

# **TORRANCE HIGH SCHOOL**



**TARTAR PRIDE**

**COURSE DESCRIPTION CATALOG  
2025–2026**

# TARTAR PRIDE



## A TRUE TARTAR WILL...



**Behave** respectfully, responsibly, and compassionately



**Read** intentionally



**Think** critically and analytically



**Write** purposefully



**Communicate and collaborate** effectively

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## Message to Students and Parents

The Course Description Book has been prepared by the Torrance High counseling and teaching staff and is issued in the hope that it will be useful as a permanent reference throughout high school. It contains course descriptions, a Four-Year Educational Plan, graduation, UC/CSU entrance requirements, and a brief explanation of terminology, policies, and practices. To

This book can best be used in consultation with the counseling personnel at Torrance High, who can provide in-depth information about the topics contained herein. In addition, counselors can assist in developing a Four-year Educational Plan that provides the very best high school program possible. Please contact the counseling office anytime for any questions.

Course offerings and college admission requirements are subject to change, and this book will be updated annually to reflect any changes that occur. The list of “a-g” UC/CSU approved courses can be found at [UC/CSU approved courses](#).

This course description book is available online at <http://ths.tusd.org>. Please bookmark it as a meaningful reference throughout your four years at Torrance High.

| FREQUENTLY CALLED: OFFICES, NAMES AND PHONE NUMBERS |                     |                |
|-----------------------------------------------------|---------------------|----------------|
| Torrance High School Main Line                      |                     | (310) 533-4396 |
| Principal                                           | Karim Girgis        | ext. 7981      |
| Assistant Principal - Business Office               | Kelsey Jimerson     | ext. 8150      |
| Assistant Principal - Student Services              | James Hall          | ext. 7991      |
| Assistant Principal - Curriculum Office             | Mark Roulette       | ext. 7992      |
| Site Supervisor                                     | Christopher Johnson | ext. 7990      |
| Dean of Students                                    | Andrew Chae         | ext. 7960      |
| Counselors:                                         |                     |                |
| Students with last name beginning with:             |                     |                |
| A – Fe                                              | Christina Yun       | ext. 7961      |
| Fi – Le                                             | Klarissa Torres     | ext. 7964      |
| Li – Ra                                             | Aisha Takesue       | ext. 7966      |
| Re – Z                                              | Oscar Aranda        | ext. 7965      |
| Mental Health Therapist                             | Amie Crawford       | ext. 7921      |
| Mental Health Therapist                             | PJ Dionisio         | ext. 8182      |
| College/Career Coordinator                          | Jenna Mendoza       | ext. 8003      |
| Activities Director                                 | Nathan Jones        | ext. 8030      |
| Athletic Director                                   | George Tachibana    | ext. 7986      |
| Athletic Trainer                                    | Gina Leccese        | ext. 8104      |
| Gate Coordinator                                    | Don Glavich         | ext. 8017      |
| ELD Coordinator                                     | Jennifer Crawford   | ext. 8181      |
| Librarian                                           | Paula Fox           | ext. 7901      |
| School Psychologist                                 | Jessica Chien       | ext. 7976      |
| Attendance Office                                   | Kelly Chan-Lam      | ext. 7958      |
| School Nurse                                        | Kirsten Wagner      | ext. 7971      |
| Health Office                                       | Tiffany Young – LVN | ext. 7983      |

# Torrance High School

## GRADUATION AND UC/CSU ADMISSIONS REQUIREMENTS



| SUBJECT                                               | TORRANCE HIGH SCHOOL GRADUATION                                                                                                  | A-G (UC /CSU)                                                                                                                                          |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A. HISTORY</b>                                     | <b>3 YEARS:</b><br>1 YEAR WORLD HISTORY<br>1 YEAR U.S. HISTORY<br>1 SEMESTER U.S. GOVT.<br>1 SEMESTER ECONOMICS                  | <b>2 YEARS:</b><br>1 YEAR WORLD HISTORY<br><u>AND</u><br>1 YEAR U.S. HISTORY<br><u>OR</u><br>1 SEMESTER U.S. HISTORY AND<br>1 SEMESTER U.S. GOVERNMENT |
| <b>B. ENGLISH</b>                                     | <b>4 YEARS</b>                                                                                                                   | <b>4 YEARS COLLEGE PREP</b>                                                                                                                            |
| <b>C. MATHEMATICS</b>                                 | <b>2 YEARS</b>                                                                                                                   | <b>3 YEARS: (4 RECOMMENDED)</b><br>ALGEBRA 1 + GEOMETRY + ALGEBRA 2                                                                                    |
| <b>D. SCIENCE</b>                                     | <b>2 YEARS:</b><br>1 YEAR PHYSICAL SCIENCE (EARTH & SPACE SCIENCE, CHEMISTRY, PHYSICS)<br><u>AND</u><br>1 YEAR OF BIOLOGY        | <b>2 YEARS LAB SCIENCE (3 RECOMMENDED)</b><br>UC: BIOLOGY <u>AND</u> CHEMISTRY, PHYSICS<br>CSU: BIOLOGY <u>AND</u> ESS, CHEMISTRY OR PHYSICS           |
| <b>E. LANGUAGE OTHER THAN ENGLISH</b>                 | <b>1 YEAR OF A LANGUAGE</b><br><u>OR</u><br><b>1 YEAR OF VISUAL/PERFORMING ART</b>                                               | <b>2 YEARS OF THE SAME LANGUAGE</b><br>(3 RECOMMENDED)                                                                                                 |
| <b>F. VISUAL/PERFORMING ART</b>                       | <b>SEE ABOVE</b>                                                                                                                 | <b>1 YEAR COURSE IN THE SAME DISCIPLINE</b>                                                                                                            |
| <b>G. ADVANCED STUDIES OR ADDITIONAL REQUIREMENTS</b> | 75 ELECTIVE CREDITS<br><br><b>2 YEARS</b> PHYSICAL EDUCATION<br><br>1 SEMESTER HEALTH                                            | <b>1 YEAR OF COLLEGE PREP ELECTIVES</b><br>FROM THE TORRANCE HIGH'S UC/CSU<br>A-G APPROVED LIST<br><br><u>DOORWAYS.UCOP.EDU</u>                        |
| <b>TEST / ADDITIONAL REQUIREMENTS</b>                 | <b>220 TOTAL CREDITS</b> IN REQUIRED SUBJECT AREAS<br><br><u>AND</u><br><b>6 SEMESTERS</b> OF COMPOSITE SATISFACTORY CITIZENSHIP | ALL CLASSES MUST BE PASSED WITH A C OR HIGHER AT THE SEMESTER<br><br>SAT OR ACT NOT REQUIRED<br>MAY BE SUBMITTED TO DETERMINE COURSE PLACEMENT         |

Colleges recognize a C or higher as a passing grade. UC DOES NOT recognize grade improvement on a C or higher.

A grade of D or higher will earn credits toward high school graduation.

The University of California and California State Universities do not "weight" all classes when calculating the GPA for admissions.

For more detailed information on admission to UC: <http://admission.universityofcalifornia.edu/freshman/requirements/>

For more detailed information on admission to CSU: <https://calstate.edu/apply>

For questions about GPA consult your counselor.

## School Terminology, Policies, and Practices

A one period course for one quarter = 2.5 credits

A one period course for one semester = 5 credits

A one period course for two semesters = 10 credits

A customary school load for a year is 60 credits

Credit interval: a student may not enter a new semester class for credit after the sixth week of the semester. A student must enter a quarter class within 3 weeks of the new quarter to earn credit.

Repeated courses: a student who repeats a class should know the following:

- All grades appear on the transcript.
- TUSD uses the highest grade to meet graduation requirements.
- No credit is given for the first time the class was taken and an R appears on the transcript to indicate that this class was repeated for credit later.
- The cumulative GPA does not include courses with an R designation.  
Colleges and universities treat repeated course grades differently. Students should check specific college catalogs carefully concerning practices related to courses that are repeated in high school.

Classes taken outside of TUSD (sometimes called “outside credit”) require written approval prior to starting the course to receive THS credit. A maximum of one (1) course per academic area may be applied toward the diploma. Students should see their counselor for details. Outside Credit is usually issued using the following formula: 18 hours of instruction equals one (1) credit.

Students who are planning to enroll in off-site (online) classes must meet with their counselor prior to registering and paying fees for the class.

Dual Enrollment courses are college-level courses taught on the Torrance High campus. Students that complete these courses will receive weighted high school credits and college credits simultaneously. Students will receive an extra grade point for GPA calculation on the Torrance High School transcript. For UC/CSU admissions eligibility, the UC/CSU will weigh the GPA according to their own institutional policies.

Minimum Course Enrollment Each Semester:

|                                   |   |
|-----------------------------------|---|
| Freshman, Sophomores, and Juniors | 6 |
| Seniors                           | 5 |

Seniors: only those who have met all graduation requirements may participate in graduation ceremonies. Seniors who have not met graduation requirements in June have until October 1st of their graduating year to complete graduation requirements and receive a THS diploma for their class year. After that, they will be referred to Torrance Adult School to work towards an Adult School diploma.

Citizenship: Six or more semesters of composite satisfactory or excellent citizenship grades are required for graduation. Students who fail to meet this requirement are provided the following alternatives to meet graduation requirements:

- Complete the School Citizenship/Personal Awareness course (if offered)
- Complete 60 hours of community service for each composite U.

KEY: Course titles labeled with a (★) will receive an extra grade point for GPA calculation on the Torrance High School transcript. For UC/CSU admissions eligibility the UC/CSU will weigh the GPA according to their institutional policies. For UC/CSU approved courses click [here](#)

# TORRANCE HIGH SCHOOL

## FOUR-YEAR EDUCATIONAL PLAN

*Read the course descriptions carefully and plan to take classes that will meet minimum Torrance Unified School District graduation requirements and lead to your goals beyond high school.*

Student Name \_\_\_\_\_

Date \_\_\_\_\_

At this time, after high school, I plan to \_\_\_\_\_

| SEMESTER ONE                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                         | SEMESTER TWO |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|
| <b>GRADE 9</b>                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                         |              |  |
| <input type="checkbox"/> English 1/IH<br><input type="checkbox"/> Math /H<br><input type="checkbox"/> Science /H<br><input type="checkbox"/> PE 9/Athletics/Pep/PE Band/Drill Team/Color Guard/Choir<br><input type="checkbox"/> Health/Intro to Media & Design OR Health/Geography OR Health/Ethnic Studies OR Health/Teen Living<br><input type="checkbox"/> Elective | <input type="checkbox"/> English 1/IH<br><input type="checkbox"/> Math /H<br><input type="checkbox"/> Science /H<br><input type="checkbox"/> PE 9/Athletics/Pep/PE Band/Drill Team/Color Guard/Choir<br><input type="checkbox"/> Health/Intro to Media & Design OR Health/Geography OR Health/Ethnic Studies OR Health/Teen Living<br><input type="checkbox"/> Elective |              |  |
| <b>GRADE 10</b>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         |              |  |
| <input type="checkbox"/> English 2/2H<br><input type="checkbox"/> Math /H/AP<br><input type="checkbox"/> Science /H/AP<br><input type="checkbox"/> PE 10-12/Athletics/Pep/PE Band/Drill Team/Color Guard/Choir<br><input type="checkbox"/> World History/AP World History<br><input type="checkbox"/> Elective                                                          | <input type="checkbox"/> English 2/2H<br><input type="checkbox"/> Math /H/AP<br><input type="checkbox"/> Science /H/AP<br><input type="checkbox"/> PE 10-12/Athletics/Pep/PE Band/Drill Team/Color Guard/Choir<br><input type="checkbox"/> World History/AP World History<br><input type="checkbox"/> Elective                                                          |              |  |
| <b>GRADE 11</b>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         |              |  |
| <input type="checkbox"/> English 3/AP English Language<br><input type="checkbox"/> U.S. History/AP U.S. History<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective                                                                                                     | <input type="checkbox"/> English 3/AP English Language<br><input type="checkbox"/> U.S. History/AP U.S. History<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective                                                                                                     |              |  |
| <b>GRADE 12</b>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         |              |  |
| <input type="checkbox"/> English 4/AP English Literature<br><input type="checkbox"/> AP U.S. Government & Politics/AP Macroeconomics <b>OR</b> U.S. Government B & Economics A<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective                                      | <input type="checkbox"/> English 4/AP English Literature<br><input type="checkbox"/> AP U.S. Government & Politics/AP Macroeconomics <b>OR</b> U.S. Government B & Economics A<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective<br><input type="checkbox"/> Elective                                      |              |  |
| <b>ALTERNATIVE ELECTIVE CHOICES:</b>                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                         |              |  |
| Semester 1:                                                                                                                                                                                                                                                                                                                                                             | Semester 2:                                                                                                                                                                                                                                                                                                                                                             | Year:        |  |

# Career Technical Education Department

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Career Technical Education (CTE) courses focus on academic and technical skills, as well as the knowledge and training necessary to succeed in future careers. CTE courses make academic content accessible to students by providing hands-on experiences and prepares students to be life-long learners. CTE courses are offered through various Pathways, which are a sequential series of courses in specific subjects. Some courses offer dual enrollment or articulation with El Camino College and there are opportunities to participate in nationally recognized student leadership organizations, such as Family, Career and Community Leaders of America (FCCLA). Certificates can be earned in certain Pathways. Pathways currently offered include: Child Development; Emergency Response; Food Science, Dietetics & Nutrition; Fashion Design & Merchandising; PLTW Engineering Design; and Professional Theatre (for Theatre course descriptions, see the Fine Arts section). Click [here](#) to view the informational flyer for Torrance High's CTE pathways.

## INTRODUCTION TO MEDIA & DESIGN

**Course #:** 0083

**Course Title:** Introduction to Media & Design

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective

**UC/CSU:** n/a

**Grade:** 9

**Term Duration:** Semester

**Full Description:** This hands-on course offers students an engaging introduction to the world of media and design. Students will explore the fundamentals of graphic design, digital storytelling, image editing, and multimedia creation. Through a combination of creative projects, collaborative assignments, and individual exploration, students will learn to use online programs such as Canva and Pixlr. The course emphasizes the principles of design, effective communication, and the power of visual storytelling in a digital age. Students will develop critical thinking skills to analyze media and create compelling content for print, web, and social platforms.

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## PERSONAL AND FAMILY MANAGEMENT

**Course #:** 0282

**Course Title:** Personal and Family Management

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective

**UC/CSU:** g

**Grade:** 11-12

**Term Duration:** Year

**Full Description:** In this course students will explore topics that will enable them to effectively deal with the demands and challenges of life. Topics of study include post high school education and training, career exploration, personal finance and building credit, independent living, personal health and wellness, housing decisions, food preparation and nutrition, personal growth, preparation and management of adult relationships, interpersonal skills such as communication and conflict resolution, family theories related to development and child rearing, child development, and both personal and family crisis management.

---

## TEEN LIVING

**Course #:** 0296A

**Course Title:** Teen Living

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective

**UC/CSU:** g

**Grade:** 9

**Term Duration:** Semester

weight382

**Full Description:** An introduction to the study of the discipline of Family and Consumer Science (FCS) and equips students with essential skills for living. This Consumer and Family Studies course, offered to 9th grade students, focuses on teaching students skills to navigate adolescence while preparing for success in life, school, and work. This course provides a solid foundation for further study in the FCS content areas and/or for entering one of the eight industry-related FCS Related Occupations career pathway programs.

---

## GRAPHICS COMMUNICATION TECHNOLOGY

**Course #:** 0771

**Course Title:** Graphics Communication Technology: **Annual Production (Yearbook)**

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective

**UC/CSU:** n/a

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Approval by instructor

**Full Description:** Students will produce the school yearbook, which provides an opportunity for practical experience in desktop publishing, managing, editing, writing, visualizing, proofreading, advertising sales and marketing. This is for students who like to write, interview people, and create exciting innovative ways to arrange ideas, fonts, and graphics for publication.

**Course #:** 0770

**Course Title:** Graphics Communication Technology: **Newspaper Production**

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective

**UC/CSU:** n/a

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Approval by instructor

**Full Description:** The Graphic Communications Technology: Newspaper program helps students develop graphic communications skills. The program prepares students for employment of advanced training in journalism, desktop publishing and a variety of related industries.

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## CHILD DEVELOPMENT CAREER PATHWAY

*The Childhood Development Career pathway consists of four [Dual Enrollment courses](#) completed over a two year period. These are college-level courses taught on the Torrance High campus. Students that complete these courses will receive weighted high school credits and college credits simultaneously. Students will receive an extra grade point for GPA calculation on the Torrance High School transcript. For UC/CSU admissions eligibility, the UC/CSU will weigh the GPA according to their own institutional policies. Click [here](#) to view the informational flyer.*

|        | FALL                             | SPRING                           |
|--------|----------------------------------|----------------------------------|
| YEAR 1 | Childhood Development (CDEV) 103 | Childhood Development (CDEV) 104 |
| YEAR 2 | Childhood Development (CDEV) 112 | Childhood Development (CDEV) 108 |

### ★ CDEV 103: CHILD GROWTH AND DEVELOPMENT

**Course #:** 0283DCC

**Course Title:** Child Growth and Development

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective/Dual Enrollment

**UC/CSU:**

**Grade:** 10-11

**Term Duration:** Semester

**Full Description:** This course is an introduction to child development from conception through adolescence with an emphasis on the interaction between the maturational processes and environmental factors relating to physical, cognitive, and psychosocial growth. While studying developmental theory and investigative research methodologies, students will observe and interview children, evaluate individual differences and analyze characteristics of development at various stages. Also, the effect of cultural influences on development will be studied.

\*Freshman and seniors may be enrolled in this course on a case-by-case basis.

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## ★ CDEV 104: THE HOME, THE SCHOOL, THE COMMUNITY

**Course #:** 0488DCC

**Course Title:** The Home, The School, The Community

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective/Dual Enrollment

**UC/CSU:**

**Grade:** 10-11

**Term Duration:** Semester

**Full Description:** This course examines the interconnection among the home, the family, the school, and the community in relation to the development of the child from birth to adolescence. Emphasis is placed on the importance of respectful, reciprocal relationships that support and empower families. Influences of social agents such as family support services, educational systems, media, and peers, and on how these social agents contribute in preparing the child for living independently in a diverse society will also be explored. Additional topics include parenting styles, schooling, roles of teachers, peers, the media, children with special needs, cultural influences on behavior, child abuse, neglect, and social policy.

\*Freshman and seniors may be enrolled in this course on a case-by-case basis.

