This guide contains a listing of most of the regular courses offered in the high schools of the Long Beach Unified School District. A course matrix (grid) begins each section indicating the projected offerings at each high school. A description of the courses follows the grid. All high schools offer all required courses, however electives vary from site to site. It is also possible that a school may offer a course not included in this guide.

Long Beach Unified School District

Christopher J. Steinhauser, Superintendent of Schools

Published by
Office of Curriculum, Instruction & Professional Development
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Descriptions</td>
<td>1</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>16</td>
</tr>
<tr>
<td>Special Opportunities</td>
<td>21</td>
</tr>
<tr>
<td>Course Matrices and Descriptions</td>
<td>24</td>
</tr>
<tr>
<td>Career / Technical Education</td>
<td>25</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>61</td>
</tr>
<tr>
<td>English Language Development</td>
<td>75</td>
</tr>
<tr>
<td>General Studies</td>
<td>78</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>80</td>
</tr>
<tr>
<td>Interdepartmental</td>
<td>89</td>
</tr>
<tr>
<td>Mathematics</td>
<td>95</td>
</tr>
<tr>
<td>Military Training and Naval Science</td>
<td>103</td>
</tr>
<tr>
<td>Physical Education</td>
<td>104</td>
</tr>
<tr>
<td>Science</td>
<td>111</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>121</td>
</tr>
<tr>
<td>World Language (formerly Foreign Language)</td>
<td>138</td>
</tr>
<tr>
<td>Regulations Prohibiting Discrimination</td>
<td>150</td>
</tr>
</tbody>
</table>

Table of Contents 2015-16
Student Name: _______________________________ Parent Signature: _______________________________

Career Interests: 1. ____________________ 2. ____________________ 3. ____________________ ○ Undecided

Post High School Plans:
- University of California
- California State University
- Other four-year college or university
- Community College, academic
- Community college, vocational/technical
- Attend trade/business school
- Apprenticeship training program
- Work full-time/part time, no school
- Military Service
- Full time homemaker
- Other plans
- Undecided

The University of California and California State University systems have specific subject requirements for freshman admission. In addition, the National Collegiate Athletic Association (NCAA) has initial eligibility requirements for students who wish to participate in post-secondary athletics. Please consult with your child’s counselor regarding these requirements as you plan your four years of high school.

University of California & California State University Subject Area Requirements

The following sequence of 15 year-long high school courses is required by the University of California and California State University systems for high school students to be minimally eligible for admission. At least 7 of the 15 courses must be taken in the last two years of high school. These courses also illustrate the minimum level of academic preparation students need to achieve in high school to undertake university level work.

These college entrance requirements, also referred to as the “a-g” requirements, can be summarized as follows:

A History/Social Science - Two years required, including one year of world history, cultures, and geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

B English - Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.

C Mathematics - Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

D Laboratory Science - Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, etc.), chemistry, and physics or three years of integrated science.

E Language Other Than English - Two years of the same language other than English.

F Visual & Performing Arts - One year, including dance, drama/theater, music, or visual art.

G College-Preparatory Electives - In addition to those courses required in “a-g” above, one year (two semesters) of college-preparatory electives are required, beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “g” electives.

NCAA Eligibility

ATHLETIC ELIGIBILITY REQUIREMENTS

NCAA Initial Eligibility

Students who want to pursue athletics at any postsecondary institution must complete specific requirements. The National Collegiate Athletic Association (NCAA) is the athletic governing body for 1,280 colleges and universities. Their academic standards include high school graduation, a "core" GPA, a target SAT or ACT score, successful completion of approved "core" courses and all other college admissions requirements.

Core Courses: NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any students first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement. NCAA Division II requires 14 core courses. See breakdown for core-course requirements below. Please note that Division II will require 16 core courses beginning August 1, 2013.

Division I* For the Class of 2008 and beyond 16 core courses
- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years natural/physical science (1 year of lab if offered by the high school)
- 1 year of additional English, mathematics, or natural/physical science
- 2 years social science
- 4 years of additional core courses (from any area above, world (foreign) language or nondoctrinal religion/philosophy)

Division II August 1, 2013 and After 16 Core Courses
- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional core courses (from any area above, world (foreign) language or nondoctrinal religion/philosophy)

* Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the ten courses must be a combination of English, math or natural/physical science that meet the requirements).

Grade Point Average

Only core courses are used in the calculation of the grade point average for NCAA Initial Eligibility. Students applying for a Division I school, please view the Sliding Scale A (for students enrolling before August 16th, 2016). If you are enrolling after August 16th, 2016, a student must have a 2,000-2,299 in order to be eligible to receive athletics aid and practice at a Division I school. If a student wants to be eligible for competition at a Division I school, they must have a minimum GPA of 2.3. Please see Sliding Scale B on the NCAA website to determine your GPA eligibility. Students who are interested in applying to a Division II school are required to have a minimum 2.0 GPA. The Sliding Scales can be found at the website listed below. Be sure to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s website to make certain that courses being taken have been approved as core courses. The website is www.eligibilitycenter.org. Please note that NCAA core course eligibility is also indicated after each course description in this guide.

It is the responsibility of the student to file for athletic certification usually by the beginning of the senior year. Any questions should be directed to the Head Counselor at the school site, or contact NCAA at (877) 262-1492.
High School Descriptions

THE COMPREHENSIVE HIGH SCHOOL

The high schools of the Long Beach Unified School District are four-year comprehensive high schools. This means that they offer a wide range of subjects to meet students’ greatly varying needs and interests. Comprehensive high schools have adopted the Linked Learning approach to ensure that every student becomes a responsible, productive citizen in a diverse and competitive world.

Linked Learning transforms students’ high school experience by bringing together strong academics, demanding technical education and real-world experience to help students gain an advantage in high school, postsecondary education and careers. In the Linked Learning approach, students follow industry-themed pathways in a wide range of fields, such as engineering, arts and media, biomedicine and health. These pathways connect learning with students’ interests and career aspirations, leading to higher graduation rates, increased postsecondary enrollments, higher earning potential and greater civic engagement. Used in schools throughout California, this integrated approach helps students build a strong foundation for success in college and career—and life.

The four principles that form the foundation for this approach are:

1. Pathways prepare students for BOTH postsecondary education and careers – both objectives, not just one or the other.
2. Pathways connect academics to real-world applications by integrating challenging academics with a demanding technical curriculum.
3. Pathways lead to a full range of postsecondary and career opportunities by eliminating tracking and keeping all options open after high school.
4. Pathways improve student achievement.

The critical components of this approach adopted by Long Beach high schools include:

1. A challenging academic component that prepares students for success – without remediation – in California’s community colleges and universities, as well as in apprenticeships and other postsecondary programs.
2. A demanding technical component that delivers concrete knowledge and skills through a cluster of technical courses, or through the integration of technical concepts into the academic core.
3. A work-based learning experience that offers opportunities to learn through real-world experiences that complement classroom instruction.
4. Support services that include counseling as well as additional instruction in reading, writing, and mathematics to help students succeed with a challenging program of study.

To provide the flexibility which adequately meets such multiple needs, the high schools offer a wide range of subjects beyond those required for high school graduation. They provide counseling and guidance services and many opportunities for students to prepare for advanced training in academic and in skilled and semi-skilled occupational fields.

SMALLER LEARNING COMMUNITIES

Five of the six comprehensive high schools in Long Beach Unified School District have adopted the smaller learning community (SLC) model. In this model, students are grouped together in cohorts based on interest and share teachers and classes over the course of their four years at the school. Each SLC is organized around one of 15 broad industry themes identified by the California Department of Education as high need and highly employable. Those SLCs that have not chosen a specific affiliation have infused the career readiness components (common to all industry) into their academic course of study.

