three-dimensional form. Development of aesthetic perceptions, understanding of the survival and revival of traditions, and exploration of personal aesthetic preferences/styles are emphasized.

CINEMATIC ARTS 1

(UC/CSU - Pending)

Grades: 9,10,11,12 – Year

Meets Visual & Performing Arts or CTE graduation requirement

Prerequisite: None

Cinematic Arts 1 introduces students to the artistic, technical, and historical foundations of filmmaking. Students study visual storytelling through the lenses of cinematography, directing, screenwriting, sound, and editing while examining film as both an art form and a communication medium.

Students participate in hands-on production activities designed to develop proficiency with cameras, lighting, audio equipment, and non-linear editing systems. They learn to plan, shoot, and edit short film projects that demonstrate narrative clarity, composition, pacing, and creative expression. Through film analysis, critiques, and collaborative work, students gain a deeper understanding of cinematic language and the filmmaking process.

ADVANCED CINEMATIC ARTS 2-4*

(UC/CSU - Pending)

Grades: 10,11,12 - Year

Meets Visual & Performing Arts or CTE graduation requirement.

Prerequisite: None

Advanced Cinematic Arts is a multi-level, project-based filmmaking course designed for students who have completed Cinematic Arts 1 and are ready to pursue increasingly complex and professional-level production work. Students deepen their understanding of cinematic language through advanced study of directing, cinematography, screenwriting, lighting design, sound mixing, color grading, editing, and producing.

Throughout levels 2–4, students take on leadership roles within production teams and complete narrative, documentary, and experimental film projects. They participate in advanced workshops, critiques, and

collaborative productions that refine their technical skills and artistic voice. Seniors in Level 4 complete a capstone thesis film that includes a full production package, editing portfolio, and public screening.

CHOREO DANCE

(UC/CSU - F)

Grades: 9,10,11,12 - Semester

Prerequisite: Audition

This course fulfills VAPA graduation requirements. See "PE/Choreo" for PE option.

This is an advanced level production course which prepares for performance at the annual dance concert. Students demonstrate various dance techniques, styles of dance, and use of creativity through choreography. First semester students work on increasing flexibility through stretching and are exposed to dance techniques. Second semester students work on intermediate to advanced technique and choreograph solo and group dance works.

CONCERT BAND

(UC/CSU - F)

Grades: 9,10,11,12 - Year

Prerequisite: Open to all woodwinds, brass, and percussion with annual audition for placement only

Concert Band is designed for the advanced wind musician. Students will perform a varied repertoire of instrumental literature, from intermediate-advanced to advanced levels of difficulty, with expression and technical accuracy on their musical instrument.

DRAMA 1

(UC/CSU - F)

Grades: 9,10,11,12 - Year

Prerequisite: None

This year-long course is designed to allow students to analyze and interpret the environment and respond using movement and voice. Observing informal and formal theatrical film and electronic media productions and making critical judgments using the vocabulary and language of the theater are emphasized. Study of the history and traditions of the theatre is used to develop appropriate criteria of dramatic literature and performance from several periods, cultures, and theatrical movements. Development of knowledge and skill in acting through their own experience, imagination, and research

are stressed as are the development of competencies in problem solving, communication skills, working with others, and time management

ADVANCED DRAMA 1*

(UC/CSU - F)

Grade: 9 - Year

Prerequisite: Strong interest and ability in Acting and Theatre Arts demonstrated through audition process

Theatre, as a creative art form with the ability to reflect and influence culture, is emphasized in this year-long course. Focusing on acting process and performance, students analyze and interpret both written and live drama using specific criteria and demonstrate an understanding of theatre terminology. Collaborating with others to create dramatic presentations of various lengths and complexities is also stressed.

DRAMA 2

(UC/CSU - F)

Grades: 10-12 - Year

Prerequisite: Drama 1 or Drama 1 Advanced

Understanding of form and meanings in theatre through the judgment of content, technique, and purpose are the focus of this course. Emphasis is placed on analysis and interpretation of both written and live drama using specific criteria and terminology. Students collaborate with others to create dramatic presentations using voice, movement, and the development of characterization are also stressed.