---

## ★ CDEV 108: PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN

**Course #:** 0496DCC

**Course Title:** Principles and Practices of Teaching Young Children

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective/Dual Enrollment

**UC/CSU:**

**Grade:** 10-11

**Term Duration:** Semester

**Prerequisite:** CDEV 103 with a minimum grade of C or concurrent enrollment

**Full Description:** This course examines the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. The key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, emotional, creative, and cognitive development in young children will be emphasized. This course includes a review of the historical roots of early childhood programs and current philosophies and methodologies of early childhood education. Topics include observation, analysis, and assessment of young children's development, identification of effective teaching strategies, age appropriate environments, and professional ethics.

\*Freshman and seniors may be enrolled in this course on a case-by-case basis.

---

## ★ CDEV 112: TEACHING YOUNG CHILDREN IN A DIVERSE SOCIETY

**Course #:** 0495DCC

**Course Title:** Teaching Young Children in a Diverse Society

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective/Dual Enrollment

**UC/CSU:**

**Grade:** 10-11

**Term Duration:** Semester

**Prerequisite:** CDEV 103 with a minimum grade of C or concurrent enrollment

**Full Description:** In this course, students will examine the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Topics include self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, and media and schooling.

\*Freshman and seniors may be enrolled in this course on a case-by-case basis.

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## EMERGENCY RESPONSE CAREER PATHWAY

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The Emergency Response Career pathway consists of four [Dual Enrollment courses](#) completed over a two year period. These are college-level courses taught on the Torrance High campus. Students that complete these courses will receive weighted high school credits and college credits simultaneously. Students will receive an extra grade point for GPA calculation on the Torrance High School transcript. For UC/CSU admissions eligibility, the UC/CSU will weigh the GPA according to their own institutional policies. Click [here](#) to view the informational flyer.

|        | FALL                                                                         | SPRING                                                                       |
|--------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| YEAR 1 | Fire and Emergency Technology (FTEC) 1                                       | Administrative Justice (AJ) 21 - Introduction to Emergency Management        |
| YEAR 2 | Fire and Emergency Technology (FTEC) 2                                       | Fire and Emergency Technology (FTEC) 6                                       |
| YEAR 3 | Fire and Emergency Technology (FTEC) 120<br>*available school year 2025-2026 | Fire and Emergency Technology (FTEC) 144<br>*available school year 2025-2026 |

### ★ FTEC 1: FIRE PROTECTION AND ORGANIZATION

**Course #:** 0574DCC

**Course Title:** Fire Protection and Organization

**Department:** CTE - Career Technical Education

**Credit:** HS: Elective/Dual Enrollment

**UC/CSU:**

**Grade:** 10-11

**Term Duration:** Semester

**Full Description:** This course provides an introduction to fire protection. Emphasis is placed on career opportunities in fire protection and related fields and the philosophy and history of fire protection. Additional topics include fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; and introduction to fire strategy and tactics.

\*Freshman and seniors may be enrolled in this course on a case-by-case basis.

---

### ★ AJ 21: INTRODUCTION TO EMERGENCY MANAGEMENT

**Course #:** 0575DCC

**Course Title:** Introduction to Emergency Management

**Department:** CTE - Career Technical Education

**Credit:** HS: Elective/Dual Enrollment

**UC/CSU:**

**Grade:** 10-11

**Term Duration:** Semester

**Full Description:** This course is the 2nd-semester companion course to FTEC I (0574DCC). It introduces students to the fundamentals of emergency management. Students will also become familiar with the major issues confronting emergency management providers. The course will emphasize the elements of the Incident Command System. Students will participate in a series of simulated emergency management exercises. Case studies of large scale emergency events will be covered.

\*Freshman and seniors may be enrolled in this course on a case-by-case basis.

---

## ★ FTEC 2: FIRE PREVENTION TECHNOLOGY

**Course #:** TBD

**Course Title:** Fire Prevention Technology

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective/Dual Enrollment

**UC/CSU:**

**Grade:** 10-11

**Term Duration:** Semester

**Full Description:** This course provides fundamental information regarding the history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use of fire codes; identification and correction of fire hazards. Also covered is the relationship of fire prevention with fire safety education, detection and suppression systems.

\*Freshman and seniors may be enrolled in this course on a case-by-case basis.

---

## ★ FTEC 6: BUILDING CONSTRUCTION FOR FIRE PROTECTION

**Course #:** TBD

**Course Title:** Building Construction for Fire Protection

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective/Dual Enrollment

**UC/CSU:**

**Grade:** 10-11

**Term Duration:** Semester

**Full Description:** This course is the study of the components of building construction that relate to fire safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, pre-planning fire operations, and operating at fires. The development and evolution of building and fire codes will be studied in relationship to past fires in residential, commercial, and industrial occupancies.

\*Freshman and seniors may be enrolled in this course on a case-by-case basis.

---

## ★ FTEC 120: EMERGENCY MEDICAL FOUNDATIONS

**Course #:** TBD

**Course Title:** Emergency Medical Foundations

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective/Dual Enrollment

**UC/CSU:**

**Grade:** 10-11

**Term Duration:** Semester

**Full Description:** The Emergency Medical Foundations course prepares students for prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of prehospital care workers, safety principles, anatomy and physiology, medical emergencies, trauma, and emergency scene management.

Note: This course is recommended for any students interested in emergency medicine which includes, but not limited to: EMT's, paramedics, nurses, and doctors. The principles covered throughout the course are universal to the foundation of emergency medicine.

\*Freshman and seniors may be enrolled in this course on a case-by-case basis.

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## ★ FTEC 144: EMERGENCY MEDICAL TECHNICIAN

**Course #:** TBD

**Course Title:** Emergency Medical Technician

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective/Dual Enrollment

**UC/CSU:**

**Grade:** 10-11

**Term Duration:** Semester

**Full Description:** Emergency Medical Technicians are professional medical responders that work to help and transport ill and injured patients in various emergency field and clinical settings. Principles that are covered throughout this course include, but are not limited to: leadership, followership, communication, safety, situational awareness, decision making, patient assessment and professionalism. EMT students will be trained to recognize and treat medical illnesses and traumatic injuries through facilitated discussion, skills lab, simulations, scenarios, role-play, tactical decision games and field experience.

Note: Students successfully completing this course with a minimum grade of B will be eligible to take the National Registry of Emergency Medical Technicians (NREMT) written exam.

Proof of immunizations is required to complete hospital and ambulance field work and must include: Measles-Mumps-Rubella (MMR), Tetanus-Diphtheria-Pertussis (Tdap), Varicella, and Tuberculosis results.

This course is repeatable. \*Freshman and seniors may be enrolled in this course on a case-by-case basis.

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## FASHION DESIGN & MERCHANDISING CAREER PATHWAY

*The Fashion Design & Merchandising Career pathway consists of three courses completed over a three year period.*

| COURSE 1                                          | COURSE 2                                                   | COURSE 3                                              |
|---------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------|
| Costume and Wearable Art<br>(Introduction Course) | Fashion Design & Merchandising 2<br>(Concentration Course) | Fashion Design & Merchandising 3<br>(Capstone Course) |

## COSTUME AND WEARABLE ART

**Course #:** 0263

**Course Title:** Costume and Wearable Art

**Department:** Fine Arts

**Credit: HS:** Elective

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Full Description:** In this introductory course students will learn the techniques of sewing, the tools of the art, and apply skills to create garments that reflect their artistic interpretation of design in functional art. Topics of study include the elements and principles of design, history of clothing and costume, cultural traditions as they relate to fashion, fibers and textiles, and fabric dyeing techniques. Students will also learn basic fashion illustration techniques including sketching the fashion figure, drawing textiles, and creating illustrated collections of clothing. Students will utilize applications to create digital fashion illustrations. Finally, students will create a pre-professional portfolio and display their art wear and clothing in the annual fashion show. Students have the opportunity to earn a Precision Exam Certificate for this course. This class is articulated with El Camino College and students may be eligible to earn college credit for this course.

## FASHION DESIGN AND MERCHANDISING 2

**Course #:** 0244

**Course Title:** Fashion Design and Merchandising 2

**Department:** CTE - Career Technical Education

**Credit:** HS: Elective

**UC/CSU:** g

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Costume and Wearable Art or Consent of Instructor

**Full Description:** In this intermediate level course students will study multiple aspects of the fashion industry including fashion forecasting, textiles and textile products, garment construction in manufacturing, product knowledge and apparel merchandising, visual merchandising, and developing and merchandising a line. Students will also continue advancing their garment construction skills, learn basic patternmaking techniques, and create a collection of clothing to be presented in the annual fashion show. Students will have an integral role in the production of the annual fashion show. Students will continue to build and maintain their professional portfolio. Students will have the opportunity to earn a Precision Exam Certificate for this course.

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## FASHION DESIGN AND MERCHANDISING 3

**Course #:** 0245

**Course Title:** Fashion Design and Merchandising 3

**Department:** CTE - Career Technical Education

**Credit:** HS: Elective

**UC/CSU:** g

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Fashion Design and Merchandising 2

**Full Description:** In this advanced level course students will focus on specific aspects of the fashion industry in preparation for possible entry into fashion related careers. Topics include advanced techniques in fashion design, fashion merchandising, textile and apparel production, retail, U.S. apparel industries and world economies, ethical practices, technological advances, product development, and entrepreneurship. Students will advance their patternmaking skills to create an original design. Students will continue to advance their garment construction techniques and create a collection of clothing. Students will fulfill a leadership role in management of the annual fashion show. In addition, students will update and maintain a professional portfolio that could be used to pursue post-secondary education or entry-level careers in the industry. Possible internship or job-shadowing opportunities may be offered. Students will have the opportunity to earn a Precision Exam Certificate for this course.

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## FOOD SCIENCE, DIETETICS & NUTRITION CAREER PATHWAY

*The Food Science, Dietetics & Nutrition pathway consists of two courses completed over a two year period.*

| COURSE 1                                     | COURSE 2                                |
|----------------------------------------------|-----------------------------------------|
| Foods and Nutrition I (Concentration Course) | Foods and Nutrition 2 (Capstone Course) |

## FOODS AND NUTRITION I

**Course #:** 0249

**Course Title:** Foods and Nutrition I

**Department:** CTE - Career Technical Education

**Credit:** HS: Elective

**UC/CSU:** g

**Grade:** 9-12

**Term Duration:** Year

**Full Description:** This beginning level course is laboratory based, meaning students will explore food through hands-on experiences including cooking and experimentation. It is the beginning level of the foods and nutrition pathway aimed at preparing students for college and careers in the food science, food service, nutrition, and dietetics industries. Students will complete their food handler's permit or certification preparing them for the industry. Additionally, broad introductory aspects of the food industry will be explored including marketing, product development, pricing, scientific process, nutritional information, and cultural perspectives. In order to advance to Foods and Nutrition 2, students must pass both semesters with a "C" or better.

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## FOODS AND NUTRITION 2

**Course #:** 0277

**Course Title:** Foods and Nutrition 2

**Department:** CTE - Career Technical Education

**Credit:** HS: Elective

**UC/CSU:** g

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Foods and Nutrition 1 with a grade of "C" or better for both semesters

**Full Description:** This advanced level course is laboratory based, meaning students will explore food through hands-on experiences including cooking and experimentation. This is the capstone of the foods and nutrition pathway aimed at preparing students for college and careers in the food science, food service, nutrition, and dietetics industries. Students may earn a certificate that prepares them for work in the industry. Additionally, in depth aspects of the food industry will be explored including scientific process, nutritional information, community, and cultural perspectives. Extra time will be spent on nutritional recipes, cooking labs, and profiles

\*Students may be eligible to receive college credit for this course pending approval.

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## PLTW ENGINEERING DESIGN CAREER PATHWAY

*The Project Lead the Way (PLTW)\* Engineering Design Career pathway consists of three [Dual Enrollment courses](#) completed over a three year period. These are college-level courses taught on the Torrance High campus. Students that complete these courses will receive weighted high school credits and college credits simultaneously. Students will receive an extra grade point for GPA calculation on the Torrance High School transcript. For UC/CSU admissions eligibility, the UC/CSU will weigh the GPA according to their own institutional policies.*

| COURSE 1                                             | COURSE 2                                            | COURSE 3                                              |
|------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| Introduction to Engineering Design<br>(Intro Course) | Principles of Engineering<br>(Concentration Course) | Engineering Design & Development<br>(Capstone Course) |

*\*PLTW courses are elective classes that receive "g" Elective credit on the UC a-g list.*

*They do not replace required science classes.*

### ★ INTRODUCTION TO ENGINEERING DESIGN (IED)

**Course #:** 0447

**Course Title:** Introduction to Engineering Design

**Department:** CTE - Career Technical Education

**Credit:** HS: Elective/Dual Enrollment

**UC/CSU:** g

**Grade:** 9-10

**Term Duration:** Year

**Co-requisite:** Concurrent enrollment in Algebra I or higher math, concurrent enrollment in Biology or higher science.

**Full Description:** In Introduction to Engineering Design (IED), students will use 3D solid modeling design software to help them design solutions and solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. IED applies and concurrently develops secondary level knowledge and skills in mathematics, science and technology. The course of study includes the design process, technical sketching and drawing, measurement and statistics, modeling skills, geometry of design, reverse engineering, documentation, advanced computer modeling, design team, and design challenges. THS student enrolled IED will be concurrently enrolled in El Camino College and will receive El Camino credit in Engineering Technology.

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## ★ PRINCIPLES OF ENGINEERING (POE)

**Course #:** 0432

**Course Title:** Principles of Engineering

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective/Dual Enrollment

**UC/CSU:** g

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Completion of Introduction to Engineering Design

**Co-requisite:** Concurrent enrollment in Geometry or higher math, concurrent enrollment in Chemistry or higher science.

**Recommendation:** Concurrent enrollment is Algebra 2 or higher math.

**Full Description:** 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 multifaceted, 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. Students will be concurrently enrolled in El Camino College; will receive El Camino credit in Engineering Technology. POE is an interdisciplinary science course.

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## ★ ENGINEERING DESIGN AND DEVELOPMENT (EDD)

**Course #:** 0458

**Course Title:** Engineering Design and Development

**Department:** CTE - Career Technical Education

**Credit: HS:** Elective/Dual Enrollment

**UC/CSU:** g

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Principles of Engineering and at least one additional PLTW course (IED or CSP)

**Full Description:** Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in small teams to design and develop an original solution to a well-defined open-ended problem by applying an engineering design process.

Students will perform research to select, define, and justify a problem. After carefully defining requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. Students

will be concurrently enrolled in El Camino College; will receive El Camino credit in Engineering Technology.

★ **AP COMPUTER SCIENCE PRINCIPLES (CSP)**

**Course #:** 0455 - AP  
**Course Title:** AP Computer Science Principles  
**Department:** Science  
**Credit:** HS: Science/Dual Enrollment                      **UC/CSU:** d+  
**Grade:** 10-12                                                      **Term Duration:** Year  
**Prerequisite:** Completion of Geometry with a grade of C or better for both semesters  
**Co-requisite:** Concurrent enrollment in Algebra 2 or above

**Full Description:** Computer Science Principles (CSP) is a yearlong Project Lead the Way (PLTW) course that complements the Engineering Pathway. It is a project/problem-based course where students work individually as well as in teams to develop computational thinking as they solve open-ended, practical problems that occur in the real world. The course covers the College Board’s AP Computer Science Principles framework. CSP does not teach mastery of a single programming language but instead aims to develop computational thinking, to generate excitement about the field of computing and coding, and to introduce a variety of computational tools that foster creativity. Students explore the concepts related to networks and the internet and learn personal cybersecurity by understanding how to protect one’s personal data in our vast interconnected world. In specific CSP projects and problems, students will create artifacts and writings associated with AP Computer Science Principles. Students will be concurrently enrolled in El Camino College; will receive El Camino credit in Computer Science Principles.

**THEATRE ARTS CAREER PATHWAY**

*The Theatre pathway consists of three courses completed over a three year period. Click [here](#) to view the informational flyer.*

| Year 1                              | Year 2                                         | Year 3                                |
|-------------------------------------|------------------------------------------------|---------------------------------------|
| Beginning Theatre<br>(Intro Course) | Intermediate Theatre<br>(Concentration Course) | Advanced Theatre<br>(Capstone Course) |

**BEGINNING THEATRE**

**Course #:** 0112  
**Course Title:** Beginning Theatre  
**Department:** Fine Arts  
**Credit:** HS: Fine Arts                                              **UC/CSU:** f  
**Grade:** 9-12                                                      **Term Duration:** Year

**Full Description:** Beginning Theatre is the 1st-year introductory course in the Performing Arts Professional Theatre CTE pathway and is designed to introduce students to all aspects of theatre production. In the yearlong course, students will learn basic knowledge of the stage, playwriting, and exploration of the actor’s tools: movement, voice, and imagination, theatre appreciation, the theatre production process, improvisation, as well as the role of the director and designer in the production process. Students will learn basic acting techniques and perform monologues, scene work and one-act plays. They will also receive instruction in musical theatre that will concentrate on acting, singing and dancing. Students will be expected to perform in the final Theatre Arts showcase that takes place at the end of 2nd semester.

## INTERMEDIATE THEATRE

**Course #:** 0113

**Course Title:** Intermediate Theatre

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in both semesters of Beginning Theatre and/or teacher recommendation.

**Full Description:** Intermediate Theatre is the 2nd-year concentrator course in the Performing Arts Professional Theatre CTE pathway where students are given the opportunity for actual experience through performance. In this yearlong course, students will advance their skills in the various elements of theatre including acting, directing, playwriting, and design. Students will explore various techniques in acting, directing, playwriting and apply them to monologues, scenes, and one-act plays that will be produced for an audience. Students will be expected to participate in various THS productions such as LAB (student written production), Night of Broadway, One: I-act festival, Java Drama, Theatre for Young Audiences, Night of the Arts, and Theaterfest (Theatre Arts Showcase), as well as other outside festivals and competitions, which will include time after school. Students will also be enrolled in Period 7 [StageTech](#). Participation in THS Theatre organizations such as Club Theatre and Thespian Society are highly encouraged. This course is designed for students that wish to further their theatre experience, in preparation for Advanced Theatre. After school rehearsal hours are required during production weeks.

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## ADVANCED THEATRE

**Course #:** 0115

**Course Title:** Advanced Theatre

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in both semesters of Intermediate Theatre and/or teacher recommendation and audition.