[See next page]

www.lbschools.net/Departments/Linked_Learning/
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<td>Cabrillo Academy of Business</td>
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<td>Cabrillo Engineering &amp; Design</td>
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<td>Cabrillo Health Occupations and Careers</td>
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<td>Specialized Academy of Computer Media, Arts and Animation</td>
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<td>University Scholars</td>
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<td>CAMS</td>
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<tr>
<td>School</td>
<td>Architecture, Construction and Engineering</td>
<td>Aspiration in Medical Services</td>
<td>Business and Entertainment School of Travel, Trade and Tourism</td>
<td>Excellence Through the Arts</td>
<td>International Baccalaureate</td>
<td>Jordan's Media and Communication Learning Community</td>
<td>Jordan's Technical Studies</td>
<td>Panther Academy</td>
<td>Applied Technology Magnet</td>
<td>Trade, Commerce, Business</td>
<td>Lakewood Academy of Sports Medicine, Exercise and Recreation</td>
<td>Merit Scholars</td>
<td>Odyssey Academy</td>
<td>The Arts</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

High School Descriptions 3  
2015-16
<table>
<thead>
<tr>
<th>School/Program</th>
<th>Beach Academy</th>
<th>Center for International Curriculum</th>
<th>Justice</th>
<th>Medical and Paramedical Services Academy</th>
<th>Media, Entertainment, Technology and Sports</th>
<th>Poly Academy of Achievers and Leaders</th>
<th>Pacific Rim Magnet Academy</th>
<th>Program of Additional Curricular Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert A. Millikan High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<td>Millikan Information Technology</td>
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<td></td>
<td></td>
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<td>Generating Respect for the Earth, Environment, and Nature</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>Millikan Business Academy</td>
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<td></td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal success through Empowerment, Academic achievement, Conflict resolu</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>tion, and Ethics in action</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning, Understanding, Engaging, and Success through Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polytechnic High School</td>
<td></td>
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<td>Pacific Rim Magnet Academy</td>
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<td>Program of Additional Curricular Experiences</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

High School Descriptions 4 2015-16
| Renaissance High School for the Arts | X |  |  |  |  |  |
| SATO Academy of Mathematics and Science |  | X | X |  |  |
| Woodrow Wilson High School |  |  |  |  |  |
| Engineering | X |  |  | X |  |
| Health Medical |  | X |  |  |  |
| Criminal Justice |  |  |  | X |  |
Avalon High School is part of a unique K-12 campus located in Avalon on beautiful Santa Catalina Island. The school serves a community of 4,000 full-time residents. Catalina Island’s economy is based primarily on tourism, hosting a million visitors a year. The Avalon administration and staff, parents, and community work closely together to support the best possible learning opportunities for students. In the Spring of 2003, Avalon High School was selected as a California Distinguished School.

A small student body of approximately 250 students allows for personalized instruction from a dedicated faculty. Students are provided a challenging curriculum that offers a comprehensive college-preparatory selection of courses, including honors English, and advanced placement US History, Government, Spanish Language, English Literature and Language, AB Calculus, and Music Theory. A variety of elective classes are available in visual arts, technology, industrial education, year book, and instrumental music. Because of Avalon’s K-12 population, students interested in the exploring teaching or teacher assistant programs have the opportunity to work with elementary, middle or high school teachers. Other students who have part-time jobs are enrolled in a work experience class. ELD and Special Education programs are available for English Language Learners and special needs students. Other Student Support Services include personal and academic/college counseling, substance abuse counseling, nursing services, peer mediation, Student Support Team (ASAP), and a formalized faculty intervention program.

The AVID elective program is offered at Avalon to better prepare college-bound students. The AVID program develops rigorous study skills through direct instruction and older-age tutors. Students in AVID learn how to apply for scholarships and have the opportunity to participate in college visitations.

Students attending Avalon High School have the opportunity to participate in a diverse extracurricular program. Fourteen sports teams frequently travel to the mainland to compete with other small high schools. An active group of cheer and song leaders meet daily during tutorial and perform at pep assemblies and athletic events. The Channel Crossings Club promotes cultural awareness and diversity, an active drama club presents several theatrical productions each year, and other students pursue their interests and/or leadership skills through a dozen other organizations including the Rotary Interact-Social Action Club, Peer Mediation Club, Life Issues Club, World Awareness Club, Art Club, Garden Club, CSF, and Student Council.

Cabrillo High School is doing “Whatever it Takes!” to ensure that our students experience a challenging and rigorous standards-based education. Along with Project Lead the Way certification, and a comprehensive schedule of accelerated and Advanced Placement courses, we have also designed our school around four Small Learning Communities and four Secondary Specialized Programs. These communities are designed to give the Cabrillo student multiple opportunities to explore career pathways that will give them the necessary skills to make a successful transition to the integrated worlds of both college and career.

NINTH GRADE ACADEMY – ACCESS

Academy for College and Career Exploration for Student Success (ACCESS) is a comprehensive freshman transition program for all incoming 9th graders. We support and encourage our students to academically challenge themselves with rigorous and relevant courses. Each freshman is assigned to an ACCESS house with a dedicated staff of teachers and counselors.

SMALL LEARNING COMMUNITIES

Cabrillo Academy of Business (CAB) focuses on careers in global logistics; global logistics is defined as the design and management of a system that directs and controls the flows of materials into, through and across national borders. The Jaguar Academy of Finance is a member of the National Academy Foundation. NAF is a national network of career academies that services over 50,000 students in the United States. Students have hands-on experiences in the field inside and outside the classroom. Through partnerships with local colleges and businesses, students are exposed to various pathways leading from Cabrillo to the world of finance, global logistics and supply-chain management.

Cabrillo Academy of Law and Justice (CAL-J) provides students with the opportunity to explore the fields of legal studies, social justice, or law enforcement, through a series of rigorous and thematic classes focused on topics and issues relevant to each pathway. Students engage in a series of advanced electives and work-based learning opportunities like Teen Court and Mock Trial, celebrate Law Week, professional mentorships, and apply for internships. The legal studies pathway is now a California Partnership Academy with support from the Long Beach and California Bar Asso-
The Cabrillo Engineering and Design (CED) is designed for students who have an interest in math and science and want to be able to “Think, Create and Build” like an engineer. Our program is focused on and nationally recognized as a Certified Project Lead The Way School, which allows for engineering students to earn college credit while in high school. Specialized Program **

The Cabrillo Health Occupations and Careers (CHOC) is committed to providing its students with a rigorous academic program incorporating the A-G requirements. CHOC students focus on exploring the world of high demand careers in health and human services through guest expert speakers in the field, job shadowing, and conferencing opportunities with health and science specific elective classes. The Specialized Academy of Computer Media, Arts and Animation (SACMAA) is designed for students who have a passion for the Visual and Performing Arts and Computer Media. This program allows students to continually develop their skills within each of the three strands: Computer Media: Animation, Graphics, Web Design; Visual Arts: Drawing & Painting, Three-Dimensional Media or Performing Arts: Music, Dance and Drama. Specialized Program **

The University Scholars offers several selections of Accelerated, Honors, and Advanced Placement courses. Beyond the academic challenge, University Scholars is focused on leadership training and the preparation of future leaders, while receiving support through student advisory groups, after-school tutorials, with university visits and guest speakers. Our mission is to ensure our University Scholars are prepared for a successful transition to college and possess the skills to be future leaders in our society. Specialized Program **

SUPPORT PROGRAMS

Cabrillo’s Advancement Via Individual Determination (AVID) program provides the learning tools, support and confidence that will help students prepare to enter and succeed in college. The AVID program teaches students the organizational and learning strategies needed to be successful in today’s world as well as challenging students to take rigorous classes with the needed staff support to guarantee academic success.

There are numerous support and intervention programs for both students and parents in place to ensure student success in meeting graduation requirements and passing the California High School Exit Exam (CAHSEE). CHS has a comprehensive counseling program that works with both students and parents to develop a plan and monitor the students’ meeting their goals. Cabrillo provides their English Language Learners a strong collaborative instructional program that ensures smooth transitions as their English skills progress. Another student support that Cabrillo offers students is academic assistance, and classes for preparation of the CAHSEE and SAT Test are available.

CALIFORNIA ACADEMY OF MATHEMATICS AND SCIENCE
1000 East Victoria Street, Carson, CA 90747
(310) 243-2025

The California Academy of Mathematics and Science is a comprehensive four year high school located on the campus of California State University, Dominguez Hills (CSUDH). CAMS’ mission is to increase the nation’s pool of college graduates in the fields of science, technology, engineering and math (STEM) by offering an intensive college-preparatory education to motivated high school students. It serves a diverse student body of over 670 students, who earn transferable university credit in grades 11 and 12 by taking tuition-free college courses at CSUDH. Upon graduation, CAMS students have completed an average of twenty-two university units. The required CAMS curriculum far exceeds the University of California (UC) admission requirements, and nearly all students go on to four-year universities immediately following high school. The CAMS offers an excellent education for high school students considering careers in STEM fields.

Program Highlights
• Engineering and Biotechnology Pathways
• Located on a university campus, CAMS juniors and seniors take university classes as part of their elective program.
• Small student body allows more teacher-student interaction.
• Students gain experience with real-world problem solving that stresses group work and interdisciplinary projects.
• Successful and active mentor and internship programs are in place.
• School culture strongly supports students in obtaining college admissions. College admission staff actively recruits CAMS students. More than 60 colleges and universities provide CAMS with recruitment site visits each year.

EDUCATIONAL PARTNERSHIP HIGH SCHOOL
(562) 427-9766

The Educational Partnership High School (EPHS) is an alternative education school that specializes in independent study for youth who have dropped out of, or are at risk of dropping out of, a regular comprehensive high school. This unique school uses contract independent study as the pri-
mary instructional strategy for students who desire a high school education but are not able to attend the traditional comprehensive high school. Since its beginning in 1988, EPHS has expanded from a single facility operation to one that has eight separate locations throughout the community.