ADVANCED DRAMA 3*, ADVANCED DRAMA 4*

(UC/CSU - F)

Grades: 11,12 - Year

Prerequisite: Audition after completing Drama 2 with a grade of “B” or better

An in-depth understanding of the process of acting, the form and meaning in theatre, and its role in a variety of historical and cultural contexts is the focus of this advanced drama course. The various activities and collaborative process of the actor, director, playwright, and stage manager are emphasized as are analysis and interpretation of both written and live drama. Collaboration with others to create dramatic presentation using voice, movement, and the development of characterization are also stressed.

DRAWING and PAINTING 1

(UC/CSU - F)

Grades: 9,10,11,12 - Year

Prerequisite: None

Drawing and Painting 1 is designed to teach the student to explore and expand aesthetic perceptions as well as to develop skills for using visual arts media effectively. These skills will enhance the student’s ability to interpret and communicate ideas, feeling, and values.

DRAWING and PAINTING 2

(UC/CSU - F)

Grades: 10,11,12 - Year

Prerequisite: Drawing and Painting 1

Drawing and Painting 2 is designed to extend concepts learned in the first year of study. Areas of further exploration include drawing and painting skills, visual communication, and historical and cultural art traditions, aesthetic valuing, and career awareness.

INTERMEDIATE DANCE

(UC/CSU - F)

Grades: 9,10,11,12 - Semester

Prerequisite: Audition

This course fulfills VAPA graduation requirements. See “PE/Intermediate Dance” for PE option.

This is an intermediate level dance class where students demonstrate understanding of various major dance traditions, techniques, styles of dance, and use of creativity through choreography in a variety of times and places. Students will prepare for performance at the annual dance concert. First semester students will work on increasing flexibility through stretching and are exposed to intermediate dance techniques. Second semester, students will work on solo and group choreography and prepare for the spring dance concert. Students learn to critically assess and derive meaning from works of dance and performances based on the elements of dance and aesthetic qualities.

JAZZ BAND 1

(UC/CSU - F)

Grades: 9,10,11,12 - Year

Prerequisite: Audition with instructor

Jazz Band 1 surveys the various styles of jazz through rehearsals, performances, and guided listening and reviews the fundamentals and interpretations of jazz and jazz-rock music. Students rehearse and perform jazz of various styles (Blues, Afro-Cuban, Bop, Swing, Fusion, etc.). The course will present the influence of jazz on the rest of the culture including slang, fashion, and music.

JAZZ BAND 2*

(UC/CSU - F)

Grades: 10,11,12 - Year

Prerequisite: Audition with instructor

Jazz Band 2 surveys the various styles of Jazz through rehearsals, performances, and guided listening.

MARCHING BAND

Grades: 9,10,11,12 - Year

Prerequisite: Teacher approval

Marching Band develops the musical and marching skills of students and prepares them for parades, field shows, the concert season, and other community/school functions.

MEDIA DESIGN 1**(UC/CSU -****Pending)****Grades: 9,10,11,12 - Year****Prerequisite: None**

Media Design 1 is a year-long foundational course exploring the core principles of visual communication while using powerful, industry-standard tools. The course focuses on the elements and principles of design with hands-on projects, historical context, and artistic skill building in graphic design, video production, digital photography, and basic animation. This course builds a strong technical and creative foundation, preparing students for advanced studies in Advanced Media Design 2 and future creative endeavors.

ADVANCED MEDIA DESIGN 2***(UC/CSU -****Pending)****Grades: 10,11,12 - Year****Prerequisite: Media Design 1**

Advanced Media Design 2 is a rigorous, project-based course designed for highly motivated students who wish to pursue advanced studies in visual communication and digital media. Building on foundational skills, this course provides an in-depth exploration of design theory, digital production techniques, and professional-level project management. Students will master industry-standard software (Adobe Creative Cloud) to create sophisticated projects in graphic design, animation, photography, and video editing. The curriculum emphasizes the development of a unique creative voice through digital storytelling, portfolio development, and critical analysis of media's cultural context finalizing in producing a capstone project in the spring. This course is designed to prepare students for the demands of university-level arts programs and careers in fields such as advertising, entertainment, and interactive design.

MUSICAL THEATER 1**(UC/CSU - F)****Grades: 10,11,12 - Year****Prerequisite: Audition**

This course is designed to give students an opportunity to combine singing, dancing, and acting talents in an educational and performance setting. Students are selected on an audition basis to participate in a class which will strengthen and help sharpen and combine the skills of the actor, singer and dancer. Students will develop their skills in creative expression, artistic perception, and aesthetic valuing through academic and performance perspectives. Students will study the historical and cultural context of musicals, composers and lyricists from the actor's perspective. Students will learn and practice basic techniques in music theory, sight-reading, singing, dancing, auditioning, and singing and dancing styles of musical theatre. Students will participate in performances which will showcase individual and ensemble skills learned in class.

