



# Santa Clara Unified School District

## High School Course Catalog 2022-2023



# SANTA CLARA UNIFIED SCHOOL DISTRICT

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## How to Use this Catalog

The courses described in this catalog are approved by the Santa Clara Unified School District Board of Education to be taught in the 2022-2023 school year. Each course will list the school at which it is offered if it is not offered at all schools.

First, review the requirements for graduation.

Second, study the course descriptions that interest you to decide if you are eligible to enroll. Each course is listed under the department(s) in which it is offered.

Course content is based on the State Common Core and Content Area Standards. We suggest that you speak to the teacher who ordinarily teaches the class if you are interested in knowing more about the content.

Each spring, counselors will meet with 8<sup>th</sup> grade students at the middle schools to help them choose classes. Also, in the spring, counselors will meet with 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students to plan their schedules for the next school year. Students will be held to these choices.

## Table of Contents

<a href="#">High School Campuses</a>	4
<a href="#">Graduation Requirements</a>	10
<a href="#">Subject Requirements</a>	10
<a href="#">Suggested Curriculum</a>	12
<a href="#">4 Year Plan/College &amp; Career Planning</a>	13
<a href="#">Reading Your High School Transcript</a>	14
<a href="#">Counseling and Guidance</a>	16
<a href="#">Career &amp; College Resource Center</a>	17
<a href="#">College Admission Requirements</a>	19
<a href="#">Independent Colleges and Universities</a>	19
<a href="#">California Public Colleges and Universities</a>	21
<a href="#">University of California (UC) Checklist</a>	22
<a href="#">California State University (CSU) Checklist</a>	25
<a href="#">California Community Colleges</a>	27
<a href="#">Resources (helpful websites)</a>	28
<a href="#">Weighted Grades</a>	31
<a href="#">Testing Program</a>	32
<a href="#">High School Testing (CAASPP, CHSPE)</a>	32
<a href="#">College Testing (ACT, TOEFL, EAP, PSAT, SATs)</a>	33
<a href="#">Placement Tests (AP, CSU EPT &amp; ELM, UC AWPE)</a>	35
<a href="#">Courses Descriptions</a>	37
<a href="#">English Courses</a>	37
<a href="#">Math Courses</a>	47
<a href="#">Math Pathways</a>	47

<a href="#">Social Science / History Courses</a>	54
<a href="#">Science Courses</a>	63
<a href="#">Science Pathways</a>	64
<a href="#">World Language Courses</a>	71
<a href="#">World Language Pathways</a>	72
<a href="#">French</a>	72
<a href="#">American Sign Language (ASL)</a>	74
<a href="#">Japanese</a>	75
<a href="#">Spanish</a>	76
<a href="#">Physical Education</a>	80
<a href="#">Visual/Performing Arts</a>	81
<a href="#">Instrumental Music</a>	81
<a href="#">Vocal Music</a>	83
<a href="#">Drama</a>	83
<a href="#">Art</a>	85
<a href="#">Practical Arts</a>	87
<a href="#">Electives</a>	102
<a href="#">Leadership</a>	103
<a href="#">Study Skills</a>	107
<a href="#">AVID</a>	107
<a href="#">Silicon Valley Career Technical Education (SVCTE)</a>	109
<a href="#">Articulated Agreements (SVCTE)</a>	115



# High Schools

## MacDonald High School



Kathleen MacDonald High School will open its doors to welcome its inaugural class of 9th grade students in August 2022. Situated in a 55 acre complex on Zanker Road, this school is a part of the larger Agnews campus, which includes Agnew Elementary and Dolores Huerta Middle Schools. MacDonald will primarily serve students residing in the Buchser, Cabrillo, and Don Callejon school boundaries. Other students residing in the Santa Clara Unified School District may also apply via Open Enrollment to attend MacDonald High School.

Students who attend MacDonald High School will graduate future-ready — ready for college or other postsecondary education, life beyond high school, and their future careers. MacDonald High School will be an educational ecosystem that will integrate design thinking to inspire creativity, empathy, and continual growth.

The three defining signature traits that every student will experience at MacDonald High School are a Design Thinking Culture, Learning Communities, and Inquiry-Based Learning. Students and staff will cultivate a Design Thinking Culture through collaboration, experimentation, and problem-solving with a sense of empathy for their peers, community, and the world around them. Learning Communities will be industry-themed with a focus on the future. Students will experience inquiry-based learning in all curriculum areas that they wish to explore by posing, investigating, and answering questions.

State of the art classrooms, athletic facilities, performing arts spaces, and outdoor areas will ensure that students experience a well-rounded high school experience. At MacDonald High School, students of all backgrounds and abilities will achieve success and truly feel a sense of accomplishment.

MacDonald will be an integral part of Santa Clara Unified School District's mission to provide equitable, engaging, and innovative educational experiences so that each student thrives in a global society.

<https://www.santaclarausd.org/macdonald>



# Mission Early College High School

Mission Early College High School is located on the Mission College campus in Santa Clara and is an innovative partnership between Santa Clara Unified School District (SCUSD) and West Valley-Mission Community College District (WVM). In early 2017, both SCUSD and WVM Boards of Trustees approved the transformation of the former Mission Middle College Program into an Early College High School model known as Mission Early College High School (MECHS), in an effort to expand educational pathways in SCUSD.

MECHS offers a college immersion experience, where students spend 100% of their instructional day in the college environment. Students take three high school classes taught by SCUSD instructors on the Mission college campus, and up to 15 units of college classes each semester with tuition fees waived by Mission College. The blending of high school and college courses into a coherent educational program affords students an exceptional opportunity to earn a high school diploma and up to two years of college credit upon graduation. The physical transition between high school and college is eliminated, and learning takes place in a personalized environment where rigorous work is demanded and supported. The goal is to provide students with a viable alternative for matriculating through high school and continuing on through post-secondary education, to eventually graduate with a Bachelor's degree.

MECHS accepts incoming 9th, 10th, and 11th grade students for the fall of each school year. Students seeking admission to MECHS must go through the application and interview process, which is selective, therefore, admittance is not guaranteed. MECHS encourages the participation of students from historically underrepresented student populations and seeks to decrease the high school dropout rate while increasing students' access to post-secondary education.

The key to the success of MECHS lies in the collaborative relationship of students and teacher advisors as they work towards ensuring the attainment of student learner outcomes. As a result, MECHS students develop the skills of self-advocacy and independence, which transfer to life beyond the classroom, and help them thrive as responsible citizens in a global community.

MECHS provides several opportunities for parent and community involvement, including the School Site Council, English Learner Advisory Committee, and PTSA.

<https://mechs-scusd-ca.schoolloop.com>

# New Valley High School



New Valley High School supports students in grades 10-12 who may be behind in credit or would benefit from an alternative to the traditional high school. With smaller class sizes and individual student advisors, each student is supported in recovering credit to work towards graduation and achieve their goals.

Students recover credit in interdisciplinary classes that explore current themes that youth find interesting, such as *The Impact of Hip Hop on World Culture*, *Financial Literacy*, *Art and Wellness*, and *The Social, Biological and Economic Effects of Controlled Substances*. In each class, students develop the literacy, math, and technological skills that they will need to succeed in college, career, and all aspects of adult life.

Besides our great classes, students can recover credit in other ways such as Work Experience, ACE testing, extra credit packets, taking a Mission College course, or attending SVCTE. SVCTE is a great program that prepares youth and young adults to work in the trades.

With personalized guidance, each student develops a post-graduation plan to prepare for life after high school, whether that be attending community college, getting job training in CTE (the trades), or entering the workforce. Our staff is friendly and supportive to each of our Knights as together we embrace our Vision and Mission:

## Our Vision

*Composed by New Valley Staff & Students*

New Valley High School is a safe and nurturing alternative learning environment where students are empowered with academic, intellectual, social, and emotional skills to better themselves and their community. Our ethical, compassionate staff celebrates diversity and supports students in developing personal goals and realizing their individual potential. Together, our Knights are committed to self-improvement and community.

## Our Mission

The mission of NVHS is to help students succeed **in** high school, and prepare students for success **after** high school in college, a CTE pathway, their families and community, and a healthy & happy life.

## Our Location

1875 Lawrence Road, Santa Clara CA 95051 | 408.423.230

<https://nvhs-scusd-ca.schoolloop.com/>



# Santa Clara High School

Established in 1872, Santa Clara High School was originally located in the downtown area near the Santa Clara University campus. In 1981, it moved to its present location, a 32-acre campus on Benton Street. Presently a traditional 9-12 institution, it serves students from Santa Clara, Sunnyvale, and San Jose.

Santa Clara High School has a widespread and significant sense of school pride in athletics, music, co-curricular activities, and academics. As seen through our Diversity Week and monthly celebrations such as Black History month, our student body embraces a wide variety of cultural and ethnic backgrounds. Our ASB (Associated Student Body) is student-driven and meets regularly with their advisor and the other leadership groups. They formulate activities to empower students and provide students the opportunity to take ownership in our school. Our strong curricular program contains a wide variety of Advanced Placement offerings, innovative Career Tech options, and supportive interventions in both Mathematics and English. We pride ourselves in noteworthy intellectually motivating field trips such as the annual whale watching trip, SLI (STEM Leadership Institute) program, and the Fab Lab which is accessible to all students. Our athletic program is very competitive and has achieved many CCS titles over the years. Our both our journalism program and our marching band compete and win in multiple competitions throughout the year. Our drama program produces multiple plays and/or musicals each year.

The parents, community, and alumni provide outstanding support to the school and its students. Parental involvement is one of the strong points of the Santa Clara High School community with many active parent and community organizations: Santa Clara High School Sports Boosters, PTSA, School Site Council, Site English Learner Advisory Committee, Grad Night Planning Committee, and the Music Boosters. We provide a variety of parent education opportunities, including our partnership with the Parent Institute for Quality Education (PIQE), which focuses on outreach to immigrant and/or Spanish-speaking parents. We also benefit from a relationship with local businesses, which allows us to provide students with a variety of opportunities including: Junior Achievement speakers and workshops, Job Shadow programs, and college and career presentations organized through the College and Career Center. Corporations and local universities offer mentors and tutors respectively.

"Hail, Santa Clara High, Long be thy reign. Glory and honor, To thee we proclaim. True to thee we will be, Proud, thy banner fly. Hail, Alma Mater, Santa Clara High!"

<http://santaclara.schoolloop.com/>





# Wilcox High School

Wilcox opened in September of 1961 with freshmen and sophomores and graduated its first class in June 1964. The school is located on a 33-acre campus two blocks east of Lawrence Expressway and is surrounded by private homes and apartments. Wilcox serves students from Santa Clara, Sunnyvale, and San Jose (Alviso and North First Street).

Wilcox has a rich academic program that includes college-preparatory courses, honors, and Advanced Placement courses, Career and Technical Education (CTE) programs, and creative and performing arts programs. We also serve students who have mild to severe academic learning needs on our campus. The entire staff is committed to teaching our students and helping graduates successfully transition to life after high school. Wilcox offers over eight courses that are designated honors, and over twenty Advanced Placement courses (AP). Wilcox offers award-winning CTE programs in automotive technology and culinary arts (CHAMPS). The CHAMPS program also operates an on-site café serving teachers and staff throughout the school year. Our students have been recognized for their contributions and achievements in academics, athletics, robotics, dance cheer, science, and theater. Wilcox students have many opportunities not only to serve the community but to build community and make connections with each other as well. We have fifty cultural, academic, and interest clubs on campus. One of the premier athletic programs in the Santa Clara Valley, Wilcox is a perennial powerhouse boasting many CCS titles.

Wilcox has a variety of opportunities for parent and community involvement. An active PTSA, Band Boosters, School Site Council, Grad Night Committee, English Learner Advisory Committee, and Dads, Grads, and Moms offer different ways for parents and community members to support students. Wilcox families can gain a wealth of information regarding college and career opportunities at various information nights hosted by the Wilcox counseling department.

"All hail our alma mater, all hail, hail to thee. Our voices raise to sing thy praise, long may their glory be. Thy banner ever over us will guide eternally. May we be worthy ever be... All hail Wilcox to thee."

<http://wilcox.schoolloop.com/>



# Wilson High School

*Wilson High School is committed to student success by meeting the needs of diverse learners in a caring, safe environment while providing opportunities for lifelong learning, encouraging community involvement, and fostering personal worth and dignity.*

Wilson High School offers flexible scheduling and individual attention for the student desiring to earn a traditional high school diploma. Wilson is an Independent Study school and requires a master agreement signed between the school and family. Referral to Wilson High School is through the counselor at the school of residence. We issue a *regular high school diploma* that is awarded at a traditional cap and gown graduation ceremony.

Wilson students include those that are credit deficient and want to “catch up” (with an opportunity to return to a comprehensive school), are obligated to family responsibilities and need a flexible schedule, and/or are academically oriented and have a desire to accelerate their learning.

Wilson has two programs within their school. First is the Minors/Independent Study Program. This student is of high school age and will be responsible to complete most of their school work independently, outside of classroom time. This requires motivation and good study skills. Students meet one to two times a week with their teacher to support students in all subject areas. The second program is the Young Parents Center (YPC). This daily program is for the parenting (mother or father) or pregnant teen and provides academic and parenting classes along with free child care.

Wilson High School academics are fully accredited by the Western Association of Schools and Colleges. Our curriculum is aligned with state and district standards. We have highly qualified and dedicated teachers that work one on one with every student and communicate weekly with parents/guardians. Teachers hold weekly conferences and have class sizes no larger than 8 students.

Wilson school counselors and staff work together to ensure students have personalized access to counseling and support daily, subject-specific Academic Labs, CTE programs (such as SVCTE and ROP), concurrent college enrollment, and post-graduation college and career planning sessions.

<https://wilson-scusd-ca.schoolloop.com/>

# Graduation Requirements

## Subject Requirements

High School Subject Area	State Mandated Graduation Requirements*	Santa Clara Unified School District	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
<b>English</b>	Three years	Four years of approved courses	Four years of approved courses	Four years of approved courses
<b>Mathematics</b>	Two years, including Algebra I, beginning in 2003–04. (EC 51224.5)	Two years, Algebra 1 required	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.
<b>Social Studies/ Social Science</b>	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
<b>Science</b>	Two years, including biological and physical sciences.	Two years, 1 year=biological; 1 year=physical	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with a lab.
<b>World Language</b>	One year of either visual and performing arts, world language, or career technical education**.	One year in the same language is required.	Two years in the same language is required. Three years recommended.	Two years in the same language is required.
<b>Visual and Performing Arts</b>	One year of either visual and performing arts, foreign language, or career technical education**.	Three semesters, one semester of each of the visual, performing arts, and practical arts.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.

<b>Physical Education</b>	Two years	5 semesters/25 credits of PE including Health	Not applicable	Not applicable
<b>Electives</b>	Not applicable	70 Units	One year***	One year***
<b>Total</b>	13		15 (7 in the last two years of high school)	15

\*(EC 51225.3) for High School Graduation



# Suggested Curriculum

	University of California Bound	California State University Bound	Community College / Career Pathway
9th Grade	<ul style="list-style-type: none"> <li>9th Grade English Honors or 9th Grade English</li> <li>Algebra 1 or higher</li> <li>Biology</li> <li>World Language 1 or higher</li> <li>Physical Education</li> <li>Visual or Performing Art</li> </ul>	<ul style="list-style-type: none"> <li>9th Grade English</li> <li>Algebra 1 or higher</li> <li>Biology</li> <li>World Language 1 or higher</li> <li>Physical Education</li> <li>Visual or Performing Art</li> </ul>	<ul style="list-style-type: none"> <li>9th Grade English</li> <li>Algebra 1 or higher</li> <li>Biology</li> <li>Physical Education</li> <li>Elective: Fine or Practical Art</li> <li>CTE Elective</li> </ul>
10th Grade	<ul style="list-style-type: none"> <li>10th Grade English Honors or 10th Grade English</li> <li>AP European History or World History</li> <li>Geometry or higher</li> <li>Chem Hon, Chem, or Physics</li> <li>World Lang 2 or higher</li> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>10th Grade English</li> <li>World History</li> <li>Algebra 1 or higher</li> <li>Chemistry or Physics</li> <li>World Language 1 or higher</li> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>10th Grade English</li> <li>World History</li> <li>Algebra 1 or higher</li> <li>Biology or higher</li> <li>Physical Education</li> <li>Elective: Fine or Practical Art</li> <li>CTE Elective</li> </ul>
11th Grade	<ul style="list-style-type: none"> <li>AP English Language or 11th Grade English</li> <li>AP US History or US History</li> <li>Algebra 2 or higher</li> <li>Advanced Science</li> <li>World Lang 3 or higher</li> <li>Physical Education/Health</li> </ul>	<ul style="list-style-type: none"> <li>11th Grade English</li> <li>US History</li> <li>Geometry or higher</li> <li>Advanced Science</li> <li>World Lang 2 or higher</li> <li>Physical Education/Health</li> </ul>	<ul style="list-style-type: none"> <li>11th Grade English</li> <li>US History</li> <li>Geometry or higher</li> <li>Biology or higher</li> <li>Physical Education/Health</li> <li>CTE Elective or SVCTE</li> </ul>
12th Grade	<ul style="list-style-type: none"> <li>AP English Literature or Senior English</li> <li>AP Civics or Civics</li> <li>AP Economics or Economics</li> <li>Trigonometry or AP Statistics or higher</li> <li>Advanced Science</li> <li>AP World Lang or World Language 4</li> </ul>	<ul style="list-style-type: none"> <li>Senior English</li> <li>Civics</li> <li>Economics</li> <li>Algebra 2 or higher</li> <li>Advanced Science</li> <li>Elective or World Language 3</li> </ul>	<ul style="list-style-type: none"> <li>Senior English</li> <li>Civics</li> <li>Economics</li> <li>Elective, SVCTE</li> <li>CTE Elective</li> <li>Elective</li> </ul>

# 4 Year Plan, Graduation Requirements

Freshman (9th)	GR	CR	Sophomore (10th)	GR	CR	Junior (11th)	GR	CR	Senior (12th)	GR	CR
FALL SEMESTER											
English 9			English 10			English 11			Senior English Elective		
			World History			US History			Economics		
Math			Math								
Science			Science								
Physical Education			Physical Education			Physical Education					
Art or World Language			World Language								
SPRING SEMESTER											
English 9			English 10			English 11			Senior English Elective		
			World History			US History			Civics		
Math			Math			Health					
Science			Science								
Physical Education			Physical Education								
Art or World Language			World Language								
Supplemental Courses (Summer School, Adult Ed.)											
Number of Credits			Number of Credits			Number of Credits			Number of Credits		
Completion of 9th grade ideal credit total= 60			Completion of 10th grade ideal credit total= 120			Completion of 11th grade ideal credit total = 180			Completion of 12th grade ideal credit total= 230		

## High School Transcript

### Reading a High School Transcript

Your high school transcript is a complete record of your coursework in preparation for graduation, college acceptance, and career entry. The block of information below lists your coursework by grade level and semester. It shows the grades and credits attempted and completed. If you took graduation requirement courses, such as world language, algebra or geometry, those courses are also listed on your high school transcript. Courses completed in Middle School may be listed but no credits will appear. Only high school credits count toward graduation. Each course is listed by semester with the grade and the number of credits attempted and completed. Community Service is a graduation requirement and those hours will be listed, upon completion, on the transcript. A summary of credits that are required to graduate, completed credits and those credits that are still needed are listed to help with course planning.

Crs-ID	Course Title	Mark	Att	Cmp	Crs-ID	Course Title	Mark	Att	Cmp	Crs-ID	Course Title	Mark	Att	Cmp
Grade 7 First Semester 2014-2015					Grade 9 Second Semester 2016-2017					p	403505	Chemistry	B+	5.00 5.00
Marian A. Peterson Middle					Adrian Wilcox High					p	500305	Spanish 3	A-	5.00 5.00
713210	Tech Literacy	A-	0.00	0.00	+ p	100515	English 9 H	A	5.00 5.00	*	725500	PE Sports Q	A+	2.50 2.50
Credit and GPA rules vary for MS Courses					p	107115	AVID 1	A	5.00 5.00	Credit Att: 32.50 Cmp: 32.50 AGPA: 3.6667				
Grade 8 First Semester 2015-2016					p	202005	Geometry	C+	5.00 5.00	Grade 11 First Semester 2018-2019				
Marian A. Peterson Middle					p	403005	Biology	B	5.00 5.00	Adrian Wilcox High				
p	201101	Algebra 1	B	0.00 0.00	p	500205	Spanish 2	B-	5.00 5.00	*	725500	PE Sports Q	A+	2.50 2.50
500101	Spanish 1	B+	0.00	0.00	*	725000	PE	A	2.50 2.50	Credit Att: 2.50 Cmp: 2.50 AGPA: 0.0000				
Credit Att: 0.00 Cmp: 0.00 AGPA: 0.0000					Credit Att: 27.50 Cmp: 27.50 AGPA: 3.4000					Grade 11 First Semester 2018-2019				
Grade 8 Second Semester 2015-2016					Grade 10 First Semester 2017-2018					Adrian Wilcox High				
Marian A. Peterson Middle					Adrian Wilcox High					+ p	103605	British Lit H	B-	5.00 5.00
p	201101	Algebra 1	B	0.00 0.00	*	725500	PE Sports Q	A+	2.50 2.50	p	107335	AVID 3	A	5.00 5.00
500101	Spanish 1	B+	0.00	0.00	Credit Att: 2.50 Cmp: 2.50 AGPA: 0.0000					p	203005	Trigonometry	C	5.00 5.00
Credit Att: 0.00 Cmp: 0.00 AGPA: 0.0000					Grade 10 First Semester 2017-2018					+ p	302235	AP US History	C	5.00 5.00
Grade 9 First Semester 2016-2017					Adrian Wilcox High					+ p	402605	Hum Physlgy H	B-	5.00 5.00
Adrian Wilcox High					+ p	100525	English 10 H	A-	5.00 5.00	*	725500	PE Sports Q	A+	2.50 2.50
*	725010	PE Core 9	A+	2.50 2.50	p	107225	AVID 2	A	5.00 5.00	*	742100	Health	A+	2.50 2.50
*	725500	PE Sports Q	A+	2.50 2.50	p	201405	Algebra 2	C	5.00 5.00	Credit Att: 30.00 Cmp: 30.00 AGPA: 3.4000				
Credit Att: 5.00 Cmp: 5.00 AGPA: 0.0000					p	301025	World History	A-	5.00 5.00	Grade 11 Second Semester 2018-2019				
Grade 9 First Semester 2016-2017					p	403505	Chemistry	B+	5.00 5.00	Adrian Wilcox High				
Adrian Wilcox High					p	500305	Spanish 3	A-	5.00 5.00	*	725500	PE Sports Q	A+	2.50 2.50
+ p	100515	English 9 H	A-	5.00 5.00	*	725500	PE Sports Q	A+	2.50 2.50	Credit Att: 2.50 Cmp: 2.50 AGPA: 0.0000				
p	107115	AVID 1	A	5.00 5.00	Credit Att: 32.50 Cmp: 32.50 AGPA: 3.6667					Grade 11 Second Semester 2018-2019				
p	202005	Geometry	B-	5.00 5.00	Grade 10 Second Semester 2017-2018					Adrian Wilcox High				
p	403005	Biology	C	5.00 5.00	Adrian Wilcox High					+ p	103605	British Lit H	B	5.00 5.00
p	500205	Spanish 2	B-	5.00 5.00	*	725500	PE Sports Q	A+	2.50 2.50	p	107335	AVID 3	A-	5.00 5.00
*	725010	PE Core 9	A	2.50 2.50	Credit Att: 2.50 Cmp: 2.50 AGPA: 0.0000					p	203005	Trigonometry	C	5.00 5.00
*	725500	PE Sports Q	A+	2.50 2.50	Grade 10 Second Semester 2017-2018					+ p	302235	AP US History	C	5.00 5.00
Credit Att: 30.00 Cmp: 30.00 AGPA: 3.4000					Adrian Wilcox High					+ p	402605	Hum Physlgy H	C+	5.00 5.00
Grade 9 Second Semester 2016-2017					+ p	100525	English 10 H	A-	5.00 5.00	*	725500	PE Sports Q	A	2.50 2.50
Adrian Wilcox High					p	107225	AVID 2	A-	5.00 5.00	Credit Att: 27.50 Cmp: 27.50 AGPA: 3.2000				
*	725010	PE Core 9	A+	2.50 2.50	p	201405	Algebra 2	C-	5.00 5.00	Grade 12 First Semester 2019-2020				
Credit Att: 2.50 Cmp: 2.50 AGPA: 0.0000					p	301025	World History	A	5.00 5.00	Adrian Wilcox High				

Course Tags: \* = Non Academic + = Honors (weighted) p = College Prep r = Repeated

## Grade Point Averages

At the bottom of your transcript, you will see summary information such as the example below. Important graduation information can be found here. Your grade point average or GPA is calculated, class rank, special grad requirements like community service and a summary of your credits can be found here. In order for a copy of your transcript to be official, it must be signed by the principal or other school official, such as a counselor.