The staff at EPHS has spent many years building a quality school that benefits students, parents and the community. The teachers have had ample experience in motivating students in an alternative educational setting. EPHS offers educational opportunities for a variety of students, including those with disciplinary and attendance problems. The core curriculum meets State standards and students use the same textbooks utilized throughout the district. The pacing and instructional delivery is individualized to meet each student's special needs. EPHS has also established ties with the Probation Department, the Regional Occupational Program, Cal Learn, Summer Youth Employment, Long Beach City College and the Long Beach School for Adults.

JORDAN HIGH SCHOOL
6500 Atlantic Avenue, Long Beach, CA 90805
(562) 423-1471

David Starr Jordan High School serves an ethnically/culturally balanced neighborhood in North Long Beach and a small section of Lakewood. Jordan is a model high school of the future. Jordan staff, students, parents and community business leaders have joined together to restructure and redefine the school.

A Jordan student should be a lifelong learner, critical thinker, problem solver, proficient communicator, and a responsible member of society. In order to help students reach these goals, Jordan offers specialized courses of study that maximize a student's strengths, talents, and interests, while helping them make connections with mentors.

SMALL LEARNING COMMUNITIES

Architecture, Construction and Engineering Technologies (ACE) provides work-based learning experiences that prepare students for future careers in architecture, construction, and engineering. ACE provides students with internships and career networking opportunities as well as first-hand experiences with industry professionals. ACE offers fieldtrips, camps, and community building projects to build meaningful relationships and make relevant connections between academics and industry.

Aspirations in Medical Services (AIMS) is for any student who is interested in investigating the medical field through academic and vocational education. Through internships, and hands-on career investigation, AIMS students experience opportunities that exist in the medical field.

International Baccalaureate (IB) - Secondary Specialized Program - This rigorous program is recognized and respected by colleges and universities worldwide. It is a natural extension for students already taking IB coursework or in middle school GATE programs, but all students looking for a challenge are welcome to apply. Lindsey and Hudson students are encouraged to complete IB’s MYP program at Jordan. Priority for admission to the programs will be granted to students from these schools.

Diploma Program: In grades 11 and 12 students can enroll in a full schedule of college-level coursework. By completing the IB diploma requirements, students are eligible at colleges around the world for credit equivalent to the freshman year of college.

Academic Path to Excellence (APEX) - This challenging academic program prepares students for the rigors of university and post-secondary education. Students will participate in at least six Advanced Placement courses and the opportunity for a seventh class in grades 10-12.

BESTT Academy of Hospitality and Tourism seeks to empower and prepare students for life beyond high school and college by offering rigorous courses focused on the world’s largest industries, from hotel management to sports, entertainment, and event management.

Excellence Through the Arts (ETA) is a program where like-minded artistic individuals form a supportive and creative community. Students focus on the arts all four years of high school. This helps perfect student talents and create new talents by expanding their artistic scope. Students are supported by their peers and teachers through mentoring, the attendance of special art events and performances, guest speakers, field trips and core classes. The goal is for ETA students to graduate with excellent creative skills and to have options for post-secondary education and/or career placement.

Jordan’s Media and Communication Learning Community (JMAC) Media and Communications Studies in Digital Graphic Art, Video Production, and Stage Management and Technology. JMAC students design and produce: the Stylus Magazine, Jordan News & Entertainment Today (JNET- a weekly video news bulletin), a variety of live theatrical productions and JMAC is Linked Learning Certified as of June 2013.

JTECH (Jordan Automotive Technical Studies) - provides students the opportunity to explore technical careers, such as automotive mechanics, automotive collision, welding and metal fabrication during junior and/or senior years aligned with the career path of their choice.

Panther Academy offers opportunities to explore careers related to Law, Law Enforcement, Public Service and Careers with Children in an engaging academic environment that prepares students to continue their
career education at post-secondary institutions. Students will have the opportunity for workplace experiences, guest speakers, field trips and other career related activities.

SUPPORT PROGRAMS

Advancement Via Individual Determination (AVID) is an academic elective class for grades 9-12. The AVID program is designed to help students prepare to enter and succeed in four-year colleges and universities. Many students with the potential to succeed in post-secondary education need extra academic assistance and encouragement. AVID meets the needs of these students by providing: academic preparation, study skills for college-level work, help in coping with college-prep curriculum, motivation for seeking a college education, and career awareness. Students are also given the opportunity to tour many colleges and universities along with meeting and listening to various college/career representatives.

LAKEWOOD HIGH SCHOOL
4400 Briercrest Avenue, Lakewood, CA 90713
(562) 425-1281
Today's Lancers, Tomorrow's Leaders

Lakewood High School offers a diverse curriculum that addresses the needs of all students. Rigorous academic courses, including Advanced Placement (AP) and Honors classes, are provided. AVID classes and extensive tutoring are also available in all Small Learning Communities (SLCs). Lakewood High School is organized into six theme/career based SLCs. Each SLC groups students, teachers, counselors, administrators, and business/community partners in order to provide coherent college and career pathways.

SMALL LEARNING COMMUNITIES

Applied Technology Magnet (ATM) - This Specialized Program is aimed at extending students’ experiences with technology through hands-on activities, cross-curricular projects and STEM studies (science, technology, engineering and math). Students will develop the real-world skills needed to be successful after high school and understand that a literate nation not only reads; it computes, investigates and innovates. Students will also make connections between the world of technology and all aspects of life as they study the six core technologies: communication, bio-medical, transportation, manufacturing, construction, and energy & power. All students are required to take four years of science, at least three of the core technical courses and must complete and present a digital portfolio.

The ARTS Academy is designed for students with a desire for self-expression and for the exploration of creativity in the world around them. Students in The Arts SLC will be given an opportunity to pursue their interests in the fields of drama, fine arts, film, music, dance, journalism, writing, and foreign language. The Arts SLC program is designed with the college bound student in mind. Students successfully working through The Arts will be given the opportunity to earn college credit by taking Advanced Placement classes in French, Music Theory, Spanish, etc. The Arts SLC is a place where students can be creative, be involved, and be themselves.

Knights - As a Specialized Program, the Lakewood High School "Knights" option is offered to a limited number of well-qualified students within each Small Learning Community (SLC). Prospective freshmen applicants must have scored proficient or above in both the English and Math sections of the CST Test in 7th grade and have a cumulative GPA of 3.0 or higher upon graduation from Middle School. If you are a highly capable student who desires an intellectually demanding and invigorating High School experience, then we invite you to apply for Lakewood's "Knights" program. You will also need to indicate which SLC you desire to study within as a “Knight.”

The LASER SLC (Lakewood Academy of Sports Medicine, Exercise Science, and Recreation) is specifically designed for the sports minded, health conscious, fitness and recreational enthusiast. The highly specialized curriculum is infused throughout to meet the academic and career needs of students interested in a mind-body approach to wellness, athletic performance, nutrition, recreation, and medical sciences. Students will have many opportunities to develop various skills through challenging hands-on, real world academic and technical classes. Open your mind, feed your curiosity, and discover your passion all while supplying yourself with the necessary tools in the LASER SLC to succeed in a two/four year college, a vocational/technical school or directly into work-related careers.

Merit Scholars – As a Special Program, Merit is a rigorous college preparatory program committed to preparing students for university level work. In preparing students for higher education, the Merit Scholars curriculum exceeds the UC/CSU admission standards. All students are required to take a minimum of three Advanced Placement courses. Students will be placed in Accelerated or Honors classes.

The Odyssey Academy is a creative and academically challenging program, which provides cross-curricular projects/field trips with a focus on marine studies. The Odyssey Academy is committed to advancing the total personal and academic literacy of students by preparing him or her for success at the university level or on their path to a career. Our time-tested strategies incorporate 21st Century Skills that promote learning.
**real world skills**: problem solving, time management, organization and developing **personal skills**: responsibility, teamwork and positive interdependence; all essential for living in a global community. The ocean theme is seen both inside the classroom and through Odyssey field trips to research labs and aquariums. The Odyssey Academy personalizes the learning experience by promoting teamwork and camaraderie among students and teachers.

**Trade Commerce and Business Scholars (TCB)** is a National Academy Foundation (NAF) Academy of Finance, whose mission is to develop individuals who possess the skills and qualities highly desired by trade schools, colleges and the international business community. Students in the program will develop strong communication skills by working with other students, teachers, and business leaders, enabling them to take the pathway that fulfills their life goals. TCB offers courses in business preparation, and a curriculum that meets A – G requirements. If you’re in TCB, you’re “Taking Care of Business.”

**Three Pathways - One Vision**
McBride High School has three pathways, **Engineering, Health-Medical**, and **Criminal Justice and Investigation**. All three pathways engage students around their interests, find relevant connections to real world activities, and gauge student learning through collaborative, hands-on projects. All three pathways prepare students for the demands of college and the workforce. With workplace learning experiences in their senior year, all three pathways empower and inspire students to make their own path and determine their own future.