AP MUSIC THEORY*◇**(UC/CSU - F)****Grades: 10,11,12 - Year****Prerequisite: The ability to read music and some proficiency on a musical instrument**

This course is the equivalent of a first-year college course in music theory and musicianship. It integrates the study of the fundamental building blocks of music and their practical application in musical performance and composition. Areas emphasized will include aural skills (dictation and sight-singing), musical analysis (harmony, melody, form, texture, etc.), and composition.

ORCHESTRA**(UC/CSU - F)****Grades: 9,10,11,12 - Year****Prerequisite: Minimum one year experience on an orchestral instrument and an annual audition**

Orchestra explores the intermediate level of orchestral literature through rehearsals and performances in concerts and festivals.

ADVANCED ORCHESTRA***(UC/CSU - F)**

Grades: 10,11,12 - Year

Prerequisite: Strong performance ability, including previous participation in the orchestra, and an annual individual audition with the director

This year-long course is designed to allow students to develop an advanced understanding of music by analyzing and interpreting what is presented in the music itself or performance. Students will identify more complex music forms when they are presented aurally. Students will also analyze the uses of the elements of music (melody, harmony, rhythm, texture, form, dynamics, and timbre) in given aural examples from diverse genres and cultures. In addition, students will perform a varied repertoire of instrumental literature (Western and non-Western), including selections performed from memory, with expression and technical accuracy, on their musical instrument.

PLAY PRODUCTION

(UC/CSU - Pending)

Grades: 9,10,11,12 - Year

Prerequisite: Audition/Interview

Play Production is a project/performance-based course that culminates in a two weekend performance of a licensed and fully staged and designed production before an audience. In this course, students will be assigned specific duties (based on audition and crew applications) as cast and crew members and will learn designated aspects of theater production including: script analysis, staging, character interpretation, performance technique, production etiquette, design development and execution, and stage management. Students will meet deadlines related to production timelines and rehearsal schedules, collaborate on all aspects of production, and perform in and crew for the entire production's run.

This semester-long course will typically highlight a non-musical play in the fall and a musical in the spring. Shows will be selected to provide variety in style, genre, and degree of difficulty, so that students who participate in the course are exposed to a range of stories and experience diverse production challenges.

SCULPTURE 1

(UC/CSU - F)

Grades: 9,10,11,12 - Year

Prerequisite: None

This course focuses on the study and construction of three-dimensional sculptural forms as they relate to the use of the elements. Principles of design are also emphasized in this course. In the first semester, students are provided with opportunities to explore a variety of building materials and sculpture styles. The second semester is designed for students demonstrating an advanced understanding of three-dimensional sculptural forms and an advanced level of control and craftsmanship.

SCULPTURE 2

(UC/CSU - F)

Grades: 10,11,12 - Year

Prerequisite: Sculpture 1

This course explores two sophisticated levels of sculptural study (Kinetic and Fluidic), three-dimensional form as well as continuing advanced studies in the areas of sculptural specialization.

AP STUDIO ART: DRAWING PORTFOLIO*◊

(UC/CSU - F)

Grades: 11, 12 - Year

Prerequisite: Drawing/Painting 1 and 2 with completed portfolio

This one-year course in college-level studio art is for the highly motivated, self-directed student committed to serious study. It culminates in the submission of a portfolio containing mostly slides but some original pieces of artwork for college credit and evaluation. The portfolio will consist of three areas of study:

Quality – original works which show high levels of art skill and content, Concentration – a body of work revolving around a specific visual idea, and Breadth – a body of work demonstrating a variety of concepts and media. The Drawing Portfolio addresses a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means. Many works of painting, printmaking, and mixed media, as well as abstract, observational, and inventive works may be expressed.

AP STUDIO ART: 2-D DESIGN*◊

(UC/CSU - F)

Grades: 11, 12 - Year

Prerequisite: Drawing/Painting 1 and 2 with completed portfolio

This intensive one-year course in college-level Studio Art: 2-D Design is for the highly motivated, self-directed student committed to serious study and requires more time than traditional offerings. It culminates in the submission of a portfolio containing mostly slides but some original pieces of their artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of synthesis, technique, and content, Concentration – demonstrating depth of investigation and process of discovery around a specific visual idea, and Breadth – a body of work demonstrating a serious grounding in visual principles and material techniques which clearly show experimentation in approach to the work. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art and sets a national standard for performance in the visual arts. This portfolio is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The elements of design include line, shape, illusion of space, illusion of motion, pattern, texture, value, and color.