Three different GPAs are calculated:

1. Academic GPA for all courses EXCEPT for non-academic courses
2. 10th-12th Grade Academic GPA, which some colleges use for entry
3. Total GPA, meaning all courses that you have taken for a grade.

All three GPAs are calculated both weighted and non-weighted. If you have taken honors or college-level courses such as AP, you get more points in your GPA, which is called “weighted”. Class rank is listed and colleges might ask for this on your applications.

### Example of transcript

Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated						
	Weighted	Non-Wgtd	CREDIT SUMMARY			
Acad GPA (9-12)	<b>3.5135</b>	<b>3.2432</b>	Subject Area	Credit Red'd	Compl	Needed
Acad GPA (10-12)	<b>3.5556</b>	<b>3.2593</b>	English	40.00	35.00	5.00
Total GPA (9-12)	<b>3.6044</b>	<b>3.3846</b>	Mathematics	20.00	20.00	-
Credit Attempted: <b>230.00</b>			World History	10.00	10.00	-
Credit Completed: <b>230.00</b>			US History	10.00	10.00	-
			Civics	5.00	-	5.00
			Economics	5.00	5.00	-
			Science: Physical	10.00	10.00	-
			Foreign Language	10.00	10.00	-
			Fine Arts	5.00	5.00	-
			Practical Arts	5.00	5.00	-
			Fine/Practical Arts	5.00	-	5.00
District Enter: 8/28/2007			PE	22.50	22.50	-
School Enter: 8/17/2016			Health	2.50	2.50	-
			Science: Life	10.00	10.00	-
			Elective	70.00	85.00	-
			* TOTALS *	230.00	230.00	15.00
			Algebra 1 Requirement Met			
<b>Class of 2020</b>						



# Counseling and Guidance

## Introduction

The counselors are available throughout the school day to help with schedules, grades, and credits earned. You are welcome to discuss these and any other items with your counselor by making an appointment with the counseling secretary.

District procedures are in place to ensure Equal Education Opportunity for all students so that differing counseling materials for students are not used on the basis of sex, nor are students treated differently based on sex (SCUSD Board Policy and Administrative Regulation 5100).

## The High School Years

Registration, orientation, and program adjustments occur during the early stages of each high school year. In grades 9 and 10, the student's educational career plans are reviewed in individual conferences or in small groups with counselors. In the junior year, students are prepared for college testing or learn about vocational opportunities and requirements. As seniors, students are individually counseled to update their graduation status.

## The Freshman Year

During the first year of high school, students make the transition from middle school and continue exploring career options. 9<sup>th</sup> graders:

- revisit their Four Year Academic Plan
- set the foundation for current and future academic success
- Naviance career planning assessments

## The Sophomore Year

In the second year of high school, students and their parents focus on education and career plans. 10<sup>th</sup> graders:

- Update their Four Year Academic Plan
- take PSAT in October
- Naviance career planning assessments

## The Junior Year

Now with their career plan in progress, students are heading towards a career or college pathway after graduation. 11<sup>th</sup> graders:

- update their Four Year Academic Plan
- receive an update of their educational career plan and graduation status
- take PSAT in October
- participate in CAASPP testing in April and May
- participate in college testing (SAT/ACT) when required for attending a 4-year college or university
- College exploration through Naviance

## The Senior Year

The knowledge and experience gained throughout the high school years now enable the student to refine plans and get ready for action. 12<sup>th</sup> graders:

- discuss graduation status and related plans with their counselor
- participate in college testing, when required
- learn of financial assistance for college / technical schools
- receive letters of academic status, as needed
- learn of vocational opportunities and the current job market
- gather letters of recommendation for college entrance for scholarships or for employment
- College planning and organization through Naviance

## Notes

**PSAT:** Preliminary Scholastic Aptitude Test

**SAT:** Scholastic Aptitude Test Reasoning Test & Subject Tests

**ACT:** American College Test

**CAASPP:** California Assessment of Student Performance and Progress

**Naviance:** Santa Clara Unified School District uses Naviance, a college, and career readiness tool. This website will provide an abundance of resources and links to help our students navigate through high school and plan for the future. These resources include college and career searches, financial aid, SAT/ ACT registration information, and college applications – just to name a few. Students will also be assigned tasks to complete that will aid them in making a quality plan for their future. See your student's counselor for more information.

# College & Career Resource Center

## What is the College and Career Resource Center?

The College and Career Resource Center is the source of information on career planning, apprenticeships, technical schools, colleges, and scholarships. Information on work permits and work programs is also available.

The Center provides students with many opportunities to develop and explore occupational and educational goals. Here students will find information about colleges, scholarships, and the college application process. Individualized research on careers and classroom projects can be conducted through the Center. Students can find out information about programs offered through Silicon Valley Career Technical Education (SVCTE). Every student is encouraged to visit the Career & College Resource Center before school, during lunch, and after school. Parents are also welcome to visit the facility.

## How do students find out what information is in the center?

- Morning announcements
- Class tours during the year
- Word of mouth
- Call slips

- PTSA newsletter
- Schoolloop website
- Schoolloop e-mails
- Dropping in
- Naviance

## **What information and services are available?**

- College/University resources: a library of resources from community colleges, UCs, CSUs, private, and out-of-state institutions are available for student use. Students can research colleges/universities to learn more about campus environments, programs, majors and services
- College/University representative visits: meet with representatives to learn what their college offers
- College application information and assistance
- Work permits for students under the age of 18
- Career exploration and college information through Naviance
- Community college application workshops and assessment testing
- Concurrent enrollment information about local community colleges
- Assist individual students and groups of students on college and careers readiness
- A career informational library
- SAT, ACT, PSAT, AP study guides are available for student use and may be checked out
- SAT, ACT, PSAT, testing date information
- Military information from all branches and visits
- Silicon Valley Career Technical Education (SVCTE) programs - information and enrollment in SVCTE courses
- Special interest inventory tests to determine what your interests might be for possible career choices
- Internet access available
- College Application and Financial Aid workshops
- Class enrollment assistance on Mission College classes held on high school campuses
- Parent informational evening sessions

## **Locations of College & Career Resource Centers**

Monday - Friday

New Valley High School - 408-423-2323, School Office

Santa Clara High School - 408-423-2616, Room B-110

Wilcox High School - 408-423-2445, Room B-113

Wilson High School - 408-423-3613, School Office

# College Admission Requirements

## Independent Colleges and Universities

### Overview

Hundreds of independent (privately supported) colleges and universities around the country offer a wide range of programs and choices. California currently has about 75 independent colleges and universities.

### The Variety

Independent colleges and universities come in a variety of shapes and sizes: major research universities, comprehensive universities, small liberal arts colleges, church denominational universities, specialized schools and colleges for the arts or technology, and even universities for full-time workers.

### The Costs

Since independent colleges and universities do not receive money from the state, their “sticker price” is higher than public colleges and universities. However, many students (70% in California) receive aid to cover most, if not all of their costs. When you consider costs, think about the consequences of spending more than four years in college. Costs for an additional year include not only tuition and fees, but also “lost income” as a result of not being able to start a career. Private colleges and universities encourage students to finish on time.

### The Search for the Right School

First, decide what you are looking for, and then begin checking the individual campus.

Tips:

- Go to the California Independent Colleges website at <https://aiccu.edu/>
- When you take the PSAT test, be sure to check “YES” for Student Service Search
- Talk with people, especially students from your high school, who attended a college you are considering. Ask them what made it special. How did they pay for the expenses? Did it get them where they wanted to go and on time?

### How to Apply

Application procedures vary at different colleges. Below are some guidelines:

- Complete application(s) early in your senior year
- You can apply to Early Decision which is due Fall of your senior year
- Check deadlines carefully
- Transcripts required
- Most require admissions tests (SAT or ACT)
- Most require a letter of recommendation
- Many of them require personal essays



- Some require personal interviews

### **How Do Colleges Make Decisions?**

While some independent colleges and universities are in the most competitive category, others are looking for graduates in the top half of their class or who have a special talent within themselves. Independents often take a closer look at candidates by going beyond the numbers (GPA, test scores) and by requiring essays, recommendations, and personal interviews.

### **Key Factors**

**Courses:** A strong college preparatory program

**Grades:** A good GPA in challenging courses

**Examination:** The required SAT or ACT tests, UC's and other colleges no longer require these tests.

**Other Factors:** Letter of recommendation, personal essay, leadership, community service, involvement in clubs, alumni, athletics, special interest, hobbies, music, art, yearbook, journalism, etc.

### **When Do You Find Out?**

#### **Early Decision**

An Early Decision is initiated by a student, who is then notified of the college's decision earlier than usual—generally by January. This process is for applicants who are sure about their chosen college and are likely to be accepted by that college.

#### **April Notification**

Highly selective colleges usually notify a candidate in mid-April and ask for a reply in early May.

#### **Rolling Admissions**

Students are notified usually about two weeks after the application is received.

# California's Public Colleges and Universities

California has a three-tiered system of state-financed universities and colleges. Following is an explanation of what many experts consider the nation's best public higher education network.

University of California (UC)	California State University (CSU)	Community Colleges (CC)
Generally accept the <b>top 9%</b> of high school students statewide	Generally accept the <b>top 33%</b> of high school students statewide	Accepts <b>100%</b> of high school students statewide
<b>Background:</b> The UC system combines the education of undergraduates with a strong emphasis on graduate programs and world-class research in the sciences and humanities.	<b>Background:</b> The CSU system emphasizes undergraduate education, leading to bachelor's master's, and a limited number of doctoral degrees.	<b>Background:</b> Colleges offer a wide range of academic and vocational programs leading to an occupational certificate, a two-year associate of arts degree, or a transfer program.
Over <b>222,000</b> students	Over <b>437,000</b> students	Over <b>2.4 million</b> students
<b>9</b> Campuses	<b>23</b> campuses	<b>109</b> campuses
<b>Costs:</b> Approximately \$13,900 in fees and tuition. An additional \$20,800 for room, board, books, and transportation.  Approximately <b>\$34,700/year</b>	<b>Costs:</b> Approximately \$7,980 in fees and tuition. An additional \$20,010 for room, board, books, and transportation.  Approximately <b>\$28,000/year</b>	<b>Costs:</b> A unit or credit costs \$46 plus \$3,500 for books, fees, and transportation. This does not include any living expenses.  Approximately <b>\$4,190/year</b>
<b>Entrance Requirements:</b> A high school seniors must be in the top nine percent academically statewide and have completed 15 prescribed high school courses. Must take the ACT Plus Writing or SAT Reasoning Test with Writing.	<b>Entrance Requirements:</b> A high school seniors must be in the top third academically statewide and have taken 15 required high school courses. Students should take SAT or ACT tests.	<b>Entrance Requirements:</b> These colleges are open to all California residents, including those without a high school diploma. A California resident may attend a community college anywhere in the state.
<b>Campus Locations</b> Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz, San Francisco specializes in upper-division and graduate health sciences.	<b>Campus Locations</b> Bakersfield, Channel Islands, Chico, Dominguez Hills, Fresno, Fullerton, East Bay, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San	<b>Campus Locations</b>  55 of the campuses are in Southern California  54 of the campuses are in Central and Northern California

	Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus	
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## University of California (UC) Checklist

### Introduction

To be eligible for UC as a freshman, a student must meet the subject, scholarship, and examination requirements. Use this checklist and the accompanying pages to determine your eligibility and to prepare for admission to UC

### Obtain and Complete All Application Materials

**August:** Access the online application at <https://admission.universityofcalifornia.edu/apply-now.html>

**November:** Complete the application online at <https://admission.universityofcalifornia.edu/apply-now.html>. Be sure to submit your application during the filing period. November 1- November 30.

**March-May:** Receive notice of acceptance or denial from the University of California campuses that you have applied to.

### Eligibility in Statewide Context

#### Subject Requirements

Complete 15 units of high school coursework listed in the “a-g” requirements. At least 11 of the 15 courses must be taken by the end of Junior year. One unit equals an academic year or two semesters of study. **Review your grades each semester.**

#### Determining Grade Point Average (GPA)

**Scholarship Requirement:** The Scholarship Requirements define the GPA you must attain in the “a-g” subjects and the SAT (or ACT) test scores you must earn to be eligible for admission. If your GPA is 3.0 or above and you achieve the test score total indicated in the Eligibility Index you satisfy the minimum Scholarship Requirement. Refer to [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu) and check your calculations with your counselor.

#### Use Grades from the “a-g” Subject Requirements

Your GPA is calculated by assigning point values to the grades you earn, totaling the total points, and dividing the total by the number of “a-g” course units

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

Only the grades you earn in the “a-g” subjects in the 10th, 11th, and 12th grades are used to calculate your GPA. 9th grade courses can be used to meet the Subject Requirement if you earn a grade of C or better, but not used to calculate GPA.

### **Using Honors Courses to Complete your GPA**

UC assigns extra points for up to four units of University-certified honors level and advanced placement courses taken in the last three years of high school. No more than two years of UC-approved courses taken in the 10th grade may be given extra points. Grades will be counted as follows:

A = 5 points

B = 4 points

C = 3 points

D = will not be given an extra point

Courses must be in the following “a-g” subjects: History, English, Advanced Mathematics, Laboratory Science and World Language. They must be certified as honors courses by the University. In these fields, as well as computer science, social science, and visual and performing arts, acceptable honors-level courses are designed to prepare students for an Advanced Placement Examination of the College Board or a Higher Level of Examination of the International Baccalaureate. College Courses that are transferable to UC are acceptable honors-level courses.

### **Eligibility in Local Context**

The top nine percent (9%) of students at each participating California high school are designated UC-Eligible and guaranteed admission to at least one of the UC campuses (not necessarily their first choice). By the end of the junior year, students must complete 11 specific units for Subject requirements:

1- History/Social Science

2- Mathematics

1- World Language

2-English

1- Laboratory Science

4- College Prep Electives

### **Eligibility by Examination Alone**

If you do not meet the requirements for Eligibility in the Statewide Context or Eligibility in the Local Context, you may be able to qualify for admission by examination. To qualify, students must take the ACT with Writing or the SAT Reasoning Test with Writing as well as two SAT Subject Tests. Certain scores are needed to satisfy the minimum requirements of eligibility by examination alone. Visit

<https://admission.universityofcalifornia.edu/counselors/freshman/> for specific score requirements.

## **Note on Eligibility**

Achieving eligibility does not guarantee admission to a particular campus. Increasingly, the applicant pool for most UC campuses and some majors far exceeds the number of spaces available for entering freshmen. Higher standards are used to evaluate applicants for selection. Since selection criteria can change, check with your counselor or with a campus that interests you.

## **UC/CSU Subject Requirements**

### **A. History/Social Science (2 years required)**

Two years of history/social science, including one year of U.S. history or one-half year of U.S. history *and* one-half year of civics or American government; and one year of world history, cultures and geography.

### **B. English (4 years required)**

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than two semesters of 9th grade English can be used to meet this requirement.

### **C. Mathematics (3 years required; 4 years recommended)**

Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

### **D. Laboratory Science (2 years required; 3 recommended)**

Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry and physics. Laboratory courses in earth sciences are acceptable if they have prerequisites or provide basic knowledge in biology, chemistry, or physics. The appropriate 2 years of an approved integrated science program may be used to fulfill this requirement. Not more than one year of 9th grade laboratory science can be used.

### **E. World Language (2 years required; 3 recommended)**

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition. Courses in a language other than English taken in the seventh and eighth grade may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

### **F. Visual and Performing Arts (1 year required)**

One year of visual and performing arts chosen from the following: dance, drama/theater, music, and/or visual art.

### **G. College Preparatory Electives (1 year required)**

One year (two semesters), in addition to those required in “a-f” above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics,

laboratory science and language other than English (a third year in the language used for the “e” requirement or two years of another language).

### **Are You Eligible for UC?**

To be eligible to attend the University of California, you must:

- Complete a specific set of 15 college-prep courses (known as the “a-g” courses) with at least a 3.0 GPA

The grade you earn in your “a-g” courses, along with your test scores, are combined in the Eligibility Index, which helps determine your UC eligibility.

To find out whether you are eligible, use the calculator at

<https://admission.universityofcalifornia.edu/counselors/freshman/minimum-requirements/>

## **California State University (CSU) Checklist**

### **Obtain and Complete All Application Materials**

#### **October**

Access the application at <https://www2.calstate.edu/apply> and begin filling it out.

#### **October to November**

Complete and submit the application online at <https://www2.calstate.edu/apply> between October 1 and November 30.

#### **February to May**

Receive a notice of acceptance or denial from the California State Universities you’ve applied to.

## **Check CSU Admission Requirements**

Ask your counselor for a list of courses approved as a college preparatory for CSUs. To establish eligibility for admission as a first-time freshman, an applicant is required to:

1. Be a high school graduate (diploma, satisfactory GED score, or California high school equivalency certificate)
2. Have completed, with a grade of C or better the required college preparatory course pattern
3. Determine your GPA

Note: Certain campuses and impacted majors require additional subject requirements, higher test scores, and higher GPAs.

### **Determining Your CSU Grade Point Average (GPA)**

Multiply each semester grade of courses taken in the 10th, 11th, or 12th grade except physical education and military science (ROTC). Summer school courses count; even those taken between grades 9 and 10 may be used. Repeated courses use the highest-earned grade.



**Honors** courses taken in grades 11 and 12 (maximum of 8 courses) receive additional grade points for GPA calculations. One additional point is earned for each grade of A, B, or C received in an honors course.

# of A's: \_\_\_\_\_ x4 = \_\_\_\_\_

# of B's: \_\_\_\_\_ x4 = \_\_\_\_\_

# of C's: \_\_\_\_\_ x4 = \_\_\_\_\_

# of D's: \_\_\_\_\_ x4 = \_\_\_\_\_

# of Honors Course(s) with A \_\_\_\_\_ x5 = \_\_\_\_\_

# of Honors Course(s) with B \_\_\_\_\_ x4 = \_\_\_\_\_

# of Honors Course(s) with C \_\_\_\_\_ x3 = \_\_\_\_\_

TOTAL Grades Earned \_\_\_\_\_ TOTAL Points \_\_\_\_\_

To determine your CSU GPA: Divide "TOTAL Points" by "TOTAL Grades"= \_\_\_\_\_ **CSU GPA**

Eligibility is based upon grades from grades 10-12. Provisional admission may be made on the basis of grades 10 and 11. This calculation assumes all classes have the same number of credits. Your school may be different.

**If you have questions regarding UC or CSU college admission requirements, please contact the Intersegmental Relations Office at 916-323-6398.**

### **Take Required Tests**

Take the TOEFL examination if you have not attended at least three years of school at the high school level or beyond where English is the principal language of instruction.

### **CSU Subject Requirements**

**English:** 4 years

College preparatory English

**Mathematics:** 3 years

Algebra, geometry, intermediate algebra

**US History and Social Science:** 2 years

1 year US History OR ½ year US History and ½ year Civics/American Government; and 1 year Social Science

### **Visual and Performing Arts: 1 year**

Art, dance, drama/theater, or music

### **Laboratory Science: 2 years**

Biology, Chemistry, Physics or acceptable lab science; must include 1 biological and 1 physical science

### **World Language: 2 years**

2 years in the same World Language can be waived for applicants demonstrating equivalent competence.

### **Electives: 1 year**

Any of the subject areas listed above

## **California Community Colleges**

A great choice if you want to...

- Save money
- Transfer to a college or university
- Learn job skills to enter the job market
- Explore various subject areas while you are deciding on a major or career field
- Begin your college career close to home

### **Save Money**

The current fee is \$46 per unit. For example, A Calculus 1 class will be 5 units, so the cost will be \$230. Additional expenses include books, registration, parking, and health fees. The California College Promise Program will help to cover more qualifying students for tuition-free community college.

### **Admission Requirement (any one of these)**

- High School graduation
- 18 years or older
- High school students "concurrently enrolled"
- Special admissions- high school equivalent via the CHSPE or GED tests

Applications are available online at [cccapply.org](http://cccapply.org). There is no application fee. You will have to take the English and Math Placement tests prior to enrollment if planning to complete an associate's degree or transfer to a university.

### **Transfer Programs**

Community colleges offer a full range of lower-division general education courses for university-bound students. While in high school, students can prepare for their university/college choice by taking courses similar to those required by their university/college choice. At a community college, counselors can help you

plan your program to make sure that your courses are transferable. **Many community colleges offer written transfer guarantees to a specific college and have priority admission to UC.** With careful planning, students can enter their university or college choice at the junior (third) level.

### **Occupational Programs**

Career and Technical Programs provide students with entry-level and advanced job skills that can lead to well-paying jobs. Programs range in length from one semester to two years. Students who successfully complete these programs earn a Certificate of Achievement and may apply their credits to an associate degree.

### **Concurrent Enrollment Program for High School Students**

Eligible high school students may enroll in courses at the community college and earn college credit! Generally, students must complete their sophomore year with a minimum overall GPA of 2.0. Students may enroll in a maximum of two college courses per semester provided that they maintain a minimum attendance in high school. Students applying for the program must complete the special Concurrent Enrollment Form, in advance of the semester of intended enrollment (e.g., in May for the Fall Semester). Enrollment is subject to approval by the high school counselor or principal.

### **Services for Every Student**

Campuses have a variety of services to assist students in achieving their education and career goals: career centers, academic advising, disabled student services, honor programs, learning/tutorial centers, and scholarships.

## **Resources**

### **NCAA Eligibility Center**

[www.ncaa.org](http://www.ncaa.org)

Check the Academic & Athletics/Eligibility & Recruiting section for information. Students who plan to participate in interscholastic sports in college must be aware of the NCAA Eligibility Center and its requirements and regulation. All students must comply with the NCAA qualifications to be eligible to participate regardless of their admissibility to a college or university. There are specific requirements that include definite courses and SAT or ACT test scores. All students must meet NCAA Eligibility Center deadlines, which are separate and independent of college deadlines. It is absolutely essential that prospective college athletes and parents discuss these requirements with high school counselors to select the proper high school courses, take appropriate tests, and adhere to application deadlines. The student's high school counselor is knowledgeable and must be consulted as early as the freshman year.

### **The Internet**

The internet works in one of two ways:

1. Provide information about yourself regarding colleges and then get a list of colleges matching your requests;  
**or**
2. Access information on specific colleges and then determine whether they meet your needs.  
Remember: some resources are free, some cost money, and some aren't what they seem to be.

### **College Search Sites**

[www.usnews.com/usnews/edu/eduhome.htm](http://www.usnews.com/usnews/edu/eduhome.htm)

US News on Education- shows rankings of colleges throughout the United States

[www.nacacnet.org](http://www.nacacnet.org)

National Association for College Admission Counseling- professionals helping students decide for college

[www.californiacolleges.edu](http://www.californiacolleges.edu)

California Colleges-provides many resources and overviews of California Colleges

[nces.ed.gov](http://nces.ed.gov)

National Center for Education Statistics- collects and analyzes educational data

[www.collegeboard.com](http://www.collegeboard.com)

College Board- provides resources on SATs, AP Exams, and college resources

These websites provide many resources and overviews of many different colleges

[www.colegequest.com](http://www.colegequest.com) ( or [www.petersons.com](http://www.petersons.com) )

[www.princetonreview.com](http://www.princetonreview.com)

[www.collegeview.com](http://www.collegeview.com)

[www.bigfuture.collegeboard.org](http://www.bigfuture.collegeboard.org)

### **Scholarship Search Sites**

[www.fastweb.com](http://www.fastweb.com)

Fastweb- Well-known scholarship search engine

[www.scholarships.com](http://www.scholarships.com)

Scholarhsip.com- many scholarships offered

### **Financial Aid Search Sites**

[studentaid.ed.gov](http://studentaid.ed.gov)

Federal Student Aid- provides resources on opportunities from the Federal government for Financial Aid

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Free Application for Federal Student Aid- Always the first step to receiving financial aid from the government

### **Other Sites**

[www.uctv.tv](http://www.uctv.tv)

University of California Television- see for yourself what UC's are all about

[www.missioncollege.org/distlearn/index.html](http://www.missioncollege.org/distlearn/index.html)

Online courses allow the student to take an instructor-led course at home via an internet connection with minimal time spent on campus.

[www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/)

CDE site where pupils can learn more about CTE (Career TEchnical education)

[www.undergradzone.com](http://www.undergradzone.com)

This site offers a free College prep checklist and free test prep.