**A Unique Experience**
McBride High School looks and feels different than any other high school you have seen. With career labs and specialized spaces for collaboration, students will demonstrate what they have learned through integrated projects, team collaboration, and connections with industry partners. Teachers will also work as a team to meet the needs of individual students and create a coherent educational experience. With learning centered on a career-themed course of study, students will see the connections between the theme of their pathways and the academic disciplines of history, science, math, and English.

**Challenging Academics**
All three McBride pathways are focused on completing the UC and CSU Entrance Requirements (a-g) with a sequence of courses that are aligned to college expectations. Advanced Placement (AP) courses and options to earn college credits and industry certifications upon graduation will be offered in the upper grades.

**McBride Engineering**
With a four-year engineering sequence of courses, students will design new and innovative products using industry standard CAD/CAM software and CNC machining processes. Students will learn math, science, history, and English in the context of the engineering development process. Using the nationally recognized and locally tested **Project Lead the Way** engineering curriculum, students will graduate from McBride Engineering with demonstrated manufacturing and design skills and a strong understanding of the variety of engineering career and college options. Along the way, students will experience the joy of creating something new, moving from concept to reality.

**McBride Health – Medical**
Culminating in the possibility of earning a **Certified Nursing Assistant** or **EMT certification**, students will take a four-year sequence of courses that includes Healthcare Career exploration, Global Health, Principles of Health Science, and Diagnostic Services. Health-Medical courses provide the cornerstone for interdisciplinary projects in all four years. On campus, students will work in a health medical lab that resembles a hospital, and they will apply what they have learned to practical experiences in the community.

**McBride Criminal Justice and Investigation**
Supported by a **Crime Lab**, a **Police Academy Lab** and outdoor physical training, the McBride Criminal Justice and Investigation pathway will provide a crime scene context throughout the student's four-year experience. With simulated crime scenes and interactions with professionals, students will understand the foundations of the criminal justice and legal systems, the science behind CSI, and the expectations of a future in law enforcement and criminology. Students will see the connections between math, science, history, and English as important components of investigating a crime scene.
Millikan High School (located near El Dorado Park) is the home of Millikan Nation. Organized into Small Learning Communities focused on student interests, Millikan is recognized as a model in the state for the development and implementation of high school reform. Millikan Nation’s Small Learning Communities have created a sense of belonging, motivation, safety, and pride unique to our east Long Beach suburban campus. Listed repeatedly as one of the nation’s top high schools, Millikan boasts some of the district’s top requested specialized programs. Well-known for our high standards and academic achievement, the graduating class of 2011 collected nearly seven million dollars in grants and scholarships. The Millikan Nation is home of RAM pride providing students with the opportunity for a well-rounded high school experience by offering top-notch athletics, visual and performing arts programs, and other extracurricular activities to support academics and service learning. All members of the Millikan Nation choose to show their RAM pride every day in their blue and gold student-friendly uniforms and by supporting our motto.

SMALL LEARNING COMMUNITIES

COMPASS (The Community of Musicians, Performers, Artists, and Social Scientists) is a small learning community focused on preparing college-bound students for life after high school by integrating core curriculum with the social sciences and the arts. All Compass students are expected to commit to a self-selected pathway in the visual or performing arts that will lead to at least intermediate skills in a specific artistic discipline (Visual Arts, Drama, Dance, Instrumental Music, or Vocal Music). Compass students are expected to meet the A-G requirements for UC admission as well as a passionate interest in the arts. Prior and current involvement in the arts is strongly recommended. The program places an emphasis on standards-based instruction while using the arts as a vehicle for helping students to develop a sociological perspective that will allow them to gain a better understanding of themselves and the world around them. Compass students are required to use their talents and skills to work with the greater Long Beach community through arts-based service learning.

Generating Respect for the Earth, the Environment, and Nature (GREEN) is focused on a knowledge of and interest in the environment. Through its environmental theme, this academy prepares students to understand the issues facing our planet. Academy students will be eligible for university admission with all required courses for college (CSU/UC a-g admission requirements) and have access to accelerated, honors, and AP classes in all subjects. The GREEN Academy is designed to meet the needs of motivated students who are interested in the environment and looking for challenges, encouragement, and support from caring teachers. If you care about our planet and want to make a difference, the GREEN Academy is the place for you.

Millikan Business Academy (MBA) is a smaller learning community that promotes essential life skills and college preparedness with a particular emphasis on entrepreneurship, marketing, enterprise, and financial independence. Students will learn sound business practices and principles and develop and compile professional portfolios, gain essential technology skills, gain awareness of benefits of volunteerism. As a capstone to the MBA curriculum, seniors will enroll in the Virtual Enterprise class, gaining experience by running a virtual business and networking with other schools. Students will leave the Academy with skills and a personal vision of how to bring their career and personal goals to fruition as civic-minded and ethical participants in today’s changing society. MBA students are expected to meet the High School & College admission requirements by taking accelerated, honors and AP classes.

Millikan Integrated Technology (MIT) Academy is a four-year college preparatory program with dual technology pathways including graphic design and information technologies. MIT’s technology application prepares the student for post-secondary and/or workplace skills by engaging the student in the use of technology as a tool to research, develop, organize and present information. This program lays the foundation for students to participate comfortably in an increasingly technological society, creating motivated, self-aware students focused on college, career, and technology.

Personal Success through Empowerment, Academic achievement, Character education, and Ethics in action academy (PEACE) is a Linked Learning Certified program that seeks to nurture community-minded citizens who advocate for social justice by engaging in service learning, international negotiations, philosophical discussions, and leadership development. PEACE builds your academic capacity through peer teaching, critical thinking, and rigorous course work (including Honors and AP options). The role of the PEACE Academy is to prepare you for life after high school, to create an environment that allows you to grow as a person, and an opportunity to impact your community in significant ways. If you want to make a real contribution to the world and be surrounded by people just as enthusiastic and committed as you are, the PEACE Academy is the place you want to be.
Questioning, Understanding, Engaging, and Success through Technology (QUEST) is a community of GATE and high achieving students. The program provides a pathway of honors and Advanced Placement courses designed for gifted students who want to excel and compete academically with the best and brightest students in the nation. Each year QUEST students gain admission and earn scholarships to top universities including Harvard, Stanford, Columbia, Berkeley, UCLA, and USC. The accelerated curriculum also offers the unique experience of a UC approved Senior Project class. QUEST students are active participants in extra and co-curricular activities including sports, the arts, community service, and student government.

SPECIAL SUPPORT PROGRAM

AVID (Advancement Via Individual Determination) Are you a self-motivated student? Is college in your future? You might consider Millikan’s AVID program in addition to your smaller learning community. AVID is a four-year elective class that focuses on many activities, such as college and cultural field trips, team building, group discussions and debates, and SAT preparation projects. (2.4 + GPA required)

POLYTECHNIC HIGH SCHOOL
1600 Atlantic Avenue, Long Beach, CA 90813
(562) 591-0581

Long Beach Polytechnic High School is nationally recognized as the Home of Scholars and Champions. Every student at Poly becomes a part of the Poly family, united by a 118 year tradition of excellence. Poly takes pride in developing the potential of all students through great teaching and coaching, preparing them to pursue postsecondary education and to become leaders in their fields. More Poly students are accepted annually to the UC system than from any other school and attend many other prestigious universities as well. Poly students enjoy rich, expanded learning opportunities, including our Grammy Award winning music program, & over 120 student-centered clubs. Poly was voted the #1 Athletic High School in America as determined by Sports Illustrated in 2005 & ESPN in 2011. On the Poly campus, students thrive in a rose garden of diversity. All Poly Academies provide students with the opportunity to complete A-G requirements needed for Cal State and UC admissions.

SMALL LEARNING COMMUNITIES

Beach Academy of Math and Science (BEACH) focuses on Energy and the Environment within the areas of Math and Science. The academy gives students the opportunity to take four years of math and science. It is the belief of the staff that students who take four years of math and science are better prepared to enter college. Each of the core classes within the Beach Academy takes a unique focus on the environment and alternative energies. AP, CTE and AVID is offered.

Center for International Commerce (CIC) emphasizes an Honors college prep curriculum with a global approach infused into each course. Since 1982, CIC has prepared students for university admission and successful global careers through a unique variety of AP, Honors and Accelerated courses, including Japanese and Chinese, languages identified by the U. S. State Dept. as critical for the 21st Century. In 2015, a 4-year Entrepreneurial Business pathway will be introduced within CIC.

The JUSTICE Academy: Justice, Uniting, Students, Teamwork, Integrity and Commitment to Excellence. The academy provides students with opportunities to explore social justice, legal and law enforcement studies, via rigorous thematic and academic coursework, as well as, experiences that encompass real life and career experiences. AVID, Honors and AP classes are available and encouraged for qualified students.

Media, Entertainment, and Technology Systems (METS) is media in all career areas, and computer graphic art pursuits. It is our plan to prepare students for all post-secondary options, offering a variety of electives in the arts, technologies and media fields, as well as, offering courses in Honors and AP, CTE and AVID classes.