**Full Description:** Advanced Theatre is the 3rd-year capstone course in the Performing Arts Professional Theatre CTE pathway, in which the major emphasis is to provide for the continued growth and development of the students' acting, playwriting, directing, and design skills through hands-on approach to theatre. Advanced theatre will emphasize artistic perception and creative expression, and will promote understanding of aesthetics, historical and cultural awareness, and the interconnections of the arts and other disciplines. Through creating theatre, students will grow in their ability to comprehend the world and to communicate with others. Through acute physical and vocal and movement exercises, improvisation, devising, behavioral studies, scene-study, and script analysis, all students will continue to develop and refine their skills which will be applied directly to their work. Advanced theatre students will also be expected to complete a capstone project, applying their leadership skills in one of the various elements of theatre such as playwriting, directing, producing, and designing. Students will be expected to participate in various THS productions such as LAB: student written production; Night of Broadway, ONE: I-act festival, Java Drama, Theatre for Young Audiences, Night of the Arts, and Theaterfest (Theatre Arts Showcase), and other outside festivals and competitions which will include time after school. Students will also be enrolled in Period 7 [Stage Tech](#). Students will also be expected to take a leadership role in THS Theatre organizations such as Club Theatre and Thespian Society. Advanced Theatre can be repeated for elective credit. After school rehearsal hours are required during production weeks.

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## STAGE TECH

**Course #:** 0084

**Course Title:** Stage Tech

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**Grade:** 9-12

**UC/CSU:**

**Term Duration:** Semester

**Prerequisite:** Audition and/or interview and teacher recommendation

**Full Description:** Stage Tech is a play production class. It is offered in the 7th period and runs on a non-traditional schedule. All students must complete 80 hours of class time in order to earn credits for the semester. This course provides students a hands-on experience of mounting a theatre production, including choosing the material, the audition and interview process, rehearsals and design process, to performance and running of the front of house. Students will gain experience in both Technical Theatre and Performance Theatre. Tech students will learn aspects of personnel management, publicity, stage management, and design elements such as scenic, lighting, sound and costumes. Performance students will learn auditioning techniques, character development, time management, rehearsal techniques, methods of acting, directing techniques, as well as voice and movement for the actor. At the end of the course, students will be able to manage the theatre both back and onstage in addition to presenting a full-length production of a straight play or musical.

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# English Department

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*The goal of the English program is to enable students to communicate effectively through the development of well-organized thought processes, higher-level analysis skills, and mature written expression. Required and elective courses encourage an interest in various forms of quality literature and expository writing. All English classes focus on developing students' skills in meeting the California Common Core Standards for English-Language Arts.*

*To guarantee English skills competence, the following requirements have been approved by the Board of Education:*

- 1. All students will be required to pass a total of forty (40) units of English prior to graduation.*
- 2. All freshman are required to take English 1; sophomores to take English 2; juniors to take English 3 and Seniors to take English 4. Students may also enroll in additional elective English classes.*

## ENGLISH I

**Course #:** 0092/0099

**Course Title:** English I/English I EL

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 9

**Term Duration:** Year

**Full Description:** English I is a literature rich, integrated language arts course, which includes the techniques of reading varied descriptive writing. Students will review grammar, usage, and mechanics and develop control over the conventions of Standard English expression. Through class discussions, group activities, and homework students will improve speaking, reading, writing and listening skills.

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## ★ ENGLISH I HONORS

**Course #:** 0095

**Course Title:** English I H

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 9

**Term Duration:** Year

**Recommendation:** A in 8th grade English

**Full Description:** This accelerated English course offers opportunities to work with sophisticated literary devices, to apply higher-level thinking skills, to write at a higher level and to read more demanding literature than is offered in English I.

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## ENGLISH 2

**Course #:** 0097/0098

**Course Title:** English 2/English 2 EL

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 10

**Term Duration:** Year

**Full Description:** Writing and the study of literature are equally important in English 2. Reading, writing, speaking and listening experiences are integrated in all areas of study. Students are guided to write in a style that reflects a growing control over the conventions of Standard English expression, which includes grammar, usage, and mechanics.

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## ★ ENGLISH 2 HONORS

**Course #:** 0100

**Course Title:** English 2 H

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 10

**Term Duration:** Year

**Recommendation:** A in English I/English I Honors and teacher recommendation

**Full Description:** This accelerated English course offers opportunities to work with sophisticated literary devices, to apply higher-level thinking skills, to write at a higher level, and to read more demanding literature than is offered in English 2.

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## ENGLISH 2: ETHNIC LITERATURE

**Course #:** 0101

**Course Title:** English 2: Ethnic Literature

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 10

**Term Duration:** Year

**Full Description:** The English 2 Ethnic Literature course is designed to build literacy skills, centered around critical thinking, reading, writing, speaking and listening, as a way to explore our world's ethnicities, races, cultures, and global majority groups that contribute to our societies. In this course, students will read a variety of fiction and nonfiction texts from a diverse array of marginalized communities (including Native and Indigenous, African American, Latina/o and Chicana/o, Asian, Pacific Islander, Desi, Jewish, and MENA communities). Students will broaden their understanding of diverse histories and experiences, ultimately leading to understanding, connection, and empathy. They will explore different perspectives in order to foster inclusivity, creating space for all students, regardless of race, ethnicity, class, gender, sexuality, or citizenship. Students will demonstrate an understanding of skill and content through a variety of compositions: writings, projects, research, and real world applications. This course will rely on student inquiry and participation, in a student-centered environment, and be real-world applicable at its core.

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## ★ ENGLISH 2: ETHNIC LITERATURE HONORS

**Course #:** 0108

**Course Title:** English 2: Ethnic Literature H

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 10

**Term Duration:** Year

**Recommendation:** A in English I/English I Honors and teacher recommendation

**Full Description:** This accelerated English course offers opportunities to work with sophisticated literary devices, to apply higher-level thinking skills, to write at a higher level, and to read more demanding literature than is offered in English 2: Ethnic Literature.

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## ENGLISH 3

**Course #:** 0102/0094

**Course Title:** English 3/English 3 EL

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 11

**Term Duration:** Year

**Full Description:** English 3 is a student-centered, literature rich, integrated language arts course that emphasizes American literature, including the works of 19th and 20th century authors. Students reflect American thinking and American history by reading novels, short stories, essays, plays, and poems. This course highlights exposition and other factual compositions written in individual and group settings. Students improve listening and speaking skills through speeches and discussions. English conventions, such as grammar, usage, and mechanics, are also included.

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## ★ AP ENGLISH LANGUAGE AND COMPOSITION

**Course #:** 0104 - AP

**Course Title:** AP English Language and Composition

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 11

**Term Duration:** Year

**Full Description:** The AP Language and Composition course aligns with the introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays. Students evaluate, analyze, synthesize, and cite evidence to support their arguments. Through the course, students develop a personal style by making appropriate grammatical choices. Students read and analyze non-fiction texts focusing on the rhetorical elements and their effects on an audience. This includes images as forms of text.

AP English Language prepares students for the Advanced Placement examination in English Language and Composition. Students enrolled in AP Language and Composition are expected to take the Advanced Placement Language and Composition Test in the spring of their junior year.

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## ENGLISH 4

**Course #:** 0107/0091

**Course Title:** English 4/English 4 EL

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 12

**Term Duration:** Year

**Full Description:** English 4 is a student-centered, literature rich, integrated language arts course, which focuses on British and Contemporary literature. Students will engage in the careful reading and critical analysis of novels, short stories, essays, plays, and poems, which reveal the history as well as recent development of English language and literature. Students will develop as writers who compose for a variety of purposes with emphasis on essay development and development of personal style. Students will also continue to improve upon their listening and speaking skills through speeches and discussions. The Senior Project will be one component of this course of study.

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## ★ AP ENGLISH LITERATURE

**Course #:** 0111 - AP

**Course Title:** AP English Literature

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 12

**Term Duration:** Year

**Full Description:** See English 4 course description above. Advanced Placement English Literature and Composition is a rigorous, college-level course for the dedicated senior English student. The course engages students in the close reading and critical analysis of challenging literature, including prose and poetry. Essay writing is a major component of the class. In addition to the course work required in English 4, English AP prepares students for the Advanced Placement examination in English Literature and Composition. Students enrolled in the class are expected to take this test in the spring of their senior year.

*\*ENGLISH 4 and AP ENGLISH LITERATURE – The Senior Project is a required component of English 4 and will be incorporated into the course grade.*

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## ENGLISH ELECTIVES

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### ENGLISH 3/4 CONTEMPORARY LITERATURE

**Course #:** 0148

**Course Title:** Contemporary Literature

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 11-12

**Term Duration:** Semester

**Full Description:** Contemporary Literature is an English elective course for juniors and seniors. This course is focused on reading and the analysis of literature after 1939. There is a specific focus on both the fiction and nonfiction literature of California. A humanities approach is the focus of this course. Primary documents, various artworks, and literature will be analyzed in conjunction with each unit. Formal writing assignments as well as creative assignments are produced as final products for each unit of study.

*\*Offered second semester only.*

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### CREATIVE WRITING I A/B

**Course #:** 0127

**Course Title:** Creative Writing I A/B

**Department:** English

**Credit: HS:** Elective

**UC/CSU:** g

**Grade:** 10-12

**Term Duration:** Semester/Year

**Full Description:** Creative Writing is a student-centered Language Arts course, which allows students to develop and improve their writing skills by examining a wide variety of model texts. Students in Creative Writing will write short stories, plays, news stories, comic strips, children's books, poetry, and other types of writing that express creativity. While most projects will be individual, there will be one group project each semester. (There is no expectation of students to work together outside of class.) The course also provides daily opportunities for students to enjoy reading books of their choice, which will serve as additional models for their own writing.

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### ENGLISH 3/4 FICTION FAVORITES

**Course #:** 0152

**Course Title:** Fiction Favorites

**Department:** English

**Credit: HS:** English

**UC/CSU:** b

**Grade:** 11-12

**Term Duration:** Semester

**Full Description:** This course is focused on reading and the analysis and enjoyment of literature before 1939. There is a specific focus on both the fiction and nonfiction literature of California. A humanities approach is the focus of this course. Primary documents, various artworks, and literature will be analyzed in conjunction with each unit. Formal writing assignments as well as creative assignments are produced as final products for each unit of study.

*\*Offered first semester only.*

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## FORENSICS WORKSHOP A/B

**Course #:** 0185

**Course Title:** Forensics Workshop A/B

**Department:** English

**Credit: HS:** Elective

**UC/CSU:** g

**Grade:** 9-12

**Term Duration:** Semester/Year

**Prerequisite:** A grade of C or better in English and instructor approval

**Full Description:** Forensics and Debate is designed to be a competitive academic activity class with emphasis on the development of communication skills and knowledge. Students will become proficient in the skills required for debate, research, and organization. Students will compete in a variety of events ranging from original oratory, to debate, to extemporaneous speaking, to the oral interpretation of literature. These events will take place locally and at the state level. This course requires a commitment beyond the school day. This class meets during zero period.

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## ENGLISH LANGUAGE DEVELOPMENT ELECTIVES

*These courses do not count toward English graduation requirements. The following support classes are designed for English Language Learners (ELL) students to assist them in acquiring greater proficiency in English. Students need the ELL Coordinator's permission prior to enrollment.*

### BEGINNING ENGLISH WORKSHOP

**Course #:** 0789

**Course Title:** Beginning English Workshop

**Department:** English

**Credit: HS:**

**UC/CSU:**

**Grade:** 9-12

**Term Duration:** Semester/Year

**Full Description:** Beginning English Workshop is designed for the student functioning at the beginning stages of English language acquisition. This class focuses on building vocabulary and the use of the English language. Additional emphasis on literacy skills are addressed through Guided Reading Instruction. Student Placement will be determined by the ELL Coordinator's recommendation and/or Guided Reading Level Pre-A-I or a 0-3—lexile level.

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### INTERMEDIATE ENGLISH WORKSHOP

**Course #:** 0786

**Course Title:** Intermediate English Workshop

**Department:** English

**Credit: HS:**

**UC/CSU:**

**Grade:** 9-12

**Term Duration:** Semester/Year

**Full Description:** English Language Learners will have the opportunity to strengthen their reading skills and improve their vocabulary in the Intermediate English Workshop. Novels will be read as a class, in small groups, and as individual books. Guided Reading Instruction and direct instruction provides practice in preparation for the CAASPP Exam. The

ELL Coordinator's recommendation and/or Guided Reading Level of E-N or a lexile level of 125 to 575 will determine placement.

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## ADVANCED ENGLISH WORKSHOP

**Course #:** 0787

**Course Title:** Advanced English Workshop

**Department:** English

**Credit: HS:**

**Grade:** 9-12

**UC/CSU:**

**Term Duration:** Semester/Year

**Full Description:** This course is designed to help students work on the fluency and effectiveness of their reading and writing. Both fiction and non-fiction texts are used for study and as models. Students will work individually and in small groups on teacher and student-selected topics. Novels will be read in class, in small groups, and individually. Guided Reading Instruction and direct instruction provides practice in preparation for the CAASPP Exam. The ELL Coordinator's recommendation and/or Guided Reading Level of J-Q or a lexile level of 300-850 will determine placement.

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## INTERVENTION WORKSHOP

**Course #:** 0792

**Course Title:** Intervention Workshop

**Department:** English

**Credit: HS:**

**Grade:** 10-12

**UC/CSU:**

**Term Duration:** Semester/Year

**Full Description:** This course is designed to give English Language Learners the opportunity to become re-designated as Fluent English Proficient. Students will work within the particular academic area(s) of need while also improving their English skills. Test preparation and reading skills are areas targeted for improvement. Guided Reading Instruction will also be given as part of the course work. Placement will be determined by the ELL Coordinator's recommendation.

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# Mathematics Department

The mathematics program reflects the importance of mathematics as a useful tool in solving problems. Each class requires daily homework assignments with the time a student spends on homework varying according to individual needs and type of class. Twenty credits of mathematics are required for graduation. Once enrolled in a math class, a student remains in that class for the full year. Audits are not given in math classes. Ten credits and the minimum grade in the prerequisite class are required for progression to the next class.

## POSSIBLE SEQUENCE OF MATH COURSES:

|            | Sequence 1                                                                                              | Sequence 2                                                                                   | Sequence 3                                                                                                              | Sequence 4                                                                                |
|------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 9th Grade  | Algebra 1                                                                                               | Geometry                                                                                     | Geometry                                                                                                                | Algebra 2                                                                                 |
| 10th Grade | Geometry                                                                                                | Algebra 2                                                                                    | Algebra 2                                                                                                               | Precalculus                                                                               |
| 11th Grade | Algebra 2                                                                                               | Trigonometry                                                                                 | Precalculus                                                                                                             | AP Calculus AB or<br>AP Calculus BC<br>and/or AP Statistics                               |
| 12th Grade | Trigonometry, Precalculus,<br>Probability/Statistics, Intro to<br>Data Science, or Financial<br>Algebra | Precalculus,<br>Probability/Statistics,<br>Intro to Data<br>Science, or Financial<br>Algebra | AP Calc AB,<br>AP Calc BC,<br>Probability/Statistics ,<br>AP Statistics, Intro to<br>Data Science,<br>Financial Algebra | AP Calculus BC<br>and/or AP Statistics,<br>Intro to Data<br>Science,<br>Financial Algebra |

- Prerequisite for each course is a C or better in the previous course.
- Trigonometry is a bridge between Algebra 2 and Precalculus.
- Precalc is a prerequisite for AP Calculus AB and AP Calculus BC.
- AP Calculus AB is the first semester of the three-semester college sequence.
- AP Calculus BC is the first and second semester of the three-semester college sequence.
- Intro to Data Science and Financial Algebra area math electives that can be taken any time after Algebra 2.
- It is recommended that students ask their teacher for input on the next course to take. It varies depending on the grade in class and work habits.

## ALGEBRA I

**Course #:** 0302

**Course Title:** Algebra I

**Department:** Mathematics

**Credit:** HS: Math

**Grade:** 9-12

**UC/CSU:** c

**Term Duration:** Year

**Full Description:** The concepts covered in Algebra I are aligned to the California Common Core State Standards. The course continues and reviews the concepts of linear functions and systems, which were started in 8th grade math. The course continues the study of functions with exponential and quadratic functions, with concepts including; analyzing graphs, function related skills, and solving techniques. The concept of sequence is introduced for the basic sequences corresponding to the functions covered. The course provides practice in problem solving, critical thinking, and modeling.

## ALGEBRA 2

**Course #:** 0306

**Course Title:** Algebra 2

**Department:** Mathematics

**Credit: HS:** Math

**UC/CSU:** c

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Credit in both Algebra I and Geometry.

**Full Description:** The concepts covered in Algebra 2 are aligned to the California Common Core State Standards. The course continues and reviews the concepts of quadratic and exponential functions, which were started in Algebra I. The course continues the study of functions with polynomial, logarithmic, rational, radical, and trigonometric functions, with concepts including; analyzing graphs, function related skills, and solving techniques. The concept of sequence is expanded from Algebra I to cover the corresponding series. The course provides practice in problem solving, critical thinking, and modeling as it aligns to the corresponding function. The course also extends the concepts done in statistics to further analyze and describe data sets.

### ★ ALGEBRA 2 HONORS

**Course #:** 0307

**Course Title:** Algebra 2 H

**Department:** Mathematics

**Credit: HS:** Math

**UC/CSU:** c

**Grade:** 9-12

**Term Duration:** Year

**Recommendation:** A or B in Geometry Honors; A in Geometry and teacher recommendation.

**Full Description:** Algebra 2 Honors is for students who have high interest and ability in mathematics. Algebra 2 Honors covers all the topics in a regular Algebra 2 course but in greater depth and faster pace.

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### ★ AP CALCULUS AB

**Course #:** 0326

**Course Title:** AP Calculus AB

**Department:** Mathematics

**Credit: HS:** Math

**UC/CSU:** c+

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Precalculus or AP Precalculus

**Recommendation:** Grade of A in Precalculus or AP Precalculus and teacher recommendation

**Full Description:** The concepts covered in Calculus AB are aligned to the content standards determined by the College Board. The course is designed to cover the topics covered in the first semester of college calculus. Topics in the course include the techniques and applications of limits, derivatives and integrals for the functions studied in prior mathematics courses. Skills learned in prior mathematics classes are a fundamental building block of the course.

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### ★ AP CALCULUS BC

**Course #:** 0328

**Course Title:** AP Calculus BC

**Department:** Mathematics

**Credit: HS:** Math

**UC/CSU:** c+

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Precalculus or AP Precalculus

**Recommendation:** Successful completion of Calculus AB

**Full Description:** The concepts covered in Calculus BC are aligned to the content standards determined by the College Board. The course is designed to cover the topics covered in the first and second semester of college calculus. Topics in the course include the techniques and applications of limits, derivatives and integrals for the functions studied in prior mathematics courses. The second semester topics include: additional integration techniques and applications; polar, parametric, and logistic functions; vector and series analysis. Skills learned in prior mathematics classes are a fundamental building block of the course.

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## ★ AP STATISTICS

**Course #:** 0299

**Course Title:** AP Statistics

**Department:** Mathematics

**Credit:** HS: Math

**UC/CSU:** c+

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Grade of A in Algebra 2 Honors and/or a B or higher in Pre-Calculus is recommended

**Full Description:** AP Statistics is an advanced placement course in statistics. It is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will integrate the use of graphing calculators and computers. This course is equivalent to a one semester, introductory, college course in statistics typically required for engineering, psychology, sociology, health, science, and business majors.