## Weighted Grades

The Board of Education for the Santa Clara Unified School District has approved the weighting of grades. All UC eligible Honors or Advanced Placement and all community college classes will be worth an additional 1.0-grade point for any grade "C" or higher on our SCUSD transcript.

The following grade scale will be used for the Honors, Advanced placement, and community college courses:

A= 5.0

B= 4.0

C= 3.0

D= 1.0

F= 0.0

Board Policy/Administrative Regulations 5121: Grades/Evaluation for student achievement

The following courses have been approved for the extra grade points within Santa Clara Unified School District:

AP European History  
AP United States History  
AP U.S. Government and Politics  
AP Macroeconomics  
AP Human Geography  
AP Psychology  
Honors World History  
Honors US History  
Honors Civics  
Honors Economics  
English 11 Honors  
British Literature Honors  
Ap English Language  
AP English Literature  
Trig/Precalculus Honors  
AP Calculus AB  
AP Calculus BC  
AP Statistics  
Chemistry Honors  
Human Physiology Honors  
AP Biology

AP Chemistry  
AP Environmental Science  
AP Physics 1  
AP Physics 2  
Spanish 3 Honors  
AP Spanish Language & Culture  
AP Spanish Literature & Culture  
AP Japanese Language & Culture  
AP Studio Art  
AP Computer Science  
AP Computer Science Principles  
AP Studio Art 3D  
AP Studio Art 2D  
AP Capstone (AP Seminar & AP Research)

### Notes:

- Not every class on this list is approved for UC weighted GPA.
- Not all Honors classes are weighted since UC does not grant honors points for all (e.g. Honors English 9, Honors Algebra 2, Honors Geometry, Honors English 10)
- Classes may not be offered at each high school



# Testing Program

## High School Testing

### Standardized Testing and Results

#### **California Assessment of Student Performance and Progress (CAASPP)**

The California Assessment of Student Performance and Progress (CAASPP) Assists teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types in the subject areas of English Language Arts and Mathematics. The CAASPP assessments are aligned with the Common Core State Standards.

ELA and Math are assessed in grades 3-8 and 11 each Spring using the online Smarter Balanced Assessments (SBA). The SBA consists of a computer adaptive test (CAT) and a performance task in each subject area (ELA & Math).

#### **California Alternative Assessments (CAAs)**

The California Alternate Assessments (CAAs) for English language arts/literacy (ELA), mathematics, and science are aligned with alternate achievement standards for students with the most significant cognitive disabilities. The purpose of the CAAs is to measure what students know and can do. These measures help identify and address gaps in knowledge or skills early so students can receive the support they need. The CAAs are aligned with alternate achievement standards- called the Core Content Connectors- and linked to the Common Core State Standards (CCSS) for ELA and mathematics and to the California Next Generation Science Standards (CA NGSS) for science. For more information, visit

[www.cde.ca.gov/ta/tg/ca/altassessment.asp](http://www.cde.ca.gov/ta/tg/ca/altassessment.asp)

#### **California Science Test (CAST)**

The California Science Test (CAST) is aligned to the California Next Generation Science Standards (CA NGSS) that were adopted by the State Board of Education in March 2013. The CA NGSS emphasizes the importance of having a deep understanding of science concepts and engaging in scientific thinking. The CAST will be administered to all students in grades 5 and 8, and one time in high school. For more information, visit

[www.cde.ca.gov/ta/tg/ca/caasppscience.asp](http://www.cde.ca.gov/ta/tg/ca/caasppscience.asp).

#### **California High School Proficiency Exam (CHSPE)**

A student can earn the legal equivalent of a California high school diploma by proving proficiency in basic skills through the California High School Proficiency Examination (CHSPE). Passing CHSPE does not exempt a student from attending school unless the student is 16 or over and has verified parental permission to leave early. Many students who pass CHSPE continue to attend high school.

You may sign up for CHSPE if you are:

- Enrolled in the second semester of 10th grade, **or**
- Have completed at least one academic year of the 10th grade, **or**
- Are age 16 or older,'

There is no limit to the number of times you may take CHSPE. Registration forms are available at most high schools and in most public libraries.

## College Testing

### The American College Test (ACT)

The American College Test is designed to measure classroom achievement in four broad content areas, as well as the ability to reason, and the application of problem-solving skills. The test takes approximately three hours and covers English usage (punctuation, grammar, sentence structure, diction and style, and logic and organization), mathematics (arithmetic and algebraic operations and reasoning, geometry, intermediate algebra, number concepts, trigonometry, etc.), and natural science (biology, chemistry, physics, physical science). The score is based on the number of correct answers given with **no** penalty for wrong guesses. Students receive separate scores for English, Natural Sciences, Mathematics, Reading, as well as a composite score.

Most colleges and universities nationwide accept this test. The ACT is accepted by the University of California and the California State Universities in place of the SAT to meet admission requirements and is required by certain colleges, especially those in the Mid-west. ACT scores can be used in place of EAP/SBA to determine readiness for college at the CSUs. The ACT gives sub scores in English, mathematics, reading, and science reasoning.

- Applications are available online
- Check to see if you qualify for a fee waiver
- All test days are Saturdays
- ACT does not allow standby registration
- ACT results are sent to your high school and institutions you designate

Website: [www.act.org](http://www.act.org)

Note: Beginning Spring 2018, all students may obtain a voucher to take an ACT exam at no cost. Contact your counselor for information.

### TOEFL (Test of English as a World Language)

TOEFL is given for the purpose of determining the English proficiency of people whose native language is not English. Many colleges include TOEFL as an admissions requirement for students who have not completed at least three years of high school in an English-speaking country. If you cannot get bulletins or registration forms, write:

TOEFL Testing Services  
P.O. Box 6151

Princeton, NJ 08541-6151

Or call (609-771-7100

Website: [www.toefl.org](http://www.toefl.org)

### **PSAT/NMSQT, Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test**

This is a Preliminary Scholastic Aptitude Test (PSAT) used to evaluate student's skills developed over years of study in a wide range of courses as well as their experiences outside the classroom. The NMSQT is not a separate test. It does not appear on transcripts and is not sent to colleges. It is the PSAT score that finds the top 2% of the nation's juniors, who then have the opportunity to become finalists and receive scholarship awards.

Note: Both Wilcox and SCHS host PSAT exam days. Students may take the school-administered PSAT for free, one time. Contact your counselor for information.

Website: [www.collegeboard.com](http://www.collegeboard.com)

### **SAT Reasoning Test**

The SAT Reasoning Test is a widely used and most rigorously researched college admissions test in history. Virtually every college in the United States accepts the SAT as a measure of the critical thinking skills you need for academic success in college.

The SAT Reasoning Test™ is a three-hour-and-45-minute test that measures critical reading, mathematical reasoning, and writing skills that students have developed over time and that they need to be successful in college. The new SAT is better aligned with the current curriculum and institutional practices in high school and college. By including the third measure of skills, writing, the SAT reinforces the importance of writing throughout a student's education and will help colleges make better admissions and placement decisions.

Note: Both Wilcox and SCHS host SAT exam days. Students may take the school-administered SAT for free, one time. Contact your counselor for information.

Website: [www.collegeboard.com](http://www.collegeboard.com)

### **SAT Subject Tests**

The SAT Subject Tests, which some colleges require for admissions or placement purposes, are one-hour multiple-choice tests in specific subject areas. The language tests assess listening and reading. Unlike the SAT Reasoning Test, which measures more general abilities, SAT Subject Tests measure your knowledge of a particular subject and your ability to apply that knowledge. Because of this, you should try to take an SAT Subject Test as soon as possible after you complete your last course in a specific subject.

Most SAT Subject Tests are given on seven set dates, but some are only offered once or twice a year. Check the registration calendar for specific information. Some colleges require a specific combination of SAT Subject Tests, and some allow students to choose their own. Check the requirements of the colleges you are interested in before deciding which tests to take.

## SAT Subject Tests are offered in

<b>English</b>	Literature
<b>History</b>	United States History, World History
<b>Mathematics</b>	Level 1, Level 2
<b>Science</b>	Biology E/M (Ecological/Molecular), Chemistry, Physics
<b>Languages: Reading Only</b>	French, Spanish, German, Latin, Modern Hebrew, Italian
<b>Languages with Listening</b>	French, Spanish, German, Chinese, Japanese, Korean

Website: [www.collegeboard.com](http://www.collegeboard.com)

## Placement Tests

### Advanced Placement Tests

The Advanced Placement (AP) Program is a program of college-level courses and exams for secondary school students. Over 90 percent of colleges give credit and/or advanced placement to students who score in the upper range of the test.

The examination is scored on a five-point scale: 5 (extremely well qualified) to 1 (no recommendation). An AP Grade Report is sent in early July to each student's home address, school, and, if the student requested, to his or her college. AP Tests are given in May. For additional information and the dates for specific tests, please visit the website: [www.collegeboard.com/ap/students](http://www.collegeboard.com/ap/students)

### California State University Early Assessment Program (EAP)

The Early Assessment Program (EAP) lets you know if you are ready for college-level work in English and mathematics at the end of your junior year of high school. The early signal gives you the opportunity to improve your skills during your senior year or the summer before attending a CSU or community college. For more information, visit [csustudentsuccess.org/](http://csustudentsuccess.org/)

### University of California Analytical Writing Placement Examination (AWPE)

UC undergraduates must demonstrate proficiency in writing. One method is to achieve a composite score of 8 or higher on the Analytical Writing Placement Examination- AWPE- (formerly Subject A) Examination. In May, you **must** take the exam if you plan to enroll in Fall unless you meet the requirements by scoring a 3 or higher on the AP English test, or 30 or higher on the ACT Combined English/Writing Test, or 680 or higher on the SAT Reasoning Test, or completing an appropriate course at a community college.

# Course Descriptions

## ENGLISH

<b>English 9</b> <b>Course# 100015</b>	Grades: 9 UC / CSU Requirement: B Credits: 10, Year
<b>Offered at</b> MacDonald, New Valley, Santa Clara, Wilcox, Wilson <b>Prerequisite</b> None	
English 9 is a challenging and rewarding course. Journals, essays, reflections, creative and timed writings will help students become stronger writers. In this year-long course, students will read a variety of texts with themes including coming of age, hero's journey, search for identity, and role of community. Students will develop their ability to analyze and interpret texts. Students will also learn the features of paragraphs and essays. Final products include literary analysis, narrative, and expository essays. By practicing and participating, students will grow as writers, readers, and thinkers.	

<b>Honors English 9</b> <b>Course# 100515</b>	Grades: 9 UC / CSU Requirement: B Credits: 10, Year
<b>Offered at</b> MacDonald, MECHS, Santa Clara, Wilcox, <b>Prerequisite</b> At Wilcox, students with a C or better, or with teacher recommendation, are invited to submit a response to a specific prompt. Prompts are available from English teachers. There is no prerequisite at SCHS, but a summer reading assignment is required at both schools.	
English 9 Honors is an accelerated one-year program that is the foundation for the sequentially designed Honors/AP English Program. Students will analyze and interpret a variety of texts including novels, short stories, poetry, non-fiction, and drama. Students will focus on writing as a process especially in the area of literary analysis. Students will be asked to work independently and collaboratively on student-centered, creative long-term projects. Students will read texts in addition to what is required for English 9 on themes including coming of age, search for identity, the role of community, and hero's journey.	

<b>English 10</b> <b>Course# 100025</b>	Grades: 10 UC / CSU Requirement: B Credits: 10, Year
<b>Offered at</b> New Valley, Santa Clara, Wilcox, Wilson <b>Prerequisite</b> None	

In English 10 students will continue to develop skills in composition and literature. Through classic and contemporary literature, students will examine the relationship between the individual and society. Students will refine their ability to analyze and make meaning of novels, short stories, poetry, and nonfiction. Student participation in this course is essential as it will enhance critical thinking skills. Themes may include social justice, the pursuit of justice and human dignity, and the use and abuse of power.

**Honors English 10**  
**Course# 100525**

Grades: 10  
UC / CSU Requirement: B  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox, MECHS

**Prerequisite** At Wilcox, students with a C or better, or with teacher recommendation, are invited to submit a response to a specific prompt. Prompts are available from English teachers. There is no prerequisite at SCHS, but a summer reading assignment is required at both schools. There is no prerequisite or prompt submission required at MECHS.

This is an accelerated, one-year program that aims to refine students' analysis and interpretation skills using a variety of texts including classic and contemporary novels, short stories, poetry, drama, and non-fiction. Students are expected to share their unique perspectives and talents through creative and analytical writing, answering essential questions, as well as through oral presentations and student-created long-term projects, to create a challenging and dynamic learning environment. This course is the second year of a sequentially designed Honors Program although students may enter the course who were not enrolled in Honors English 9. There is a strong focus on writing as a process, especially in the area of literary analysis. Students will read texts in addition to what is required for English 10 on themes such as social justice, the pursuit of justice and human dignity, and use and abuse of power.

**English 11**  
**Course# 100035**

Grades: 11  
UC / CSU Requirement: B  
Credits: 10, Year

**Offered at** New Valley, Santa Clara, Wilcox, Wilson

**Prerequisite** None

English 11 students use American Literature to define and analyze the "American dream" and the "American Experience". Emphasis is placed on writing as a process and students will write multi-draft literary analysis and expository essays and a major research paper. In addition to the study of American Literature, English 11 students will refine their research, vocabulary, collaboration, and oral communication skills.

**English 11 Honors**  
**Course# 100535**

Grades: 11  
UC / CSU Requirement: B  
Credits: 10, Year

**Offered at** MECHS

**Prerequisite** At Wilcox, students with a C or better, or with teacher recommendation, are invited to submit a response to a specific prompt. Prompts are available from English teachers. There is no prerequisite at SCHS, but a summer reading assignment is required at both schools. There is no prerequisite or prompt submission required at MECHS.

In this course, students use American Literature to analyze and critique major literary topics, forms, and themes across the history of the United States. Through rhetorical and literary analysis, students will critically examine the development of American culture as well as the “American Dream”. Critical and creative projects will emphasize literary analysis, argumentative writing and presentations, research (including an I-Search paper), and a multi-draft revision process.

**AP English Language and Composition**  
**Course# 103735**

Grades: 11  
UC / CSU Requirement: B  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox

**Prerequisite** Students with a C or better, or with teacher recommendation, [Wilcox only: are invited to submit a response to a specific prompt. Prompts are available from English teachers.]

This college-level course prepares students to analyze rhetorical contexts with an emphasis on American writers. Through close reading, discussion, collaboration, and independent practice, students will hone their abilities to develop, articulate, and defend interpretations of style and content. Students will write essays in response to literature and a variety of expository essays including an argumentative/persuasive essay, synthesis essay, and a rhetorical essay. The reading and writing demands of the course are rigorous and are designed to prepare students to take the Advanced Placement English Language and Composition test in May.

**English 12**  
**Course# 100045**

Grades: 12  
UC / CSU Requirement: B  
Credits: 5, Semester

**Offered at** New Valley

**Prerequisite** None

In English 12, students study themes such as defining the American Dream, the Journey to Self Awareness, the Pursuit of Happiness, and the characteristics of a hero. Emphasis is on students improving their reading, vocabulary, grammar, persuasive and expository writing skills while practicing collaboration, oral communication, critical thinking, and citizenship.

**Contemporary Literature**  
**Course# 104205**

Grades: 12  
UC / CSU Requirement: B  
Credits: 10, Year

**Offered at** Wilson

**Prerequisite** None

This course leads students to appreciate, analyze and evaluate ideas and values in contemporary literature. Students will read novels, short stories, drama, poetry, and nonfiction written by culturally diverse authors of the late twentieth and twenty-first centuries. Assignments include literary analysis essays and poetry writing, as well as oral presentations.



<b>AP English Literature and Composition</b> <b>Course# 100645</b>	Grades: 12 UC / CSU Requirement: B Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Students with a C or better, or with teacher recommendation, [Wilcox only: are invited to submit a response to a specific prompt. Prompts are available from English teachers.]	
<p>This college-level class, equivalent to English 1A and 1B, studies poetry, short story, drama, and novels. Writing assignments include literary analysis, research papers, creative projects, and reflective essays appropriate for college applications. Group work and class discussion form the foundation for understanding. The reading and writing demands of the course are rigorous and are designed to prepare students to take the Advanced Placement English Literature and Composition test in May.</p>	

<b>CSU Expository Reading and Writing</b> <b>Course# 105945</b>	Grades: 12 UC / CSU Requirement: B Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> None	
<p>The ERWC course is designed to show how reading and writing are more than skills or tools; they reflect and even define our social worlds. Texts, written and spoken, create ways for students to make sense of the world. Not only will students learn to negotiate a variety of texts, but they will also become familiar with the discourse of academic English. The course focuses on three parts of reading and writing: contents, process, and purpose. Students will develop fluency with a wide range of reading materials- organized around current topics of interest- characteristic of those they are likely to encounter in post-secondary education and/or the globalizing world of work.</p> <p>For students who earned an EAP status of “conditionally ready” in their junior year, passing ERWC with a grade of C or better in both semesters of their senior year allows them to enroll in a CSU without taking the English Placement Test.</p>	

<b>British Literature</b> <b>Course# 104145</b>	Grades: 12 UC / CSU Requirement: B Credits: 5, Semester
<b>Offered at</b> Wilson <b>Prerequisite</b> None	
<p>Students will continue to sharpen their writing skills as well as develop in this one-semester college-preparatory course, students will study a sampling of British literature, from the 8th century to the modern-day. In doing so, they will explore the universal themes expressed in these works that make them still relevant today. They will trace the development of the English language, from Old to Middle to Modern English, as well as study the genres and themes particular to each time period. Students will continue to sharpen their writing skills as well as develop their ability to analyze and make meaning of what they read.</p>	

<b>Honors British Literature</b> <b>Course# 103605</b>	Grades: 11-12 UC / CSU Requirement: B Credits: 10, Year
<b>Offered at</b> MECHS, Wilcox <b>Prerequisite</b> Students with a C or better, or with teacher recommendation, are invited to submit a response to a specific prompt. Prompts are available from English teachers. There is no prerequisite or prompt submission required at MECHS.	
<p>This course provides the college-bound student rigorous instruction in the major British literary works of the Anglo-Saxon, Medieval, Renaissance periods, the Age of Reason, the Eighteenth Century, Romantic and Victorian eras, and the Twentieth Century by examining the historical and cultural periods of each era. Students are required to complete a summer reading assignment prior to class. Throughout the year they will complete a research paper in poetry, critical essays, creative projects, and review for the AP English exams. Group work and class discussion form the foundation for understanding.</p>	

<b>Mythology</b> <b>Course# 106005</b>	Grades: 12 UC / CSU Requirement: B Credits: 5, Semester
<b>Offered at</b> MECHS, Wilson <b>Prerequisite</b> None	
<p>This course is a study of the influence of world mythology on western culture. Students will read and examine the influence of classical myths and epics from cultures around the world, including Greece, the British Isles, the Middle East, the Far East, and Pacific Islands, Africa, and the Americas. Students will analyze myths for common patterns, such as the hero archetype, as well as for cultural worldview and universal human values. Students will also refine their literary analysis, expository writing, and critical thinking skills.</p>	

<b>Honors Philosophy and Critical Analysis</b> <b>Course# 106305</b>	Grades: 9- 12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> MECHS <b>Prerequisite</b> None	
<p>In this Philosophy course, students will read and discuss the writings of great thinkers from around the world, both past and present. This course will also provide students with many opportunities to write constructed responses demonstrating a deep understanding of challenging texts. Philosophy addresses the student's need for personal growth and understanding by addressing the history of human intellectual thought, and fundamental questions in areas as diverse as logic, science, and ethics. The study of philosophy has long been at the center of a liberal arts education because it encompasses both the fundamental values of our lives and the assumptions of knowledge and inquiry that are common to all academic disciplines. Whatever historical or contemporary topics philosophy encounters, it teaches students to develop critical and analytical skills as well as a capacity for self-reflection and creative imagination.</p>	

<b>Reading Intervention</b> <b>Course# 755415</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox, Wilson <b>Prerequisite</b> Recommendation based on student need	

<b>Short Story</b> <b>Course# 104945</b>	Grades: 12 UC / CSU Requirement: B Credits: 5, Semester
<b>Offered at</b> Wilson <b>Prerequisite</b> None	
<p>This literature-based course is designed to introduce students to the elements of the short story through reading, discussion, and analysis of a variety of short stories and novelas. The students will explore a wide range of themes and authors in addition to the effects of fable, myth, and urban legends on the plot of short stories. Highlights of the course include a research paper geared toward college preparation and creating a video production of researched urban legends. A project-based final exam requires students to demonstrate knowledge of the elements of the short story, critical thinking, and problem-solving strategies, and teamwork skills.</p>	

<b>Creative Writing</b> <b>Course# 105006</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> New Valley <b>Prerequisite</b> None	
<p>Every one of us struggles at times to be understood. This class is designed to empower students to use spoken and written language to better understand ourselves, express ourselves, and engage in the world through writing. Students will write in a variety of forms including journaling, letters, autobiography, fiction, poetry, drama, argument, and more. We will closely read a variety of "mentor texts" to learn different forms of writing and respond to the world around us. Students will learn how to give descriptive feedback in a safe, supportive writing community in which each person's ideas matter. This course will incorporate art, film, and music as well as written texts.</p>	

<b>Film as Literature</b> <b>Course#</b>	Grades: 10-12 UC / CSU Requirement: Credits:
<b>Offered at</b> New Valley <b>Prerequisite</b> None	
<p>Adolescents come of age in a media-saturated environment, yet most lack critical perspective on how the media impacts them. This course covers topics that are relevant to students' lives and urgent to today's world: the media and the First Amendment, fake news, money and profit, advertising and body image, representations of race and gender, and the</p>	

impact of social advertising and body image, representations of race and gender, and the impact of social media on democracy and mental health. As media analysts, students will consider the question, *who is behind the curtain and what is the agenda?* As media creators, they will make decisions that impact others and will apply critical media analysis questions to their own work.

<b>EL Beginning</b> <b>Course# 154015</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox, <b>Prerequisite</b>	
<p>The instruction in this course will focus on basic vocabulary, grammar, communication skills, reading, study skills and American culture. The main resource will be a textbook designed for development in English language skills. Students will read short stories, plays, excerpts and articles that cover multiple content areas and will allow for enrichment in vocabulary. Students will begin by forming simple sentences and paragraphs, building into more complex and developed pieces of writing by second semester. Students will organize ideas for writing with visual organizers, maps and outlines. Students will communicate basic needs, engage in school and academic related conversations, make oral presentations, and learn to work collaboratively. Cultural proficiency will be an ongoing part of the curriculum in this class.</p>	

<b>EL Intermediate</b> <b>Course# 154025</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b>	
<p>The instruction in this course will focus on intermediate vocabulary, grammar, communication skills, reading, study skills and American culture.</p>	

<b>EL Advanced</b> <b>Course# 154035</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b>	
<p>The instruction in this course will focus on more advanced vocabulary, grammar, communication skills, reading, study skills and American culture. The main resource will be a textbook designed for development in English language skills. Students will continue to develop language skills by interacting with a variety of supplementary books and materials. They will also learn to recognize high frequency words and phrases, and benefit from a variety of using reading strategies to analyze literature. Students will be provided diverse instructional strategies to increase learning in all academic areas. Cultural proficiency will be an ongoing part of the curriculum in this class.</p>	

<b>BSC English 11</b> <b>Course# 160035</b>	Grades: 11 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> IEP	
Students will work on basic writing and reading skills, one-on-one and in groups. Correct grammar and punctuation will be focused on as well as word analysis and fluency. Vocabulary and comprehension will be improved through spelling, reading assignments, and group discussions. Levels and materials will vary according to each individual's goals. It follows the California State Standards with modified instruction and meets the English graduation requirements. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.	

<b>BSC English 12</b> <b>Course# 160045</b>	Grades: 12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> IEP	
Students will work on basic writing and reading skills, one-on-one and in groups. Correct grammar and punctuation will be focused on as well as word analysis and fluency. The students read and analyze English literature, novels, and short stories. Vocabulary and comprehension will be improved through spelling, reading assignments, and group discussions. Levels and materials will vary according to each individual's goals. It follows the California State Standards with modified instruction and meets the English graduation requirements. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.	

<b>PRT English 9</b> <b>Course# 170015</b>	Grades: 9 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> IEP	
This course is designed to be aligned with state standards using an alternative curriculum to access the standard. Students will work on basic writing and reading skills, one-on-one and in groups. Letter and word recognition, correct grammar, and punctuation will be covered. Vocabulary and comprehension will be improved through spelling, reading assignments, and group discussions. Levels and materials will vary according to each individual's goals. Instruction will include classroom activities as well as school-based and community outings to generalize skills and make connections to the content. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.	