Medical and Professional Academy (MAP) is a college prep program that prepares students for professional careers in cutting-edge medical and paramedical fields. An extensive offering of AP, Honors, and AVID are offered, and elective courses provide students with the tools to advance into college and/or the medical field of their choice.

Pacific Rim Academy (Pac Rim), is a California Partnership Academy, whose grant ensures smaller class sizes and unique career opportunities in a four-year college preparatory program that has a focus on international trade and commerce. The academy, established in 1989, accepts only 55 students.

Program of Additional Curricular Experiences (PACE) is a nationally recognized, college-prep program that offers extensive honors and AP courses by our PACE specific faculty. Students are given one-of-a-kind opportunities outside the classroom in fields such as biomedical research and entrepreneurship. Each year graduates of PACE gain admission to the nation’s most prestigious universities and receive more UC acceptances that any other LB program.
POLY ACADEMY OF ACHIEVERS AND LEADERS (PAAL)
16th Street, Long Beach, CA 90813
(562) 591-1381

Poly Academy of Achievers and Leaders (PAAL) is on Poly’s satellite campus and provides 11th and 12th graders with an opportunity to get caught up, earn credits toward a medallion, or even to graduate early to get a jumpstart on their future goals. PAAL is also known as a “Human Relations Academy” because students attend a daily advisory period designed to teach positive group relations and promote mutual respect.

WILL J. REID HIGH SCHOOL
2152 West Hill Street, Long Beach CA 90810
(562) 432-0227, extension 7900

Will J. Reid be an alternative high school in Long Beach Unified School District. This continuation high school program is designed for the student who has experienced the traditional, comprehensive high school and has found it to be unsuccessful for him/her. The focus of the Reid program is credit retrieval to get students back on track for graduation. Reid offers smaller class sizes on a smaller campus with on-going support and encouragement from caring teachers and administrators. Students must be 16 years of age and entering the 11th grade to attend continuation high school.

The mission at Reid High School is to ensure a safe, caring, nurturing and clean learning environment where each student is challenged daily to meet high academic and social standards by a team of dedicated professionals working in collaboration with parents and other stakeholders.

SATO ACADEMY OF MATHEMATICS AND SCIENCE
1100 Iroquois Avenue, Long Beach, California 90815
(562) 598-7611

Program Description
The SATO Academy of Mathematics and Science is a comprehensive four-year high school located near the campus of California State University, Long Beach (CSULB). Sato’s mission is to increase the nation’s pool of college graduates in the fields of science, math, engineering, and technology (STEM) by offering an intensive college-preparatory education to motivated high school students. It will serve public and private schools both in and near Long Beach. Students can earn transferable university credit by taking tuition-free college courses through CSULB. Sato will replicate the highly successful California Academy of Math and Science (CAMS) located on the campus of California State University, Dominguez Hills. Upon graduation, CAMS students have completed an average of 22 units of university credit. The required curriculum for CAMS and far exceeds the University of California admission requirements, and nearly all students go on to four-year universities immediately following high school graduation. Like CAMS, Sato will offer an excellent education for high school students considering careers in STEM fields.

SATO Program Highlights
- Engineering and Bio Medical Pathways
- Located near a university campus so students take university classes as part of their elective program
- Small student body allows more teacher-student interaction
• Students gain experience with real-world problem solving that stresses group work and interdisciplinary projects
• Successful and active mentor and internship programs are in place
• School culture strongly supports students obtaining college admissions
• No sports anticipated at this time

WOODROW WILSON
CLASSICAL HIGH SCHOOL
4400 East Tenth Street, Long Beach, CA 90804
(562) 433-0481

Wilson Classical High School first opened its doors in 1926 and will graduate its 89th senior class this coming June. A strong tradition of both academic and athletic excellence has inspired multiple generations to want their children, grandchildren and even great-grandchildren to wear the cardinal and gold of a Wilson Bruin.

The second oldest high school in a city of nearly half a million, Wilson has an alumni base of over 50,000 graduates. Wilson graduates pursue higher education at a variety of institutions, from our local community college to the most prestigious private universities in the nation, and they are engaged in successful careers in every walk of life.

Wilson Classical High School serves a highly diverse student population from the neighborhood named by USA Today in 2001 as the most ethnically diverse neighborhood in the most diverse city in the entire United States of America! With a current student population of 4,100, WCHS serves students in grades 9-12 on an attractive urban campus. Three rigorous pathways are offered: Classical, Distinguished Scholars, and WAVE.

Wilson High boasts an exciting and varied co-curricular program and enjoys great parent and community support. Ranked by Newsweek among the top 4% of U.S. high schools every year since 2003, Wilson Classical High School has twice been named a California Distinguished School and was selected as the representative high school in earning our district the prestigious Broad Prize for Urban Education for 2003-2004. Wilson has been named in each of the past two years in the Washington Post’s published list of the nation’s most challenging high schools, based on the school’s ability to offer rigorous college prep courses. The Post ranks Wilson in the top 5% of high schools nationwide and highest among the four similarly ranked large comprehensive high schools in the LBUSD. Wilson High was also proudly represented at the 2012 London Olympics by six Wilson alumni Olympians, three of whom won medals.

Distinguished Scholars Program Class of 2019
Now in its nineteenth year, the Distinguished Scholars Program is a rigorous pathway within the Classical High School. Distinguished Scholars take accelerated, honors, and Advanced Placement courses to prepare them for success at America’s top universities. Approximately 15% of each entering group of Distinguished Scholars is admitted from outside Wilson’s attendance boundaries. Currently 995 students are enrolled in our Distinguished Scholars Program. To remain in good standing as a Distinguished Scholar, these students are required to take:

- 240 -280 credits with an academic GPA of 3.3 (un-weighted by student’s 7th semester)
- Three years of accelerated/honors/AP English
- Three years of accelerated/honors/AP social science
- Four years of math including Algebra 1-2, Geometry, Intermediate Algebra and one advanced math elective
- Accelerated /Honors/AP science
- 3 years of World Language through 5/6
- Two years of Visual/Performing Arts
- A minimum of three Advanced Placement courses
- 40 hours community service by 7th semester
- Maintain Proficient or Advanced on any State testing

Distinguished Scholars must also demonstrate excellent conduct and uphold the school Honor Code. Grades of “D” or “F” are not allowed during any semester grading period.

WAVE- Wilson’s Academic Vision of Excellence Class of 2018 is an enhancement to the Distinguished Scholars program is the addition of an even more rigorous component called WAVE, Wilson’s Academic Vision of Excellence. The WAVE, which increases the chance of acceptance to America’s top universities and offers special graduation recognition for Wilson’s top students, appeals to those students who push to excel at the highest levels. Requirements for participation in WAVE are added to the requirements for Distinguished Scholars and include the following:

- 4 years of Math
- 4 years of Accelerated/ Honors/AP English
- 4 years of Accelerated/Honors/AP Science
- 4 years of World Language through 7/8 or AP
- 80 hours minimum a year of community service by 7th semester
- Minimum of 5 AP courses over 4 years
- Completion of AP Human Geography in the Freshman year

High School Descriptions 14 2015-16
• 280 credits with an academic GPA of 3.5 (un-weighted by students 7th semester)

Students considered for acceptance into the WAVE should possess an academic GPA of 3.8 or higher and demonstrate Advanced Proficiency on the math and Language Arts exams (6 and 7 grade).

Advanced Placement

Dual-Immersion Program (DI)
The Wilson High School DI program is the extension to the LBUSD K-8 DI program. This program gives native English and Spanish speaking children the opportunity to become bilingual, biliterate and bicultural by studying in English and Spanish. *Only for current LBUSD students enrolled in a K-8 DI program.
Grading Graduation Requirements

GRADUATION REQUIREMENTS

All students who graduate from a high school of the Long Beach Unified School District must have met the following requirements.

Algebra Requirement: Students must successfully complete the equivalent of Algebra 1-2 to meet this requirement if Algebra 1-2 was not completed in grades 7 and 8.

California High School Exit Exam: Students receiving a high school diploma must pass a state-administered exit exam. Students who do not pass the exit examination will not receive a diploma even if they have met all the graduation requirements. The CAHSEE is a two-day test, one for English Language Arts, and one for math. The test is not timed. Beginning in grade 10, students have six opportunities to pass both sections of the test. If students pass only one section (English Language Arts or Mathematics) they need retake only the section they did not pass. Transfer students must meet the CAHSEE requirement prior to graduation.

Each school offers CAHSEE preparation courses. See your counselor for more information.

Service Learning: While completing 40 hours of service learning is no longer a high school graduation requirement beginning with the class of 2015, students will be required to complete key assignments in selected courses which will include a service learning project.