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## FINANCIAL ALGEBRA

**Course #:** 0309

**Course Title:** Financial Algebra

**Department:** Mathematics

**Credit:** HS: Math

**UC/CSU:** c

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Algebra 2 or Algebra 2 Honors

**Full Description:** Financial Algebra explores the studies of Algebra, Geometry, and Statistics concepts in the context of personal finance management. The course includes the studies of mathematics concepts and skills based on Common Core State Standards in Algebra 1, Geometry and Algebra 2 that are applicable to the modeling, calculations, and analysis of financial situations. The mathematics concepts and skills needed to study the financial situations are introduced, developed, and applied within these six financial topics: Employment, Taxes, and Benefits, Banking and Purchases, Business Basic, Loans, Automobile and Home Ownership, and Retirement and Personal Budgeting. In addition to the content standards, this course also allows students to build proficiency in Mathematical Practice Standards as they engage with mathematics through the financial lens, finding and generalizing patterns, thinking abstractly and quantitatively, making and testing conjectures or predictions, using technology (graphing calculator and spreadsheet), and using multiple representations (tables, graphs, equations, and verbal descriptions) of functions to model a number of financial situations. The relatability of the financial context in this course to our young-adult students will motivate them to learn these mathematical concepts and skills in depth, and equipped with these mathematics skills, students will be empowered to plan and better manage their personal finances in their lives and their future.

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## GEOMETRY

**Course #:** 0315

**Course Title:** Geometry

**Department:** Mathematics

**Credit: HS:** Math

**UC/CSU:** c

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Algebra I

**Full Description:** The concepts covered in Geometry are aligned to the California Common Core State Standards. The course covers transformations, constructions, congruence of triangles, triangle relationships, parallel line relationships, similarity, right triangle trigonometry, circles, and volume. Geometric properties are expressed with equations for many relationships as well as for circles, parabolas, parallel, and perpendicular lines. The course provides practice in problem solving, critical thinking, and modeling as it aligns to the corresponding geometric relationship. The course also introduces conditional probability.

## ★ GEOMETRY HONORS

**Course #:** 0316

**Course Title:** Geometry H

**Department:** Mathematics

**Credit: HS:** Math

**UC/CSU:** c

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Algebra I

**Recommendation:** High A in Algebra I and teacher recommendation is advised

**Full Description:** Geometry Honors is for the students who have high interest and ability in mathematics. Geometry Honors covers all the topics in a regular Geometry course but in greater depth and faster pace.

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## INTRODUCTION TO DATA SCIENCE

**Course #:** 0318

**Course Title:** Intro to Data Science

**Department:** Mathematics

**Credit: HS:** Math

**UC/CSU:** c

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Algebra 2

**Full Description:** 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 is relevant to students’ lives. 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.

## **Foundations of Data Science (ECC course CSCI 8)**

**Course #:** 0318EC

**Course Title:** CSCI 8 Data Science

**Department:** Mathematics

**Credit: HS:** Math/Dual Enrollment

**UC/CSU:**

**Grade:** 12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Intro to Data Science

**Full Description:** This is an El Camino College course taught on the THS campus and thus earns dual enrollment credit. This course in data science is built on three interrelated perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data so as to understand that phenomenon? How does one collect data to answer questions that one is interested in? Inferential thinking refers to an ability to connect data to underlying phenomena and to the ability to think critically about the conclusions that are drawn from data analysis.

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## **PRECALCULUS**

**Course #:** 0319

**Course Title:** Precalculus

**Department:** Mathematics

**Credit: HS:** Math

**UC/CSU:** c

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Successful completion of Algebra 1, Algebra 2, Geometry

**Recommendation:** Grade of C or better in Geometry, B or better in Algebra 2

**Full Description:** The concepts covered in Precalculus are aligned to the California Common Core State Standards. The course continues and reviews the functions, which were started in Algebra 2. The trigonometry begun in Algebra 2 continues to cover all trig functions, trig identities, solving trig equations,. Right triangle trigonometry is reviewed with the unit circle and Law of Sines and Law of Cosines is used for oblique triangles. The course finishes the study of conic sections and introduces parametric equations, polar equations, vectors and matrices. The course provides practice in problem solving, critical thinking, and modeling as it aligns to the corresponding function. The course also extends the concepts done in statistics to further analyze and describe data sets. This is an advanced course, which reviews Algebra 2 and covers Trigonometry, vectors and limits.

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## **★ AP PRECALCULUS**

**Course #:** 0320

**Course Title:** AP Precalculus

**Department:** Mathematics

**Credit: HS:** Math

**UC/CSU:** c+

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Successful completion of Algebra 1, Algebra 2, Geometry

**Recommendation:** A or B in Algebra 2 Honors

**Full Description:** The concepts covered in AP Precalc are aligned to the content standards determined by the College Board. Polynomial, Rational, Logarithmic, Exponential, Trigonometric, and Polar functions are covered. Functions involving Parametrics, Vectors, and Matrices are introduced. There is an emphasis on rates of change, data modeling and introductory calculus concepts.

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# PROBABILITY AND STATISTICS

**Course #:** 0317

**Course Title:** Probability & Statistics

**Department:** Mathematics

**Credit:** HS: Math

**UC/CSU:** c

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Algebra 2 and/or Pre-Calc is recommended

**Full Description:** This is a one-year course; intended for students who have successfully completed a second-year course in algebra. The course introduces probabilistic and statistical concepts and their applications to real world statistical problems. This course will make use of the statistical capabilities of the graphing calculator to solve various problems. This is not an AP course but is a rigorous and comprehensive introduction to statistics.

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## TRIGONOMETRY

**Course #:** 0300

**Course Title:** Trigonometry

**Department:** Mathematics

**Credit:** HS: Math

**UC/CSU:** c

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Successful completion of Algebra 2

**Full Description:** Trigonometry is a course that prepares students for Pre-Calculus. This yearlong course is designed for students who have already passed Algebra 2 but are not ready for the rigors of Pre-Calculus. The course embeds prerequisite Algebra 2 concepts while complementing and expanding the mathematical content and concepts of geometry as they relate to the study of trigonometry. Emphasis is on abstract thinking skills, the function concept, and the solution of problems in various content areas. Successful completion of this course will allow students to move on to either Pre-Calculus or Probability and Statistics.

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# Physical Education/Health Department

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*Each student in the 9th grade is required to take Physical Education and Health. Students must complete an additional 10 units of Physical Education or an equivalent class in grade 10, 11, or 12. Classes are designed to provide varied activities during each quarter. The instructional program includes learning skills, rules, strategies, safety factors, etiquette of various sports, team, dual and individual sports as well as developmental activities and physical fitness training.*

*Any student in a school-sponsored interscholastic athletic or pep program offered during a semester is exempt from regular physical education instruction and receives athletics credit. A student in athletics may take a PE class as an elective. However, only one of those PE grades can be used for eligibility.*

**NOTE:** *Credit in all PE and Athletics classes is earned quarterly (2.5 credits per quarter = 10 credits per year) with 20 credits in PE required to graduate. PE grades are used to determine student eligibility for sports and other school activities, but not for the grade point average for university admission, honors recognition, and automobile insurance discounts.*

*Daily dressing is required. Students are required to dress for PE in suitable PE clothing according to state law. Excuses may be issued for non-participation only if a student is to be excused from an activity; a note from the parent or doctor must be given to the health office before class. Daily participation is vital to receiving credit for PE. The state mandates at least 400 minutes of physical education every 10 school days in high school. Students with extended length of non participation days due to injuries, illnesses, or unforeseen circumstances may be removed from class and the course may be taken in future Quarter/Quarters.*

*Physical Education uniforms are recommended for all students enrolled in PE. The uniform is a gray t-shirt and maroon shorts. Physical Education uniforms can be purchased through the Business Office. Prices are as follows: shorts \$15, t-shirts \$15, and sweatpants \$24.*

*No pockets on any clothing will be allowed for safety precautions. Loose fitting or dangling jewelry is not permitted (Failure to comply will result in a non-suit for that day). Lockers will be issued; students must supply their own combination lock. The school is not responsible for replacing lost/stolen items.*

*Physical Fitness Testing: All 9th and 10th grade physical education and athletic students (including Drill Team, PE, Band, and Pep Squad) will be required to complete the Physical Fitness Test ("PFT") battery of health related fitness items. The PFT will only be given once a year during the second semester.*

## BEGINNING DANCE

**Course #:** 0373

**Course Title:** Beginning Dance

**Department:** Physical Education (PE)

**Credit:** HS: PE

**UC/CSU:** n/a

**Grade:** 9-12

**Term Duration:** Quarter/Year

**Prerequisite:** None. No previous dance experience is necessary, but students are asked to participate in auditions in order to ensure each student is placed in the appropriate level class.

**Full Description:** Beginning Dance is a one year course which will satisfy part of the Physical Education requirement for graduation. Students will explore concepts and techniques of dance. Included in these areas will be styles of movement, creative expression and choreographic skills. Students will also be asked to recognize the origins of dance in historical and cultural contexts. Viewing and evaluating dance work with written assignments are a part of this class. All students in Beginning Dance participate in one dance performance during the school year in which after school rehearsals may be required.

## DRILL TEAM

**Course #:** 0369

**Course Title:** Drill Team

**Department:** Physical Education (PE)

**Credit:** HS: PE

**UC/CSU:** n/a

**Grade:** 9-12

**Term Duration:** Quarter/Year

**Prerequisite:** Audition and instructor approval. No previous dance experience is necessary, but is a bonus.

**Full Description:** Selection for the Drill Team occurs in the spring before the school year. The Drill Team is a precision dance unit that performs at football games, rallies, basketball games, and indoor competitions throughout the area, including Knott's Berry Farm and Las Vegas. Additionally, the team performs at Disneyland. Members are expected to attend summer camp and participate in the summer athletic program. The team meets 5th period and practices after school. This is a yearlong sport and the expectation is that members are dedicated to the goals of the team.

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## HEALTH/ONLINE HEALTH

**Course #:** 0235/\*0237 - used for scheduling purposes

**Course Title:** Health

**Department:** Physical Education (PE)

**Credit:** HS: PE

**UC/CSU:** n/a

**Grade:** 9

**Term Duration:** Semester

**Full Description:** The course is designed to help students understand and develop the knowledge, skills, attitudes and behaviors that are critical to healthy living. Includes guest speakers for various topics concerning teenage health. This course is required to graduate and is required for all 9th grade students.

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## INTERMEDIATE DANCE

**Course #:** 0374

**Course Title:** Intermediate Dance

**Department:** Physical Education (PE)

**Credit:** HS: PE

**UC/CSU:** n/a

**Grade:** 9-12

**Term Duration:** Quarter/Year

**Prerequisite:** Audition and instructor's approval.

**Full Description:** Intermediate Dance is a one-year course which will satisfy part of the Physical Education requirement for graduation. Students will continue to build on and explore concepts and techniques of dance that were introduced in Beginning Dance. Included in these areas will be styles of movement, creative expression and Choreographic skills. Students will also be asked to recognize the origins of dance in historical and cultural contexts. Viewing and evaluating dance work with written assignments are a part of this class. All dance students in Intermediate Dance participate in two-five dance performances during the school year in which after school rehearsals may be required.

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## PE BAND

**Course #:** 0376

**Course Title:** PE Band

**Department:** Physical Education (PE)

**Credit:** HS: PE

**UC/CSU:** n/a

**Grade:** 9-12

**Term Duration:** Quarter/Year

**Full Description:** Each participant must have a physical examination from a doctor, insurance, parent permission forms on file and clearance from the athletic director's office before he/she may participate. Participants must meet District eligibility requirements. Please see [PE Band](#) in the Visual and Performing Arts section for more information.

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## PEP SQUAD

**Course #:** 0381

**Course Title:** Pep Squad

**Department:** Physical Education (PE)

**Credit: HS:** PE

**UC/CSU:** n/a

**Grade:** 9-12

**Term Duration:** Quarter/Year

**Prerequisite:** To fulfill all requirements during spring tryouts and to be selected by qualified judges.

**Full Description:** Class period is used to learn and practice routines for performances at school sporting events and special activities and after school, practices are required and mandatory. Participants are responsible for individual uniform and camp expenses. Each participant must have a physical examination from a doctor, insurance, parent permission forms on file and clearance from the athletic director's office before he/she may participate. Participants must meet District eligibility requirements.

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## PE 9

**Course #:** 0384

**Course Title:** PE 9

**Department:** Physical Education (PE)

**Credit: HS:** PE

**UC/CSU:** n/a

**Grade:** 9

**Term Duration:** Quarter/Year

**Full Description:** All 9th graders must take 9th grade physical education unless he or she is participating in athletics, PE Band, Color Guard, or Pep Squad. Students will participate in two activities per quarter. All classes are coed. Ninth grade physical education classes may include the following activities: fitness and conditioning, badminton, tennis, flag football, wrestling, soccer, weight training, basketball, softball, volleyball, and track and field.

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## PE 10-12

**Course #:** 0385

**Course Title:** Pe 10-12

**Department:** Physical Education (PE)

**Credit: HS:** PE

**UC/CSU:** n/a

**Grade:** 9-12

**Term Duration:** Quarter/Year

**Full Description:** Students must complete an additional 10 units of Physical Education or an equivalent class in grade 10, 11, or 12. Two years (or 8 quarters) of PE credit is required for graduation. Physical education is optional for students in grades 11 and 12 who have already completed the PE graduation requirement. The activities, which may be offered, include badminton, tennis, volleyball, weight training, softball, basketball and soccer

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## WEIGHT TRAINING

**Course #:** 0382

**Course Title:** PE Weight Training

**Department:** Physical Education (PE)

**Credit: HS: PE**

**UC/CSU: n/a**

**Grade: 10-12**

**Term Duration: Quarter/Year**

**Prerequisite:** Passed PE 9 and/or athletics with a grade of “C” or better all 4 quarters of 9th-grade year, or have teacher approval.

**Full Description:** Weight training is a co-educational activity offered to students who want to further their physical conditioning. Technical training and proper lifting fundamentals are taught. Students will learn to develop a personal workout program to fit his/her needs. Additional equipment is made available for the students to use and individualized programs are designed to help students progress. This course focuses on strength and muscle building. Total Body Workout will be instructed with music. Priority registration goes to 11th and 12th graders.

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## ATHLETICS

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### PE ATHLETICS

**Department:** Physical Education (PE)

**Credit: HS: PE**

**UC/CSU: n/a**

**Grade: 9-12**

**Term Duration: Quarter/Year**

**Prerequisite:** Students are recommended for this program by respective coaches.

**Full Description:** The courses involve participation in an interscholastic athletic program. Each athlete is responsible for seeing that his/her name is on the team roster submitted by the coach of that sport prior to scheduling. Students approved for a team will be placed in 6th period and remain in 6th period for the entire semester. Each athlete must have a physical examination from a doctor, insurance, parent permission forms on file and clearance from the athletic director's office before he/she may participate. Athletes must meet CIF and District eligibility requirements (GPA above 2.0, nor more than one U). Once the student begins a sport, he/she is ineligible to participate in another sport until the initial season has ended.

Students are encouraged to participate in the Torrance High School Summer school athletic programs offered.

#### FALL SPORTS

- (0370) Boys' Football
- (0395) Boys' Water Polo
- (0368) Boys' and Girls' Cross Country
- (0389) Girls' Tennis
- (0391) Girls' Volleyball
- (0399) Girls' Golf

#### WINTER SPORTS

- (0387) Boys' and Girls' Soccer
- (0367) Boys' and Girls' Basketball
- (0395) Girls' Water Polo
- (0392) Boys' and Girls' Wrestling

#### SPRING SPORTS

- (0366) Boys' Baseball (Tryouts held in winter)
- (0388) Girls' Softball (Tryouts held in early fall)
- (0390) Boys' & Girls' Track (Tryouts held in winter)
- (0399) Boys' Golf (Tryouts held in late fall)
- (0395) Boys & Girls' Swimming
- (0389) Boys' Tennis (Tryouts held in late fall)
- (0391) Boys' Volleyball (tryouts held in late fall)

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**Keeping statistics for a team is considered an aide position. It is a quarter class and does *NOT* count as a PE class. Statisticians will not be enrolled in 6th period Athletics.**

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## NCAA DIVISIONS I & II Eligibility Requirements

**IF YOU ARE PREPARING TO PARTICIPATE IN COLLEGE SPORTS AT A DIVISION I OR DIVISION II SCHOOL** you must register with the NCAA Eligibility Center at the beginning of your junior year.

Log on to [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Select [Option 3: Academic and Amateurism Certification Account](#) to create a student account. To select a school by name click [Search NCAA Schools](#)

### Division I (16 Core Courses)

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

### Division II (16 Core Courses)

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

Please see your counselor for more information.

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# Science Department

## ***Some Things to Consider***

- *Anatomy/Physiology and Anatomy/Physiology Honors are biological sciences with no math prerequisites but are still rigorous courses.*
- *Marine Science is an interdisciplinary science with no math prerequisite but is still a rigorous course.*
- *AP Biology and AP Chemistry: These classes are second year courses. Students must have taken the 1st year of the courses as a prerequisite.*
- *AP Environmental Science: Students must have completed Chemistry I.*
- *AP Physics 1: Students must have completed Chemistry I*
- *AP Physics 2: Students selecting AP Physics 2 are encouraged to have earned a grade of C or better in AP Physics 1 or a grade of B or better in Physics.*
- *All AP classes are college level courses and students are expected to take the AP examinations.*
- *Earth and Space Science is for grades 9-12 and is considered a “g” elective for the UC a-g requirement.*

## **Ninth Grade Biology Pathway**

| 8th Grade | 9th Grade                                                              | 10th Grade                          | 11th Grade                                                                                                             | 12th Grade                                                                                                             |
|-----------|------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|           | Biology/biology H<br>Introduction to<br>Engineering & Design<br>(IED)* | Chemistry<br>Chemistry H<br>Physics | AP Chemistry<br>AP Biology<br>AP Environmental<br>Science<br>Physics/AP Physics<br>Anatomy/Anatomy H<br>Marine Science | AP Chemistry<br>AP Biology<br>AP Environmental<br>Science<br>Physics/AP Physics<br>Anatomy/Anatomy H<br>Marine Science |

## **Accelerated Science Pathway**

| 8th Grade  | 9th Grade                            | 10th Grade                                                                | 11th Grade                                                                                                             | 12th Grade                                                                                                             |
|------------|--------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Biology 1H | Chemistry<br>Chemistry 1H<br>Physics | Chemistry<br>AP Chemistry<br>Physics<br>AP Physics I<br>Anatomy/Anatomy H | AP Chemistry<br>AP Biology<br>AP Environmental<br>Science<br>Physics/AP Physics<br>Anatomy/Anatomy H<br>Marine Science | AP Chemistry<br>AP Biology<br>AP Environmental<br>Science<br>Physics/AP Physics<br>Anatomy/Anatomy H<br>Marine Science |

## **ANATOMY AND PHYSIOLOGY (Biological Science)**

**Course #:** 0405

**Course Title:** Anatomy & Physiology

**Department:** Science

**Credit:** HS: Science

**UC/CSU:** d

**Grade:** 10-12

**Term Duration:** Year

**Recommendation:** Grade of C or better in Biology or Chemistry

**Full Description:** This demanding course is open to students interested in the branch of science that provides an extensive and detailed study of the numerous organ systems of the human body. This rigorous course explores

an introductory understanding of anatomical structures and physiological interactions of the body. Students will be working with specific organ dissection and will include the systematic dissection of fetal pigs.