<b>PRT English 10</b> <b>Course# 170025</b>	Grades: 10 UC / CSU Requirement: Credits: 10, Year
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**Offered at** Santa Clara, Wilcox  
**Prerequisite** IEP

This course is designed to be aligned with state standards using an alternative curriculum to access the standard. Students will work on basic writing and reading skills, one-on-one and in groups. Letter and word recognition, correct grammar, and punctuation will be covered. Vocabulary and comprehension will be improved through spelling, reading assignments, and group discussions. Levels and materials will vary according to each individual's goals. Instruction will include classroom activities as well as school-based and community outings to generalize skills and make connections to the content. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

**PRT English 11**  
**Course# 170035**

Grades: 11  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox  
**Prerequisite** IEP

This course is designed to be aligned with state standards using an alternative curriculum to access the standard. Students will work on basic writing and reading skills, one-on-one and in groups. Letter and word recognition, correct grammar, and punctuation will be covered. Vocabulary and comprehension will be improved through spelling, reading assignments, and group discussions. Levels and materials will vary according to each individual's goals. Instruction will include classroom activities as well as school-based and community outings to generalize skills and make connections to the content. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

**PRT English 12**  
**Course# 170045**

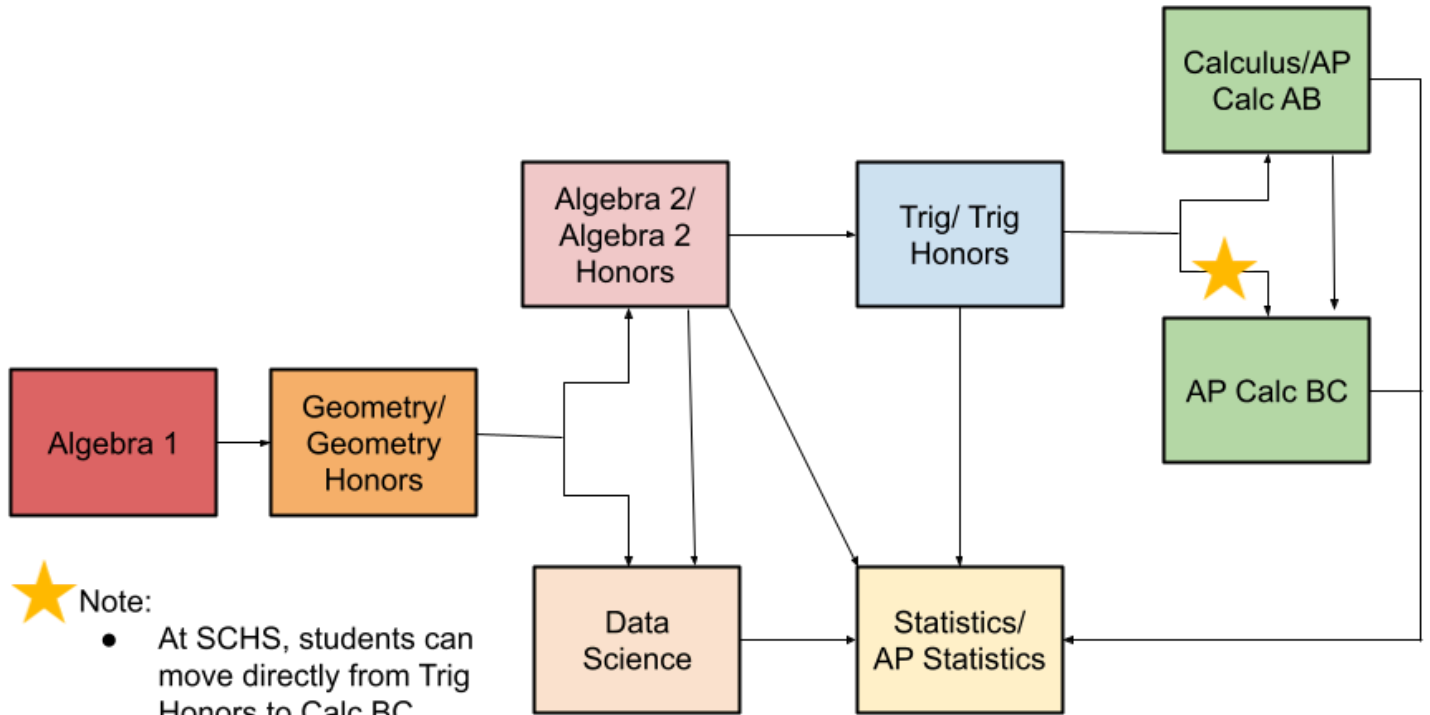
Grades: 12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox  
**Prerequisite** IEP

This course is designed to be aligned with state standards using an alternative curriculum to access the standard. Students will work on basic writing and reading skills, one-on-one and in groups. Letter and word recognition, correct grammar, and punctuation will be covered. Vocabulary and comprehension will be improved through spelling, reading assignments, and group discussions. Levels and materials will vary according to each individual's goals. Instruction will include classroom activities as well as school-based and community outings to generalize skills and make connections to the content. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

**MATH**

# Math Pathways



Note:

- At SCHS, students can move directly from Trig Honors to Calc BC.
- At Wilcox HS, students must first take Calc AB before moving on to Calc BC.

**Algebra 1**  
**Course# 201105**

Grades: 9-12  
UC / CSU Requirement: C  
Credits: 10, Year

**Offered at** MacDonald, MECHS, New Valley, Santa Clara, Wilcox, Wilson  
**Prerequisite** None

Algebra is a year-long course that builds on arithmetic skills and algebraic concepts taught in earlier grades. This course emphasizes the following concepts: basic properties of, and operations with, real numbers, solving equations and inequalities, graphing linear equations and inequalities, solving systems of equations, operations with polynomials, products and factoring, irrational numbers, and radicals.



<b>Algebra Support</b> <b>Course# 717005</b>	Grades: 9-12 UC / CSU Requirement: None Credits: 10, Year
<b>Offered at</b> MacDonald, Santa Clara, Wilcox <b>Prerequisite</b> Concurrent enrollment in Algebra 1	
Algebra Support is designed to help students struggling in Algebra 1. The goal of the course is to help struggling students gain confidence and find success in their Algebra 1 class. Support for students will include online math tutoring and direct teacher support. It is a year-long course and student enrollment is done by parent request and/or teacher recommendation.	

<b>Project-Based Mathematics</b> <b>Course# 200305</b>	Grades: 10-12 UC / CSU Requirement: None Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Passing grade in Algebra 1	
Mathematics is a vital part of our world, and crucial for student success in the 21st-century workplace. In this course, students will have the opportunity to learn and apply mathematics through engaging projects such as coding, construction, video game design, robotics, and financial planning. Emphasis is placed on creative and collaborative problem-solving. Concepts such as systems of linear equations, quadratic functions, exponential functions, data and probability, geometric properties of both two and three dimensions, and mathematical modeling will be emphasized.	

<b>Geometry</b> <b>Course# 202005</b>	Grades: 9-12 UC / CSU Requirement: C Credits: 10, Year
<b>Offered at</b> MECHS, MacDonald, New Valley, Santa Clara, Wilcox, Wilson <b>Prerequisite</b> Passing grade in Algebra 1	
Geometry is a one-year course, which reviews the geometric concepts of previous math courses. In addition, it encourages and guides the student in the discovery of new geometric concepts. Geometry stresses the ability to reason logically and think critically. It will include teaching the student how to present a formal proof. Geometric properties of both two and three dimensions are emphasized as they apply to points, lines, planes, triangles, circles.	

<b>Geometry Honors</b> <b>Course# 202105</b>	Grades: 9-12 UC / CSU Requirement: C Credits: 10, Year
<b>Offered at</b> MacDonald, Santa Clara, Wilcox <b>Prerequisite</b> B or better in Algebra 1 or teacher recommendation	

Honors Geometry is a one-year course, which encourages and guides the student in the discovery of new geometric concepts. A major part of this course will be devoted to teaching the student how to present a formal proof. The emphasis, especially in the first semester, will be placed on translating symbols, words, phrases, and diagrams into a logical sequence as it applies to two-column and paragraph proofs. Along with these ideas, the second semester will incorporate geometric properties of both two and three dimensions. Concepts such as area, volume, loci, right triangles, similar triangles, and circles will be emphasized.

**Algebra 2**  
**Course# 201405**

Grades: 9-12  
UC / CSU Requirement: C  
Credits: 10, Year

**Offered at** MECHS, MacDonald, New Valley, Santa Clara, Wilcox, Wilson, MECHS  
**Prerequisite** C or better in both Algebra 1 and Geometry

Algebra 2 is a one-year course, which provides a view and extension of the concepts taught in Algebra 1. Emphasis is placed on the following topics: operations with real numbers, systems of linear equations and inequalities, factoring rational expressions and equations, quadratic functions, exponential functions, logarithms, complex numbers, conic sections, variations, probability, and progressions.

**Data Science**  
**Course#**

Grades: 11-12  
UC / CSU Requirement: C  
Credits: 10, Year

**Offered at** MECHS, Santa Clara, Wilcox  
**Prerequisite** C or higher in Geometry

In this course, students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society.

**Algebra 2 Honors**  
**Course# 201505**

Grades: 9-12  
UC / CSU Requirement: C  
Credits: 10, Year

**Offered at** MacDonald, Santa Clara, Wilcox  
**Prerequisite** B or better in Geometry Honors, an A in Geometry, or teacher recommendation

Algebra 2 Honors is a one-year course, which provides a view and extension of the concepts taught in Algebra 1. Emphasis is placed on the following topics: operations with real numbers, systems of linear equations and inequalities, factoring rational expressions and equations, quadratic functions, exponential functions, logarithms, complex numbers, conic sections, variations, probability, and progressions. In addition, the honors section will explore trigonometric functions, the history, and development of mathematics, as well as mathematical applications in modern occupations.

<b>Trigonometry/Pre-Calculus</b> <b>Course# 203005</b>	Grades: 10-12 UC / CSU Requirement: C Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox, MECHS, New Valley <b>Prerequisite</b> C or better in Algebra II	
<p>Trigonometry and Pre-Calculus is a one-year course which provides a review of relevant topics from Algebra 2 and Geometry. Trigonometry emphasizes the study of periodic functions and real variables. Basic content centers on circular functions (using the unit circle) and trigonometric functions of angles. Pre-Calculus is the examination of the number system, and study of elementary functions. Basic content includes algebra of real numbers, factors, complex numbers and polynomials, analytical geometry based on vector algebra; polynomial, exponential, and logarithmic functions; circular functions and trigonometry; and elementary probability functions.</p>	

<b>Trigonometry/Pre-Calculus Honors</b> <b>Course# 203105</b>	Grades: 10-12 UC / CSU Requirement: C Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> B or better in Algebra II Honors or an A in Algebra 2 or teacher recommendation	
<p>This course is designed for students who want an accelerated pace and have a desire to complete AP Calculus during High School. The course contains a minimal review of Algebra 2 with an emphasis on the study of trigonometric and pre-calculus concepts including but not limited to: periodic functions and real variables, circular functions (using the unit circle), trigonometric functions of angles, vector and parametric equations, polar and complex numbers, conics, logarithms, sequences and series, combinations and probability, and elementary statistics and data analysis.</p>	

<b>Calculus</b> <b>Course# 204605</b>	Grades: 11-12 UC / CSU Requirement: C Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> C or better in Trigonometry or Trigonometry Honors	
<p>This course will prepare the student to enter college with a year of calculus background so that the student will be ready for calculus at the college level. Students will study topics in analytic geometry, limit theory, derivatives, and integrals.</p>	

<b>AP Calculus AB</b> <b>Course# 204505</b>	Grades: 11-12 UC / CSU Requirement: C Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> B or better in Trigonometry Honors, an A in Trigonometry/Pre-Calculus, or teacher recommendation	
<p>This course provides a basis for extending the skills of previous courses and developing the skills for success in calculus a</p>	

the college level by acquiring competence in the study of coordinate geometry, the study of functions, the calculations of a limit, the determination of continuity at a point the calculations of the derivative of algebraic, trigonometric, exponential and logarithmic functions, the evaluation of the definite integral and antiderivative of these functions, and the solutions of application problems in which the concepts of the derivative and integral apply. Students taking AP Calculus are expected to take the AP Calculus A/B exam in May.

**AP Calculus BC**  
**Course# 205205**

Grades: 11-12  
UC / CSU Requirement: C  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox

**Prerequisite** See the course instructor or your counselor for prerequisites

The course will prepare the student to enter college with one year of Calculus background. Topics include limits, differentiation, integrals and sequences, and series. This course prepares the student for the AP Calculus BC exam.

**Statistics**  
**Course# 207005**

Grades: 10-12  
UC / CSU Requirement: C  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox

**Prerequisite** C or better in Algebra 2, C or better in Data Science

Statistics is a one-year course about data and probability. Medicine, science, business, and consumerism are just a few of the real-life problem settings that we will explore. WE will focus on four major topics: data analysis, producing data, probability, and inference. The goal of this course is to prepare you for taking Statistics in college/university.

**AP Statistics**  
**Course# 207105**

Grades: 11-12  
UC / CSU Requirement: C  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox

**Prerequisite** B or better in Algebra 2, C or better in Algebra 2 Honors, C or better in Data Science or teacher recommendation,

AP Statistics is for students with a wide variety of interests including science, psychology, health, and business. It is a one-year course about data and probability. Students will analyze data with calculators and computers, conduct classroom experiments, carry out projects and perform probability simulations. AP Statistics culminates in the AP Statistics exam. Students who are successful may receive college credit for a one-semester course in statistics. Most college majors now require a statistics course. Students will be able to apply their knowledge of statistics in their chosen fields.

<b>BSC Algebra Readiness</b> <b>Course# 260015</b>	Grades: 9-12 UC / CSU Requirement: None Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> IEP	
Algebra Readiness is a year-long elective course that builds on arithmetic skills and algebraic concepts taught in earlier grades. Concepts emphasized are basic properties of, and operations with, real numbers, solving equations and inequalities, graphing linear equations and inequalities, and solving systems of linear equations. Algebra Readiness provides additional time for students to develop their skills in applying algebraic properties and build their confidence in problem-solving. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum.	

<b>BSC Algebra 1</b> <b>Course# 772205</b>	Grades: 9-12 UC / CSU Requirement: None Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> IEP	
BSC Algebra 1 is a year-long course that builds on arithmetic skills and algebraic concepts taught in earlier grades. This course emphasizes the following concepts: basic properties of, and operations with, real numbers, solving equations and inequalities, graphing linear equations and inequalities, solving systems of equations, operations with polynomials, products and factoring, irrational numbers, and radicals. It follows the California State Standards with modified instruction and meets the math graduation requirements. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.	

<b>BSC Geometry</b> <b>Course# 260305</b>	Grades: 9-12 UC / CSU Requirement: None Credits: 10, Year
<b>Offered at</b> Santa Clara <b>Prerequisite</b> IEP	
BSC Geometry is a one-year course, which reviews the geometric concepts of previous math courses. In addition, it encourages and guides the student in the discovery of new geometric concepts. This course stresses the ability to reason logically and think critically. It will include teaching the student how to present a formal proof. Geometric properties of both two and three dimensions are emphasized as they apply to points, lines, planes, circles, and polygons. It follows the California State Standards with modified instruction and meets the math graduation requirements. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.	

<b>PRT Math</b> <b>Course# 270005</b>	Grades: 9-12 UC / CSU Requirement: None
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Credits: 10, Year

**Offered at** Santa Clara, Wilcox  
**Prerequisite** IEP

This course is designed to be aligned with state standards using an alternative curriculum to access the standard. Basic skills and fundamental concepts of measurement, algebra, statistics, problem solving, and communication is included in this year-long course tied to functional skills utilized within the community. Subject matter will be determined based on individual goals. Instruction will include classroom activities as well as school-based and community outings to generalize skills and make connections to the content. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

## SOCIAL SCIENCE

**World History**  
**Course# 301025**

Grades: 10  
UC / CSU Requirement: A  
Credits: 10, Year

**Offered at** New Valley, Santa Clara, Wilcox, Wilson  
**Prerequisite** None

This course analyzes major turning points in modern civilizations and the political, economical, and social roots of current world issues. The students will study the rise of democracy and the role of revolution, the industrial revolution and its effects on society, the role of imperialism in shaping our world, the causes and effects of World War I, the human experience of World War II, the global conflict of the Cold War, and current world conflicts. The student will work collaboratively to develop skills in geography, literacy, and technology.

**Honors World History**  
**Course# HIS03B**

Grades: 10  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** MECHS  
**Prerequisite** None

This course examines major turning points that shaped the modern world, from the late 17th Century through the present. Students are presented with an international perspective on the historical forces that have shaped current issues and relations in the global community. Students analyze complex and interdependent roots of political, social, cultural, and economic structures in Europe, Asia, the Middle East, Latin America, Africa, and North America. Current events are intertwined throughout each unit. Students will develop skills in geography, critical literacy, and argumentation, conduct research into causes and effects of historical events and recognize patterns and themes in world history.

<b>AP European History</b> <b>Course# 301725</b>	Grades: 10 UC / CSU Requirement: A Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Enrollment may include completion of a form with a writing sample, and summer reading. Please obtain a writing prompt from your counselor, 9th grade English teachers, or social science teachers. This does not apply at Santa Clara High.	
This course analyzes the development of Western Civilization focusing on the end of the Middle Ages to the present. Students will demonstrate an understanding of the social, political, and economic factors that helped shape our world today. This course is a rigorous college-prep course. Students who qualify must have excellent writing, reading, and study skills as this course are designed to prepare students for the AP examination given in May.	

<b>US History</b> <b>Course# 302035</b>	Grades: 11 UC / CSU Requirement: A Credits: 10, Year
<b>Offered at</b> New Valley, Santa Clara, Wilcox, Wilson <b>Prerequisite</b> None	
This course delves into the study of ideas, people, forces, and geography that influenced our country and people today. The course will provide an understanding that many social, economic, political, cultural, religious, and military events have helped define American society. With that perspective, students will be able to analyze the historical causes and effects of events in our history. A primary focus will be given to the time period after the Civil War up until the present day. Students will be exposed to multimedia, research methods, and historical writing skills.	

<b>Honors US History</b> <b>Course# 302255</b>	Grades: 11 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> MECHS <b>Prerequisite</b> None	
This course examines the development and changes of American history from Pre-Columbian indigenous cultures through the events of the late 20th Century and 9/11. The course covers the social, political, cultural, military, economic, and diplomatic aspects of the time periods. Students will develop a deep understanding of the relationship between the needs and will of US citizens and governmental responses to those needs. Students will critically read primary and secondary sources, formulate hypotheses related to causes and effects of historical events, develop critical written and oral argumentations, strengthen research skills, and practice examination of current historiography.	

<b>AP US History</b> <b>Course# 302235</b>	Grades: 11 UC / CSU Requirement: A Credits: 10, Year
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<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Enrollment may include completion of a form with a writing sample, and summer reading. Please obtain writing prompt from your counselor, 10th grade English teachers, or social science teachers. This does not apply at Santa Clara High.	
<p>This course is a highly intensive, fast-paced college-level, chronological review of American history. The course will span from the founding of the colonies to the present. In order to cover a vast record of history, the course will include lectures, discussion, group presentation, work with primary source documents, and rigorous testing. A goal of the course is to prepare students for the AP examination given each May, for which they may receive college credit. Students will be challenged throughout the year to improve on skills demanded by the AP Test.</p>	

<b>Civics</b> <b>Course# 302545</b>	Grades: 12 UC / CSU Requirement: A Credits: 10, Year
<b>Offered at</b> New Valley, Santa Clara, Wilcox, Wilson <b>Prerequisite</b> None	
<p>This is a course in American government and politics, which will cover the foundations, philosophy, and events leading to the formation of the American system of government. Special attention will be given to the Constitution and its creation. Moreover, the course will focus on the branches of government, democratic participation, media's influence, the party system, local state government structures, and comparative governments. Students will be assessed using a variety of tools including projects, presentations, testing, and collaborative work.</p>	

<b>AP US Government &amp; Politics</b> <b>Course# 302745</b>	Grade: 12 UC/CSU Requirement: A Credits: 10, Year
<b>Offered at:</b> Santa Clara, Wilcox <b>Prerequisites:</b> (Wilcox only) Enrollment may include completion of a cform with a writing sample, and summer reading. Please obtain writing prompt from your counselor, 11th grade English teachers, or social science teachers. This does not apply at Santa Clara.	
<p>This course provides an in depth study of the US national government. The purpose of this course is to examine and analyze our basic governmental institutions and processes. This course involves the study of general concepts used to interpret US politics as well as the various institutions, groups, beliefs and ideas that constitute US political reality. This is an exceptionally demanding course and requires expansive critical thinking, in depth readings, and writing with intense analysis. Goal of the course is to prepare students for the AP examination given each May.</p>	

<b>Honors Civics</b> <b>Course# 302645</b>	Grades: 12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> MECHS	



<b>Prerequisite</b> None
Honors Civics is a senior-level high school social studies course focused on developing the student's broader understanding of the philosophical foundations of American democracy, the purpose of government, the structure and function of the three branches of government, the role of the informed citizen as providing the ultimate check on government power and the implications of governing a multicultural citizenry. Honors Civics will focus on an in-depth analysis of issues and include substantial reading and presentation.

<b>Applications of Historical Research</b> <b>Course# 306105</b>	Grades: 9-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> MECHS <b>Prerequisite</b> None	
This is a year-long course meant to provide history students with an opportunity to participate in researching a series of historical mysteries in an effort to further the historical research discourse on the subject. During the first semester, students will be led through a group-based historical research process within the study of a historical mystery. Students will analyze the known facts of the historical mystery, generate driving questions to study, evaluate the veracity of primary sources that relate to the historical mystery, formulate a thesis relating to the mystery and write up a group-based historical narrative of the possible solution to the historical mystery. During the second semester, students will delve further into researching other historical mysteries following the process and procedures established within the first semester of study.	

<b>Economics</b> <b>Course# 303005</b>	Grades: 12 UC / CSU Requirement: G Credits: 5, Semester
<b>Offered at</b> New Valley, Santa Clara, Wilcox, Wilson <b>Prerequisite</b> None	
<p>This course examines the characteristics, benefits, and goals of the American economic system. The course will provide an understanding of</p> <ul style="list-style-type: none"> <li>• The major aspects of macroeconomics including the nature of scarcity, the laws of supply and demand, money and banking, the role of government and taxation, the nature of poverty, unemployment, and the importance of the world trade.</li> <li>• Some aspects of microeconomics deal with pricing, business firms, and the role of the consumer.</li> </ul> <p>In addition, the course will provide the student with practical skills and knowledge for use in the workplace and in higher education. We will also highlight the use of technology to enhance the learning process.</p>	

<b>Honors Economics</b> <b>Course# 303145</b>	Grades: 12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> MECHS	

<b>Prerequisite</b> None
Honors Economics examines the characteristics, benefits, and goals of the American economic system. This course will provide an in-depth understanding of the major aspects of macroeconomics including the nature of scarcity, the laws of supply and demand, money and banking, the role of government, and the importance of world trade. Major concepts relating to microeconomic decision-making include personal financial management, debt management, financial life milestones, pricing, and personal financial decisions, and business firms and the role of the consumer. This course will include in-depth analysis of topics including economic case studies and supplemental college-level reading, writing, and presentation, as well as the creation of a personal financial plan.

<b>AP Macroeconomics</b> <b>Course# 303245</b>	Grades: 12 UC / CSU Requirement: G Credits: 5, Semester
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Enrollment may include completion of a form with a writing sample, and summer reading. Please obtain writing prompt from your counselor, 11th grade English teachers, or social science teachers. This does not apply at Santa Clara High.	
This course is designed to give students an in-depth understanding of the principles of economics. There will be a detailed analysis of macroeconomic aggregate variables such as unemployment and inflation, the role of the Federal Reserve, the tools of monetary and fiscal policies, and international economics. This is a rigorous course, which includes a heavy workload. A goal of the course is to prepare students for the AP examination given each May.	

<b>Social Science</b> <b>Course# 754005</b>	Grades: 9-12 UC / CSU Requirement: Credits: 5, Semester
<b>Offered at</b> New Valley <b>Prerequisite</b> None	
Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California History, students will examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.	

<b>AP Psychology</b> <b>Course# 754605</b>	Grades: 11-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> None	
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental	

processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perceptions, learning and cognition, motivation, developmental psychology, testing, and individual differences, treatment of abnormal behavior, and social psychological research methods, including ethical considerations as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

<b>American Problems</b> <b>Course# 303505</b>	Grades: 11-12 UC / CSU Requirement: Credits: 5, Semester
<b>Offered at</b> Santa Clara <b>Prerequisite</b> None	
This course is designed for the study of contemporary problems and issues in the U.S. society from a sociological perspective. Each week, students will focus on different issues such as abortion, drugs, poverty, violence, crime, and the influence of media. Students will explore the roots and solutions of both personal problems and national concerns.	