Physical Education Requirement: Students are required to continue to take physical education if they do not meet the passing criteria of 5 or 6 Healthy Fitness Zones on the Physical Fitness Test (PFT) which is administered in the 9th grade. Therefore students may be required to take additional PE courses beyond the required 20 credits in order to fulfill the requirements of Senate Bills 78 and 601. Students will continue to take the PFT annually until they are able to pass. There are some exemptions available, please check with your school counselor.

Credit Requirement: For the Graduating Classes of 2016/2017, every student must earn a total of 210 semester periods of credit in grades 9 through 12 in order to graduate and receive a high school diploma. In grades 9 through 12, these credits will include:

1. Required Courses (all students) - 140 credits
2. Other Electives - 70 credits
Total - 210 credits

Students must receive at least a "D" to receive credit for high school graduation. Grades of "D" or higher will earn 5 credits per semester.

For the Graduating Classes of 2018, every student must earn a total of 220 semester periods of credit in grades 9 through 12 in order to graduate and receive a high school diploma. In grades 9 through 12, these credits will include:

1. Required Courses (all students) - 150 credits
2. Other Electives - 70 credits
Total - 220 credits

Students must receive at least a "D" to receive credit for high school graduation. Grades of "D" or higher will earn 5 credits per semester.

For the Graduating Classes of 2019, every student must earn a total of 220 semester periods of credit in grades 9 through 12 in order to graduate and receive a high school diploma. In grades 9 through 12, these credits will include:

1. Required Courses (all students) - 160 credits
2. Other Electives - 60 credits
Total - 220 credits

Students must receive at least a "D" to receive credit for high school graduation. Grades of "D" or higher will earn 5 credits per semester.

Specific Course Requirements: Every student is required to earn credit as indicated in the following courses in grades 9-12:

English: 40 semester periods of credit in English 1-2, 3-4, 5-6, and English 7-8, if the student has not passed CAHSEE, or one of the approved 10-credit senior English elective courses.

History/Social Science: 30 semester periods of credit in Modern World History, United States History, United States Government, and Economics.

Mathematics: For the Graduating Classes of 2016/2017, students must complete 20 credits in mathematics with at
least one course or a combination of two courses that meet or exceed Algebra 1-2, if Algebra 1-2 was not completed in grades 7 and 8.

For the Graduating Class of 2018, students must complete 30 credits in mathematics with at least one course or a combination of two courses that meet or exceed Algebra 1-2, if Algebra 1-2 was not completed in grades 7 and 8.

For the Graduating Classes of 2019, students must complete 40 credits in mathematics with at least one course or a combination of two courses that meet or exceed Algebra 1-2, if Algebra 1-2 was not completed in grades 7 and 8.

Physical Education: 20 semester periods of credit in grades 9 and 10.

Science: 20 semester periods of credit: 10 credits in biological/life and 10 credits in physical/earth; or 20 credits in integrated science.

Fine Arts or Foreign Language: 10 semester periods of credit; all foreign language courses and most one-year courses in Art and Music will satisfy the requirement.

Electives: For the Graduating Classes of 2016/2017/2018, students must complete 70 semester credits of approved electives.

For the Graduating Classes of 2019, students must complete 60 semester credits of approved electives.

In summary, a student must earn 210 semester periods in grades 9 through 12 to graduate, including these required courses:

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<th>Course</th>
<th>Grade</th>
<th>Semester Credits</th>
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<td>Algebra</td>
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<td>English 1-2</td>
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<td>Physical Education</td>
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<td>English 3-4</td>
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Beginning with the Class of 2018, students are required to complete at least 220 credits in the prescribed course of study in grades 9-12 to meet the high school graduation requirements. In addition to the requirements above, students in the Class of 2018 will be required to complete 30 credits of Mathematics.

Mathematics and students in the Class of 2019 will be required to complete 40 credits of Mathematics (including the successful completion of Algebra 1-2). Students in the class of 2018 and beyond, while encouraged to take rigorous “a-g” eligible college preparatory courses in their junior and senior years, may take applied math courses aligned to a career pathway/industry need to meet the third and fourth year math graduation requirement.

Support for Meeting High School Graduation Requirements: As required by state law, the district will provide remedial instruction or other types of appropriate support to students who have not met district and state graduation requirements. In addition, alternative means for meeting course requirements will be considered when appropriate.

High School Academic Initiative: Commencing the 2010-11 school year, ninth grade students who, on multiple indicators, are determined at-risk of not passing the California High School Exit Exam (CAHSEE) may be 1) enrolled in a one to two-period literacy intervention course and/or Algebra 1-2 lab taken concurrently with Algebra 1-2 during the regular school day, 2) scheduled for algebra tutoring.

Identified students who, on multiple indicators, are determined at risk of not passing the California High School Exit Exam (CAHSEE) may be enrolled in a one to two-period literacy intervention course and/or an additional Algebra support program during the regular school day.

Eleventh and twelfth grade students who have not passed CAHSEE will receive individualized counseling and will be advised of the CAHSEE intervention options which may include coursework during the school day, as well as after-school, summer and Saturday tutorial sessions. Assembly Bill 347 requires districts to offer students who have failed one or both parts of the CAHSEE at the end of 12th grade the opportunity to receive intensive support and assistance for two years following the completion of 12th grade. Long Beach Unified School District has implemented and is implementing the following to meet the objectives of AB 347: enrollment in CAHSEE classes at EPHS.

CREDITS

Definition of Credit: Students receive credit based on the number of courses taken each year. Successful completion of year courses earns ten (10) credits, semester courses earn five (5) credits, and quarter courses earn two and one-half (2.5) credits. Students are generally required to take six courses per semester, therefore, most students earn an average of sixty (60) credits per year.

Basis for Credit: Credit in any course is based upon satisfactory participation in the activities of the classroom,
satisfactory achievement in the subject, satisfactory educational growth, and satisfactory attendance. Students must receive a "D" or better grade in a course to receive credit.

Graduation After Seven Semesters of Attendance:
Students with a grade point average of 3.0 or better may graduate from high school after completing seven semesters of high school attendance, provided that they have met all requirements at the end of grade 11. A petition must be filed with the head counselor and have the approval of the parents and principal, before final approval by the Secondary Schools Office.

Credit from Other Institutions: Transferable credits coming from any school outside of the Long Beach Unified School District may not exceed a maximum of 80 credits per year or 20 credits in summer school.

Credit from non-accredited private schools/programs must be approved by an ad hoc Committee on Credits (maximum of five credits per semester course; ten credits per two-semester course).

Private School World (Foreign) Language Instruction: Students may receive a maximum of ten semester periods of credit for satisfactory completion of world (foreign) language courses taken at approved private language schools. Official transcripts or other equivalent documents must be submitted to the counseling office of the high school in order to establish credit allowance.

Work Experience Education: Work experience education is a partnership between community and school, providing opportunities for juniors and seniors 16 years of age or older to discover their career interests and aptitudes by doing "real" work. The business community becomes the classroom. The maximum number of semester periods of credit allowable for work experience is 30. Summer school work experience, maximum of 10 credits, is counted as part of the credit maximum.

Credit for Courses Being Repeated: Students may receive credit only once. Students receiving at least a grade of D and repeating a course receive a grade but no credit for the second course. Students repeating a course they have failed will receive both grade and credit provided they pass the course a second time. When courses are repeated both grades will be included on the student's permanent transcript.

Credit from a Community College or University: Students may enroll in a college course if it is for (1) enrichment in either scholastic or vocational work or (2) if the student is participating in American Field Service as an exchange student and must complete U.S. requirements before leaving. Any student who failed a course or who wishes to improve a grade is not eligible and should not earn credit by this means nor may students take courses by this means that are courses required for graduation. There are special circumstances that are provided for dual credit when students are taking courses at Long Beach City College, please talk with your counselor for more information. Upon successful completion of the course, credit will be applied toward high school graduation at the rate of 3 1/3 (three and one-third) semester periods for each credit earned in college. Students must acquire principal approval, have a "B" average, and complete the application process prior to enrolling. For further information, students should see their counselor.

Credit for Independent Study: Except for the off-campus study program, District high schools will grant credit for independent study to a maximum of ten semester periods per year toward course requirements for graduation under conditions approved by the District, provided that students meet the requirements established by district standards. The schools will grant additional credits for independent study in elective subjects. Interested students may obtain details from the school counseling office.

Incoming Senior Transfer Students: It is the policy of the Long Beach Unified School District not to grant a diploma to a student who enters a local high school later than the fourth week of the final semester of the school year. Instead, grades earned in a school in this district are sent to the student's previous school, and the diploma is issued by the previous school.

Seniors transferring to Long Beach schools will have their credits checked and their graduation applications reviewed as soon as transcripts are available.

Class Withdrawal: The following guidelines are used at every high school in the Long Beach Unified School District:

Withdrawals during the first four weeks of a semester (first 20 days) – Student receives no credit and no grade. No record is made on the student's Cumulative Record. A student may drop a class by bringing a note signed by the parent requesting the program change to his/her counselor. For students withdrawing from the school, no record of enrollment is made other than dates of entrance and withdrawal.