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## **BIOLOGY: THE LIVING EARTH (Biological Science)**

**Course #:** 0424 (EL)/0412

**Course Title:** Biology: The Living Earth

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d

**Grade:** 9-12

**Term Duration:** Year

**Full Description:** This lab-based Next Generation Science Standards (NGSS) aligned course will explore standard biological and earth science concepts from a phenomena-based approach. Throughout the course, students build an understanding of life and how life changes over time in response to a changing environment—due to evolution and/or human impact. Students will view these phenomena through the lenses of concepts such as Energy and Matter (relationships in ecosystems, earth’s atmosphere) or structure and function (cells, mitosis and cancer, or evidence for evolution). This course satisfies the biological science graduation requirement for TUSD and meets one year of the UC/CSU requirements as a lab science.

**Note:** Students who choose Biology in 9th grade must complete Chemistry, Physics, or Earth and Space Science to graduate.

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## ★ **HONORS BIOLOGY: THE LIVING EARTH (Biological Science)**

**Course #:** 0411

**Course Title:** Honors Biology: The Living Earth

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d+

**Grade:** 8-12

**Term Duration:** Year

**Full Description:** This course is aligned with the Next Generation Science Standards (NGSS) and explores various biological and earth science concepts using a phenomena and lab-based approach. Throughout the course, students build an in-depth understanding of living organisms through such concepts as Structure/Function and Growth, Energy and Matter, Inheritance of Traits, and Human Impact. Students will engage in critical thinking laboratory experiments as well as a number of application-based activities to demonstrate their mastery of the curriculum. This course is recommended for highly capable and motivated students. Students selecting this course should read at or above grade level and be mature enough to work independently. This course is more demanding than the general biology class and will require daily student preparation and study.

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## ★ **AP BIOLOGY (Biological Science)**

**Course #:** 0414

**Course Title:** AP Biology

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d+

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Biology, Chemistry

**Recommendation:** Completion of Biology and Chemistry with a grade of A or Honors Biology and Honors Chemistry with a grade of B or better.

**Full Description:** AP Biology is an introductory college-level Biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. This class is designed for capable, highly motivated students. Students must be capable of working independently because the course is rigorous, requiring daily student preparation and study. Twenty-five percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices learned in each unit. Students will be fully prepared for the AP Biology Exam, which they are expected to take, and can have the potential to earn college credit.

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## **CHEMISTRY OF THE EARTH (Physical Science)**

**Course #:** 0472

**Course Title:** Chemistry of the Earth

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d

**Grade:** 9-12

**Term Duration:** Year

**Recommendation:** Grade of C or better in Biology.

**Full Description:** Chemistry of the Earth is a laboratory, inquiry-based course emphasizing the student's ability to demonstrate their knowledge of chemistry within the context of the Science and Engineering Practices outlined in the Next Generation Science Standards (NGSS). This course specifically examines the role of chemical properties and processes in driving the Earth System. Students should have a strong background in mathematics. Successful completion of Chemistry is a requirement for many colleges and universities and is recommended by all colleges.

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## ★ **HONORS CHEMISTRY OF THE EARTH (Physical Science)**

**Course #:** 0418

**Course Title:** Honors Chemistry of the Earth

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d+

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Biology: The Living Earth

**Recommendation:** Grade of B or better in Geometry, an A in Biology or an A or B in Biology Honors, or earned an A in both semesters of Physical Science of the Earth.

**Full Description:** This class uses a university level textbook and is designed and recommended for capable and highly motivated students. Daily student preparation and study is required. Course content is rigorous and includes a great deal of mathematical problem solving. Students must be capable and willing to work independently.

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## ★ **AP CHEMISTRY (Physical Science)**

**Course #:** 0439

**Course Title:** AP Chemistry

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d+

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Students should have successfully completed Chemistry/Chemistry H and Algebra 2/H.

**Recommendation:** Grade of A in Chemistry or an A or B in Honors Chemistry and a grade of B or better in Geometry.

**Full Description:** This course is rigorous, challenging and is designed to prepare students to take and pass the AP Chemistry exam. The class is equivalent to a college or university chemistry class and it meets college entrance requirements for laboratory science.

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## **EARTH AND SPACE SCIENCE (Physical Science)**

**Course #:** 0421/1421/0425 (EL)

**Course Title:** Earth and Space Science

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** g

**Grade:** 9-12

**Term Duration:** Year

**Full Description:** This course is an overview of physical science with an emphasis on the earth and provides insight into the means by which scientific knowledge is acquired. This yearlong lab course is based upon the Next Generation Science Standards (NGSS) with a focus placed on developing abilities in problem solving through experimentation and concrete examples. Through the integration of chemistry and physics, students will study the birth of the universe, earth's place in the universe, dynamic earth processes, energy in the earth system, biogeochemical cycles, composition of the atmosphere, California geology, and climate change.

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## **★ AP ENVIRONMENTAL SCIENCE (Physical Science)**

**Course #:** 0400

**Course Title:** AP Environmental Science

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d+

**Grade:** 10-12

**Term Duration:** Year

**Recommendation:** Grade of B or better in either AP Biology and AP Chemistry or Biology, and Chemistry.

**Full Description:** The Advanced Placement Environmental Science Course is designed to be the equivalent of a one-semester introductory college course in Environmental Science. This interdisciplinary laboratory science course embraces the departments of geology, biology, environmental studies, chemistry and geography providing students the tools to examine, analyze, evaluate and possibly resolve natural and man-made environmental problems. This course is extremely rigorous and challenging and students are expected to take the AP Environmental Science exams.

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## **MARINE SCIENCE A/B (Interdisciplinary Science)**

**Course #:** 0431

**Course Title:** Marine Science

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d

**Grade:** 11-12

**Term Duration:** Year

**Recommendation:** Grade of C better in Biology and Algebra.

**Full Description:** Marine Science is the science that deals with the dynamic processes of the oceans and seas. First semester coursework in this class includes examination of seawater, ocean floor and coastal features, and analysis of the interaction of atmosphere and sea, including analyses of currents, drifting organisms, and waves. Second semester coursework includes causes and analysis of tides, beaches and sand, and investigations of various

marine ecosystems including the intertidal, kelp forest, coral reef, deep sea, and open ocean. All students participate fully in this activity-based program. Oceanography/Marine Biology.

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## **PHYSICS OF THE UNIVERSE (Physical Science)**

**Course #:** 0473

**Course Title:** Physics of the Universe

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Completion of Biology/Honors Biology

**Recommendation:** Strong Algebra skills

**Full Description:** Physics of the Universe is a Next Generation Science Standards (NGSS) aligned course where students build an understanding of major Physics concepts through the lens of Earth and Space Science phenomena. Students will learn about wave characteristics, Newton's laws of motion, conservation of momentum, force fields, electricity, magnetism, and energy. The integration of engineering principles, coupled with a strong background in mathematics, will help students design, build, and improve upon current technologies, breaking down complex global problems into more manageable problems that can be solved.

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## **★ AP PHYSICS I (Physical Science)**

**Course #:** 0441

**Course Title:** AP Physics

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d+

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Geometry

**Co-requisite:** Algebra 2

**Full Description:** AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion), work, energy, and power. Twenty five percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Each student will complete a lab notebook or portfolio of lab reports. AP Physics I is a full year course that is the equivalent of a first semester introductory college course in algebra-based physics.

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## **★ AP PHYSICS 2 (Physical Science)**

**Course #:** 0466

**Course Title:** AP Physics 2

**Department:** Science

**Credit: HS:** Science

**UC/CSU:** d+

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Completion of AP Physics I or comparable introductory Physics course and completion or concurrency of Precalculus or equivalent course.

**Recommendation:** Grade of C or better in AP Physics I and B or better in Physics

**Full Description:** AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students taking AP Physics 2 will participate in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide them with opportunities to demonstrate the foundational physics principles and apply science practices. Such inquiry-based experiences provide opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. This course is extremely rigorous and challenging. Students enrolled in AP Physics 2 are expected to take the Advanced Placement Test in May.

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## ★ AP COMPUTER SCIENCE PRINCIPLES (CSP)

**Course #:** 0455 - AP

**Course Title:** AP Computer Science Principles

**Department:** Science

**Credit: HS:** Science/Dual Enrollment

**UC/CSU:** d+

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Completion of Geometry with a grade of C or better for both semesters

**Co-requisite:** Concurrent enrollment in Algebra 2 or above

**Full Description:** Computer Science Principles (CSP) is a yearlong Project Lead the Way (PLTW) course that complements the Engineering Pathway. It is a project/problem-based course where students work individually as well as in teams to develop computational thinking as they solve open-ended, practical problems that occur in the real world. The course covers the College Board's AP Computer Science Principles framework. CSP does not teach mastery of a single programming language but instead aims to develop computational thinking, to generate excitement about the field of computing and coding, and to introduce a variety of computational tools that foster creativity. Students explore the concepts related to networks and the internet and learn personal cybersecurity by understanding how to protect one's personal data in our vast interconnected world. In specific CSP projects and problems, students will create artifacts and writings associated with AP Computer Science Principles. Students will be concurrently enrolled in El Camino College; will receive El Camino credit in Computer Science Principles.

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# Social Science Department

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High School students should know and understand the cultural heritage of the past and its influence on the present in order to assume their roles as participating citizens in their democratic society. Completion of a full year each of World History and U.S. History and a semester of both Economics and Government are required for graduation. All of the Social Science classes below adhere to state standards and/or AP guidelines as appropriate to the specific class being taught.

## **AP CLASSES:**

Each AP class will hold an informational meeting in the spring for prospective students. Students and parents must sign a contract agreeing to commit to the workload and extra effort required of the course.

## **ECONOMICS**

**Course #:** 0511/0621

**Course Title:** Economics/Economics, Sheltered

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** g

**Grade:** 12

**Term Duration:** Semester

**Full Description:** This class will look at the major forces that shape the American Economic system. A comprehensive look at micro and macroeconomics will aid the students in acquiring a knowledge of the structure and functions of the institutions and concepts underlying the American economic system. A portion of the class is dedicated to personal finance. The position and influence of the United States in the world economy is studied.

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## **UNITED STATES GOVERNMENT**

**Course #:** 0521/0612

**Course Title:** US Government/US Government, Sheltered

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** a

**Grade:** 12

**Term Duration:** Semester

**Full Description:** This course offers a study of basic principles, function, organization, and purposes of government in the United States. Emphasis is on the federal system and national government, the legislative process, the executive function, the role of the judiciary, and the responsibilities and rights of the citizenry in a free society.

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## **★ AP GOVERNMENT AND POLITICS/AP MACROECONOMICS**

**Course #:** 0525/0527

**Course Title:** AP Government and Politics/AP Macroeconomics (*taken simultaneously*)

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** a/g +

**Grade:** 12

**Term Duration:** Semester

**Recommendation:** Successful completion of US History/AP and teacher recommendation.

**Full Description:** AP Government and Politics offers a college level in-depth study of basic philosophies, principles, functions, organization, and purposes of government in the United States. Emphasis is on the federal system and national government, the legislative process, executive power, and the role of the judiciary. Additional areas include the political process, civil rights and civil liberties, and the role and responsibilities of the citizen in a free society. Formal research, seminar discussions, and independent study are principal elements of instruction.

AP Macroeconomics offers a college level in-depth study of macro and international economic policies. This course prepares students for Advanced Placement Exams. The Advanced Placement Exam is expected to be taken.

This course is designed for mature, responsible students who have demonstrated special interests and talents for political and governmental studies. This course prepares students for Advanced Placement Exams. The Advanced Placement Exam is expected to be taken.

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## UNITED STATES HISTORY A/B

**Course #:** 0506/0605

**Course Title:** US History/US History, Sheltered

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** a

**Grade:** 11

**Term Duration:** Year

**Full Description:** This two-semester course begins with a review of past learning including the American Revolution, the Constitution, the Civil War, and Reconstruction. The major thrust of the course, however, begins with westward expansion and American Imperialism. It will focus on the changing role of the United States in the global community, on the impact the twentieth century had upon American institutions and attitudes as well as the impact of the United States' growth as a superpower in the world. The study of the twentieth century includes an integration of history and geography, literature, and cultural diversity.

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## ★ AP UNITED STATES HISTORY

**Course #:** 0505

**Course Title:** AP US History

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** a+

**Grade:** 11

**Term Duration:** Year

**Full Description:** This course is a two-semester, collegiate level course that provides students with an in-depth study of American history in preparation for the advanced placement exam in May. Throughout the year, students will go through an extensive, chronological study of the political institutions, foreign and domestic policies, social and economic changes, diplomacy and international relations and cultural and intellectual developments from the Pre-Columbian Era to the present. Students will identify significant changes and continuities, evaluate causes and effects, and analyze various individuals, concepts, and movements in U.S. History. In order to demonstrate mastery of the content, students will be assessed in several ways including stimulus-based multiple-choice questions, short answer questions, long essay questions, and document-based questions. The Advanced Placement exam is expected to be taken.

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## WORLD HISTORY A/B

**Course #:** 0477/0618

**Course Title:** World History A/B/World History A/B, Sheltered

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** a

**Grade:** 10

**Term Duration:** Year

**Full Description:** In this course, students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with focus on study skills, and methodology used at the high school level. It continues with a connecting phase to the rise of democratic ideals and reviews past learning (ancient

civilization, middle ages, etc). The major thrust of the course, however, is world history, culture and geography from 1789 to the present (with emphasis on the 20th century). Close attention will be paid to the expansion of the west and the growing interdependence of people and cultures throughout the world.

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## ★ AP HUMAN GEOGRAPHY

**Course #:** 0503

**Course Title:** AP Human Geography

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** a+

**Grade:** 9-12

**Term Duration:** Year

**Full Description:** The purpose of the AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. This class will follow the College Board course outline for AP Human Geography. Students employ spatial concepts and landscape analysis to examine human social organizations and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Some of the themes examined in the course include population, cultural patterns and processes, rural and urban development. These specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of Geography as a field of study. This course is designed to prepare students for the AP examination in Human Geography. The Advanced Placement exam is expected to be taken. This entry-level AP course is recommended for students interested in other AP courses.

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## ★ AP WORLD HISTORY

**Course #:** 0504

**Course Title:** AP World History

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** a+

**Grade:** 10

**Term Duration:** Year

**Full Description:** The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with 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 international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. This course is designed to prepare students for the AP examination in World History. The Advanced Placement exam is expected to be taken.

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## SOCIAL SCIENCE ELECTIVES

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### ☆ AP PSYCHOLOGY

**Course #:** 0534

**Course Title:** AP Psychology

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** g+

**Grade:** 11-12

**Term Duration:** Year

**Full Description:** A rigorous yearlong course in Psychology designed for qualified students who wish to complete studies in high school equivalent to an introductory college course in psychology. Course content includes units on history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotions, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The course is designed to prepare students for the AP Examination in Psychology. It will require outside research and extensive reading. The Advanced Placement exam is expected to be taken.

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### PSYCHOLOGY A/B

**Course #:** 0531

**Course Title:** Psychology A/B

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** g

**Grade:** 10-12

**Term Duration:** Year

**Full Description:** This course is designed to give students an introduction to the general field of psychology. Students will be exposed to both traditional psychology and the field of parapsychology. Among the topics, which may be covered, are perception, personality, motivation, emotions, learning, growth and development, ESP, dreams, sleep, and history of psychology. Psychology B provides opportunities for students to do specific, in-depth studies in the field of psychology. This course will focus on self-concept and self-image. Students will do extensive work on assertion training and the concept of Freedom.

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### INTRODUCTION TO ETHNIC STUDIES

**Course #:** 0507

**Course Title:** Introduction to Ethnic Studies

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:**

**Grade:** 9-12

**Term Duration:** Semester

**Full Description:** Ethnic Studies courses operate from the consideration that race and racism have been, and continue to be profoundly powerful social and cultural forces in American society. These courses focus on the experiences of Native and Indigenous Americans, African Americans, Latina/os and Chicana/os Americans, Asian Pacific Islander Desi Americans (APIDA), Jewish-Americans and Middle Eastern North African Americans (MENA) and other racialized peoples in the United States. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimension. The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, including politics and social reform, allowing students to identify social patterns and universal qualities present in all ethnic/cultural aspects of society, including their own. This

one-semester course will focus on the experiences of Native and Indigenous Americans, African Americans, Latina/os and Chicana/os Americans, Asian Pacific Islander Desi Americans (APIDA), Jewish Americans and Middle Eastern North African Americans (MENA), lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society as per the California Fair Education Act.

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## ETHNIC STUDIES YEARLONG

**Course #:** 0560

**Course Title:** Ethnic Studies

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** Approval as a “g” elective is pending

**Grade:** 11-12

**Term Duration:** Year

**Full Description:** Ethnic Studies is a yearlong interdisciplinary course that examines the local and global struggles of communities of color throughout history, focusing on the histories, cultures, and experiences of Native Americans, Chicanos/Latinos, African Americans, Asian/Pacific Islanders, and other groups. Through the study of history, literature, music, art, and sociology, students explore the persistence and distribution of social inequalities across racial, gender, and socioeconomic lines. The course fosters respect, empathy, and solidarity by examining the languages, traditions, social issues, and political aspirations of diverse groups within the United States. It emphasizes historical and contemporary social movements, inspiring students to critically engage in self-determination and pursue social justice. By cultivating analytical and academic skills, students are prepared to interpret historical trends, participate in subsequent social studies and literature courses, and connect personal, local, and global histories to promote active social engagement and community building.