<b>Ethnic Studies</b> <b>Course# 303705</b>	Grades: 11-12 UC/CSU Requirement: G Credits: 5, Semester
<b>Offered at</b> Santa Clara, MECHS <b>Prerequisite</b> None	
This interdisciplinary course is devoted to examining the construction and context of ethnicity in the United States with a primary focus on Americans of African, Asian, Latino/a, and Native American descent. Students will examine the historical experiences of the various ethnic groups emphasizing their immigration and migration, significant social contributions, identity formation, and integration into American society. By gaining knowledge and understanding of ethnicity in the United States, students will realize the opportunities and responsibilities they have as members of an ethnically diverse community.	

<b>A Critical Study of Mass Media</b> <b>Course#</b>	Grades: 9-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> MECHS <b>Prerequisite</b> None	
A Critical Study of the Mass Media requires students in this standards-based course to study the media's methodologies by comparing and contrasting techniques used in news presentation and advertising. An analytical look into the world of mass media drives the course. Students examine the liberal and conservative bias in the presentation of news and editorial content, successful and failed techniques in advertising, and the ethics involved in media production and presentation. Radio and video clips, news magazines, and newspapers serve as the primary nonfiction sources of study and are enhanced by studying media analysts' work. Daily reading, writing, and thinking are asked of students.	

<b>Honors Comparative Religion</b> <b>Course#</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> MECHS <b>Prerequisite</b> None	
This course provides an academic and theoretical approach to the study of religion in historical, global, and comparative contexts, and explains religion emphasizing systematic, historically based, and cross-cultural perspectives. Through examining scripture, poetry, scholarly essays, blogs, personal narratives and visual art, students will develop an appreciation for diverse religious perspectives.	

<b>Honors World Geography</b> <b>Course# 405415</b>	
<b>Offered at</b> MECHS <b>Prerequisite</b>	
In the study of world geography, students utilize physical and cultural perspectives to examine people, places, and environments at local, regional, national, and international levels. Students describe the influence of geography on the events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution of movement of the world population; relationships among people, places, and environments; and the concept of religion. In short, the study of world geography uses an examination of past and modern societies as the basis for learning and mastering specific concepts of culture, government, economics, religion, and language.	

<b>BSC Economics</b> <b>Course# 360405</b>	Grades: 12 UC / CSU Requirement: Credits: 5, Semester
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> IEP	
<p>This course examines the characteristics, benefits, and goals of the American economic system. The course will provide an understanding of</p> <ul style="list-style-type: none"> <li>the major aspects of macroeconomics including the nature of scarcity, the laws of supply and demand, money and banking, the role of government and taxation, the nature of poverty, and unemployment and the importance of world trade.</li> <li>Some aspects of microeconomics deal with pricing business firms and the role of the consumer.</li> </ul> <p>In addition, the course will provide the student with practical skills and knowledge for use in the workplace and in higher education. We will also highlight the use of technology to enhance the learning process. Students with active IEPs will</p>	

receive appropriate modifications and accommodations to access the curriculum described above.

**PRT World History**  
**Course# 370015**

Grades: 10  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Wilcox  
**Prerequisite** IEP

It is an activity-centered class that emphasizes mastery of social and emotional skills. It focuses on individual responsibilities and human rights; multicultural and pluralistic perspectives and their relationship to history and society, and study critical thinking skills. Levels and materials will vary according to each individual's goals. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

**PRT US History**  
**Course# 370025**

Grades: 11  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Wilcox  
**Prerequisite** IEP

It is an activity-centered class that emphasizes mastery of social and emotional skills. It focuses on individual responsibilities and human rights; multicultural and pluralistic perspectives and their relationship to history and society, and study critical thinking skills. Levels and materials will vary according to each individual's goals. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

**PRT Social Science**  
**Course# 370005**

Grades: 9-12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox  
**Prerequisite** IEP

This course is designed to be aligned with state standards using an alternative curriculum to access the standard. Areas to be covered include American Government, World Geography, Economics, US History, World History tied to functional life skills within the community. Instruction includes classroom activities as well as school-based and community outings to generalize skills and make connections to the content. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

**PRT Civics**  
**Course# 370035**

Grades: 12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Wilcox  
**Prerequisite** IEP

This course serves as an introduction to the U.S. national government. The purpose of this course is to examine and analyze our basic governmental institutions and processes. Levels and materials will vary according to each individual's goals. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

**PRT Economics**  
**Course# 370045**

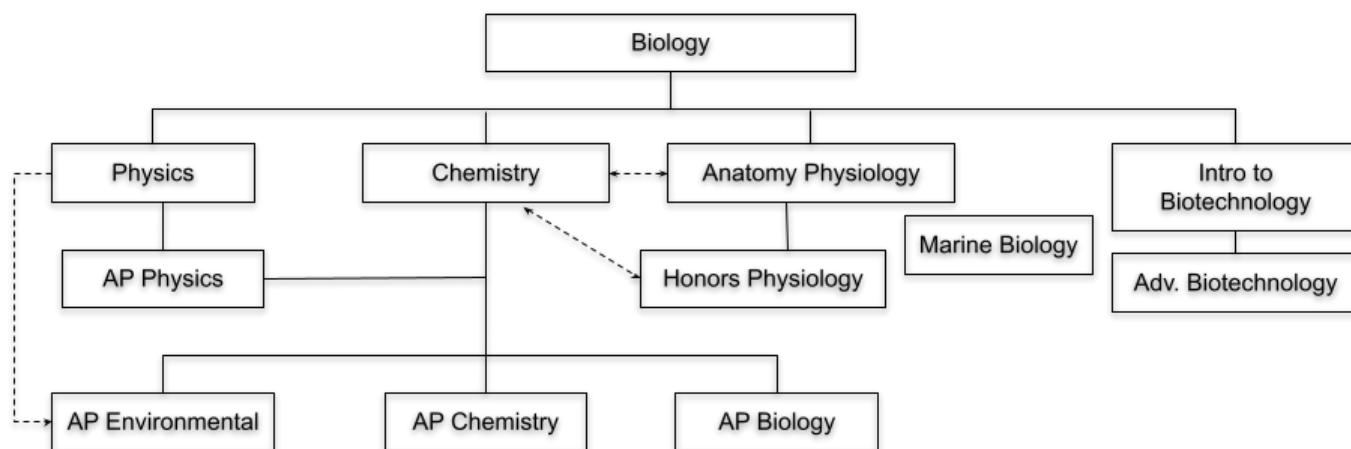
Grades: 12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Wilcox  
**Prerequisite** IEP

This course is designed to give students an in-depth understanding of the principles of economics. There will be detailed macroeconomics aggregate variables such as unemployment and inflation, the role of the Federal Reserve, the tools of monetary and fiscal policies, and international economics. Levels and materials will vary according to each individual's goals. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

## SCIENCE

# Science Pathway



<b>Earth Science</b> <b>Course# 401005</b>	Grades: 9-12 (varies at each school) UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> <b>Prerequisite</b> None	
Earth science is a course that prepares students to succeed later in Biology, Chemistry, and Physics. The class is activity and lab-based and includes the study of astronomy plate tectonics, energy in Earth Systems biogeochemical cycles, climate, weather the atmosphere, and California geology. The students learn these topics by examining the formation and evolution of the universe, the solar system, the earth, and the oceans. Motion, forces, matter, and atomic structures are a	

few of the topics integrated into the curricula. The course will help students establish a base for wise decision-making with respect to an individual's role and responsibilities as a consumer in a world with finite resources. Each student will gain a foundation of scientific knowledge, vocabulary, and its application.

**Biology of the Living Earth**  
**Course# 403005**

Grades: 9-12  
UC / CSU Requirement: D  
Credits: 10, Year

**Offered at** MacDonald, New Valley, Santa Clara, Wilcox, Wilson  
**Prerequisite** None

Biology of the Living Earth is a year-long college preparatory laboratory life science class that prepares students to be scientifically literate lifelong learners. In this course based on the Next Generation Science Standards, students investigate real-world phenomena integrating biology and earth science concepts in 6 major areas of focus: ecosystem interactions and energy; history of earth's atmosphere: photosynthesis and respiration; evidence of evolution; inheritance of traits; structure, function, and growth (from cells to organisms); and ecosystem stability & the response to climate change. It builds student competency in Science and Engineering Practices and Cross-Cutting Concepts with an eye on Environmental Principles and Concepts. Student-centered laboratory activities will emphasize the process of inquiry and critical thinking.

**Marine Biology**  
**Course# 403325**

Grades: 11-12  
UC / CSU Requirement: D  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** None

Marine Biology is a lab-based course in which students will collect, analyze and display data, and formulate explanations using logic and evidence. Key topics include the scientific principles; classification and characterization of major marine life; fundamentals of oceanography and ecosystems; waves, currents, and tides; the complexity of the ecosystems (intertidal zones, estuaries, coral reefs, epipelagic zones, and mesopelagic zones); and, the human impact on various ecosystems.

**Intro to Biotechnology**  
**Course# 403415**

CTE Pathway: Health Science and Medical Technology  
Grades: 10-11  
UC / CSU Requirement: D  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** Completion of Biology or concurrent enrollment in Biology

This year-long introductory course focuses on proper laboratory techniques and safety. Students will learn basic biotechnology concepts while practicing critical Sterile Lab Operating Procedures (SLOP). Students interested in pursuing



a career in the rapidly growing field of biotechnology should take this course. It will also help prepare students for Chemistry and Advanced Biotechnology.

<b>Adv Biotechnology</b> <b>Course# 404015</b>	CTE Pathway: Health Science and Medical Technology Grades: 11-12 UC / CSU Requirement: D Credits: 10, Year
<b>Offered at</b> Santa Clara <b>Prerequisite</b> Completion of Introduction to Biotechnology with a grade of “C” or better both semesters, or completion of AP Biology with teacher approval	
This year-long course is designed to build on students' lab skills by introducing advanced research and laboratory techniques. Semester 1 will focus on medical and pharmaceutical applications of biotechnology techniques, and semester 2 will focus on Agricultural applications. Students will also develop their critical thinking, communication, and leadership skills. Students will also explore careers in the field of biotechnology.	

<b>Chemistry in the Earth System</b> <b>Course# 403505</b>	Grades: 10-12 UC / CSU Requirement: D Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Completion of Algebra 1 and completion of Biology or Marine Biology	
Chemistry in the Earth System is a year-long, college preparatory, laboratory-based physical science course. This course explores the foundations of chemistry and the chemical processes that drive the Earth system with a strong emphasis on environmental principles and concepts. Students will develop critical thinking skills and apply chemistry principles to investigate real-world phenomena. In addition to the chemistry and earth science disciplinary core ideas, this course also incorporates the Science and Engineering Practices and Crosscutting Concepts related to the Next Generation Science Standards. Student-centered laboratory activities will emphasize the process of inquiry and critical thinking. This course focuses on career and college readiness as it prepares students to be scientifically literate life-long learners.	

<b>Honors Chemistry in the Earth System</b> <b>Course# 403605</b>	Grades: 10-12 UC / CSU Requirement: D Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Completion of Algebra 1 and completion of Biology or Marine Biology	
Similar to Chemistry in the Earth System, Honors Chemistry in the Earth System is a year-long, college preparatory, laboratory-based physical science course that teaches the properties of matter, its composition, and its changes as it relates to the Earth. This honors course places a heavier emphasis on mathematical analysis and higher-level thinking skills and covers topics in greater depth. This course is designed to introduce students to a wide variety of chemical principles, in preparation for more detailed technical courses in later years. Students investigate phenomena and issues of	

modern society using their chemical knowledge to propose solutions. In-class chemical demonstrations and laboratory exercises are used to emphasize scientific investigative techniques and science and engineering practices.

<b>Anatomy and Physiology</b> <b>Course# 402545</b>	Grades: 11-12 UC / CSU Requirement: D Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Completion of both semesters of Biology	
Human Physiology is a complete comprehensive study of the structure and function of the human body. It includes basic chemical, cellular, biological and anatomical concepts. In addition to the basic information, it also includes detailed information about each organ system. Dissection of the vertebrate organism is used to demonstrate how structures relate to the function of the various systems of the body.	

<b>Honors Human Physiology</b> <b>Course# 402605</b>	Grades: 11-12 UC / CSU Requirement: D Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Completion of both semesters of Biology, Chemistry, and Algebra 1 with a C or better.	
Honors Human Physiology is a comprehensive year-long course focusing on the structures and functions of the human body. This course is eligible for honors-level science credit. The level of understanding is expected to be high. Various body systems will be covered in depth. Laboratory activities are central to the course and are time-consuming. The course includes a comprehensive end-of-year final. A final long-term project is submitted at the end of the course. Dissection of vertebrates is included within the course.	

<b>AP Chemistry</b> <b>Course# 403705</b>	Grades: 10-12 UC / CSU Requirement: D Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Completion of both semesters of Honors Chemistry with a C or better or science teacher recommendation; see AP requirements	
AP Chemistry is the first-year college chemistry course for science majors. The course covers all those topics and laboratory activities that are common in a first-year science major's chemistry course.	

<b>Physics</b> <b>Course# 404035</b>	Grades: 9-12 UC / CSU Requirement: D Credits: 10, Year
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<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Completion of both semesters of Algebra 1 and completion of Biology or Marine Biology.	
<p>Have you ever wondered... why large apples fall as fast as little ones?... How much horsepower you can muster?... If so, physics is the course for you. Through experiments and mathematics, we will investigate what scientists before us have discovered about forces, motion, energy, light, electricity, and magnetism. Physics is a college preparatory course where experimental design and mathematics are at the core. Students should already be familiar with manipulating algebraic equations, using scientific notation, and performing dimensional analysis, as well as designing and conducting scientific investigations.</p>	

<b>AP Physics 1</b> <b>Course# 404205</b>	Grades: 11-12 UC / CSU Requirement: D Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Prerequisite: Completion of both semesters of Trigonometry with a C or better or science teacher recommendation; see AP requirements	
<p>AP Physics 1 provides an introduction to the main principles of physics, emphasizing mathematical problem-solving. The main topics studied in this course include Newtonian mechanics, waves, optics, electricity, magnetism, atomic physics, and nuclear physics. It is assumed that students are proficient with designing and conducting scientific investigations, as well as using algebra, geometry, and trigonometry. This is a first-year physics course including a laboratory component, and it provides a foundation for college study in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. Students pursuing college degrees in physical sciences and engineering would continue with a calculus-based physics course.</p>	

<b>AP Physics 2</b> <b>Course# 404215</b>	Grades: 11-12 UC / CSU Requirement: D Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> AP Physics 1 or a comparable introductory course, Precalculus (previously or concurrently)	
<p>AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamic with kinetic theory/ PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and resolving skills.</p>	

<b>AP Biology</b> <b>Course# 403205</b>	Grades: 11-12 UC / CSU Requirement: D Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Completion of both semesters of Biology and Chemistry with a grade of a B or better of science teacher recommendation; see AP requirements	

This is a college-level biology course. The course covers a vast amount of material. In addition to a thorough reading of a college biology textbook, the students utilize the writing skills necessary to successfully accomplish the writing portion of the advanced placement exam. Students are prepared for the AP Biotest.

**AP Environmental Science**  
**Course# 405105**

Grades: 11-12  
UC / CSU Requirement: D  
Credits: 10, Year

**Offered at** Wilcox

**Prerequisite** 2 years of lab science (1 physical, 1 life), Algebra

Students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with those problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**BSC Biology of the Living Earth**  
**Course# 463005**

Grades: 9-12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox

**Prerequisite** None

BSC Biology of the Living Earth is a year-long laboratory life science class based on the Next Generation Science Standards which builds basic student competency in Science and Engineering Practices and Cross-Cutting Concepts with an eye on the Environmental Principles and Concepts. Students investigate real-world phenomena integrating biology and earth science concepts in 6 major areas of focus: ecosystem interactions and energy; history of earth's atmosphere: photosynthesis and respiration; evidence of evolution; inheritance of traits; structure, function, and growth (from cells to organisms); and ecosystem stability & the response to climate change. Student-centered laboratory activities will emphasize the process of inquiry and critical thinking. Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

**PRT Science**  
**Course# 470005**

Grades: 9-12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox

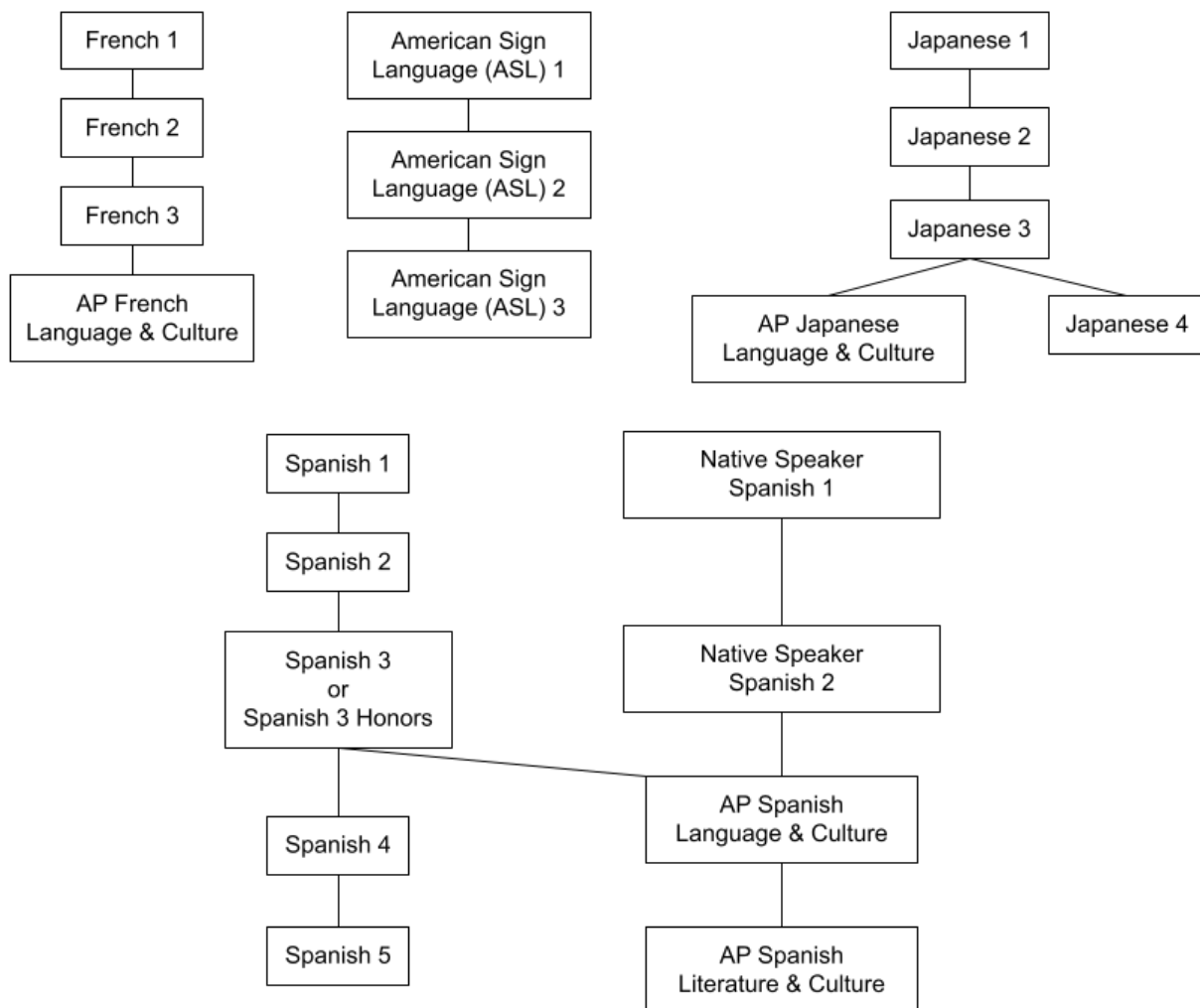
**Prerequisite** None

This course is designed to be aligned with state standards using an alternative curriculum to access the standards. Areas to be covered include Life, Earth, and Physical science curriculum tied to functional life skills within the community. Instruction includes classroom activities as well as school-based and community outings to generalize skills and make connections to the content. Students with active IEPs will receive appropriate modifications and accommodations to

access the curriculum described above.

## WORLD LANGUAGE

# World Language Pathways



<b>French 1</b> <b>Course# 502105</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite:</b> None	
<p>In this year-long course, you will communicate right away in an environment filled with the voices and faces of dozens of young French people on video and CD. Your teacher and your peers will help you feel comfortable with the sound rhythm, and melody of this important world language. Dialogues, skits, songs, games, films, and storytelling will all be used to build your French communication skills and to present information about the culture in the many French-speaking countries. Greet people, describe yourself, your courses, and your likes and dislikes. Tell time, order in a café, tour Paris, and converse about sports, the weather, shopping, and much more. You'll be able to write a letter to a real French pen pal</p>	

or get a key pal online. The Internet will also be used to provide authentic cultural material. Apprendre le français? Oui, c'est si bon!

<b>French 2</b> <b>Course# 502205</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> French 1 with a "C" or better or consent of instructor	
<p>In French II, you will increase your understanding of French spoken at normal conversational speed. You will read for meaning and pleasure. You will enjoy informational articles, cartoons, dialogues, humorous scenes, poems, many of which deal with French and francophone peoples, culture, and history. You will learn about some French fashion and fashion designers and French writers and artists, too. You will learn many more verbs in the present tense (including reflexive verbs) and you will become very comfortable with talking about the past. You will be speaking more and with increasing confidence. You will expand your skills through games, films, DVD clips, CD listening exercises, songs, poems, skits, interviews, and presentations. Finally, you will write in a variety of formats, including descriptions of pictures, paragraphs, letters, postcards, and conversational skits. Continuons apprendre le français!</p>	

<b>French 3</b> <b>Course# 502305</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> French 2 with a "C" or better or consent of instructor	
<p>All language skills previously studied will be refined through a variety of activities such as reading and discussing short stories, plays, and/or novels; letter writing, writing of narrative, descriptive, and expository paragraphs, skits, summaries, and reports. Grammatical principles will be reviewed and expanded by the student to ensure fluency in the language. Students will also explore the fascinating world of French art, cuisine, geography, music, and literature. In this course, the students will discover more practical uses of French in their personal lives. Amusons-nous à découvrir le monde francophone!</p>	

<b>French 4-5/AP French Language &amp; Culture</b> <b>Course# 502805</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> French 3 or consent of instructor	
<p>This course will stress reading comprehension, composition, and speaking skills. At the same time, students will review and strengthen their control of French grammar principles. Listening comprehension of the language spoken at a normal pace by a native speaker will be reinforced through the use of music, films and film clips, French news radio, and TV websites. Students will also enhance their reading skills through the use of authentic materials including newspapers, magazines, comic strips, short stories, poems, short novels, and other genres of literature. Student writing will include</p>	

short journal entries, summaries of readings and reactions to literature, and essays and compositions on current issues and events. Finally, students will practice their spontaneous and extemporaneous speaking skills through class discussions of current events and daily student life. Students will practice circumlocution and rejoinders to become more automatic in their speaking. Special presentations will include making their own commercials and TV news programs. The AP exam is held every May.

**BSC French 1**  
**Course# 562105**

Grades: 9-12  
UC / CSU Requirement: NA  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** IEP

In this fun, year-long course, you will communicate right away in an environment filled with the voices and faces of dozens of young French people on video and CD. Your teacher and peers will help you feel comfortable with the sound, rhythm, and melody of this important world language. Dialogues, skits, songs, games, French films, and storytelling will all be used to build your French communication skills and to present information about sports, the weather, shopping and much more. You'll be able to write a letter to a real French pen pal or get a key pal online. The Internet will also be used to provide authentic cultural material. Le francais...c'est tres amusant! Students with active IEPs will receive appropriate modifications and accommodations to access the curriculum described above.

**American Sign Language 1**  
**Course# 514105**

Grades: 9-12  
UC / CSU Requirement: E  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** None

In this year-long course, students will learn how to use American Sign Language to express ideas about day to day life, the family, and the community. In this language that is different from English, students will be introduced and become proficient in the concept of visual communication. The class will explore Deaf Culture including art and performance as well as learn the history of the Deaf in the United States.

**American Sign Language 2**  
**Course# 514205**

Grades: 10-12  
UC / CSU Requirement: E  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** ASL 1

This course is built on the foundations of ASL 1. Signing and interpretive skills will be expanded and refined to reach fluency in more complex conversations of increasing difficulty. Vocabulary and grammar will be expanded along with attention to refining sign formations and expressive movements. Students will become more familiar with the Deaf and hard-of-hearing culture through videos and presentations.