Withdrawals during the middle weeks of a semester – Student receives no credit and no grade. Any class dropped after the fourth week of a semester requires the approval of a student’s parent and counselor. Any student who drops a class after the sixth (6) week drop period will receive an "F" on his/her semester report card for that class. Students withdrawing from the school receive the grade that has been earned up to the date of withdrawal. The grade is recorded and the receiving school will determine credit status.

Withdrawals during the last four weeks of a semester (last 20 days) – Student receives a grade of "F" (unless moving on to another school) and the date of withdrawal is also recorded on the student's Cumulative Record. No
credit is given unless granted by the school. If illness warrants a grade of Incomplete, the student will be expected to complete the remaining work to receive an official grade by the end of the following quarter. A grade of "F" will be given should the incomplete not be cleared. Students withdrawing from the school receive the grade that has been earned up to the date of withdrawal. The grade is recorded and the receiving school will determine credit status.

Students and their parents are counseled on the benefits of remaining in a course for the duration of the semester. The student's continued participation in the course may increase his/her opportunity for success when the course is retaken. Required courses must be repeated regardless of whether a student withdraws or receives a grade of "F". Thus the additional knowledge gained from remaining in the course is helpful.

**Transfer Grades:** See school counselor for policies regarding transfer grades.

**Changes in Program:** At the time of course selection and again at pre-registration in August, students are provided counseling regarding the choice of elective subjects. It is therefore expected that they will continue with such choices through the semester. Requests for changes based on likes or dislikes of teacher or class members are not acceptable. In those few cases where extreme conditions exist, a change may be approved. Unless and until such a permit is issued, the original program must be followed, and any absence occurring without a permit will be considered a truancy and treated accordingly.

**GRADE POINTS**

**Grade Points:** Grade points are used in determining scholarship excellence and rank in class. Points are earned as follows: A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 point

Honors-level courses [i.e., Advanced Placement (AP), International Baccalaureate (IB) and regular honors] may be awarded extra points by the college/university. Grades in physical education, military science, and naval science are not included in computation of academic grade point average, except for co-curricular eligibility purposes.

**Meaning of Grades:** 

- **Academic Subject Grades:** A = superior (90-100%); B = above average (80-89%); C = average (70-79%); D = barely passing (60-69%); F = failure (0-59%). NC = no credit; I = incomplete; P = passing (in designated pass-fail courses); PR = passing-rest (in Adapted Physical Education)

**Conduct Grades:** E = excellent; S = satisfactory; N = needs to improve; U = unsatisfactory.

A grade of no credit (NC) may be given only with the principal's approval, and only under the following circumstances: when failure to complete the work of a course is due to an excused absence so late in the semester that there is not sufficient time in which to make up the work. It is also used when a student is new to the district and their records are not available.

Grades given at mid-semester cover work done from the beginning of the semester to the date of the report. Grades given at the end of the semester cover work done for the entire semester.

Grades of "D" in academic subjects are not accepted by colleges or universities as meeting specific subject requirements.

**Grade Point Averaging:** Grade point average is calculated by taking all of the grades that a student has earned, which in turn is translated into a numerical figure. That figure is divided by the number of courses that the student took and the GPA is computed.

**Grade Point Averaging example:**

- English: A (4 pts)  
- Physics: C (2 pts)  
- Spanish: B (3 pts)  
- Physical Science: C (2 pts)  
- PE: C (2 pts)  
- Health: F (0 pts)

Students have both a total GPA and an academic GPA. The total GPA takes into account every course that the student has taken. The academic GPA does not count physical education (including Military/Naval Training) or courses in which the student serves as an aide or assistant. It is also important to note that there are no extra points given for Honors or Advanced Placement courses in the Long Beach Unified School District.

Many colleges and universities choose to weigh grades during the admission process. Whether students are given extra points at that time or not, these advanced courses are important to take if attending a postsecondary institution is a future goal.

**Student Ranking:**

There are many ways to evaluate a student's progress and academic rigor in high school. A thorough review of a student's transcript, reflecting the pattern of challenging coursework, college admission exams, teacher/ counselor recommendations and personal statements or essays give a full and comprehensive picture of a student's growth and performance in high school, as well as readiness for college-level work. The Long Beach Unified School District does not report a student's class rank or standing, nor estimate either, to colleges, universities, military academies, scholarship organizations, or other outside agencies.

**Eligibility Requirements for Participation in Extracurricular and Co-curricular Activities:**

Extra-curricular and co-curricular activities enrich the education and social development and experiences of stu-
students. These activities neither replace nor interfere with the prescribed course of study. Extra-curricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. Co-curricular activities are programs that may be associated with the curriculum in a regular classroom. To be eligible to participate or represent the school in extra-curricular and/or co-curricular activities, students must demonstrate satisfactory progress in the previous grading period, including but not limited to (a) maintenance of a minimum of 2.0 grade point average on a 4.0 scale. A "C" average shall not be considered a 2.0 equivalency, (2) maintenance of minimum progress toward meeting high school graduation requirements. Classes taken during the summer session will be credited to the grade point average of the immediately preceding semester for eligibility purposes. In the event an extra/co-curricular activity is conducted during the summer, and the student has no summer school grades to consider, a student's eligibility status will be determined by the grade point average or truancy record at the end of the immediately preceding semester. Students must be in attendance at least 1/2 the school day of the extra/co-curricular activity to be eligible to participate on the day of the activity. If the activity falls on a non-school day, the student must have attended the last regularly scheduled full day of school to be eligible to participate in the activity on the non-school day unless the student has a legitimate excuse arranged at least 24 hours before the activity.

Unsatisfactory Achievement: When it becomes evident to a teacher that a pupil is failing a course (less than a grade of "C"), a written report will be provided to the student and parent. This notice of failing/unsatisfactory work is issued to warn the student that extra effort is needed in order to pass the course. It must be sent no later than the fourteenth week of the semester.

Also, at any time during the school year, a teacher may contact a parent by telephone, note, or arranged conference for the purpose of discussing a student's progress and to suggest how the student may improve.

Withholding Grades, Diplomas and/or Transcripts: Education Code 48904b states that any school district or private school whose real or personal property has been willfully cut, defaced, or otherwise injured may, after affording the pupil his or her due process rights, withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages. This code has been amended to provide for the withholding of grades, diplomas, or transcripts if a student fails to return borrowed school property upon demand from school authorities.

Changing a Final Grade: Per California Education Code 49066, a grade given to a student for any course of instruction shall be final and can be changed only by the teacher who gave the grade. In addition, "no grade of a pupil participating in physical education may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to dress arises from circumstances beyond the control of the pupil." Should an issue arise concerning a grade, the school principal should be contacted only after the issue has been discussed with the teacher and no resolution was achieved. A grade change must be initiated and completed within one semester of when the student receives the disputed grade.
Special Opportunities

All schools offer special opportunities to meet the needs of all students. Most high schools also have other programs that are unique to their population, including accelerated instruction for high achieving students and/or instruction in other languages. Please consult the high schools for further information on these specialized programs. The opportunities that are available to all students are noted below.

SPECIAL OPPORTUNITIES

Advanced Placement courses are offered to highly motivated students in the tenth, eleventh, and twelfth grade. These high school courses are conducted at the collegiate level and, under certain conditions, grant both high school and college credit.

Students in these courses are expected to achieve the quality of work ordinarily required of college freshmen. On completion of an Advanced Placement course, students take an examination administered and evaluated by the College Entrance Examination Board. Parents pay the cost of this examination. Financial assistance to partially cover the cost of test may be available.

Many colleges and universities now grant course credit for acceptable scores on Advanced Placement Examinations. Every college establishes for itself what constitutes an acceptable score. Each student and their parents are responsible for determining the policy of the college of their choice concerning Advanced Placement and for submitting the student’s test results to the college for consideration. The most successful students are awarded and recognized as State and National AP Scholars.

In establishing course content and in selecting appropriate textbooks for Advanced Placement courses, the District follows recommendations of the College Entrance Examination Board, which develops the course examinations. The district furnishes these special college textbooks free of charge for use by Advanced Placement students; the only cost to students and their parents is the cost of course examinations as mentioned above. There is an AP test fee waiver available for qualified students. The school’s Counseling Office can provide the details.

Accelerated Courses

Accelerated courses provide a foundation for students who intend to move into Honors or AP classes in their junior or senior year. Students are required to meet all the standards of the regular course and to explore the course content in depth and at an accelerated pace. College level supplemental materials are available to enrich the curriculum and students are instructed in the skills and strategies which allow comprehension of complicated text.

Honors Program

Honors courses offered at all of the District’s high schools are intended to challenge academically talented students. These courses, represented in both the core and elective strands, are certified and offered in grades eleven and twelve. Honors classes are equivalent to lower level college courses. Due to their rigorous curricular demands, these courses may be recognized like AP courses by the University of California system.