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## AFRICAN AMERICAN STUDIES

**Course #:** 0554

**Course Title:** African American Studies

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** Approval as a “g” elective is pending

**Grade:** 11-12

**Term Duration:** Semester

**Full Description:** African American Studies is a semester-long course that introduces cultural, geographical, historical, environmental, and political issues of the African American experience. Through research, the examination of works of art, historical documents, music, and film, students will study topics including (but not exclusive to) African civilizations, slavery and diaspora, and the Black American experience and influence in North America and the world. Through a variety of activities and modalities of instruction, students will gain a greater understanding and appreciation of complex African American experiences and diversity. The study of African American culture, economics, politics, art, geography, history, and interaction within an international context will further develop student insight and identification as world citizens, while simultaneously developing critical thinking skills, research abilities, individual effort, and group collaboration.

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## CHICANO STUDIES

**Course #:** 0556

**Course Title:** Chicano Studies

**Department:** Social Studies

**Credit: HS:** Social Science

**Grade:** 11-12

**UC/CSU:** Approval as a “g” elective is pending

**Term Duration:** Semester

**Full Description:** In this Chicano Studies course, we will critically examine the narrative history of Mestizas and Mestizos, Mexicanos, Chicanas and Chicanos, in the United States. We will draw on history, cultural studies, and literature to understand Chicano Studies as ideas, social movement, and an academic field of study. Course themes include the interrelationship and intersections of race/ethnicity, class, gender roles; the dynamic nature of Chicano identity; immigration and displacement; and globalization. Students will gain a broad understanding of the representations, ideologies, and material conditions that structure the opportunities and life chances of Chicanas and Chicanos and as well as the strategies and responses they have created to survive and resist colonialism, racism, labor exploitation, immigration, poverty, assimilation, and patriarchy. Focusing on key critical issues, this course explores Communities of Resistance within social actions of resistance, and community responses.

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## FILIPINO/A/X-AMERICAN STUDIES

**Course #:** 0558

**Course Title:** Filipino/a/x American Studies

**Department:** Social Studies

**Credit: HS:** Social Science

**Grade:** 11-12

**UC/CSU:** Approval as a “g” elective is pending

**Term Duration:** Year

**Full Description:** This Filipino/a/x-American Studies course offers a comprehensive exploration of the diverse experiences and contributions of Filipino Americans, from historical roots to contemporary issues. Students will delve into the complexities of identity formation, examining the influence of historical events and cultural values on the Filipino/a/x-American experience. The curriculum spans topics such as immigration, labor, and exclusion, providing insights into the challenges and triumphs faced by Filipino-Americans. Through units on diaspora and community establishment, students will explore how generational dynamics and cultural heritage shape identity and community cohesion. The course also highlights the significant impact of Filipino-Americans in politics, pop culture, and entrepreneurship, encouraging students to engage critically with themes of representation and advocacy. Ultimately, this course aims to foster a nuanced understanding of Filipino/a/x-American identity, promoting empathy and empowerment within a multicultural context.

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## WORLD GEOGRAPHY A

**Course #:** 0483

**Course Title:** World Geography A

**Department:** Social Studies

**Credit: HS:** Social Science

**Grade:** 9-12

**UC/CSU:** a

**Term Duration:** Semester

**Full Description:** This is an introductory course into world physical and cultural geography. Students learn about the distribution and characteristics of the world's major cultures and of the dynamics of human migration and cultural diffusion. Topics include basic physical geography and map-reading skills, regional geography and culture, and traditional roles foreign nationals play in the growth of American culture, current political, social and cultural concerns.

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## ★ INTRODUCTION TO ADMINISTRATION OF JUSTICE HONORS

**Course #:** 0581

**Course Title:** Intro to Administration of Justice Honors

**Department:** Social Studies

**Credit: HS:** Social Science

**Grade:** 11-12

**UC/CSU:** g+

**Term Duration:** Semester 1

**Full Description:** This one semester course introduces students to the characteristics of the criminal justice system in the United States. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces, which have shaped those principles and approaches. Although justice structure and process are examined in a cross-cultural context, emphasis is placed on the United States justice system, particularly the structure and function of police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, sentencing, and incarceration policies. Students are expected to take Concepts of Criminal Law Honors during the second semester.

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## ★ **CONCEPTS OF CRIMINAL LAW I HONORS**

**Course #:** 0579

**Course Title:** Concepts of Criminal Law I Honors

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** g+

**Grade:** 11-12

**Term Duration:** Semester 2

**Prerequisites:** Completion of Introduction to Administration of Justice Honors.

**Full Description:** In this course, students examine the historical development and philosophy of law and its application to the criminal justice system. Topics covered include legal research, case law, classifications of crime, crimes against person and property, and crimes against the state.

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## ★ **CIVIL LAW IN A CIVIL SOCIETY HONORS**

**Course #:** 0576

**Course Title:** Civil Law in a Civil Society Honors

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** g+

**Grade:** 11-12

**Term Duration:** Semester

**Full Description:** Civil Law in a Civil Society Honors is a one semester that trains students in the theory and hands-on experience required for real-world legal careers. Students will learn the basic elements of the various categories of civil law including: tort law, Constitutional Law, business law, contracts, real estate law, family law, wills, trusts, and estates. The students will learn the black letter law of each category within the context of the various documents and procedures associated with that law. Students will use analysis and research techniques to apply the black letter law to case studies and interpret these laws in the context of the modern world. Students will also evaluate the American civil court system, the role and function of civil law in American society, and fundamental concepts in American civil justice. Students are expected to take Advanced Civil Law Honors during the second semester.

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## ★ **ADVANCED CIVIL LAW HONORS**

**Course #:** 0577

**Course Title:** Advanced Civil Law Honors

**Department:** Social Studies

**Credit: HS:** Social Science

**UC/CSU:** g+

**Grade:** 11-12

**Term Duration:** Semester

**Prerequisites:** Completion of Civil Law in a Civil Society Honors.

**Full Description:** Advanced Civil Law Honors is designed to advance the legal skills of students who have completed the Civil Law in a Civil Society Honors, giving them the experience required for a career in the legal field. Students will advance their knowledge in the theories and practical application of civil law categories such as torts, Constitutional law, contracts, business law, real estate law, family law, wills, trusts, and estate law. Students will demonstrate their current knowledge of the "black letter law" while developing advanced preparations of real-world legal forms, court documents and filings, and client relations. Students will sharpen their legal research skills with case studies, writing concise legal briefs, and conducting client interviews. They will also learn how to negotiate and participate in Alternate Dispute Resolution (ADR) exercises.

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# Visual and Performing Arts Department

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## VISUAL ARTS

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*This program makes possible experiences in a variety of media and exposes students to the possibilities of applying their creative skills within the realm of vocational as well as recreational endeavors. Student projects will depend upon the equipment and materials that are available. Materials for Art Department classes are paid for in accordance with district policy.*

### ART I

**Course #:** 0007

**Course Title:** Art I

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Full Description:** This class is designed as an entry-level high school art class. Students will be challenged with both two and three-dimensional projects using materials and concepts that will further their understanding of the visual arts. Projects will help the student in developing an awareness of how these concepts apply to past, present and future cultures. Realistic and abstract drawing styles, painting, sculpture, printmaking, weaving, paper maché and architecture are some of the areas investigated. Completion of this one-year course meets the district VPA graduation requirement.

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### ART 2

**Course #:** 0008

**Course Title:** Art 2

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Grade of A in Art I or teacher recommendation.

**Full Description:** Emphasis is placed upon composition and the process involved in developing the ability to create. Original works of art are pursued in various media. Students become aware of schools of art and investigate current developments and opportunities in art. Students will be expected to enter local art competitions and exhibitions.

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### ART 3

**Course #:** 0009

**Course Title:** Art 3

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in Art 2 and teacher recommendation.

**Full Description:** Students will have the opportunity to develop a portfolio of works that they have created. Diversity of subject matter and media will be encouraged. Students will consider post high school options for application of their art interests, both academically and vocationally. Students will be expected to enter local art competitions and exhibitions.

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## ART 4

**Course #:** 0010

**Course Title:** Art 4

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in Art 3 and teacher recommendation.

**Full Description:** Students will continue to improve their portfolio of work and explore the creative process in more depth. Students will be expected to enter local art competitions and exhibitions.

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## AP STUDIO ART

**Course #:** 0039

**Course Title:** AP Studio Art

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Art 2 and instructor approval

**Full Description:** This yearlong course is designed to prepare students for the AP Portfolio Exam. AP Studio is intended for students who are seriously interested in pursuing art in college or as a career. It is an extensive course in which art projects are produced at an accelerated rate. Students will showcase their work at the end of the year art show.

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## BEGINNING CERAMICS A/B

**Course #:** 0012

**Course Title:** Beginning Ceramics A/B

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 11-12

**Term Duration:** Year

**Full Description:** This course develops creativity through the medium of clay. Students learn terminology and techniques for hand building, the potter's wheel, and glazing. First semester students will learn the basic hand building techniques; pinch, coil, and slab. Second semester students will further develop all these techniques with an emphasis on form and sculpture. Students will also learn the basics of wheel throwing construction. Each semester will investigate ceramic's relevance through history, science, culture, and contemporary applications.

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## ADVANCED CERAMICS A/B

**Course #:** 0003

**Course Title:** Advanced Ceramics A/B

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in Ceramics A/B

**Full Description:** This class will give the self-motivated student an opportunity to expand their knowledge and ability. Students will experiment with more complex combinations and forms. They will further explore glaze composition,

applications, and firing techniques, gaining insight into the wide range of the material's possibilities. This class will challenge the student's creative potential as well as provide a supportive environment for scholarships, exhibitions, and regional to state recognition.

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## PHOTOGRAPHY I

**Course #:** 0033

**Course Title:** Photography I

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 11-12

**Term Duration:** Year

**Full Description:** Introduction to basic concepts and techniques in photography. Students learn the workings of the camera, how to take pictures creatively, develop film, print proofs and enlargements, take digital photos, edit using Pixlr, mount photographs, etc. Students receive both class, darkroom, and computer lab instruction. Assignments may include action, depth of field, still life, portraiture, night shots, etc. Students investigate vocational possibilities in the field of photography. Students must furnish a 35mm camera for their own use.

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## PHOTOGRAPHY 2

**Course #:** 0035

**Course Title:** Photography 2

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in Photography I and teacher recommendation.

**Full Description:** Students should have a working film and digital camera with the capability to change the shutter speed and aperture for more creative flexibility in taking pictures. Students will have the opportunity to expand their knowledge and ability in the developing process in the darkroom and editing digital images. Students will be required to enter local and community photo competitions. Students must furnish a 35mm camera for their own use.

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## DANCE

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### ADVANCED DANCE

**Course #:** 0372

**Course Title:** Advanced Dance

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Audition and instructor's approval.

**Full Description:** Advanced Dance is a one year course which will satisfy the Fine Arts requirement for graduation. Students will continue to build on and explore concepts and techniques of dance that were introduced in Beginning and Intermediate Dance. Included in these areas will be multiple styles of movement, creative expression, choreographic and production skills. Advanced Dance concentrates on developing the student's ability to create dances using a variety of sources as well as developing their individual technique level and endurance. Students are given the experience of working with spoken word, music, technology, props, etc. and the opportunity to develop knowledge and awareness of many different dance genres. In addition, Advanced Dance students learn basic stage technology for dance production

and the art of teaching dance through many guided peer teaching assignments, mentoring and observations. Students will also be asked to recognize the origins of dance in historical and cultural contexts. Viewing and evaluating dance work with written assignments is part of this class. All Advanced Dance students participate in several dance performances/productions during the school year in which after school rehearsals and fundraising participation will be required. Students in Advanced Dance are also encouraged to participate in outside dance classes, camps, technique classes, and workshops to enhance their dance training.

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## COLOR GUARD

**Course #:** 0334

**Course Title:** Band AB

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f (approval pending)

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Audition and instructor's approval.

**Full Description:** The Colorguard is a dance based performance group that uses various types of equipment such as tall flags, rifles and sabres. In the fall, the Colorguard competes as part of the Marching Band. In addition, the Colorguard competes throughout Southern California in the winter and spring seasons. All students in COLORGUARD are also required to enroll in [PE Band](#).

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## MUSIC

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*Participation in band, choir, or ensembles provides students with an opportunity to become involved with school and community activities and to learn qualities of leadership, responsibility and citizenship. This program provides an enrichment and appreciation that develops the whole student and lasts throughout their lives.*

### ★ AP MUSIC THEORY

**Course #:** 0352

**Course Title:** AP Music Theory

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 10-12

**Term Duration:** Year

**Full Description:** This course is designed for students who are interested in music theory as it applies to a music career or as enrichment for their amateur pursuits. It will provide students with the tools to become independent musicians and well-educated audience members. They will develop skills in sight-reading, composition, dictation, aural analysis, and visual analysis. While previous musical experience is strongly recommended, there is no prerequisite for this course. However, success in the course relies heavily on completion of the summer homework and passing of the Unit I test given the first full week of school.

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## ADVANCED BAND

**Course #:** 0333

**Course Title:** Advanced Band

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Full Description:** The course is designed to develop students' instrumental music performance technique on a woodwind, brass or percussion instrument, including bass guitar. (NOTE – guitar and piano students will not be accepted. Students interested in those instruments should enroll in INTERMEDIATE INSTRUMENTS – PIANO, OR JAZZ BAND.) This includes reading basic notation and beginning music theory. Students who complete this course will meet the requirements for WIND ENSEMBLE, JAZZ BAND, and PERCUSSION ENSEMBLE. All students in Advanced Band are also required to enroll in [PE Band](#).

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## WIND ENSEMBLE

**Course #:** 0347

**Course Title:** Wind Ensemble

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Audition and instructor's approval.

**Full Description:** Requirements include basic knowledge of music theory and performance skills based on completion of Standards of Excellence, Book 2. Students enrolled in Wind Ensemble will be placed in a Chamber Ensemble – small performance groups of 3-5 students. These ensembles will perform multiple times over the course of the year. In addition, all students in Wind Ensemble are also required to enroll in [PE Band](#). Students will also receive music for the Advanced Band to rehearse and perform in concerts.

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## JAZZ BAND

**Course #:** 0346

**Course Title:** Jazz Band

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Audition and instructor's approval.

**Full Description:** Open to all saxophone, trumpet, trombone, guitar, bass, piano, vibraphone and drum set players. Requirements include basic knowledge of music theory and performance skills based on completion of Standards Excellence, Book 2. Students enrolled in Jazz Band will be placed in the Jazz Band AND a Jazz Combo. All ensembles will perform multiple times over the course of the year. All students in Jazz Band are also required to enroll in [PE Band](#).

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## PERCUSSION ENSEMBLE

**Course #:** 0345

**Course Title:** Jazz Band

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Audition and instructor's approval.

**Full Description:** Requirements include basic knowledge of music theory and performance skills based on completion of Standards Excellence, Book 2. Students enrolled in Percussion Ensemble will be placed in Chamber Ensemble – small performance groups of 3-5 students. These ensembles will perform multiple times over the course of the year. In addition, all students in Percussion Ensemble are also required to enroll in [PE Band](#).

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## PE BAND

Course #: 0376

Course Title: PE Band

Department: PE

Credit: HS: PE

Grade: 9-12

UC/CSU: n/a

Term Duration: Quarter/Year

**Full Description:** All band students are required to enroll in PE Band, in other words, to participate in Marching Band. Each of these groups will meet after school two or three times per week. Rehearsal schedules will be published at the beginning of the school year. After school, rehearsals are considered a class. Attendance at these rehearsals is mandatory for all students involved in that performance group. All school rules regarding absences and tardies apply to after school rehearsals. All Rehearsals are mandatory.

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**PEP BAND** - Pep Band is MANDATORY for all students in [PE Band](#), including Color Guard members. The Pep Band performs at home and away varsity football games, some home basketball games, rallies and other school functions throughout the year.

**MARCHING BAND** - The Marching Band starts at band camp in August. Once school starts, Marching Band rehearses four times a week until Thanksgiving. The Marching Band performs at all varsity home football games, some varsity football away games, and most importantly field show tournaments. These are about 5 or 6 field show tournaments in October and November – all of them on Saturdays. The last tournament is championships and takes place the weekend before Thanksgiving. Students in the Marching Band will be required to attend all of these events. This group is open to all interested students, no experience is necessary. PARTICIPATION IN MARCHING BAND IS NECESSARY IN ORDER TO EARN CREDIT FOR PE BAND.

### **GROUPS REQUIRING AN AUDITION:**

**DRUMLINE** – This group performs as part of the Marching Band in the fall season. After the fall season, the Drumline adds new members who want to join and compete independently during the winter and spring (from December through April). Drumline is by audition, but no experience is necessary.

**COLOR GUARD** – The Color guard is a dance-based group that uses various types of equipment such as tall flags, rifles, and sabres as part of their routine. **In the fall, the Color guard competes as part of the Marching Band.** In addition, the Color Guard competes extensively in the spring at tournaments throughout Southern California. Membership is by audition but no experience is necessary.

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## INTERMEDIATE INSTRUMENTS

Course #: 0354

Course Title: Intermediate Instruments

Department: Fine Arts

Credit: HS: Fine Arts

Grade: 9-12

UC/CSU: f

Term Duration: Year

**Full Description:** This yearlong course is designed to teach students to play beginning level piano, guitar, bass, or strings. No prior musical experience is necessary. Students should have a strong desire to practice their instruments on a daily basis. Students will learn the physical “hands on” playing of the instrument as well as basic music theory (scales, chords, rhythm, etc.), appropriate songs and music history. Students will work daily in our piano lab with piano/keyboards and computers.

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## ADVANCED CHOIR (Troubadours)

**Course #:** 0339

**Course Title:** Advanced Choir

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Audition and instructor's approval.

**Full Description:** This class provides advanced students with more difficult vocal techniques, close harmonies, and advanced music literature in various styles. This is a performing troupe for festivals, competitions and other activities, which requires special costuming and travel to other communities. Students must maintain eligibility.

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## CHOIR

**Course #:** 0338

**Course Title:** Advanced Choir

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Full Description:** Open to all students interested in singing, no audition necessary. Class stresses voice development and proper vocal conditioning, learning to sing in harmony and reading music. Students are introduced to a variety of music. This is a performing troupe for concerts and other activities, which may require special costuming and travel to other communities. Students must maintain eligibility.

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## THEATRE ARTS

*Theatre Arts is one of the [CTE Pathways](#). The Theatre pathway consists of three courses completed over a three year period. Click [here](#) to view the informational flyer.*

| Year 1                              | Year 2                                         | Year 3                                |
|-------------------------------------|------------------------------------------------|---------------------------------------|
| Beginning Theatre<br>(Intro Course) | Intermediate Theatre<br>(Concentration Course) | Advanced Theatre<br>(Capstone Course) |

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## BEGINNING THEATRE

**Course #:** 0112

**Course Title:** Beginning Theatre

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Year

**Full Description:** Beginning Theatre is the 1st-year introductory course in the Performing Arts Professional Theatre CTE pathway and is designed to introduce students to all aspects of theatre production. In the yearlong course, students will learn basic knowledge of the stage, playwriting, and exploration of the actor's tools: movement, voice, and imagination, theatre appreciation, the theatre production process, improvisation, as well as the role of the director and designer in the production process. Students will learn basic acting techniques and perform monologues, scene work and one-act plays. They will also receive instruction in musical theatre that will concentrate on acting, singing and dancing. Students will be expected to perform in the final Theatre Arts showcase that takes place at the end of 2nd semester.