<b>American Sign Language 3</b> <b>Course# 514305</b>	Grades: 10-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Santa Clara <b>Prerequisite</b> ASL 2	
<p>This course builds on the foundations of ASL 1 and 2, offering students the opportunity to refine, expand and learn new vocabulary, speaking and listening skills in American Sign Language. In addition, students will achieve a greater understanding of deaf and hard-of-hearing culture through interaction, course readings, video analysis, and presentation. The combination of ASL skills and cultural knowledge together leads to greater ASL fluency.</p>	

<b>Japanese 1</b> <b>Course# 512105</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> None	
<p>In Japanese 1, you will learn to greet each other right away in the manner that you would use when traveling in a Japanese speaking country. You will learn to express your likes and dislikes, tell about your family and friends, tell time, go shopping, and talk about your daily life activities. Also, you will begin learning to read and write Japanese characters. Throughout the year, you will be exposed to Japanese culture by watching videos and celebrating Japanese holidays.</p>	

<b>Japanese 2</b> <b>Course# 512205</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Completion of Level 1 with C or better or consent of instructor	
<p>In Japanese 2, you will build on skills you learned in Japanese 1. You will learn to talk about the past, invite friends to your party, talk about fashion and school rules, make a commercial, and describe things in detail. You will build writing and reading skills with more vocabulary. Also, you will continue to learn about Japanese culture.</p>	

<b>Japanese 3</b> <b>Course# 512305</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Completion of Level 2 with C or better or consent of instructor	
<p>In Japanese 3, your skills will be refined through a variety of activities. You will read and discuss short stories, and write a play and a personal ad in Japanese. Also, you will interview Japanese people, make a video, write travel plans, talk about your future plans and the difference between Japanese and American high schools, and learn how to consult a doctor.</p>	

Moreover, you will research Japanese national holidays and events.

<b>Japanese 4</b> <b>Course# 512405</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Completion of Level 3 with C or better or consent of instructor	
In Japanese 4, all language skills previously studied will be refined through a variety of activities. You will work on more creative projects that allow you to use your Japanese skills in new ways. This includes: making a video tour of your school and a cooking show and exchanging letters with a pen pal. Also, you will be able to express more complicated ideas and talk about current events,	

<b>AP Japanese Language and Culture</b> <b>Course# 512805</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Completion of Level 3 with C or better or consent of instructor	
In Japanese 4/AP Japanese, all language skills previously studied will be refined through a variety of activities. You will work on more creative projects that allow you to use your Japanese skills in new ways. This includes: making a video of a cooking show, using the internet for research, giving a speech, and exchanging letters with a pen pal. Also, you will be able to express more complicated ideas and talk about current issues. Students taking AP Japanese are expected to take the AP Japanese exam in May.	

<b>Spanish 1</b> <b>Course# 500105</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> MacDonald, New Valley, Santa Clara, Wilcox, Wilson <b>Prerequisite</b> None	
In Spanish 1, you will learn to greet others right away in the manner that you would use when traveling in a Spanish-speaking country. You will learn to express your likes and dislikes, tell about your family and friends, tell time, tell about hobbies and learn about foods, customs, and geography of Spanish-speaking countries. You will watch native speakers as they demonstrate conversational dialogs on videos that accompany the <i>Descubre 1</i> textbook. You will learn about the music and dances that are popular with young people in Spanish-speaking countries. There will be an opportunity to use technology for cultural research to enhance presentations for skills practice, and for the creation of original projects. In Spanish 1 you will be evaluated in a variety of ways that support students of different learning styles.	

<b>Spanish 2</b> <b>Course# 500205</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> MacDonald, Santa Clara, Wilcox <b>Prerequisite</b> Completion of Spanish 1 with a C or better or consent of instructor.	
<p>Speaking and listening skills will be expanded and refined to reach fluency in more complex conversations of increasing difficulty and to improve written skills. Vocabulary will be expanded with more opportunities to use the spoken language, and further grammatical concepts will be introduced to broaden the basis of the four speaking, listening, reading, and writing skill areas. Students' familiarity with the peoples and customs of Spanish-speaking countries will be enhanced through additional studies of music, art, sports, recreation activities, festival history, and geography. The study will include the use of technology and the internet as well as videos, books, and presentations.</p>	

<b>Spanish 3</b> <b>Course# 500305</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Completion of Spanish 2 with a C or better or consent of instructor.	
<p>All language skills previously studied will be refined through a variety of activities such as reading and discussing short stories, plays, and/or novels; descriptive and expository paragraphs, skits, oral presentations, reports, and the use of technology. Grammatical principles will be reviewed and expanded by the student to ensure fluency in the language. Communication in Spanish is expected. Activities developed are based on the Essential Lifelong Learning Standards set forth by the district and National World Language Standards.</p>	

<b>Spanish for Native Speakers 1</b> <b>Course# 501305</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
<b>Offered at</b> MacDonald, Santa Clara, Wilcox <b>Prerequisite</b> Oral fluency in Spanish and teacher recommendation	
<p>This course is not for students who are not able to understand and participate in a class conducted in Spanish. This course is designed for US-born heritage Spanish speakers who can communicate orally but have not had formal reading and writing instruction in Spanish. The emphasis of the course will be grammar structure and spelling. Students will develop their reading and writing skills in Spanish, through a literature-based program that will allow students to transfer academic skills acquired in their English classes such as reading and discussing short stories, analyzing and interpreting prose and poetry. The literature-based program will concentrate on Latino authors. This course will be conducted in Spanish,</p>	

<b>Spanish for Native Speakers 2</b> <b>Course# 501405</b>	Grades: 9-12 UC / CSU Requirement: E Credits: 10, Year
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**Offered at** New Valley, Wilcox

**Prerequisite** Fluency in Spanish and teacher recommendation. Students must have a reading and writing ability between 4-6 grades in Spanish. *This course is not for students of Hispanic heritage who are monolingual in English.*

This course is designed for native and heritage Spanish-speaking students to strengthen and develop their academic reading and writing skills in Spanish. The emphasis will be on grammatical structure, spelling, and correct usage of Standard Spanish. Skills will be refined through a variety of activities such as reading and discussing short stories, plays, and poems, letter writing and the writing of narrative, descriptive, and expository paragraphs. Students will read a variety of informational and fictional authentic texts. This course helps serve as a pathway to AP Spanish Language.

**Spanish 3 Honors**  
**Course# 500735**

Grades: 10-12  
UC / CSU Requirement: E  
Credits: 10, Year

**Offered at** Santa Clara

**Prerequisite** Completion of Spanish 2 with a B or better or consent of instructor.

This course is an advanced Level 3. All language skills previously studied will be refined at a faster pace through a variety of activities such as reading and discussing short stories, plays, and/or novels, letter writing, descriptive and expository paragraphs, skits, oral presentations, reports, and the use of technology. Grammatical principles are studied to ensure fluency in the language. Communication in Spanish is expected. Activities developed are based on the Essential Lifelong Learning Standards set forth by the district and National World Language Standards.

**Spanish 4**  
**Course# 500405**

Grades: 9-12  
UC / CSU Requirement: E  
Credits: 10, Year

**Offered at** Santa Clara

**Prerequisite** Completion of Spanish 3 with a C or better or consent of instructor.

All language skills previously studied will be refined at a much faster pace through a variety of activities such as reading and discussing short stories, plays, and/or novels, letter writing, descriptive and expository paragraphs, skits, oral presentations, and reports, and the use of technology for given activities. Grammatical principles to ensure student fluency in the language will be reviewed and expanded through the use of textbooks, newspapers, magazines, and movies. Communication in Spanish will be expected. Activities developed are based on the Essential Lifelong Learning Standards set forth by distinct and National World Language Standards.

**Spanish 5**  
**Course# 500505**

Grades: 9-12  
UC / CSU Requirement: E  
Credits: 10, Year

**Offered at** Santa Clara

**Prerequisite** Completion of Spanish 4 with a C or better or consent of instructor.

Spanish 5 will study in-depth writing and review of advanced literature. Analysis of contemporary and short stories and

novels. The literature is broken down and discussed in detail, covering themes, main characters, periods in history, conflicts, and narration. Presentations, papers, and assignments are weighted heavier than those in level four. Current events that deal with the Spanish-speaking world are also part of discussions, debates, writings, and presentations. Projects may include a report and presentation of Mesoamerican culture, music, author, and/or book. This course also includes a series of presentations of individualized topics related to our local Hispanic/Latino community. Everything is done in the target language.

**AP Spanish Language & Culture  
Course# 500805**

Grades: 9-12  
UC / CSU Requirement: E  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox

**Prerequisite** Spanish 3 with a B or better or consent of instructor.

This course will be the equivalent of a third-year college course in advanced Spanish composition and conversation. It stresses oral skills, composition, and grammar. Students will participate in extemporaneous oral presentations, demonstrations, oral proficiency interviews, journals, songs, games, watching Spanish television, recorded speech, reading the local Hispanic newspaper, and Spanish magazines. Additionally, students will also listen to high-level taped material to hone their comprehension skills. Students will have the opportunity to improve their skills in expository writing by learning to control problems of advanced grammar and vocabulary through reading and increased contact hours with Spanish. Students will take part in small and large group discussions on a wide variety of subjects, plus short skits and role-playing situations to help develop confidence in their speaking and comprehension of Spanish. Regular levels 4 and 5 will be more literature-based. Students will be prepared and strongly encouraged to take the AP exam in May.

**AP Spanish Literature & Culture  
Course# 501705**

Grades: 9-12  
UC / CSU Requirement: E  
Credits: 10, Year

**Offered at** Wilcox

**Prerequisite** Completion of AP Language or Fluency in Spanish and teacher approval.

We use Spanish as the language of instruction to develop competence in the ability to understand, speak, read, and write Spanish and to provide through the knowledge and use of this language a deepened understanding and appreciation of the literature and culture of people from Spain and Latin America. We also explore the social, historical, religious, political, and ideological backgrounds of the authors and their works. Students will read and analyze texts of several genres including poetry, prose, and theater. Teachers speak almost exclusively in Spanish and students are expected to use as much Spanish as possible. After completing the AP Spanish Language class the year before or the Spanish for native speakers III class, taught entirely in Spanish, students are prepared to discuss and analyze Spanish and Latin American literature in the target language. Throughout this course, students are expected to read works by a variety of authors from Latin America and Spain, while learning about the cultural and historical background of the works, authors, and countries. In addition, they will explore the social and cultural values of Latin America and Spain.

# PHYSICAL EDUCATION

<b>Physical Education Core 9</b> <b>Course# 725010</b>	Grades: 9 UC / CSU Requirement: Credits: 2.5, Quarter
<b>Offered at</b> MacDonald, Santa Clara, Wilcox, Wilson <b>Prerequisite</b> None	
<p>The 9th-grade core will cover the following topics: mechanics of body movement, aquatics, fitness, individual and dual sports, rhythmic/dance, team sports, and fitness testing. All 9th-grade fitness gram results are reported to the state each year.</p>	

<b>Physical Education</b> <b>Course# 725000</b>	Grades: 10-12 UC / CSU Requirement: Credits: 2.5, Quarter
<b>Offered at</b> Santa Clara, Wilcox, Wilson <b>Prerequisite</b> Physical Education Core 9	
<p>The department conducts an “arena registration” at the beginning of each quarter. Students have an opportunity to select from a variety of team and individual activities, combative, gymnastics/tumbling, weight training, dance, and aquatics. All Elective Activity Classes are coed and include the following components:</p> <ul style="list-style-type: none"> <li>• Regular physical conditioning with an emphasis on the development of cardiovascular endurance and muscle tone.</li> <li>• Injury prevention and safety considerations specific to the activity.</li> <li>• Skill development and instruction in rules, strategies, etiquette as needed for successful participation in the class or as indicated by the carry-over potential of the activity.</li> <li>• Proper use and care of equipment and facilities.</li> <li>• Organized competitive-cooperative experience as appropriate to the activity.</li> </ul>	

<b>Unified Physical Education</b> <b>Course# 725115</b>	Grades: 10-12 UC / CSU Requirement: Credits: 2.5, Quarter
<b>Offered at</b> Santa Clara, Wilcox, Wilson <b>Prerequisite</b> Physical Education Core 9	
<p>Unified Physical Education is a fully inclusive class that combines students with all ability levels. This class will develop awareness, empathy, and relationships to promote success and self-confidence in the Physical Education setting. All students will participate in activities that follow the state standards for a variety of team and individual activities, weight training, outdoor and adventure activities, dance, and aquatics. All classes are co-ed and include the same components as Physical Educations Course# 725000.</p>	

<b>PRT Physical Education</b> <b>Course# 725125</b>	Grades: 10-12 UC / CSU Requirement: Credits: 2.5, Quarter
<b>Offered at</b> Santa Clara, Wilcox, Wilson <b>Prerequisite</b> IEP	
See "Unified Physical Education". Students with active IEPs will receive appropriate modifications and accommodations.	

<b>Sports Physical Education</b> <b>Course# 725500</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Consent of Instructor	
Sports P.E. is a scheduled 7th period class for interscholastic sports team athletes, offering students higher levels of conditioning and competition.	

<b>Health</b> <b>Course# 742100</b>	Grades: 11-12 UC / CSU Requirement: Credits: 2.5, Quarter class
<b>Offered at</b> New Valley, Santa Clara, Wilcox, Wilson <b>Prerequisite</b> None	
Students will gain knowledge and understanding of the social, physical, emotional, intellectual, and spiritual aspects of the human body. Topics may include mental and emotional health, family and social health, growth and development, nutrition, personal health, and physical activity, alcohol, tobacco, and other drugs, and finally communicable and chronic diseases. This class will include awareness of Hands-Only CPR and how to use an AED. This class satisfies the state mandate known as the California Healthy Youth Act (Ed Code 51930-51939) for comprehensive health education.	

## VISUAL / PERFORMING ARTS

<b>Jazz Band</b> <b>Course# 637005</b>	Grades: 9-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Band/Orchestra and by Audition and Consent of Instructor	

Jazz Band is an advanced instrumental ensemble, open by audition or consent of instructor as ensemble positions are limited, to students who already know how to play a jazz band instrument. Jazz Band will learn a large volume of literature while exploring a variety of jazz styles, such as swing, funk, rock, Latin, and bebop. Students will be expected to learn advanced music theory and apply it to the literature involved. Students will have regular opportunities to improvise solos on their instruments as well as participate in sections in the ensemble. Individual responsibility, self-directed learning skills, and good practice habits are a must.

**String Orchestra**  
**Course# 638005**

Grades: 9-12  
UC / CSU Requirement: F  
Credits: 10, Year

**Offered at** MacDonald, Santa Clara, Wilcox  
**Prerequisite** One year prior experience, audition, or instructor consent.

Open to all students who have experience playing a string instrument. Students will study a broad range of musical styles. Students will learn about various composers through rehearsing their works and studying biographical information. Extracurricular activities include pit orchestra, string ensembles, solos, lessons, chamber ensembles, and department activities.

**Symphonic Band 1**  
**Course# 638105**

Grades: 9-12  
UC / CSU Requirement: F  
Credits: 10, Year

**Offered at** MacDonald, Santa Clara, Wilcox  
**Prerequisite** One-year prior experience, audition, or teacher approval

This course introduces students to a variety of styles and performances practices. Students will: be able to understand and perform a variety of elements in ensemble music; acquire knowledge of prominent classical and modern music figures; and, develop an appreciation of music history through lectures, readings, discussions, performances, clinics, and exercises. The course will also include music history, theory, terms, and short papers. Activities include performances on and off-campus, festivals, community functions, and more. A concert review will be assigned each semester.

**Symphonic Band 2**  
**Course# 638115**

Grades: 9-12  
UC / CSU Requirement: F  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** Audition, and Consent of Instructor

This course is designed to introduce and develop an understanding of the nature, structure, and interpretation of music through rehearsal, analysis, and performance of band literature. This course helps students increase their skills in ensemble playing and teamwork as it applies to performance. The symphonic band course is open to students on all levels who already know how to play a band instrument. Co-curricular activities include winter guard, winter percussion/percussion ensemble, and marching band. Extracurricular activities include pep band, show orchestra (for musicals), lessons, various ensembles, solos, and department activities.



<b>Concert Choir 1</b> <b>Course# 633105</b>	Grades: 9-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> None	
<p>Open to all students with an interest in participating in choral group singing, this course provides for individual vocal development and training towards entry into the advanced concert choir. It is designed to introduce the student to the nature and structure of choral music by rehearsing and performing a variety of choral literature.</p>	

<b>Concert Choir 2</b> <b>Course# 633205</b>	Grades: 9-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Chorus or Audition or Consent of Instructor	
<p>An advanced mixed choral group is open to all students who have taken chorus and/or successfully passed an entrance audition. This course provides an opportunity to increase awareness of the nature, structure, and meaning of music through rehearsal, analysis, and performance of a variety of styles of intermediate and advanced choral literature. Extracurricular activities open to members of the choir include solos, lessons, small vocal ensembles, and music production.</p>	

<b>Theater 1</b> <b>Course# 102715</b>	Grades: 9-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> MacDonald, Santa Clara, Wilcox <b>Prerequisite</b> None	
<p>An introductory drama course that covers the basic techniques of mime, improvisation, character development, stage movement, memorization, and voice. Additional coursework will cover musical theater, play analysis, film studies, and development, as well as the historical and cultural roots of theater. Students will be asked to write and perform simple scenes, scripts, and critical reviews of films and live theatrical performances. All students will perform scenes and monologues from culturally diverse dramas. The culminating year-end project will be a student showcase.</p>	

<b>Theater 2</b> <b>Course# 102725</b>	Grades: 9-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Consent of Instructor or Audition	

An advanced project and performance-based class where students will explore elements of theatrical productions including advanced acting methods and character development, script analysis, scriptwriting, directing, theater history and theatrical design. In-class work may include improvisation, in-depth scene work, audition and monologue work, and student-directed and designed one-acts.

<b>Theater Productions</b> <b>Course# 102705</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Consent of Instructor or Audition	
<p>Through this course, students will practice the skills required to produce plays and musicals. Whether an actor or technician, students can gain the experience of going from audition to performance in this class. Students must audition for specific roles and/or interview for technical positions, then accept these positions to remain in class. Students are required to rehearse or work many more hours beyond class time, as well as attend all performances. Students will receive elective credit.</p>	

<b>Theater Productions Honors</b> <b>Course# 102755</b>	Grades: 10-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Completion of Theater 1 and/or consent of instructor	
<p>The work of this course is primarily completed through practical application and implementation of theory, design, and research. Students will focus on building a solid foundation for acting with a focus on breath, voice, and movement. Students will explore theater through improvisation, scene work, and the performance of both a play and musical for the public. Students will be required to spend time outside of class in rehearsal. In addition, students will learn the technical aspects of theater through units on set design, light design, and costume design.</p>	

<b>Stagecraft</b> <b>Course# 608805</b>	Grades: 9-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> <b>Prerequisite</b> None	
<p>A production class where students will explore all the elements of backstage productions as it relates to the historical and cultural influences that have shaped the development of modern theater. Stagecraft coursework will include such topics as stage makeup, costuming, lighting, sound, props, set design and construction, and theater history. Students will gain hands-on experience while developing an artistic perception of how the components of stagecraft influence the overall concepts of theatrical productions. Some experience with hand tools (hammer, screwdriver, etc.) is preferred.</p>	

<b>Introduction to Art</b> <b>Course# 606005</b>	Grades: 9-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> MacDonald, Santa Clara, Wilcox <b>Prerequisite</b> None	
<p>Introduction to Art is a basic art class that is a prerequisite for all other art classes. The students will be able to develop skills in drawing, painting, learn color theory and composition, and 2 &amp; 3-dimensional design.</p> <p>This course covers</p> <ul style="list-style-type: none"> <li>• Instruction in developing those basic skills which are necessary for painting.</li> <li>• Instruction in developing those basic skills which are necessary for drawing.</li> <li>• Instruction in developing an awareness of the principles and elements of design.</li> <li>• Instruction in developing those basic skills which are necessary for crafts.</li> <li>• An awareness of the history of art, art appreciation, and art connection to our world.</li> </ul>	

<b>Art 1</b> <b>Course# 600105</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> New Valley <b>Prerequisite</b> None	
<p>Art 1 is a class that provides art activities designed to support students of all experience and ability levels. The course goals are to: become familiar with the elements of art and the principles of design; learn the language and vocabulary of art; increase knowledge and skill in the use of art media; be able to express ideas, feelings, and values; appreciate the originality of one's own creative expression; respect and appreciate the artwork of others; interpret and analyze works of art, and appreciate the contribution the arts have made on this and other cultures.</p>	

<b>Sculpture</b> <b>Course# 603105</b>	Grades: 10-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Intro to Art or Ceramics	
<p>In this course, students will explore the use of different media to create 3-D sculptures. Students will learn about different artists and their motivation to create their art, furthermore, they will be exposed to a variety of media, techniques, vocabulary, and processes. Students will develop their visual communication skills to create art that connects to their personal and world experiences.</p>	

<b>Painting and Drawing</b> <b>Course# 607105</b>	Grades: 10-12 UC / CSU Requirement: F Credits: 10, Year
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<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Intro to Art with a “C” or better or teacher consent
<p>Painting and Drawing will provide more advanced instruction in drawing, painting, and composition. Students will apply these skills while exploring a variety of art styles that relate to art history and studio application.</p>

<b>Painting 2</b> <b>Course# 607205</b>	Grades: 11-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> <b>Prerequisite</b> Painting and Drawing	
<p>This is a third-year course that provides an opportunity for the more serious art student to pursue art in an in-depth method. Students will be working with assignments that go beyond skill development into more in-depth expression.</p>	

<b>AP Drawing</b> <b>Course# 600705</b>	Grades: 10-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Intro to Art and Drawing and Painting, or Teacher Recommendation	
<p>AP Drawing students do not take a written exam but submit a portfolio of their work to be evaluated by the College Board at the end of the school year. The portfolios are scored on a six-point rubric scale. The course addresses the development of the artist's voice through technique, subject matter, and style as well as the ability to articulate that through writing. The structure of the portfolio is divided into two sections, Sustained Investigation where students will create artwork and writing to document their inquiry-guided investigation through practice, experimentation, and revision, and Selected Works that demonstrate skillful synthesis of materials, processes, and ideas. This course is recommended for serious, self-directed art students, willing to produce a large volume of quality work. For more information about AP Art, go to the College Board website at <a href="http://apcentral.collegeboard.com">apcentral.collegeboard.com</a>.</p>	

<b>AP 2D Art and Design</b> <b>Course# 600725</b>	Grades: 10-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Intro to Art and Drawing and Painting, or Teacher Recommendation	
<p>AP 2D Art and Design students do not take a written exam, but submit a portfolio of their work to be evaluated by the College Board at the end of the school year. The portfolios are scored on a six-point rubric scale. The course addresses the development of the artist's voice through technique, subject matter, and style as well as the ability to articulate that through writing. The structure of the portfolio is divided into two sections, Sustained Investigation where students will create artwork and writing to document their inquiry-guided investigation through practice, experimentation, and revision, and Selected Works that demonstrate skillful synthesis of materials, processes, and ideas. This course is recommended</p>	

for serious, self-directed art students, willing to produce a large volume of quality work. For more information about AP Art, go to the College Board website at [apcentral.collegeboard.com](http://apcentral.collegeboard.com).