AP STUDIO ART: 3-D DESIGN PORTFOLIO*♦

(UC/CSU - F)

Grades: 10,11, 12 - Year

Prerequisite: Ceramics 1

This intensive one-year course in college-level Studio Art: 3-D Design is for the highly motivated, self-directed student committed to serious study and requires more time than traditional offerings. It culminates in the submission of a portfolio containing slides of artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of

synthesis, technique, and content, Concentration – demonstrating depth of investigation and process of discovery around a specific visual idea, and Breadth – a body of work demonstrating a serious grounding in visual principles and material techniques which clearly shows experimentation in approach to the work. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art and sets a national standard for performance in the visual arts. This portfolio is intended to address a very broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work, among others.

WORLD LANGUAGE

CHINESE 1

(UC/CSU - E)

Grades: 9,10,11,12 - Year

Prerequisite: None

Chinese I introduces students to the language and culture of China. The goal is to develop basic listening, speaking, reading, and writing abilities in Mandarin Chinese and to understand the customs and life of modern China. The course objectives include the following:

- (1) Speaking: students develop accurate pronunciation through the Pinyin system, appropriate communication in daily dialogues, and are able to describe daily activities using a broad basic vocabulary
- (2) Listening: students understand daily conversation
- (3) Reading: students are able to read over 150 Chinese characters and essays with or without Pinyin
- (4) Writing: students write Chinese characters and short sentences

Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning. Activities include Chinese movies, Chinese performances, field trips (e.g., visiting museums, markets, and restaurants), and Chinese traditional arts and crafts.

CHINESE 2

(UC/CSU - E)

Grades: 9,10,11,12 - Year

Prerequisite: Chinese 1 with a grade of "C" or better or teacher approval

This course is the continuation of the beginning level course in Chinese. The purpose of the course is to develop students' oral and written skills using vocabulary and intermediate level grammatical patterns and to acquire proficiency in writing. Students speak Chinese in every class, refine the tones and pronunciation of Mandarin Chinese, and learn Chinese history, art, and culture. Students will create, practice, and present dialogues collaboratively in class to enhance their reading, speaking, and vocabulary skills. Students present reports on culturally-related topics and read modern Chinese literature. Individual, small group, and whole class exercises are used. In addition, class outings and excursions that involve visiting places where Chinese can be used in authentic communicative settings are included as part of the course. Evaluation is based on homework assignments, exams, and class participation.

CHINESE 3

(UC/CSU - E)

Grades: 9,10,11,12 – Year

Prerequisite: Chinese 2 with a grade of “C” or better or teacher approval

Chinese 3 is an in-depth continuation of Chinese 2. Chinese 3 strengthens and deepens students' knowledge of the Chinese language and culture while introducing Chinese classical and modern literature. The course emphasizes the ability to speak and read confidently in Chinese. Based on the California Content Standards for world language, this course enables students to write essays, speak fluent Mandarin Chinese, and have a deeper perception in Chinese culture. Students speak Chinese in every class and will conduct language projects such as performing plays, film making, culture activities, etc. Evaluation is based on homework assignments, exams, class participation, and daily performance.

CHINESE 3 HONORS*◇

(UC/CSU - E)

Grades: 10,11,12 - Year

Prerequisite: Chinese 2 with a grade of "B" or better or placement in accordance with District honors policy

Chinese 3 Honors is an in-depth continuation of the development of listening, speaking, reading, and writing skills from the Chinese 2 course. Chinese 3 Honors is an intermediate-level course that strengthens and deepens students' knowledge of the Chinese language and culture while introducing Chinese Proverbs and modern literature. The course has higher standards and mastery of the language than Chinese 3. The course will refine students' skills in speaking, reading, and writing. Based on the California Content Standards for world language, this course enables students to write paragraph essays, speak fluent Mandarin Chinese, and have a deeper perception in Chinese culture, Chinese history, and Chinese geography. The class is conducted entirely in Chinese. Students speak Chinese in every class and will conduct language projects such as performing plays, culture activities, etc. Evaluation is based on homework assignments, projects, essays, exams, class participation, and daily performance.