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## INTERMEDIATE THEATRE

**Course #:** 0113

**Course Title:** Intermediate Theatre

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in both semesters of Beginning Theatre and/or teacher recommendation.

**Full Description:** Intermediate Theatre is the 2nd-year concentrator course in the Performing Arts Professional Theatre CTE pathway where students are given the opportunity for actual experience through performance. In this yearlong course, students will advance their skills in the various elements of theatre including acting, directing, playwriting, and design. Students will explore various techniques in acting, directing, playwriting and apply them to monologues, scenes, and one-act plays that will be produced for an audience. Students will be expected to participate in various THS productions such as LAB (student written production), Night of Broadway, One: I-act festival, Java Drama, Theatre for Young Audiences, Night of the Arts, and Scenefest (Theatre Arts Showcase), as well as other outside festivals and competitions, which will include time after school. Students will also be enrolled in Period 7 [Stage Tech](#). Participation in THS Theatre organizations such as Club Theatre and Thespian Society are highly encouraged. This course is designed for students that wish to further their theatre experience, in preparation for Advanced Theatre. After school rehearsal hours are required during production weeks.

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## ADVANCED THEATRE

**Course #:** 0115

**Course Title:** Advanced Theatre

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in both semesters of Intermediate Theatre and/or teacher recommendation and audition.

**Full Description:** Advanced Theatre is the 3rd-year capstone course in the Performing Arts Professional Theatre CTE pathway, in which the major emphasis is to provide for the continued growth and development of the students' acting, playwriting, directing, and design skills through hands-on approach to theatre. Advanced theatre will emphasize artistic perception and creative expression, and will promote understanding of aesthetics, historical and cultural awareness, and the interconnections of the arts and other disciplines. Through creating theatre, students will grow in their ability to comprehend the world and to communicate with others. Through acute physical and vocal and movement exercises, improvisation, devising, behavioral studies, scene-study, and script analysis, all students will continue to develop and refine their skills which will be applied directly to their work. Advanced theatre students will also be expected to complete a capstone project, applying their leadership skills in one of the various elements of theatre such as playwriting, directing, producing, and designing. Students will be expected to participate in various THS productions such as LAB: student written production; Night of Broadway, ONE: I-act festival, Java Drama, Theatre for Young Audiences, Night of the Arts, and Theaterfest (Theatre Arts Showcase), and other outside festivals and competitions which will include time after school. Students will also be enrolled in Period 7 [Stage Tech](#). Students will also be expected to take a leadership role in THS Theatre organizations such as Club Theatre and Thespian Society. Advanced Theatre can be repeated for elective credit. After school rehearsal hours are required during production weeks.

## STAGE TECH

**Course #:** 0084

**Course Title:** Stage Tech

**Department:** Fine Arts

**Credit: HS:** Fine Arts

**UC/CSU:** f

**Grade:** 9-12

**Term Duration:** Semester

**Prerequisite:** Audition and/or interview and teacher recommendation

**Full Description:** Stage Tech is a play production class. It is offered in the 7th period and runs on a non-traditional schedule. All students must complete 80 hours of class time in order to earn credits for the semester. This course provides students a hands-on experience of mounting a theatre production, including choosing the material, the audition and interview process, rehearsals and design process, to performance and running of the front of house. Students will gain experience in both Technical Theatre and Performance Theatre. Tech students will learn aspects of personnel management, publicity, stage management, and design elements such as scenic, lighting, sound and costumes. Performance students will learn auditioning techniques, character development, time management, rehearsal techniques, methods of acting, directing techniques, as well as voice and movement for the actor. At the end of the course, students will be able to manage the theatre both back and onstage in addition to presenting a full-length production of a straight play or musical.

# WORLD LANGUAGES DEPARTMENT

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Two consecutive years of the same language are required for university entrance and three years are recommended. However, foreign language classes are electives and are NOT required for high school graduation. Many activities and classroom materials are used in the teaching of foreign languages. History, literature and other cultural contributions are a part of these courses. **Classes are academically rigorous and require daily homework and student preparation.** Level I Foreign Language classes are recommended for students with strong Math and English Language Arts skills. Tests are oral and written.

**AP Classes:** To enroll in Spanish Language and Culture AP or Japanese Language and Culture AP, a student must complete the corresponding language 3rd or 4th year course level with a grade of “B” or higher.

## LEVEL I FOREIGN LANGUAGE - JAPANESE I, KOREAN I, SPANISH I

**Course #:** 0209

**Course Title:** Japanese I

**Course #:** 0228

**Course Title:** Korean I

**Course #:** 0218

**Course Title:** Spanish I

**Department:** World Languages

**Credit: HS:** World Languages

**Grade:** 9-12

**UC/CSU:** e

**Term Duration:** Year

**Full Description:** Japanese I, Korean I, and Spanish I involve periods of intensive oral drill and practice intended to develop the ability to learn language sounds accurately and to imitate them without distortion. Students learn to carry on simple conversations and to understand directions concerning the classroom and its activities. Students study vocabulary and grammar by reading, writing, listening and speaking, and learn sentence patterns through drills in the classroom. Native Japanese and Korean students may test into a higher level if they are interested in taking Japanese or Korean. Homework is assigned daily.

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## SPANISH FOR SPANISH SPEAKERS A/B

**Course #:** 0205

**Course Title:** Spanish for Spanish Speakers AB (Level 1)

**Department:** World Languages

**Credit: HS:** World Languages

**Grade:** 9-12

**UC/CSU:** e

**Term Duration:** Year

**Requirement:** Student must be a fluent Spanish speaker.

**Full Description:** This course is designed specifically for native, heritage or other speakers of Spanish and who already have oral language proficiency. The purpose of this course is to enable students whose language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read and write in a variety of contexts for a variety of audiences including the family, school and community. Students will learn basic concepts of literary analysis and how to use them to interpret authentic works of literature. Students will learn to correct orthography and grammar, practice writing paragraphs, letters, short stories and short essays to improve their written expression. The course will allow students to explore cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language, as well as other languages to be acquired. Students that successfully complete Spanish for Spanish Speakers AB are able to move onto Spanish for Spanish Speakers CD, which is equivalent to a Level 3 language course.

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## LEVEL 2 FOREIGN LANGUAGE - JAPANESE 2, KOREAN 2, SPANISH 2

**Course #:** 0210

**Course Title:** Japanese 2

**Course #:** 0229

**Course Title:** Korean 2

**Course #:** 0220

**Course Title:** Spanish 2

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Level 1 of the same language.

**Full Description:** Japanese 2, Korean 2 and Spanish 2 provide experience to increase speaking, understanding, reading, and writing ability in the language as it is used in its culture. The life and customs of the people are studied and increased knowledge of language structure is emphasized. Native Japanese and Korean students may test into a higher level if they are interested in taking Japanese or Korean. Homework is assigned daily.

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### **SPANISH FOR SPANISH SPEAKERS C/D**

**Course #:** 0225

**Course Title:** Spanish for Spanish Speakers C/D (Level 3)

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 9-12

**Term Duration:** Year

**Requirement:** Grade of C or better in Spanish for Spanish Speakers A/B

**Full Description:** The purpose of this course is to further advance Spanish speakers in their communicative and literacy skills. It is a fast-paced course taught entirely in Spanish. After completing this course, the students are expected to demonstrate proficiency in their reading, writing, speaking, listening, grammar, and orthography skills. Students will have read and studied various elements of Spanish and Latin American literature and literary genres. Students will also have studied and produced different types of writing pieces. Students will have reviewed and learned advanced grammar structures such as the future, conditional, compound tenses, subjunctive moods, etc. Students will demonstrate a better understanding of orthography and accents. Students will have increased their cultural knowledge by learning the geography, brief history and cultural elements of different Spanish speaking countries and famous Spanish speaking people. This class incorporates AP Exam practice activities to ease the transition into the AP Spanish Language & Culture class. Such as reading comprehension activities with multiple-choice questions, persuasive essays, formal emails, incorporation of the three communicative skills (interpretation, interpersonal and presentational) and the six themes; Global Challenges, Science and Technology, Beauty and Aesthetics, Families and Communities, Public and Personal identities and Contemporary Life.

## LEVEL 3 FOREIGN LANGUAGE - JAPANESE 3, KOREAN 3, SPANISH 3

**Course #:** 0211

**Course Title:** Japanese 3

**Course #:** 0230

**Course Title:** Korean 3

**Course #:** 0222

**Course Title:** Spanish 3

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Level 2 of the same language.

**Full Description:** Third year classes offer reading for comprehension of functional grammar, videos in the native language are also incorporated into the course, and improvement of written and oral expression. Native Japanese and Korean students may test into a higher level if they are interested in taking Japanese or Korean. Homework is assigned daily.

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### JAPANESE 3 HONORS

**Course #:** 0171

**Course Title:** Japanese 3 Honors

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Successful completion of Japanese 2

**Full Description:** Japanese 3 Honors will develop students' abilities in being able to satisfy statements of the American Council of Teachers for Foreign Language (ACTFL) Can-Do Statements in the Intermediate Low to Medium range for interpretive (reading and listening), interpersonal (speaking and listening), and presentational (speaking, listening, and writing) proficiency benchmarks. Students will interact with authentic texts, engage in topics both Japan-centered and focused on their real-life experiences.

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### KOREAN 3 HONORS

**Course #:** 0175

**Course Title:** Korean 3 Honors

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 9-12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in Korean 2

**Full Description:** Korean 3 Honors focuses on mastery of high-intermediate level reading, writing, listening, and speaking as well as the further development of cultural literacy. These language skills will be developed through the study and use of authentic materials, which will extend from everyday exchanges to literary texts and real-life experiences beyond the classroom setting. Students in Korean 3 Honors will have opportunities to participate in interpersonal, interpretive and presentational communication, experience products and practices, and acquire knowledge and new perspectives.

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## SPANISH 3 HONORS

**Course #:** 0223

**Course Title:** Korean 3 Honors

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 10-12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in Spanish I & 2

**Full Description:** Spanish 3 Honors is a fast moving class taught almost entirely in Spanish. Class Activities, including explanations and directions, will be conducted in Spanish at an accelerated pace. Authentic resources including online print, audio and audiovisual resources will be used. Reading selections are advanced in both language and literary content. Completing and presenting both group and independent projects are integral parts of the program. The ability to work independently and the desire to advance in all areas of the language are essential. Homework is assigned daily.

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## KOREAN 4

**Course #:** 0231

**Course Title:** Korean 4

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Korean 3

**Full Description:** Fourth year classes emphasize the student's ability to speak, understand, read, and write in the language. Students need a good understanding of vocabulary and grammar. Works of acclaimed authors are read. The ability to work independently and the desire to advance in all areas of the language are essential. Work will be upper high school level and homework is assigned daily.

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## KOREAN 4 HONORS

**Course #:** 0253

**Course Title:** Korean 4 Honors

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Korean 3

**Full Description:** Korean 4 Honors will provide advanced practice in reading and writing Korean. This includes extensive use of Hangul as well as the strengthening of previously learned Hancha (Chinese character writing) and the learning of new Hancha. Small group conversations will strengthen conversation skills and confidence in speaking the language. While further developing listening, comprehension and writing skills, the course will provide advanced studies in Korean literature and develop a better understanding of the culture of Korea. Additionally, students will be able to read, critique and analyze a variety of reading materials, and utilize them when writing research papers and completing various independent projects. The goal of this course is to enhance the students' fluency in everyday conversation as well as in the reading and writing of Korean. This course is intended to meet both the University of California and the California State University requirements as an advanced foreign language. Homework is assigned daily. Students can apply for the [Seal of Biliteracy](#) during their senior year upon successful completion of this course.

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## KOREAN 5

**Course #:** 0232

**Course Title:** Korean 5

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Korean 4

**Full Description:** This course focuses on the highest level of listening, speaking, reading and writing using authentic materials including newspaper articles, films and other audio visual resources. Through this course, students will improve their understanding of Korea and exchange opinions through various activities. This course is intended to meet both the University of California and the California State University requirements as an advanced foreign language.

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## KOREAN 5 HONORS

**Course #:** 0254

**Course Title:** Korean 5 Honors

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Grade of C or better in Korean 3

**Full Description:** Korean 5 Honors will provide advanced practice in reading and writing Korean. This includes extensive use of Hangul as well as the strengthening of previously learned Hancha (Chinese character writing) and the learning of new Hancha. Small group conversations will strengthen conversations skills and confidence in speaking and listening. While further developing listening, comprehension and writing skills, the course will provide advanced studies in Korean literature and develop a better understanding of the culture of Korea. Additionally, students will be able to read, critique and analyze a variety of reading materials, and utilize them when writing research papers and completing various independent projects. The goal of this course is to enhance the students' fluency in everyday conversation as well as in the reading, writing and translating of Korean at a level for independent survival. This course is intended to meet both the University of California and the California State University requirements as an advanced foreign language. Students can apply for the [Seal of Biliteracy](#) during their senior year upon successful completion of this course.

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## ★ AP JAPANESE LANGUAGE AND CULTURE

**Course #:** 0256

**Course Title:** AP Japanese Language and Culture

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Grade of B or better in Japanese 4 or Japanese 4

**Full Description:** Advanced Placement Japanese Language and Culture is intended for students who wish to develop their proficiency in all four-language skills: listening, speaking, reading, and writing. Students who enroll should already have a basic knowledge of the language and culture of Japanese-speaking peoples and should have attained reasonable proficiency in listening comprehension, speaking, reading, and writing. The AP Japanese Language and Culture examination will be appropriate for students who have completed the equivalent of approximately 300 hours of instruction at the college level. The course and exam will incorporate Japanese cultural information within the teaching

of reading, writing, and speaking the language. The course and exam will be grounded in the “Standards for Japanese Language Learning” found in Standards for Foreign Language Learning in the 21st Century. At the end of the course, students are expected to take the Advanced Placement examination in Japanese. Students can apply for the [Seal of Biliteracy](#) during their senior year upon successful completion of this course.

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## ★ AP SPANISH LANGUAGE AND CULTURE

**Course #:** 0189

**Course Title:** AP Spanish Language and Culture

**Department:** World Languages

**Credit: HS:** World Languages

**UC/CSU:** e

**Grade:** 11-12

**Term Duration:** Year

**Prerequisite:** Spanish 3 or 3H or Spanish Speakers C/D

**Recommendation:** Grade of B or better in Spanish for Spanish Speakers C/D

**Full Description:** The AP Spanish Language and Culture course is a rigorous course taught entirely in Spanish. This course is intended for students who wish to develop their proficiency across the three modes of communication: interpersonal, interpretive and presentational. The course will focus on six central themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, as well as Beauty and Aesthetics. Students in this level are encouraged to take the AP Spanish Language & Culture exam. Authentic resources including online print, audio, and audiovisual resources; traditional print resources that include literature, essays, and magazine and newspaper articles; a combination of visual/print resources such as charts, tables, and graphs are integrated into the course all with the goal of providing a diverse learning experience. Students communicate using rich advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Central to communication is the following premise from the Curriculum Framework: When communicating, students in the AP Spanish Language and Culture course will demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (communities). Students can apply for the [Seal of Biliteracy](#) during their senior year upon successful completion of this course.

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## ★ SLAN III: AMERICAN SIGN LANGUAGE I

**Course #:** 0670DCC

**Course Title:** American Sign Language I

**Department:** World Languages

**Credit: HS:** World Languages/Dual Enrollment

**UC/CSU:** e

**Grade:** 10-12

**Term Duration:** Semester

**Full Description:** This [dual enrollment course](#) is a beginning level course, taught within the context of deaf culture, and introduces students to signing and comprehending elementary American Sign Language (ASL). Through a visual-gestural approach and multimedia activities, students develop basic vocabulary and grammar that deal with everyday topics. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously. Note: This course is comparable to two years of high school sign language.

\*Freshman may be enrolled in this course on a case-by-case basis.

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## ★ SLAN 112: AMERICAN SIGN LANGUAGE II

**Course #:** 0671DCC

**Course Title:** American Sign Language II

**Department:** World Languages

**Credit: HS:** World Languages/Dual Enrollment

**UC/CSU:** e

**Grade:** 10-12

**Term Duration:** Semester

**Prerequisite:** SLAN 111 with a minimum grade of C

**Full Description:** This [dual enrollment course](#) is a continuation of the study of American Sign Language (ASL) and deaf culture. Focusing on ASL structure and grammar used by native signers, students will develop fluency at the intermediate level. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously. Note: This course is comparable to two years of high school sign language.

\*Freshman may be enrolled in this course on a case-by-case basis.

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## ★ [CHIN 1: ELEMENTARY CHINESE I](#)

**Course #:** 0214DCC

**Course Title:** Elementary Chinese I

**Department:** World Languages

**Credit: HS:** World Languages/Dual Enrollment

**UC/CSU:** e

**Grade:** 10-12

**Term Duration:** Semester

**Full Description:** This [dual enrollment course](#) introduces and develops students' skills for language acquisition in listening, speaking, reading, and writing Mandarin Chinese. Students also are introduced to the cultural background of the language. Technological support and tutorial services enhance the course. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously. This course will be taught synchronously online and students are expected to complete some tasks asynchronously. Note: This course is comparable to two years of high school Chinese.

\*Freshman may be enrolled in this course on a case-by-case basis.

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## ★ [CHIN 2: ELEMENTARY CHINESE II](#)

**Course #:** 0260DCC

**Course Title:** Elementary Chinese II

**Department:** World Languages

**Credit: HS:** World Languages/Dual Enrollment

**UC/CSU:** e

**Grade:** 10-12

**Term Duration:** Semester

**Prerequisite:** CHIN I with a minimum grade of C

**Full Description:** This [dual enrollment course](#), taught within the context of Chinese culture, is a continuation of the study of elementary Mandarin Chinese through intensive practice in listening, speaking, reading, and writing. Students improve their oral communication skills and extend their study of the basic grammar, vocabulary, and Chinese characters. Technological support and tutorial services enhance the course. This is a college-level course taught on the Torrance High campus. Students that complete this course will receive weighted high school credits and college credits simultaneously. This course will be taught synchronously online and students are expected to complete some tasks asynchronously.

\*Freshman may be enrolled in this course on a case-by-case basis.