<b>AP 3D Art and Design</b> <b>Course# 600715</b>	Grades: 10-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Intro to Art, Sculpture, Ceramics, or Teacher Recommendation	
<p>AP 3D Art and Design students do not take a written exam, but submit a portfolio of their work to be evaluated by the College Board at the end of the school year. The portfolios are scored on a six-point rubric scale. The course addresses the development of the artist's voice through technique, subject matter, and style as well as the ability to articulate that through writing. The structure of the portfolio is divided into two sections, Sustained Investigation where students will create artwork and writing to document their inquiry-guided investigation through practice, experimentation, and revision, and Selected Works that demonstrate skillful synthesis of materials, processes, and ideas. This course is recommended for serious, self-directed art students, willing to produce a large volume of quality work. For more information about AP Art, go to the College Board website at <a href="http://apcentral.collegeboard.com">apcentral.collegeboard.com</a>.</p>	

<b>Ceramics 1</b> <b>Course# 601005</b>	Grades: 10-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Intro to Art/Graphic Design	
<p>In Ceramics class students will learn the three basic hand-building techniques of pinch, coil, and slab construction. Students will also have the opportunity to learn how to throw on a potter's wheel. The artwork will be decorated and glazed with a variety of materials and techniques. Students will make both sculptural works of art, and functional pieces of pottery.</p>	

<b>ROP Video Production</b> <b>Course# 712105</b>	CTE Pathway: Arts, Media, and Entertainment Grades: 9-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> New Valley, Santa Clara, Wilcox <b>Prerequisite</b>	
<p>Video Production is a year-long course in which students will learn the foundations of video production: developing an idea or story, pre-production planning, video photography, lighting, and basic sound, and digital post-production using video editing software. Students will learn to evaluate film and videos, will learn essential knowledge of copyright laws as they pertain to video production and ethical issues in media, and will learn to create a variety of published video projects This class may be repeated with instructor approval            *Articulation agreement with Mission for college credit</p>	

\*Video Production classes count towards Practical or Fine Arts credits

**ROP Photography**  
**Course# 670105**

CTE Pathway: Arts, Media and Entertainment  
Grades: 10-12, repeatable  
UC / CSU Requirement: F  
Credits: 5, Semester

**Offered at** Santa Clara  
**Prerequisite**

This is an introductory class in digital photography. Students will focus on three fundamental areas in the field. They will focus on composing great photos, using digital cameras, and mastering Adobe Photoshop. Students will also become familiar with image file management and basic computer operating systems. Students will also study aesthetic principles for assessing and creating high-quality images through hands-on practice and critiques. Students will use their own photographs to learn and master photo editing and manipulation via Adobe Photoshop and Adobe Bridge. Advanced students will also work in Adobe Lightroom. Though this is an introductory class, if you already have knowledge of photography and photographic software, you will find it offers a lot for students that are beyond amateur. Much of the work is self-paced and open for more advanced students to shine and take their work in the direction they choose.

\*Articulation agreement with Mission for college credit

**Computer Graphic Design**  
**Course# 712005**

CTE Pathway: Arts, Media and Entertainment  
Grades: 10-12  
UC / CSU Requirement: F  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** Digital Media

In Computer Graphic Design, students will expand on the basic concepts they have learned in their Introduction to Art class. In the first semester, students will work individually and in small groups to complete assignments. Projects will combine traditional artistic concepts with elements of graphic design and extensive use of computers. The second semester will focus on a website design with students creating digital images to incorporate into web pages. Students will use concepts from previous lessons to address the unique issues of designing for the web and will create fully functioning websites of their own.

\*Articulation agreement with Mission for college credit

\*Class counts towards Practical or Fine Arts credits

**Media Literacy**  
**Course# 712006**

Grades: 9-12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** New Valley  
**Prerequisite** None

Adolescents come of age in a media-saturated environment, yet most lack critical perspective on how the media impacts them. This course covers topics that are relevant to students' lives and urgent to today's world: the media and the First Amendment, fake news, money and profit, advertising and body image, representations of race and gender, and the impact of social advertising and body image, representations of race and gender, and the impact of social media on democracy and mental health. Ad media analysts, students will consider the question, *who is behind the curtain and what is the agenda?* As media creators, they will make decisions that impact others and will apply critical media analysis questions to their own work.

**Construction 1**  
**Course# 674205**

CTE Pathway: Building and Construction Trades  
Grades: 9-12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** None

Construction 1 is a year-long project-based course, to include four projects throughout the semester. Students will demonstrate skills and knowledge related to basic tool identification, orthographic drawings, safe use of hand and power tools, box construction, face-frame construction, and all joints used in cabinetry.

**Construction 2**  
**Course# 674305**

CTE Pathway: Building and Construction Trades  
Grades: 9-12  
UC / CSU Requirement: C  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** Construction 1

Construction 2 is a year-long course in advanced construction techniques. Students will review the basics learned in Construction 1. Students will also demonstrate skills and knowledge of building site requirements, building plans, working knowledge of construction methods, and perform basic carpentry skills such as; foundation, framing of walls, staircases, rafters, and roof layouts. Students will also learn the basics of tile and masonry work. Students will also learn how to estimate labor and materials needed to complete a project.

**Creative Writing**  
**Course# 105745**

Grades: 10-12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** MECHS  
**Prerequisite** None

In this course, students will develop their practice of creative writing. Students will experiment with various forms in both fiction and creative non-fiction. Class activities will also include examining models of creative and professional writing, writing from a variety of prompts, and revising several drafts towards a finished piece. In our writing community, we will share writing with peers and provide each other with positive, constructive feedback. Each student will compile a

portfolio of his/her writing.

**Business Skills & Careers**  
**Course# 654015**

Grades: 9-10  
UC / CSU Requirement:  
Credits: 5, Semester

**Offered at** Santa Clara, Wilson  
**Prerequisite** None

Business Skills & Careers is a one-semester course that tackles the real-world topics of career exploration and preparation, including job search, career documents (resume, cover letter), interviewing skills and what it takes to succeed in the working world. Additionally, students will study and put into practice the "soft skills" - communication, teamwork, leadership, and respect of diversity- that are an essential part of any career.

**Journalism**  
**Course# 102505**

Grades: 9-12  
UC / CSU Requirement: G  
Credits: 10, Year

**Offered at** MacDonald, Santa Clara, Wilcox  
**Prerequisite** Consent of Instructor

While managing all aspects of publishing a print newspaper and online news site, students will acquire skills in researching, reporting, interviewing, writing and revising. They will practice writing in various journalistic genres, from news stories to features, with an emphasis on meeting professional journalistic standards for quality, accuracy, and balance. Those who would like to specialize or pursue more advanced journalism will further develop skills in editing, in-depth reporting, photojournalism, graphic illustrations, or newspaper/web design. This course may be repeated for district graduation credit. It currently does not meet the requirements for English.

**Small Engines**  
**Course# 659005**

CTE Pathway: Transportation  
Grades: 9-12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** Wilcox  
**Prerequisite** None

The student in this Small Engines course will develop knowledge skills, and self-confidence in the operation and maintenance of a small internal combustion engine. S/he will be able to identify and describe the six systems of the engine. The student will be able to demonstrate analytical and problem-solving skills that are desirable in career placement and additional training. S/he will be able to communicate procedures for preventative maintenance and engine storage. The student will be able to identify and wisely select for purchase the appropriate two-stroke or four-stroke engine for use in construction, transportation, emergency management, and leisure activities. During the course, the student will work collaboratively and follow a procedure to test run, disassemble, inspect, reassemble, and test run again a Briggs & Stratton 3 horse-power air-cooled engine. The student will practice shop safety, use tools properly, and maintain a clean, environmentally favorable work area. The skills developed will be useful for employment in businesses



that utilize small engines, equipment sales, or engine repair.

**ROP Preventative Maintenance  
Course# 659105**

CTE Pathway:  
Transportation Auto Level 1  
Grades: 10-12  
UC / CSU Requirement:  
Credits: 5/10, Semester/Year

**Offered at** Wilcox  
**Prerequisite** Small Engines

The first semester, Preventative Maintenance, students will develop knowledge, skills, and confidence to service an automobile to keep it in running efficiently, economically, and with a low environmental impact. S/he will be able to identify and describe and perform the basic preventative maintenance procedures such as oil/filter change, checking and maintaining fluid levels, tire maintenance and rotation, basic battery care, and general car care. The student will be able to demonstrate analytical and problem-solving skills that are desirable in career placement and additional training. S/he will be able to communicate procedures for preventative maintenance and general car care. During the course, the student will develop skills for using hand tools and basic automotive shop equipment. Students will demonstrate problem-solving techniques and logical sequences for completing maintenance tasks. Students will work collaboratively to complete tasks such as using shop references and service manuals, servicing vehicles, and maintaining a safe shop environment. The students will practice shop safety, use tools properly, and maintain a clean, environmentally favorable work area. The skills developed will be useful in employment in the automotive industry.

**ROP Engine Systems  
Course# 651445**

CTE Pathway:  
Transportation Auto Level 1  
Grades: 10-12  
UC / CSU Requirement:  
Credits: 5/10, Semester/Year

**Offered at** Wilcox  
**Prerequisite** Small Engines

The second semester in Engine Systems, students will develop knowledge, skills, and self-confidence in identifying and describing the mechanical systems of a modern automotive engine. Students will be able to perform basic maintenance and repair of automotive engine systems that include a lubrication system, cooling system, fuel system, engine management systems, and gaskets and seals. S/he will be able to identify and describe the function of components for each system. During the course, the student will work collaboratively while completing classwork and lab activities. The students will practice shop safety, use tools properly, and maintain a clean, environmentally favorable work area.

**ROP Chassis Systems  
Course# 651435**

CTE Pathway:  
Transportation Auto Level 2  
Grades: 11-12  
UC / CSU Requirement:  
Credits: 5/10, Semester/Year

<b>Offered at</b> Wilcox <b>Prerequisite</b> C or better in Preventative Maintenance and Engine Systems or instructor's approval	
<p>The students in this first-semester Chassis System class will develop knowledge, skills, and self-confidence in maintaining and repairing automotive chassis systems that include brakes, steering and suspension, and alignment. S/he will be able to identify and describe the function of components for each system. The student will be able to demonstrate analytical and problem-solving skills that are desirable in career placement and for additional training. S/he will be able to communicate procedures for maintenance and repair of brakes, steering and suspension systems, and wheel alignment. During the course, the student will work collaboratively while completing classwork and lab activities. The students will practice shop safety, use tools properly, and maintain a clean, environmentally favorable work area.</p>	

<b>ROP Powertrain Systems</b> <b>Course# 651705</b>	CTE Pathway: Transportation Auto Level 2 Grades: 11-12 UC / CSU Requirement: Credits: 5/10, Semester/Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> C or better in Preventative Maintenance and Engine Systems or instructor's approval	
<p>The students in this second-semester Powertrain class will continue to develop knowledge, skills, and self-confidence in maintaining and repairing automotive powertrain systems that include power train design layout, manual and automatic transmissions and transaxles, CV joints, U-joints, differentials, axles, electronic controls, and alternative/hybrid systems. S/he will be able to identify and describe the function of components for each system. During the course, the student will work collaboratively while completing classwork and lab activities. The students will practice shop safety, use tools properly, and maintain a clean, environmentally favorable work area.</p>	

<b>ROP Electrical Systems</b> <b>Course# 659205</b>	CTE Pathway: Transportation Auto Level 3 Grades: 11-12 UC / CSU Requirement: Credits: 5/10, Semester/Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> C or better in Preventative Maintenance and Engine Systems or instructor's approval	
<p>Students in the first-semester Electrical Systems class will develop knowledge, skills, and self-confidence in maintaining and repairing automotive electrical systems that include charging systems, starting systems, chassis electrical systems, and automotive computers, automotive accessories, and hybrid systems. S/he will be able to identify and describe the function of components for each system. The student will be able to demonstrate analytical and problem-solving skills that are desirable in career placement and for additional training. S/he will be able to communicate procedures for maintenance and repair of the electrical system. The student will be able to identify and wisely select appropriate maintenance and repair parts and procedures. During the course, the student will work collaboratively while completing classwork, lab activities, and special projects. The students will practice shop safety, sure tools are properly, and maintain a clean, environmentally favorable work area.</p>	

<b>ROP Engine Performance</b> <b>Course# 651305</b>	CTE Pathway: Transportation Auto Level 3 Grades: 11-12 UC / CSU Requirement: Credits: 5/10, Semester/Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> C or better in Preventative Maintenance and Engine Systems or instructor's approval	
<p>Students in the second-semester Engine Performance class will continue to develop knowledge, skills, and self-confidence in maintaining and repairing automotive systems controlling engine performance. S/he will be able to identify and describe the function of components and systems controlling the engine. These systems include air intake monitoring systems, the fuel delivery system, ignition control system, and emission control systems. S/he will be able to communicate procedures for maintenance and repair of engine performance systems. The student will work collaboratively while completing classwork and lab activities. The students will practice shop safety, use tools properly, and maintain a clean, environmentally favorable work area.</p>	

<b>ROP Auto Special Projects</b> <b>Course# 651445</b>	CTE Pathway: Transportation Grades: 11-12 UC / CSU Requirement: Credits: 5, Semester
<b>Offered at</b> Wilcox <b>Prerequisite</b> Instructor's Approval	
<p>This course gives the prevocational student the opportunity to work on his own in a job type situation. There will be no more than three special projects students in any class. The student will work on his own projects three days a week and on shop-related projects two days a week. Maturity and the ability to work without direct supervision are required. There is a material fee. The student is graded with an on-the-job type paycheck system. This course satisfies the practical arts graduation requirement.</p>	

<b>Intro to Biotechnology</b> <b>Course# 403405</b>	CTE Pathway: Health Science and Medical Technology Grades: 10-12 UC / CSU Requirement: D Credits:10, Year
<b>Offered at</b> Santa Clara <b>Prerequisite</b> Completion of Biology or concurrent enrollment in Biology	
<p>This year-long introductory course focuses on proper laboratory technique and safety. Students will learn basic biotechnology concepts while practicing critical Sterile Lab Operating Procedures (SLOP). Students interested in pursuing a career in the rapidly growing field of biotechnology should take this course. It will also help prepare students for</p>	

Chemistry and Biotechnology 3-4.

<b>Advanced Biotechnology *</b> <b>Course# 404005</b>	CTE Pathway: Health Science and Medical Technology Grades: 11-12 UC / CSU Requirement: D Credits: 10, Year
<b>Offered at</b> Santa Clara <b>Prerequisite</b> Completion of Intro to Biotech with a grade of "C" or better, or completion of AP Biology.	
<p>This year-long course is designed to build on students' lab skills by introducing advanced research and laboratory techniques. Semester 1 will focus on medical and pharmaceutical applications of biotechnology techniques, and semester 2 will focus on Agricultural applications. Students will also develop their critical thinking, communication, and leadership skills. Students will also explore careers in the field of biotechnology.</p> <p>*Articulation agreement with Ohlone for college credit</p>	

<b>ROP Retail Sales</b> <b>Course# 753305</b>	CTE Pathway: Marketing, Sales and Service Grades: 10-12 UC / CSU Requirement: Credits:15, Semester Students may earn up to 15 units per Semester. This class can be taken for four Semesters and up to 60 units.
<b>Offered at</b> Santa Clara, Wilcox, Wilson <b>Prerequisite</b> Students who are 15 years of age and who are employed at least 12 hours a week at an approved job station. Approval of the Retail Sales coordinator is required for enrollment.	
<p>The Retail Sales Program is designed to give students an opportunity to discover career interests and to develop skills at a business or industrial workstation. This cooperative program includes training with pay, school credit, school and employer supervision, career exploration and counseling, personal finance, and employment cycle skills.</p>	

<b>Principles of Financial Literacy</b> <b>Course# 685305</b>	CTE Pathway: Business and Finance Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Wilcox, MECHS <b>Prerequisite</b> None	
<p>Financial Literacy is a one-year course that enables students to get a head start on taking control of their financial lives. Students who take charge of their finances are better prepared to invest in themselves and cope with the financial ups and downs that life will bring. In this course, students will examine how to manage their money through well-planned budgets, build and sustain credit, set financial decisions, prepare for taxes, and save/invest in their future.</p>	

<b>Empowering Entrepreneurs</b> <b>Course# 685405</b>	CTE Pathway: Business and Finance Grades: 9-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Principles of Financial Literacy or instructor approval	
<p>This course is designed to empower entrepreneurial literacy among students through project-based learning. Students will work with local entrepreneurs and their instructions to develop the human characteristics (collaboration, communication, creativity, and critical thinking) vital for entrepreneurial thinking and success in a 21st-century global world.</p>	

<b>Business Management</b> <b>Course# 685505</b>	CTE Pathway: Marketing, Sales and Service Grades: 11-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Empowering Entrepreneurs or instructor approval	
<p>This course explores leadership styles, economics, personal finance, business/community engagement, and “soft skills” necessary for business and career success. Students will develop business documents and a marketing plan, and practice accounting skills and customer service. Activities encourage career and college planning and prepare students for competitive DECA events and post-secondary business courses. These skills and concepts intertwine with ethical considerations in business and the use of technology to research, prepare and present information. Team-building and project management are integrated throughout the course.</p>	

<b>Creative Entrepreneurship</b> <b>Course# 606105</b>	CTE Pathway: Arts, Entertainment and Media Grades: 11-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Santa Clara <b>Prerequisite</b> Intro to Art or Photography	
<p>This course is open to any student with the desire to pursue the commercial application of their skill, craft, product or service as an independent contractor or in a freelance capacity. Concepts and theories addressed include web design, online representation and user interface/experience, marketing, web etiquette and common/best practices, typography/design, and advertising. Students will also study the theory behind effective marketing and business practices, and develop a freelance business that includes social media representation and passive income opportunities.</p>	

<b>ROP C.H.A.M.P. 1</b> <b>Course# 677025</b>	CTE Pathway: Hospitality, Tourism and Recreation Grades: 9-10 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> None	
<p>This one-year course is designed for first-year culinary students and will provide them with a solid foundation of food Service and Hospitality operations. The primary topics covered will be college and career opportunities, employability skills, basic food preparation, techniques and procedures, food safety and sanitation, nutrition, and introduction to customer service and professionalism.</p>	

<b>ROP C.H.A.M.P. 2 *</b> <b>Course# 677035</b>	CTE Pathway: Hospitality, Tourism and Recreation Grades: 10-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> C.H.A.M.P. 1 or consent of teacher	
<p>This one-year course is a 2-period block. It is designed for students with some culinary experience. The class will focus on more advanced concepts within the Food Service and Hospitality industry. Emphasis will be on participation in operating our student-run foodservice operation, the Alternative Café. Students will earn the fundamentals of food costing, menu planning, and design, purchasing, scheduling, quantity and quality food preparation, and management concepts.</p> <p>*Articulation agreement with Mission for college credit</p>	

<b>ROP C.H.A.M.P. 3 *</b> <b>Course# 677045</b>	CTE Pathway: Hospitality, Tourism and Recreation Grades: 11-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> C.H.A.M.P. 1 or 2	
<p>This is the Hospitality Management advanced course. It is designed to be the culminating course of the career pathway and will include a focus on management concepts and issues in the workplace, a restaurant design project, portfolio development, and 4-year college and/or Culinary Academy/ Art Institute application preparation.</p> <p>*Articulation agreement with Mission for college credit</p>	

<b>Fashion Design &amp; Marketing I</b> <b>Course# 655605</b>	CTE Pathway: Fashion and Interior Design Grades: 9-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> None	
This course is designed for first-year fashion students to explore the global fashion industry. Topics taught include fashion illustration, textiles, principles & elements of design, fashion marketing, clothing styles, fashion designers, designing a line of clothing, and digital portfolio creation. Students will sew 3-4 garments that will be shown off in our end-of-year fashion show.	

<b>Fashion Design &amp; Marketing II</b> <b>Course# 655705</b>	CTE Pathway: Fashion and Interior Design Grades: 10-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Fashion Design & Marketing I	
In this second-year course a closer examination of the history of fashion, fashion cycle, global textile industry, business creation and marketing trends, social and environmental impacts of fashion, industrial production techniques and resumes. Students will design their own line of clothing and produce at least 2 garments from their own collection. Students will design, plan and manage the end-of-year fashion show.	

<b>Fashion Design &amp; Marketing III*</b> <b>Course# 655605</b>	CTE Pathway: Fashion and Interior Design Grades: 11-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> Wilcox <b>Prerequisite</b> Fashion Design & Marketing I and II	
This third-year fashion class is focused on individual clothing line development and business creation.	

<b>Sustainable Living in Our Home and Community</b> <b>Course# 663006</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> New Valley	

Prerequisite
In this course, students will be introduced to six key elements of healthy and sustainable living in the home and community: Food Preparation and Nutrition, Health and Hygiene, Home Maintenance and Management, Family and Human Relationships, Personal Finance and Budgeting, and Community Awareness and Responsibility. Through studies in these areas, students will develop essential skills and knowledge for living a healthy life including balancing personal, family, and work responsibilities. Students will also strengthen essential skills in applied mathematics, critical reading, writing, and communications that are transferable to successful life management and employability.

<b>Individual &amp; Family Life</b> <b>Course# 663105</b>	CTE Pathway: Education: Child Development and Family Services Grades: 9-12 UC / CSU Requirement: Credits: 5, Fall Semester
<b>Offered at</b> Wilcox <b>Prerequisite</b> None	
This class covers the areas of identity, self-esteem, teen challenges (coping with peer pressure, STD's teen pregnancy, substance abuse, suicide, etc), communication skills, relationships, dating, marriage, pregnancy/childbirth, child development, parenting skills, and family challenges/crises. During the semester you will participate in an infant care simulation activity. Fulfills the practical art requirement.	

<b>On Your Own</b> <b>Course# 663505</b>	CTE Pathway: Education: Child Development and Family Services Grades: 9-12 UC / CSU Requirement: Credits: 5, Spring Semester
<b>Offered at</b> Wilcox <b>Prerequisite</b> None	
This class is geared toward preparing students to survive on their own after graduation. Topics covered include: goal-setting, options for higher education/training, career exploration, job search strategies, on-the-job survival, professional/personal clothing choices and care, etiquette, housing options, rights, and responsibilities, transportation, insurance, money management and nutrition/meal planning. Fulfills practical art requirement.	

<b>Culinary Arts 2</b> <b>Course# 676205</b>	CTE Pathway: Hospitality, Tourism and Recreation Grades: 10-12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Santa Clara <b>Prerequisite</b> Must have passed Culinary Arts 1 with a C or better or teacher recommendation	



The widely established adage, “You eat with your eyes” defines the importance of the “Art” in Culinary Arts. Applying the fundamental techniques of culinary arts and baking and pastry arts learned in Culinary 1, students will learn to present, package, and market food using elements of design and focusing on the visual aspect of Culinary Arts. Students will plan and produce real events, run a class business, do marketing, product development, and package design. Through this variety of experiences, students will develop an understanding of aesthetics with relation to food and have the opportunity to be creative and expressive through food with the goal of building a lifelong passion for the “Art” of Culinary Arts.

\*Class counts towards Practical or Fine Arts credits

**Exploring Computer Science  
Course# 705005**

Grades: 9-12  
UC / CSU Requirement: G  
Credits: 10, Year

**Offered at** Santa Clara, Wilcox  
**Prerequisite** None

This year-long course explores the foundational concepts of computer science in a project-based learning environment. Topics include History of Computing, Binary Concepts, Foundations of Programming, Block Programming platforms: Blockly and SCRATCH, Paper Prototyping and the Engineering/Design Process, Application Development utilizing MIT App Inventor, Robotics platforms: Lego Mindstorm, Don't n Dash, sphere, MindBlock, and Ozobot, Introduction to Python and Introduction to HTML Web Design. Students will develop skills in the areas of Critical Thinking, Problem Solving Design Thinking, Computing, and Programming.

**Computer Science 1  
Course# 705016**

Grades: 9-12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** MacDonald, New Valley  
**Prerequisite** None

This course will introduce students to computer science as a vehicle for problem-solving, communication, and personal expression. We will focus on the visible aspects of computing and computer science, and learn to recognize where computer science exists around us, and how we can engage with Computer Science as a tool for exploration and expression. We will also learn an alternative perspective to math- especially how math is applied to the world of Computer Science- through three key units: Problem Solving and Computing, Web Development, and Interactive Animations and Games.

**Computer Science 2  
Course# 705026**

Grades: 9-12  
UC / CSU Requirement:  
Credits: 10, Year

**Offered at** New Valley  
**Prerequisite** None

This course builds on key concepts learned in Computer Science 1. In this course, students will be asked to look outward and explore the impact of computer science on society. Students will understand how a user-centered design process produces better applications, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect input and return output in a variety of ways. Students will strengthen their understanding of mathematical principles applied to the world of Computer Science- through three key units: the Design Process, Data and Society, and Physical Computing.

<b>Data Science</b> <b>Course#</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> SCHS, Wilcox, MECHS <b>Prerequisite</b> None	
In this course, students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding.	

<b>Digital Media 1*</b> <b>Course# 712505</b>	CTE Pathway: Arts, Entertainment and Media Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> None	
Digital Media 1 focuses on electronic image manipulation and page layout. Students will learn the elements and principles of design, the fundamentals of the design process, and visual communication theory. Students will design and create a variety of real-life projects that demonstrate creativity, communication, critical thinking, and problem-solving. *Articulation agreement with Mission for college credit (Wilcox only)	

<b>Advanced Video Production</b> <b>Course# 712301</b>	CTE Pathway: Arts, Entertainment and Media Grades: 10 -12 UC / CSU Requirement: F Credits: 10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> ROP Video Production or Digital Media 1 <i>and</i> teacher approval	
In this class, students will learn to create and produce professional-grade videos that advance both creative and technical skills. Collaboration is required for every project, both inside and outside of school. Students will learn advanced levels of	

pre-production, production, and post-production methodology and practices, and will take on multiple roles including director, copywriter, storyboard artist, camera person, sound recordist, lighting technician, on-camera talent, production assistant, computer editor, and graphic artist.