CHINESE 4

(UC/CSU - E)

Grades: 11,12 - Year

Prerequisite: Chinese 3 with a grade of “C” or better or teacher approval

Chinese 4 is an advanced-level course that strengthens and deepens students' knowledge of Chinese language and culture while introducing various authentic materials. The course aims to develop students' interrelated language skills (listening, speaking, reading, and writing) within an enriched cultural framework. Based on the national standards for learning languages and the three communicative modes (interpersonal, interpretive, presentational), this course enables students to write multi-paragraph essays, speak fluent Mandarin Chinese, and have a deeper understanding of Chinese culture, Chinese history, and Chinese geography. The class is conducted entirely in Chinese. Students speak Chinese in every class and will conduct language projects such as performing plays, video making, culture activities, etc. Evaluation is based on formative and summative assessments, homework assignments, quizzes, essays, exams, class participation, daily performance, and projects.

AP CHINESE LANGUAGE & CULTURE*◇

(UC/CSU - E)

Grades: 11,12 - Year

Prerequisite: Chinese 3 Honors with a grade of "B" or better or placement in accordance with District honors policy

The Chinese Language AP course is designed to be the equivalent of a fourth semester of a college course in Mandarin Chinese. The course is based on the national standards for learning languages and provides students with varied and continuing opportunities to develop and demonstrate their proficiencies across a full range of language modes: interpretive, interpersonal, and presentational. These skills include interpreting a broad range of written and oral texts, participating in two-way interaction in both conversation and writing, and in making presentations both spoken and written. In addition, students increase their knowledge of Chinese culture, connection to cross-curricular objectives, and comparisons of culture and language use within broader communities beyond the traditional school environment.

CHINESE 5

(UC/CSU - E)

Grades: 11,12 - Year

Prerequisite: Chinese 4 or AP with a grade of "C" or better or teacher recommendation

Chinese 5 is a two-semester course in Mandarin combining the high-level listening, speaking, critical thinking, reading, and writing skills of Chinese language and literature with the artistic, creative, and aesthetic skills of Chinese culture. In the first semester, students read and analyze authentic written materials adapted from newspapers, magazine articles, interview transcripts, letters, and essays. Students are regularly placed in real-life settings to discuss the similarities and differences between

cultural practices and perspectives. They are encouraged to express their views and opinions in speaking and writing while considering the views and opinions of others and to think critically about issues. By interweaving students' four language skills, the course fosters reflective and critical thinking skills and broadens their world view.

In the second semester, students read, analyze, and recite 5 modern classics of Chinese literature written by four acknowledged masters, plus five classical poems of the Tang Dynasty. Through exposure to these outstanding and varied works, students develop their reading proficiency, connect literature to historical events, master rules and techniques of writing, and develop the ability to write with eloquence and skill.

FRENCH 1

(UC/CSU - E)

Grades: 9,10,11,12 - Year

Prerequisite: None

This course, conducted for the most part in French, is primarily an introduction to listening and speaking skills in French and, secondarily, a course in reading and writing skills based upon everyday life situations. Students learn to understand and to give commands, to make requests, and to indicate likes, dislikes, needs, and obligations. The student also begins to discover the French culture, both formally and informally, and how it has so forcibly influenced Western thought and attitude.

FRENCH 2

(UC/CSU - E)

Grades: 9,10,11,12 - Year

Prerequisite: French 1 with a grade of "C" or better or teacher approval

This course is a continuation of the development of listening, speaking, reading and writing skills from French 1. The emphasis continues to be primarily listening and speaking and secondarily reading and writing. Additionally, course content is still arranged around the practical needs of an individual living or visiting a French-speaking country. Many of the communicative topics of French 1 are revisited and expanded upon while others will be completely new. The student will learn to describe as well as to recount what they have done and what they will do. Reading becomes slightly more important as a more formal approach to French culture is introduced. The primary means of communication in this course for both student and teacher is French.

FRENCH 3

(UC/CSU - E)

FRENCH 3 HONORS*◇

(UC/CSU - E)

Grades: 10,11,12 - Year

Prerequisite: French 3: French 2 with a grade of "C" or better or teacher approval

French 3 Honors: French 2 with a grade of "B" or better or placement in accordance with District honors policy

French 3 is a continuation of the development of listening, speaking, reading and writing skills from French 2. However, there is a change of emphasis this year. Listening and speaking are still considered to be of primary

importance. Course content is still arranged in part around communicative goals that stress the practical needs of an individual living or visiting a French-speaking country, and of course, the class is conducted entirely in French. However, reading becomes equally important and literary tenses are introduced. Students begin to read simplified forms of French fairy tales and other literature. The class begins a formal survey of French history and culture with a specific reading text. Writing becomes slightly more important as students begin to think not only of syntax but organization and style.