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## ★ CHIN 3: INTERMEDIATE CHINESE I

**Course #:** 0217DCC

**Course Title:** Intermediate Chinese I

**Department:** World Languages

**Credit: HS:** World Languages/Dual Enrollment

**UC/CSU:** e

**Grade:** 10-12

**Term Duration:** Semester

**Prerequisite:** CHIN 2 with a minimum grade of C

**Full Description:** Intermediate Chinese I continues to build on the language competencies established in Elementary Chinese I & 2. The class will be conducted almost entirely in Chinese. In this intermediate course, taught within the context of Chinese culture, students develop their functional communication skills in Mandarin Chinese through listening, speaking, reading, and writing practice. Students expand their knowledge of the Chinese language and culture. Students read material drawn from daily Chinese life. Chinese 3 is a dual credit course that allows students to receive high school and college credit. Students who successfully complete this course, will receive a year of Chinese credit.

**\*\*This class is taught synchronously online.**

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## ★ CHIN 22: INTERMEDIATE CONVERSATIONAL CHINESE

**Course #:** 0215DCC

**Course Title:** Intermediate Conversational Chinese

**Department:** World Languages

**Credit: HS:** World Languages/Dual Enrollment

**UC/CSU:** e

**Grade:** 10-12

**Term Duration:** Semester

**Prerequisite:** CHIN 3 with a minimum grade of C

**Full Description:** This course is designed for the intermediate student to develop fluency in oral expression, to increase oral comprehension, and to improve pronunciation. Conversational topics are based upon the daily experiences and cultural life of the ethnic areas involved with the language. Chinese 22 is a dual credit course that allows students to receive high school and college credit. Students who successfully complete this course will receive a semester of Chinese credit. Intermediate Conversational Chinese continues to build on the language competencies established in Intermediate Chinese I. This class is taught in conjunction with CHIN 24, both courses will be taken during Semester 2.

**\*\*This class is taught synchronously online.**

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## ★ CHIN 24: INTRO TO CHINESE LANGUAGE & CULTURE

**Course #:** 0183DCC

**Course Title:** Intro to Chinese Language & Culture

**Department:** World Languages

**Credit: HS:** World Languages/Dual Enrollment

**UC/CSU:** e

**Grade:** 10-12

**Term Duration:** Semester

**Full Description:** This course provides an introduction to the cultural aspects of the Chinese language through a study of Chinese culture, geography, social institutions, literature, art, architecture, music, and business. Topics include comparison of Chinese and other Asian languages and cultures as well as comparison with Western languages and civilizations. Chinese 24 is a dual credit course that allows students to receive high school and college credit. Students who successfully complete this course, will receive a year of Chinese credit. This class is taught in conjunction with CHIN 22, both courses will be taken during Semester 2. **\*\*This class is taught synchronously online.**

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# ADDITIONAL OFFERINGS

## ★ ACADEMIC DECATHLON

**Course #:** 0459

**Course Title:** Academic Decathlon

**Department:** Elective

**Credit: HS:** Elective

**UC/CSU:** g

**Grade:** 9-12

**Term Duration:** Semester/1 Year

**Required:** By Selection

**Full Description:** The Academic Decathlon class prepares potential competitors for the yearly regional and statewide competition. By studying and researching 10 different subject areas in depth, students develop their research, writing, speaking, and studying skills. The summer class is highly recommended for those who wish to be considered for the fall competition. Opportunities exist for all GPAs and all grade levels. May be repeated for honors-level credit.

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## OFFICE AIDE

**Course #:** 0452

**Course Title:** Office Aide A/Library Practice/Class Aide

**Department:** Elective

**Credit: HS:** Elective

**UC/CSU:** n/a

**Grade:** 10-12

**Term Duration:** Quarter

**Prerequisite:** Office approval, 2.0 GPA

## LIBRARY PRACTICE

**Course #:** 0450

**Course Title:** Office Aide A/Library Practice/Class Aide

**Department:** Elective

**Credit: HS:** Elective

**UC/CSU:** n/a

**Grade:** 10-12

**Term Duration:** Quarter

**Prerequisite:** Librarian approval, 2.0 GPA

## CLASS AIDE

**Course #:** 0448

**Course Title:** Office Aide A/Library Practice/Class Aide

**Department:** Elective

**Credit: HS:** Elective

**UC/CSU:** n/a

**Grade:** 10-12

**Term Duration:** Quarter

**Prerequisite:** Teacher/Office approval, 2.0 GPA

**Full Description:** This program enables students to act as an aide to an office/department, teachers, and the Librarian. Students will assist by running errands and performing appropriate office/classroom tasks and library maintenance. No more than ten (10) credits of aide coursework will count towards graduation. Students may not enroll in more than one aide course in a given semester.

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## LEADERSHIP A/B

**Course #:** 0449

**Course Title:** Leadership A/B

**Department:** Elective

**Credit: HS:** Elective

**UC/CSU:** n/a

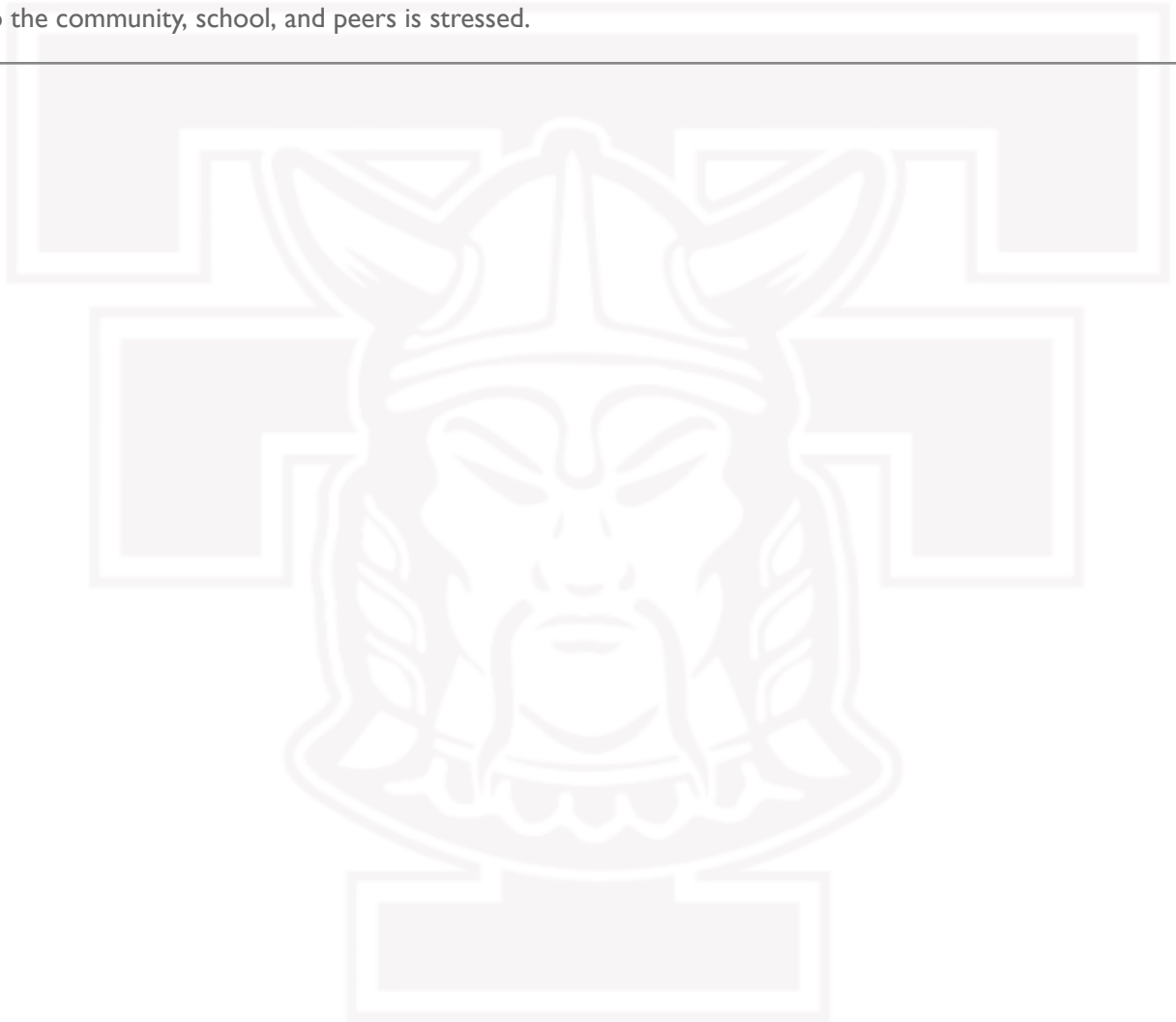
**Grade:** 9-12

**Term Duration:** Semester

**Required:** By election

**Full Description:** Leadership A/B is for elected student council members. Student government, parliamentary procedure, and the organization and running of the co-curricular program are key elements of Leadership A. Students will have the opportunity to develop speaking and writing skills, organizational skills, and to gain confidence and poise. Service to the community, school, and peers is stressed.

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# OTHER ELECTIVE COURSES

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## SOUTHERN CALIFORNIA REGIONAL OCCUPATIONAL CENTER

**Course #:** 0627

**Course Title:** SCROC 1-4pm

**Department:** Elective

**Credit: HS:** Elective

**UC/CSU:** varies

**Grade:** 12

**Term Duration:** Semester

**Course #:** 0628

**Course Title:** SCROC 4-7pm

**Department:** Elective

**Credit: HS:** Elective

**UC/CSU:** varies

**Grade:** 12

**Term Duration:** Semester

**Course #:** 0653

**Course Title:** SCROC 7-10pm

**Department:** Elective

**Credit: HS:** Elective

**UC/CSU:** varies

**Grade:** 12

**Term Duration:** Semester

**Full Description:** Courses taught offsite through [Southern California Regional Occupational Center](#) for high school and/or college credit. See a counselor for details. Students and parents should be aware of changes in the SoCal ROC program and how credits are issued. Classes are offered in a variety of time blocks and there are several programs offered after school. Credits for each class are published in the semester schedules. Students may earn between 5-10 credits for a semester-long class. If credits are a concern, please pay close attention to the number of credits awarded to successful completion of the class you chose. A parent and counselor's signatures are required for registration. Registration for SoCal ROC classes ends after the first few days of the new semester. In many cases, classes fill early depending on demand. Early registration is recommended.

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# HONORS/AP PROGRAM INFORMATION

GATE/Honors Coordinator  
AP Coordinator

Don Glavich  
Jim Hall

ext. 8017  
ext. 7991

## ***District Philosophy***

*The Torrance Unified School District is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses. All students who are willing to accept the challenge of a rigorous academic curriculum and meet course prerequisites...shall have equal access to Advanced Placement and Honors courses.*

## **Necessary Guidance to Help Students Make Appropriate Course Choices**

It will be important to help students make appropriate course choices without placing restrictions on what courses they are permitted to take. To that end, we have designed a guidance and course selection process from February through June intended to help students and parents determine if enrollment in an Honors or Advanced Placement course is appropriate. The emphasis will be on making sure students and parents are aware of the goals of Honors and Advanced Placement courses, the workload in these classes, and the expected performance level for students in these courses. Students and parents will be able to weigh the input of the teachers and counselors with the rigors of the courses and determine if they wish to accept the challenges of Honors or Advanced Placement courses.

## **Student Commitment to Honors Programs**

In addition, students will be asked to commit to at least a full year of enrollment in these courses. Students in these courses will be evaluated at the semester. It is our belief that in choosing to enroll in advanced courses that students must also commit to the higher expectations in these courses. Students with failing grades may be removed from the course without honors or Advanced Placement credit.

## **What is the difference between AP and Honors?**

Both levels are rigorous courses of study. However, AP courses are designed and updated annually to reflect what is being taught in cutting-edge college courses. Students receive an external evaluation by means of the AP exam. College faculty from around the world will score the exam and verify that the student has mastered college-level studies.

## **Torrance High School offers the following Honors and Advanced Placement courses:**

| HONORS                                                                  | ADVANCED PLACEMENT                                                                                           |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| English I Honors<br>English 2 Honors<br>Ethnic Literature Honors        | AP English Literature and Composition<br>AP English Language and Composition                                 |
| Geometry Honors<br>Algebra 2 Honors                                     | AP Precalculus<br>AP Calculus AB<br>AP Calculus BC<br>AP Statistics                                          |
| Biology I Honors<br>Chemistry I Honors<br>Anatomy and Physiology Honors | AP Biology<br>AP Chemistry<br>AP Environmental Science<br>AP Computer Science Principles<br>AP Physics I & 2 |
| Intro. To Administration of Justice Honors                              | AP Government & Politics                                                                                     |

|                                                                                                       |                                                                                               |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Concepts of Criminal Law I Honors<br>Civil Law in a Civil Society Honors<br>Advanced Civil Law Honors | AP Macroeconomics<br>AP US History<br>AP World History<br>AP Human Geography<br>AP Psychology |
| Academic Decathlon                                                                                    | AP Studio Art<br>AP Music Theory                                                              |
| Spanish 2 Honors<br>Spanish 3 Honors<br>Korean 4 Honors<br>Korean 5 Honors<br>Japanese 3 Honors       | AP Spanish Language and Culture<br>AP Japanese Language and Culture                           |

### Honors Program

Each course of study in the Torrance High School Honors Program is designed to meet standards of scholarship and academic achievement that are a substantially higher level than a student is expected to attain in a regular course of study. Each course of study in the Honors Program must meet the following criteria:

- Prepare students for Advanced Placement.
- Have established prerequisites that include designated levels of appropriate performance.
- Have distinctive features in terms of extended contents and additional workload that set it apart from regular high school courses in the same subject.

### Are You Ready For Honors?

Each year Torrance Unified School District offers students the opportunity to take classes at the local high school as a way to advance in various subject areas. Although these classes are quite demanding, most students who attend these classes are successful. This questionnaire is designed to help students and their parents decide whether these classes are appropriate to take. Please answer the questions honestly and discuss the results with your parents. The more informed your decision is, the more successful you will be.

- Are you **INTERESTED** in this subject?
- Do you **ALWAYS** complete all your homework and turn it in **ON TIME**?
- Do you have **GOOD STUDY HABITS**—find time each day to study even if you don't necessarily have homework?
- Are you **MOTIVATED** by a challenge and have the **PERSEVERANCE** to complete a task even if it is very difficult?
- Do you take **RESPONSIBILITY** for your work—go above and beyond what's expected, participate in class, very attentive in class?
- When problems arise, do you **SEEK HELP** from others?
- Are you **SUCCESSFUL** in all of your classes, even those that seem less interesting?

Look carefully at the key words here and rate yourself. If you can honestly answer yes to each question then you are probably well suited to enter this program. If you answered “maybe” or “no” to some of these questions, you may wish to wait a year and work on those habits to improve them and then apply for these classes later during your high school career. Remember that each student has individual strengths and weaknesses. Several of these reasons are not based on student interest or ability and may reflect that you are not quite ready for these courses. Please do not rank yourself

against others. You are the person who will attend the class. You must complete the assignments and you alone will take the tests.

### Advanced Placement Courses

- AP courses give students a head start on college.
- College credit can allow you to move into upper-level College courses sooner.
- Stand out in the admissions process.
- Earn academic scholarships and awards.
- Experience a college-level test.
- AP classes qualify for the honors grade point, which is recognized at University of California.
- AP classes demand a high standard of teaching.
- Students who take AP courses and exams are much more likely than their peers to complete a Bachelor's degree in four years or less.

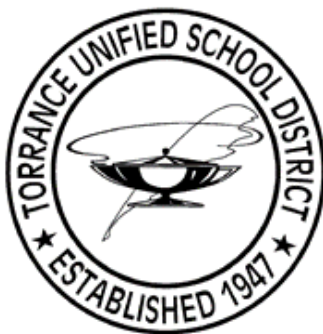
### CONSIDERATIONS FOR AP COURSES

- All AP courses require serious academic commitment.
- These are college level courses and students will be expected to meet the expectations of the teacher.
- AP students will pay for each exam they take. (Current cost - \$95.00)
- The AP Tests are approximately 3 hours long and are administered over a two-week time period in May.
- Students are expected to take the exam(s) for each corresponding enrolled course.

### SEQUENCE OF COURSES

The following courses offered in the five subject areas are listed in sequential order and show how a student would progress through Torrance High School's four-year Honors/AP program:

| English                                                                                                                                                                                                                                                                                                                    | Math                                                                                                                              | Science                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (9) English I Honors<br>(10) English 2 Honors<br>(11) AP English Language<br>(12) AP English Literature                                                                                                                                                                                                                    | (8-10) Geometry Honors<br>(9-10) Algebra 2 Honors<br>(10-12) AP Precalculus<br>(11-12) AP Calculus AB/BC<br>(11-12) AP Statistics | (8-10) Biology I Honors<br>(9-11) Chemistry I Honors<br>(10-12) AP Chemistry<br>(10-12) Anatomy & Physiology Honors<br>(10-12) AP Biology<br>(10-12) AP Environmental Science<br>(10-12) AP Physics<br>(10-12) PLTW AP Computer Science Principles |
| Social Science                                                                                                                                                                                                                                                                                                             |                                                                                                                                   | World Languages                                                                                                                                                                                                                                    |
| (9-10) AP Human Geography<br>(10) AP World History<br>(11) AP US History<br>(12) AP Government/Macroeconomics<br>(11-12) AP Psychology<br>(11-12) Intro to Administration of Justice Honors<br>(11-12) Concepts of Criminal Law Honors<br>(11-12) Civil Law in a Civil Society Honors<br>(11-12) Advanced Civil Law Honors |                                                                                                                                   | (varies) Korean 4/5 Honors<br>(9-11) Spanish 2 Honors<br>(10-12) Spanish 3 Honors<br>(11-12) AP Spanish Language & Culture<br>(11-12) AP Japanese Language & Culture                                                                               |



## HONORS/ADVANCED PLACEMENT COURSE COMMITMENT FORM

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Student I.D. Number \_\_\_\_\_ School TORRANCE HIGH

Honors Course(s) Selected

Advanced Placement Course (s) Selected

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- I am aware that the Honors and Advanced Placement (AP) courses are rigorous and demanding and I believe that I have the necessary academic background, commitment and motivation to succeed.
- I understand that Advanced Placement (AP) courses are equivalent to freshman-level courses at an American University and at the conclusion of an Advanced Placement course; I will have the opportunity to take the corresponding Advanced Placement exam.
- I am prepared to make a commitment to stay in the class for one year and I am aware that my grade will be part of my permanent high school record.
- I recognize that success in these courses require that I may need to sacrifice school-sponsored and community activities, especially those that require me to miss school or require evening hours.
- I am aware that summer homework is required in Honors/Advanced Placement courses and becomes part of my fall semester grade.
- I have discussed my decision for Honors/Advanced Placement classes with my teacher, counselor and parents.

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent/Guardian**

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_