\*Video Production classes count towards Practical or Fine Arts credits

<b>Yearbook</b> <b>Course# 609005</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> MECHS, MacDonald, Santa Clara, Wilcox <b>Prerequisite</b> Consent of Instructor	
The publication of the yearbook is the end result of an intense year of work. Students learn desktop publishing techniques with text and photos as they write, edit layout pages, and proofread. Other skills include marketing, distributing, budgeting, and seeking advertising to offset production costs.	

<b>A Critical Study of Mass Media</b> <b>Course# 716105</b>	Grades: 9-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> MECHS <b>Prerequisite</b>	
A Critical Study of the Mass Media requires students in this standards-based course to study the media's methodologies by comparing and contracting techniques used in news presentation and advertising. An analytical look into the world of mass media drives the course. Students examine the liberal and conservative bias in the presentation of news and editorial content, successful and failed techniques in advertising, and the ethics involved in media production and presentation. Radio and video clips, news magazines, and newspapers serve as the primary nonfiction sources of study and are enhanced by studying media analysts' work. Daily reading, writing, and thinking are asked of students.	

<b>IT Essentials*</b> <b>Course#</b>	CTE Pathway: Information & Communication Technologies Grades: 9-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> Santa Clara <b>Prerequisite</b> None	
Imagine building a gaming computer then connecting it securely to a network. This exciting first step could lead to a rewarding IT career. Because a sure way to excel—no matter which area of IT you choose—is to learn the right computer fundamentals. IT Essentials covers this as well as shares the career skills needed for entry-level IT jobs. You'll enjoy working with <b>Cisco Networking Academies</b> advanced simulation tools and having multiple hands-on labs that hone your troubleshooting skills. No prerequisites or computer knowledge required.	

**You'll Learn These Core Skills:**

Install, configure, and troubleshoot gaming computers and mobile devices.  
Identify common security threats like phishing and spoofing.  
Develop critical thinking and problem-solving skills using both real equipment and Cisco Packet Tracer.  
Prepare for CompTIA A+ Certification.  
\*Articulation agreement with Mission for college credit

Cybersecurity refers to the people, products, and processes that protect electronic data from those with malicious intent. This course will introduce you to various experts who discuss the concepts of cybersecurity including why it is important, and some of the products and processes that they use to secure data. Also covered are the opportunities within this growing field. This course is not intended to teach you to implement security products and processes, but rather to make you aware of the global need for cybersecurity and the advancements in this industry.

**Cybersecurity  
Course# 714115**

CTE Pathway:  
Information & Communication Technologies  
Grades: 9-12  
UC / CSU Requirement: G  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** IT Essentials

Cybersecurity refers to the people, products, and processes that protect electronic data from those with malicious intent. This course will introduce you to various experts who discuss the concepts of cybersecurity including why it is important, and some of the products and processes that they use to secure data. Also covered are the opportunities within this growing field. This course is not intended to teach you to implement security products and processes, but rather to make you aware of the global need for cybersecurity and the advancements in this industry.

**Internet Engineering 1\*  
Course# 700105**

CTE Pathway:  
Information & Communication Technologies  
Grades: 10-12  
UC / CSU Requirement: G  
Credits: 10, Year

**Offered at** Santa Clara  
**Prerequisite** IT Essentials

Internet Engineering 1 is an interdisciplinary course designed to prepare students for post-secondary success in the Information and Communication Technologies (ICT) field. The course engages students with the studies of the history and implications of network communications; the protocol which makes the Internet possible; how networks provide access to services; and college and career preparation in the ICT field. This course integrates the theory and application of network communication, and exposes students to media that invite them to consider how Internet engineers think, design, and solve problems. Students have several opportunities to produce college-ready writing, collaborate, research, develop

study skills, and develop 21st-century skills in this course.

\*Articulation agreement with Mission for college credit

## Internet Engineering 2

Course# 700205

CTE Pathway:

Information & Communication Technologies

Grades: 11-12

UC / CSU Requirement: G

Credits: 10, Year

**Offered at** Santa Clara

**Prerequisite** Internet Engineering 1

Internet Engineering 2 is a follow-up course to Internet Engineering 1. It is designed to prepare students for postsecondary success in the Information and Communication Technologies (ICT) field. The course engages students with studies of the network protocols which make the Internet possible; how networks communicate with one another, methods used to increase scalability, reliability, and security in the modern network, and college and career preparation in the ICT field. This course integrates the theory and application of network communities, exposing students to media that invites them to consider how Internet engineers think, design, and solve problems. Students have several opportunities to produce college-ready writing, collaborate, research, develop study skills and develop 21st century skills in this course.

# ELECTIVES

## Electives

Electives are any courses from any subject area that a student takes and go beyond the high school graduation requirements. As an example, students are required to take one year of a World language to graduate from high school. If a student chooses to take 3 years of World Language then 2 of the years of World Language will count as electives and will count as elective credits.

In this section, you will find elective courses that do not fall into the previous categories of English, Math, Social Science, etc.

**Note:** to fulfill the required high school graduation requirements for Visual/Performing Arts and Practical Arts, a student must earn 15 credits. This can be done in one of two ways:

1. Five credits can be earned from a Practical Arts class and ten credits from a Visual/Performing Arts class or
2. Five credits can be earned from a Visual/Performing Art class and ten credits can be earned from a Practical Arts class.

## CTE Electives

Many SCUSD electives are classified as CTE electives. A CTE program of study involves a multi-year sequence of courses within a career pathway that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to many post-secondary, college, and career opportunities. Many of the CTE courses include opportunities for students to participate in leadership preparation and competitions within Career Technical Students Organization (CTSOs) at a local, State, and National level. CTE classes that:

- Prepare students to continue on to postsecondary education with expertise in specific areas.
- May articulate with local community colleges so students can potentially earn college and high school credits together.
- Support high academic standards. The goal is to help students value the basics- reading, writing, math, science. Communication skills- by providing experiences that allow them to apply what they are learning in practical ways both inside and outside the classroom.
- Include career exploration. Exposing students to career information, options, and experiences helps them discover possibilities the world offers, imagine what they want to do, and reach their goals.
- Are designed to offer students exposure to a broad range of career opportunities, access to relevant and rigorous educational programs that help them achieve their career aspirations, and opportunities to benefit from workplace learning experiences.

SCUSD offers elective courses in the following Career Technical Education (CTE) Pathways:

- Business and Finance
- Arts, Media and Entertainment
- Information & Communication Technologies
- Building & Construction Trades
- Hospitality, Tourism and Recreation
- Fashion and Interior Design
- Transportation
- Health Science and Medical Technology
- Education: Child Development and Family Services

<b>Leadership</b> <b>Course# 751105</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> MacDonald, MECHS, New Valley, Santa Clara, Wilcox, <b>Prerequisite</b> None	
Leadership is a class designed for the student council of each school. The course focuses on developing leadership skills, such as organization, public speaking, and effective meeting management. The students in the course are expected to coordinate, participate in, and/or promote the school's student activities, academic programs, community outreach, and school improvement efforts.	

<b>Academic Peer Tutoring</b> <b>Course# 752345</b>	Grades: 10-12 UC / CSU Requirement: Credits: 10 or Community Service, Year
<b>Offered at</b> Santa Clara, Wilcox, MECHS <b>Prerequisite</b> Earned A's and B's in "specialty" academic subject. For AP tutors, successful completion of an AP class with	

a grade of B or higher
Students will learn peer coaching and tutoring skills, and provide individual and small group tutorial support to peers in your “specialty” academic subject: English, Mathematics, Science or Social Science at any level, including AP.

<b>Peer Helpers</b> <b>Course# 752445</b>	Grades: 11-12 UC / CSU Requirement: Credits: 10 or Community Service, Year
<b>Offered at Santa Clara</b> <b>Prerequisite</b>	
<p>Students will learn how to support our school community through counseling, mediation, mentoring, and community service. The class is designed to develop the skills necessary to accomplish tasks through experiential learning. Students will participate in group activities and discussions that will help facilitate stronger self-awareness, develop group cohesion and provide you with ideas to use with their clients. Students must first understand themselves before they can truly help others. Students will work closely with each other on different projects and during conflict mediations and will work as a team.</p>	

<b>Work Experience</b> <b>Course# 758005</b>	Grades: 10-12 UC / CSU Requirement: Credits: 10 or Community Service, Year
<b>Offered at New Valley</b> <b>Prerequisite</b>	
<p>Work Experience Education is an instructional course which has as its purpose the application of the basic skills of reading, writing, and computation. Students will acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction. The course is a one or two-semester course. It is an elective class that combines paid employment with classroom instruction. Students develop work habits, attitudes, self-confidence, job-related skills, and an employment portfolio. The portfolio can be used to locate, secure, and retain employment throughout their lifetime.</p>	

<b>AP Research</b> <b>Course# 717580</b>	Grades: 11-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at Santa Clara, Wilcox</b> <b>Prerequisite</b> AP Seminar	
<p>AP Research allows students to explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a year-long research-based investigation to address a research question. Students further develop skills acquired in AP Seminar by; understanding research methodology; employing ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question. Students document their processes and curate their scholarly work in a portfolio. The course culminates in an academic paper of</p>	

4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

<b>AP Seminar</b> <b>Course# 717750</b>	Grades: 11-12 UC / CSU Requirement: G Credits: 10, Year
<b>Offered at</b> Santa Clara <b>Prerequisite</b> None	
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students read and analyze articles, research studies, and foundational literary and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.	

<b>Phoenix 1</b> <b>Course# 760315</b>	Grades: 9-12 UC / CSU Requirement: Credits: 10, Year
<b>Offered at</b> MECHS <b>Prerequisite</b>	
This course gives students a framework for examining their lives from a self-discovery perspective and teaches a value-based approach to life and learning. The courses are organized into four domains that build on themselves through the course sequence: 1. Wellness and Life Skills; 2. MC Success, how to utilize college resources and strategies for their college-level courses; 3. The community aims to mold our students into excellent local and global citizens, with a special focus on sharing individual strengths and appreciating diversity; 4. Post-Secondary Planning guides students through the process of researching, building, and executing a plan for their college/career pathway.	

<b>Phoenix 2</b> <b>Course# 760325</b>	Grades: 9-12 UC / CSU Requirement: Credits:10, Year
<b>Offered at</b> MECHS <b>Prerequisite</b>	
This course gives students a framework for examining their lives from a self-discovery perspective and teaches a value-based approach to life and learning. The courses are organized into four domains that build on themselves through the course sequence: 1. Wellness and Life Skills; 2. MC Success, how to utilize college resources and strategies for their college-level courses; 3. The community aims to mold our students into excellent local and global citizens, with a special focus on sharing individual strengths and appreciating diversity; 4. Post-Secondary Planning guides students through the	



process of researching, building, and executing a plan for their college/career pathway.

<b>Phoenix 3</b> <b>Course# 760335</b>	Grades: 9-12 UC / CSU Requirement: Credits:10, Year
<b>Offered at MECHS</b> <b>Prerequisite</b>	
This course gives students a framework for examining their lives from a self-discovery perspective and teaches a value-based approach to life and learning. The courses are organized into four domains that build on themselves through the course sequence: 1. Wellness and Life Skills; 2. MC Success, how to utilize college resources and strategies for their college-level courses; 3. The community aims to mold our students into excellent local and global citizens, with a special focus on sharing individual strengths and appreciating diversity; 4. Post-Secondary Planning guides students through the process of researching, building, and executing a plan for their college/career pathway.	

<b>Phoenix 4</b> <b>Course# 760345</b>	Grades: 9-12 UC / CSU Requirement: Credits:10, Year
<b>Offered at MECHS</b> <b>Prerequisite</b>	
This course gives students a framework for examining their lives from a self-discovery perspective and teaches a value-based approach to life and learning. The courses are organized into four domains that build on themselves through the course sequence: 1. Wellness and Life Skills; 2. MC Success, how to utilize college resources and strategies for their college-level courses; 3. The community aims to mold our students into excellent local and global citizens, with a special focus on sharing individual strengths and appreciating diversity; 4. Post-Secondary Planning guides students through the process of researching, building, and executing a plan for their college/career pathway.	

<b>Art and Wellness</b> <b>Course#</b>	Grades: 9-12 UC / CSU Requirement: Credits:10, Year
<b>Offered at New Valley</b> <b>Prerequisite</b>	
This course will inform students of behaviors and habits that will lead to a greater sense of emotional well being and happiness. Through art and movement, mindfulness, and a deeper understanding of self, students will use decision-making, self-empathy, and compassion to experience paradigm shifts for greater health and creativity. Students will consider the key question of what defines physical, emotional, and mental wellness and how to personally and positively impact their lives and those around them. Creative opportunities to engage with art technology will develop self-expression, personal voice, self-reflection, and writing assignments will offer opportunities for critical analysis and evaluation. Presentation and public speaking assignments will encourage self-esteem and confidence.	

<b>PRT Vocational Training</b> <b>Course# 771215</b>	Grades: 9-12 UC / CSU Requirement: Credits:10, Year
<b>Offered at</b> Wilcox <b>Prerequisite:</b> IEP	
Students participate in a pre-vocational/vocational training program. These training programs allow the staff the opportunity to supervise and train students, teach job skills, and determine the potential for community job placement.	

<b>BSC Social Cognition/Study Skills</b> <b>Course# 770205</b>	Grades: 9-12 UC / CSU Requirement: Credits:10, Year
<b>Offered at</b> Santa Clara <b>Prerequisite</b> IEP	
This class is offered to all students with IEPs or 504s interested in developing social skills. This year-long course emphasizes the development of interpersonal, problem-solving, conflict resolution, and survival skills. It uses a curriculum taken from Michelle Garcia Winner's social thinking clinic augmented by other material as needed. Instruction is mostly project-based, open forum discussions, use of presentation, debate, or skits with high student participation. A portion of class time is also devoted to tutorial help for academic classes.	

<b>AVID 1</b> <b>Course# 107115</b>	Grades: 9 UC / CSU Requirement: G Credits:10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Application and Screening by the AVID coordinator and Site Team	
AVID (Achievement Via Individual Determination) is a four-year elective class aimed at helping capable first-generation college-bound students and underrepresented students succeed academically and qualify for admission to four-year colleges and universities. The AVID 9th grade program teaches students study skills, time management, self-esteem, and writing strategies to apply across the curriculum. Tutoring by peers and college students, guest speakers, and field trips included as part of the curriculum. This course is UC-G approved at SCHS.	

<b>AVID 2</b> <b>Course# 107225</b>	Grades: 10 UC / CSU Requirement: G Credits:10, Year
<b>Offered at</b> Santa Clara, Wilcox <b>Prerequisite</b> Application and Screening by the AVID coordinator and Site Team	

AVID 10th grade program reinforce the study skills learned, self-esteem building, and writing strategies applicable across the academic curriculum. Special focus is put on preparation for the PSAT test in October and other standardized tests. Students investigate career choices to help determine college and major interests. Tutoring by peers and college students, guest speakers, and field trips are included as part of the curriculum. This course is UC-G approved at SCHS.

**AVID 3**  
**Course# 107335**

Grades: 11  
UC / CSU Requirement: G  
Credits:10, Year

**Offered at** Santa Clara, Wilcox

**Prerequisite** Application and Screening by the AVID coordinator and Site Team

AVID 11th grade program stresses improving academic GPA as colleges and universities carefully examine 11th grade report cards. Students will take at least one college entrance test (SAT/ACT) and continue to investigate college choices by the end of the junior year, AVID students should have narrowed their choice of colleges to three or four. Students will continue to improve their writing skills. Investigation of the college application process (filling out sample financial aid forms and writing practice entrance essays) will take place. Students will continue to investigate careers to help in determining college majors and minors. A college portfolio of ample college applications and sample essays will serve as a culminating assessment project for the year. This course is UC-G approved at SCHS.

**AVID 4**  
**Course# 107345**

Grades: 12  
UC / CSU Requirement: G  
Credits:10, Year

**Offered at** Santa Clara, Wilcox

**Prerequisite** Application and Screening by the AVID coordinator and Site Team

AVID 12th grade program is the culmination of the student's years in AVID. The first semester is devoted to the application process and gaining admission to the college/university of choice. This includes the application, filling out financial aid forms, and required entrance essays. If needed, students can retake the SAT/ACT or required SAT II exams. During tutorial sessions, students continue to receive peer and college student assistance. Students will continue to improve their writing skills as well as learn how to become successful college students. The second semester includes preparation for college placement exams, review of note-taking techniques for college courses, continued career exploration, and culminating project in student's field of study. Students explore classes and schedules online of schools they plan to attend. This course is UC-G approved at SCHS.

# Silicon Valley Career Technical Education (SVCTE)

## Introduction

- For students in 11th and 12th grade

- **Courses are held on the SVCTE campus at 760 Hillsdale Ave., San Jose**
- Free bus transportation is provided from home high school
- 3 Periods per day
- 30 Credits per year
- Students can pre-register in their sophomore year, contact your High School Career Tech Ed Coordinator for more information or registration.

## SVCTE Courses

<b>Animation</b> SVCTE	Grades: 11-12 UC / CSU Requirement: F
Acquire skills in basic figure drawing, cell animation, 2D and 3D computer animation. Develop an understanding of scriptwriting, storyboarding, and sound design.	

<b>Auto Body Refinishing</b> SVCTE	Grades: 11-12 UC / CSU Requirement:
Use restoration techniques to prepare the surface of vehicle parts for finished spray painting, and detailing work. Learn in a professional shop environment.	

<b>Auto Body Repair</b> SVCTE	Grades: 11-12 UC / CSU Requirement:
Develop skills of welding, metal straightening, and finishing, surface preparation to return cars to pre-accident condition. Apprenticeships may be available.	

<b>Automotive Services</b> SVCTE	Grades: 11-12 UC / CSU Requirement:
Study eight areas of basic and advanced skills in automotive brakes, electrical & electronic systems, automatic and manual transmission repair, engine repair, engine performance, heating, ventilation, and air conditioning, and suspension and steering.	

<b>Construction Technology</b> SVCTE	Grades: 11-12 UC / CSU Requirement: C
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Design, estimate, and construct buildings with carpentry tools and equipment using industry standards.

**Culinary Arts**  
SVCTE

Grades: 11-12  
UC / CSU Requirement:

Students train in our well-equipped kitchen to prepare stocks, cuts of meat, poultry, and seafood utilizing a variety of cooking methods. Work in various kitchen positions and restaurant settings while preparing for your career and future college education.

**Dental Assisting**  
SVCTE

Grades: 11-12  
UC / CSU Requirement: G

Acquire chair-side assisting skills, laboratory and X-ray procedures, with radiation and clinical experience. Make impressions and models. This course offers opportunities for Dental internships.

**Electrical Maintenance**  
SVCTE

Grades: 11-12  
UC / CSU Requirement:

Students learn electrical installations, troubleshooting, and repair in the electrical maintenance field. Successful students are qualified to receive the California Electrical Training card.

**Fashion Design & Textile Art**  
SVCTE

Grades: 11-12  
UC / CSU Requirement: F

Teach students entry-level skills in the clothing and fashion field. Style, line, color, and design principles will set the tone for creating garments. Students will apply art elements and principles of fine art and design to their work.

**Film & Video Production**  
SVCTE

Grades: 11-12  
UC / CSU Requirement: F

Learn to write for television and film, storyboarding, directing, and sound design engineering. Produce videos for business and entertainment from scriptwriting to final edit.

**Fire Science/First Responder**  
SVCTE

Grades: 11-12  
UC / CSU Requirement: D

Introduce students to Fire Department and Emergency Services related fields and techniques used

to perform the job. The class focuses are academics, technical skills, and employability practices.

### **Forensic Sciences**

SVCTE

Grades: 11-12

UC / CSU Requirement: D

Develop the knowledge and training related to forensics while exploring the procedures to solve crimes. Topics include investigating crime scenes and laboratory safety rules and regulations.

### **Heating, Ventilation, & Air Conditional (HVAC)**

SVCTE

Grades: 11-12

UC / CSU Requirement: C

Learn maintenance, overhaul, repair, and adjustment of residential and commercial heating, air conditioning, and refrigeration units.

### **Law Enforcement**

SVCTE

Grades: 11-12

UC / CSU Requirement:

Prepare for a career in public and private investigative fields. Understand the criminal justice system, investigate crimes, and improve decision-making skills.

### **Mechatronics Engineering**

SVCTE

Grades: 11-12

UC / CSU Requirement: D

The combination of electrical and mechanical engineering is where students design, build and program robotic mechanisms. Students will apply C++ and Python coding to direct microcontroller parts.

### **Medical Science/ Health Careers**

SVCTE

Grades: 11-12

UC / CSU Requirement: G

Prepare students who aspire to become nurses & doctors for a career in the medical field. This course focuses on human biology and disease, practicing hands-on patient care, medical terms, leadership, and teamwork, with hospital internships in Emergency, Surgery, Physical Therapy, Radiology, Pediatrics, and more.

### **Metals Technology**

SVCTE

Grades: 11-12

UC / CSU Requirement: G

Learn welding theory and safety with hands-on experience in the operation of welding equipment.

Welding is used in auto repair, building construction, ornamental ironwork, and many machinery jobs.

**Mobile App Design and Computer Coding**  
SVCTE

Grades: 11-12  
UC / CSU Requirement: G

Learn multimedia design, web development for Internet technology, and programming for mobile platforms and devices. Learn the process of designing, coding, and deploying mobile applications for use in eCommerce, productivity, enterprise, and web purposes.

**Pharmacy Technician**  
SVCTE

Grades: 11-12  
UC / CSU Requirement: G

This course prepares students with the knowledge and skills required for employment as pharmacy clerks. It focuses on academics, technical skills, and employability practices essential in the pharmacy profession.

**Sports Medicine & Kinesiology**  
SVCTE

Grades: 11-12  
UC / CSU Requirement: D

Acquire skills related to basic anatomy and physiology, nutrition, fitness and exercise, taping procedures, vital signs, training room/office management, injury treatment and training, patient care, safety and ethics, and bio-metrics of movement.

**Veterinary Science**  
SVCTE

Grades: 11-12  
UC / CSU Requirement: D

Learn anatomy and physiology, as well as animal health and disease, animal behavior, and client communication to prepare for employment in Veterinary Careers.

## High School Credits Equivalency Per Year SVCTE/ Santa Clara Unified

Full-Time Day Programs	Math	Health	Physical Science	Bio. Science	English	Social Science	Fine Arts	UC A-G
<b>Agriculture &amp; Natural Resources</b>								
Veterinary Science			10	10				D
<b>Arts, Media and Entertainment</b>								

Animation							10	F
Film & Video Production/ Advanced Film & Video Production							10	F
<b>Building Trades &amp; Construction</b>								
Heating, Ventilation, and Air Conditioning (HVAC)	10							C
Electrical Maintenance	10		10					
Construction Technology	10							C
<b>Engineering &amp; Design</b>								
Mobile App Design & Computer Coding	10							G
<b>Fashion &amp; Interior Design</b>								
Fashion Design & Textile Art/ Advanced Fashion Design & Textile Art							10	F
<b>Health Science/Medical Technology</b>								
Dental Assisting			10	10				G
Medical Science/ Health Careers		5		10				D/G
Medical Assisting		5		10				G
Sports Medicine & Kinesiology		5		10				D
Pharmacy Technician	10							G
<b>Hospitality, Tourism &amp; Recreation</b>								
Culinary Arts								
<b>Information and Communication Technology</b>								
Mechatronics Engineering			10					D
Metals Technology/Adv	10							C/G



Metal								
<b>Public Services</b>								
Fire Science/ First Responder/ Advanced Fire Science/ First Responder		5	10					D
Forensic Science			10*	10*				D
Law Enforcement					5	5		G
<b>Transportation</b>								
Auto Body Refinishing								
Auto Body Repair								
Automotive Services/ Advanced Automotive Services								
*Physical or Life Science (not both)								

## College Credits for SVCTE Courses

College credits available for students successfully completing specific course requirements

Cluster/Class	College	Units
Automotive Technology		
Building Technology		
Construction Technology	Cabrillo College	6.0
HVAC	San Jose City College	4.0
Engineering/ Industrial Technology		
Metals/Welding	Butte-Glenn Community College District	4.0
Health & Community Services		
Medical Science H.C./ Medical Assisting	Mission College	pending
Sports Medicine	Foothill College	9.0
Fire Science	Mission College	3.0
Veterinary Science & Technology	Foothill College	pending
Visual Arts		
Culinary Arts	Mission College	7.0
Film & Video Production	DeAnza College	pending
Technology		
Mobile App Design	Mission College	4.0

End