FRENCH 4

(UC/CSU - E)

AP FRENCH LANGUAGE*◇

(UC/CSU - E)

Grades: 11,12 - Year

Prerequisite: French 4: French 3 with a grade of “C” or better or teacher approval
AP French Language: French 3 Honors with a grade of “B” or better or placement in accordance with District honors policy

French Language AP continues the development of listening, speaking, reading, and writing skills from French 3. Although listening and speaking are still considered to be of primary importance and are regularly practiced, generally in the AP examination format, reading selections are longer and more sophisticated and composition becomes a major aspect of the course. Course content is only partially arranged around communicative goals that stress the practical needs of an individual living or visiting a French-speaking country. The class continues a formal survey of French history and culture and reads for the first time several full-length novels from France’s array of great literature.

KOREAN 1

(UC/CSU - E)

Grades: 9,10,11,12 - Year

Prerequisite: None

Korean 1 is a year-long introductory course to Korean language and culture. Students will engage in simple conversations and write short compositions which will enhance listening, speaking, reading, and writing skills.

The course will also introduce the Korean alphabet (Hangul 한글), including everyday oral communication, and interactive activities will emphasize pronunciation, vocabulary, and expression. Culture is an integral part of the curriculum.

KOREAN 2

(UC/CSU - E)

Grades: 9,10,11,12 - Year

Prerequisite: Korean 1 with a grade of “C” or better or teacher approval

Korean 2 is a year-long course to provide further practice in conversation, reading, and writing, including the reading and writing of Hangul. Simple *Hancha* (character writing) will also be introduced. The goal of this course is to enhance the students’ fluency in Korean conversation and in the reading and writing of Korean.

KOREAN 3

(UC/CSU - E)

Grades: 10,11,12 - Year

Prerequisite: Korean 2 with a grade of “C” or better or teacher approval

Korean 3 is a year-long course to provide advanced, broader, and further practice in conversation, reading, and writing, including the reading and writing of Hangul. Simple *Hancha* (character writing) will be introduced. The goal of this course is to enhance the students’ fluency in Korean conversation and in the reading and writing of Korean.

KOREAN 3 HONORS *◇

(UC/CSU - E)

Grades: 10,11,12 - Year

Prerequisite: Korean 2 with a grade of “B” or better or placement in accordance with District honors policy

Korean 3 Honors is a year-long course to provide advanced, broader, and further practice in conversation, reading, and writing, including the reading and writing of Hangul. Simple *Hancha* (character writing) will be introduced. The goal of this course is to enhance the students’ fluency in Korean conversation and in

the reading and writing of Korean at the intermediate level and beyond. Studying *Hancha* (character writing) is an important element of the Korean 3 Honors curriculum as well as four character idioms (*Sajaseonguh*). Students are expected to know and analyze relevant *Hancha* and *Sajaseonguh* for each unit. Students are required to refine what they have learned through research-based projects each quarter. Students are required to use digital tools (One Note Collaboration) to progress their work and for group collaboration. Engaging in critical thinking is an important component in group collaboration.

KOREAN 4

(UC/CSU - E)

Grades: 11,12 - Year

Prerequisite: Korean 3 with a grade of “C” or better or teacher approval

Korean 4 is designed to help students understand an advanced level in reading, writing, listening, speaking and the advanced development of cultural literacy. Students will expand their understanding of Korean art, culture, history, and society. Students will gather, synthesize, compare, and contrast information through a variety of sources on a given topic of interest to exchange discourse and opinions consolidating their knowledge of the full range of advanced grammatical structures and broadening their Tier 3 level of vocabulary.

Students reinforce and expand their language skills by reading and writing in a variety of genres and interacting with materials from a variety of sources, including print media and the internet. Students will navigate through a more in-depth study of Hanryu (Korean Pop-Culture), customs, and lifestyles of Korea. Students will read various authentic and raw materials, i.e., novels and short stories, which help in the expansion of their vocabulary in context. These readings will introduce different aspects of Korean culture and history as well. Students are expected to be able to demonstrate the mastery of 25 essential Hanja characters and 15 Four Character Idioms, including proverbs, by end of the course.

KOREAN 4 HONORS*◇

(UC/CSU - E)

Grades: 11-12 - Year

Prerequisite: Korean 3 with a grade of “B” or better or placement in accordance with District honors policy.

Korean 4 Honors, designed for students who successfully completed Korean 3 or 3 Honors with a B or higher, is conducted in the target language only and focuses on mastery of an advanced level in reading, writing, listening, speaking, and the advanced development of cultural literacy. Students will expand their understanding of Korean art, culture, and society. Students will gather, synthesize, compare, and contrast information through a variety of sources on a given topic of interest to exchange discourse and opinions. Students reinforce and expand their language skills by reading and writing in a variety of genres and interacting with materials from a variety of sources, including print media and the internet. Students will navigate through a more in depth study of *Hanryu* (Korean Pop-Culture), customs, and lifestyles of Korea. Students will read various authentic materials; i.e., novels and short stories, which help in the expansion of their vocabulary in context. These readings will introduce different aspects of Korean culture and history as well. Students are expected to be able to demonstrate the mastery of 50 essential Hanja characters and 25 Four Character Idioms, including proverbs, by end of the course. Students in Korean 4 Honors will integrate the language in a way that promotes their self-confidence in their ability to communicate in the target language outside of the classroom setting. Students are expected to give sufficient evidence of the ability to justify interpretations which include specific examples that make clear references.

SPANISH 1

(UC/CSU - E)

Grades: 9,10,11,12 - Year

Prerequisite: None

This course is an introduction to listening, speaking, reading, and writing skills based on true-life situations. The student will learn to communicate in Spanish, develop an awareness of the Spanish culture, and develop connections to the Spanish culture.

SPANISH 2

(UC/CSU - E)

Grades: 9,10,11,12 - Year

Prerequisite: Spanish 1 with a grade of “C” or better or teacher approval

This course provides students with a variety of listening, speaking, reading, and writing activities which help the students to continue to develop their skills in those four areas. The activities are communicative in nature and based on real life situations that are of interest to the students. Students communicate in the target language while developing an understanding of the relationship between language and culture and the relationship between the practices and perspectives of the Spanish culture.

SPANISH 3

(UC/CSU - E)

Grades: 10,11,12 - Year

Prerequisite: Spanish 2 with a grade of “C” or better or teacher approval

Students continue the practice of communication skills in Spanish at a more advanced level including listening, speaking, reading, and writing with an emphasis on applications to the real world. Added technology is incorporated into the curricula.

SPANISH 3 HONORS*◇

(UC/CSU - E)

Grades: 10,11,12 - Year

Prerequisite: Spanish 2 with a grade of “B” or better or placement in accordance with District honors policy

In this third-year honors class, students continue honing their skills to develop intermediate level proficiency in listening, speaking, reading, and writing by simulating real-life experiences. Increased insight into the Hispanic culture in relation to their own is emphasized.

SPANISH 4

(UC/CSU - E)

Grades: 11,12 - Year

Prerequisite: Spanish 3 with a grade of “C” or better or teacher approval

In this year-long advanced course, literature, history, geography, and culture of Spanish-speaking countries are studied. In addition, grammar is reviewed and used to facilitate oral communication. Extensive readings are undertaken for content, comprehension, and communication.

AP SPANISH LANGUAGE*◇

(UC/CSU - E)

Grades: 11,12 - Year

Prerequisite: Spanish 3 Honors with a grade of “B” or better or placement in accordance with District honors policy

The Spanish Language AP course is designed to give students a comprehensive linguistic experience with emphasis on refining listening, speaking, reading, and writing skills via teacher-designed thematic units. In addition, focused preparation for the Spanish Language AP test is incorporated into the curriculum. The course is comparable in difficulty and content to an advanced-level college class in Spanish composition and conversation.

AP SPANISH LITERATURE*◇

(UC/CSU - E)

Grades: 11,12 - Year

Prerequisite: Strong performance in Spanish 3H or Spanish Language AP with a grade of “B” or better or placement in accordance with District honors policy

This course is designed to continue the application and appreciation of the Spanish language and its culture through reading and analysis of the literary selections of Spanish and Spanish American authors. The students will critique orally and in writing the representative works of prose, poetry, and drama. In addition, focused preparation for the Spanish Literature AP test is incorporated into the curriculum. The course is comparable in difficulty and content to an advanced-level college class in Spanish Literature. The reading list introduces students to diverse literature written in Spanish, assisting students in reflecting on the many voices and cultures.

SPANISH 5

(UC/CSU - E)

Grades: 12 - Year

Prerequisite: Spanish 4 or Spanish AP with a grade of “C” or better or teacher recommendation

This course is designed to continue the application and appreciation of the Spanish language and its culture through reading and analysis of the literary selections of Spanish and Spanish American authors. Students critique orally and in writing the representative works of prose, poetry, and drama.

APPENDIX

ANCHOR/CORE AND SUPPLEMENTAL TEXTS FOR THE CLASSROOM (Readings may include selections from the following titles and/or the California Department of Education recommended reading list)

<u>English 1 & 1H (Grade 9)</u>	<u>English 2 & 2H, AP Seminar 10 (Grade 10)</u>	<u>English 3 & 3H (Grade 11)*</u>	<u>English 4 (Grade 12)**</u>
Anchor/Core Texts: Just Mercy and/or Romeo and Juliet	Anchor/Core Texts: Lord of the Flies	Anchor/Core Texts: The Great Gatsby	Anchor/Core Texts: Hamlet and/or Much Ado About Nothing and/or The Taming of the Shrew
Supplemental Texts: A Long Way Gone: Memoirs of a Boy Soldier All Quiet on the Western Front Animal Farm Fahrenheit 451 Farewell to Manzanar: A True Story of Japanese American Experience During and After World War II Internment Homes: A Refugee Story House on Mango Street How Dare the Sun Rise: Memoirs of a War Child I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban Iliad Martian Chronicles Maus I, II Night Odyssey or Mythology Of Mice and Men Persepolis Sadako and the Thousand Cranes Speak The Curious Incident of the Dog in the Nighttime The Girl with Seven Names: A North Korean Defector's Story To Kill a Mockingbird Unlikely Warrior: A Jewish Soldier in Hitler's Army Where the Crawdads Sing White Fang	Supplemental Texts: 1984 A Man for All Seasons A Separate Peace All American Boys Brave New World Calvin Catcher in the Rye Cyrano de Bergerac Disappeared Everything I Never Told You Five Feet Apart Frankenstein Grown I Am the Clay Illegal In the Time of the Butterflies Jane Eyre Julius Caesar Kneel Life of Pi Little Fires Everywhere Long Way Down Macbeth Nectar in the Sieve One Day in the Life of Ivan Denisovich One of Us Is Lying Patron Saints of Nothing Poet X Red Queen Refugee 87 Sadie Scythe The Cost of Knowing The Glass Castle The Importance of Being Earnest The Nickel Boys The Prologue to The Canterbury Tales Twelfth Night We Set the Dark on Fire	Supplemental Texts: A Street Car Named Desire Adventures of Huckleberry Finn Billy Budd Caine Mutiny Death of a Salesman Evicted Fences Grapes of Wrath Into the Wild La Vida Loca March Nickel and Dimed Old Man and the Sea On the Road Ordinary People Raisin in the Sun Roundhouse Stamped The Bell Jar The Crucible The Other Wes Moore: One Name, Two Fates The Scarlet Letter Their Eyes Were Watching God Tortilla Curtain Unbroken Washington Black Where You Go Is Not Who You Will Be	Supplemental Texts: A Doll's House A Farewell to Arms A Handmaid's Tale A Lesson Before Dying All the Pretty Horses Atonement Beowulf Black Boy Boys in the Boat Catch-22 Crazy for the Storm Crime and Punishment Fear and Loathing in Las Vegas Fences Johnny Got His Gun Kitchen God's Wife Lords of Discipline Metamorphosis One Flew Over the Cuckoo's Nest Outliers Pride and Prejudice Rhinoceros Shadow of the Wind Slaughterhouse Five The Art of Fielding The Awakening The Color of Water The Color Purple The Good Thief The Kite Runner The Road The Stranger Theban Plays Under the Foot of Jesus
		*AP English Language and Composition <i>*Teacher may select titles from English 3 & 3H anchor/core and supplemental readings as well as others of comparable quality as suggested by the College Board.</i>	**AP English Literature and Composition <i>**Teacher may select titles from English 4 anchor/core and supplemental readings as well as others of comparable quality as</i>

When You Look Like Us
Women of the Silk

*suggested by the College
Board.*