AVID (Advancement Via Individual Determination)

AVID is an elective course of study taught within the regular school day. It is a program for those students who could be successful in a challenging curriculum if they had consistent support. One of the goals is to place students into accelerated, honors, and AP classes as they are ready. This program provides the structure, support, and motivation to succeed in high school as well as college.

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

There are numerous programs offered in the Long Beach Unified School District for students who are non-native speakers of English. These programs and services are delivered according to each student’s individual language needs assessment to guarantee full access to the core curriculum.

The program options that are provided to these students will be appropriate to their language proficiency level and academic needs, including English Language Development (ELD), and may include instruction in core classes being delivered in English in a sheltered environment with or without primary language support and instruction being provided in mainstream classes in English. All English Language Learners...
ers will receive English Language Development at the appropriate level and may receive supplemental reading instruction as needed.

**SPECIAL EDUCATION**

*Please contact the Office of School Support Services for specific information, guidance, and support regarding Special Education Ed Code and Administrative Regulations for 2015-16.*

The Long Beach Unified School District offers a full range of special education programs and related services. "Special Education" consists of (1) specially designed instruction to meet the unique needs of individuals with exceptional needs whose educational needs cannot be met with modification of the regular instruction program and (2) related services that may be needed to assist these individuals to benefit from specially-designed instruction. Eligible students, who have learning, communication, physical, mental and/or emotional disabilities, are provided programs and services as determined by their individualized education programs (IEP). Three basic placement options are provided for these students:

1. Related Services (RS), including speech and language
2. Resource Specialist Program (RSP)
3. Special Day Classes (SDC)

Each special education student has an IEP that specifies the placement and services to be provided and the frequency and duration of these services. The IEP, that must be reviewed annually, is written by the IEP team. The IEP team consists of and must include the parent/guardian, student, special education teacher, general education teacher, administrator/designee and related services staff serving the student. The Office of Special Education is available to assist in the IEP planning process and in implementing the students' IEPs, as needed.

Students placed in RS and RSP are served primarily through their general education teachers. Direct instruction and cooperative planning between the general education classroom teacher and the RS and RSP staff enable the students to participate successfully in all subjects in a general education setting. RS services may be provided either on a pull-out basis or through a collaborative model in which the RS staff works within the general education classroom, collaborating with the general education teacher.

Middle and High School RSP services are delivered through a support class. Students will be instructed by general education teachers in their core classes and supported through their enrollment in Strategies For Success, instructed by the RSP teachers. A portion of this course is designed to center on school behaviors, such as note-taking, organizational skills, study skills, and accessing core textbooks. The remainder of this course will focus on supporting students in their content area classes. During this time, RSP teachers will pre-teach, reteach and review concepts, model and teach strategies that give students tools to access and successfully complete the work required of them in the general education classes.

Special Day Classes are provided for pupils of similar educational needs significant enough that they require special education instruction for a majority of the school day. Students in a SDC receive the majority of their instruction from special education teachers and may also be served by RS staff when indicated on the IEP. SDC students may be included in general education classes (mainstreamed) as determined by the IEP team. For selected students, services may continue through the school year of their 21st birthday. Many students in Special Day Classes complete individualized courses of study and receive certificates of completion.

Vocational skills training may be provided through the general education program or specially-designed vocational education which includes on-campus and off-campus job training. Physical education options may include general physical education, modified/developmental physical education, specially-designed physical education, adapted physical education, or a combination of these services.

An Individualized Transition Plan (ITP) is developed for all special education students 14 years and older, as a part of the IEP process. For purposes of transition planning, the IEP team discusses post-high school options in the following areas: residential/domestic, transportation/mobility needs, vocational choices, recreation/leisure activities, postsecondary academic opportunities, outside agency support. The IEP team establishes appropriate goals and objectives to assist the student in making a smooth transition from school to post-school environments. Outside agency referrals include the State Department of Rehabilitation, Harbor Regional Center, Long Beach School for Adults and Long Beach City College.

**Diplomas, Certificates of Completion, and Certificates of Educational Achievement for Special Education Students: Pursuant to Education Code 51412**

No diploma, certificate, or other document, except transcripts and letters of recommendation, shall be conferred on a pupil as evidence of completion of a prescribed course of study or training, or of satisfactory attendance, unless such pupil has met the standards of proficiency in basic skills prescribed by the governing board of the high school district, or equivalent thereof, pursuant to Article 2.5 (commencing with Section 51215) of Chapter 2.

I. For special education students, the following procedures shall apply:
   A. Students who meet graduation requirements, (i.e., units of credit, etc.) with or without modifications, shall be granted a diploma. Acceptable accommodations and modifications are available for district and state exams.
   B. Students whose IEP's document a non-diploma track (Certificate of Educational Achievement) Achievement.

II. The discussion of these options (diploma versus certificate of completion) should begin as early as middle school and continue each year thereafter. The special education teacher will have previous standardized achievement test scores and present levels of performance to support his/her recommendation to the parent. Academic (diploma) versus applied academic (cer-
Certificate of educational achievement curriculum will be explained to the parent. Vocational, community-based instruction, and mobility training will be emphasized for non-diploma-bound students.

III. Students whose parents agree with the decision to pursue a certificate of educational achievement are not required to continue in school until 22 years of age. The student may receive his/her letter of recommendation when the IEP team, including the parent, determines that it is appropriate for the student to terminate his/her K-12 educational program. This decision will be arrived at through the transition planning process.

IV. All students receiving either a diploma or a certificate of educational achievement will be able to participate in all graduation ceremonies and senior functions.

V. All students receiving a certificate of educational achievement will:
1. participate in an individualized course of instruction, including a transition plan to address vocational objectives, employment, community training, mobility instruction, and applied academics.
2. be referred to the Department of Rehabilitation, if appropriate.
3. be able to apply to a community college.

VI. Certificate of completion will be awarded to students meeting all District graduation requirements but were not able to pass CAHSEE.
Course Matrices & Descriptions
## Course Descriptions

### Career/Technical Education

<table>
<thead>
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- Course offered

- Ahs Avalon High School
- BHS Beach High School
- CHS Cabrillo High School
- CAMS California Academy of Math and Science
- JHS David Starr Jordan High School
- LHS Lakewood High School
- McHS Ernest S. McBride, Sr. High School
- MHS Robert A. Millikan High School
- PHS Polytechnic High School
- RHSA Renaissance High School for the Arts
- Rhs Will J. Reid High School
- SAMS SATO Academy of Math and Science
- WHS Woodrow Wilson Classical High School
This course will provide the student with principles in Animal Science focusing on the areas mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course combines classroom instruction and extensive field experience in the animal care field. Students enrolled in this course will acquire significant experience and practice in animal handling and restraint, medical/scientific terminology, immunology/physiology, sanitation, safety, nutrition/health, domestic/exotic breeds and species, genetics, cellular biology, animal behavior, conservation/ecology, evolution and animal traits, scientific theory and general animal husbandry. Frequent opportunities are also given to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying and communicating. Also, there is an emphasis on developing values aspirations and attitudes that promote the student’s understanding personal involvement with the scientific explorations and discoveries of the future.

This course provides students with classroom instruction and extensive field experience in the animal care field. This course includes instruction and significant first-hand experience in career opportunities in the animal care field. Students enrolled in this course will acquire significant experience and practice in animal handling and restraint, medical/scientific terminology, immunology/physiology, sanitation, safety, nutrition/health, domestic/exotic breeds and species, genetics, cellular biology, animal behavior, conservation/ecology, evolution and animal traits, scientific theory and general animal husbandry.

Advanced 2-D Design Portfolio allows highly motivated students to further explore, expand, and develop their creative voice while applying the processes and concepts common to careers in two-dimensional visual design. This year long course challenges students to produce a portfolio of work that represents both a breadth of understanding as well as a focused concentration in an area of interest to them, all within the realm of two-dimensional design. The design portfolio may include a variety of media and concepts including but not limited to graphic design, illustration, fashion design/illustration, digital imaging, printmaking, fiber/textile design, and photography. As a design course, portfolio development will involve purposeful decision making about how to use the elements of art and principles of design in an integrative way while investigating a variety of concepts and approaches in design, including techniques, composition, execution of ideas, and creative problem-solving. The five components of The California State Visual and Performing Arts Framework – Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications are fully integrated into the curriculum. Students will be asked to further their investigation of historical periods, cultures, artistic movements, and artists and designers through a variety of assignments and projects that will include research and two-dimensional analog and digital manipulation that will employ design and illustration software. Students will review and apply the design process and continue to broaden their knowledge and understanding of two-dimensional design techniques used to reach consumers and the public. Aesthetic valuing and art criticism are infused throughout the curriculum through verbal and written critiques of student work, along with selected artworks being studied. By the end of the year, students should have developed a portfolio of work that should represent an advanced skill level.

This course will meet the 4th entrance requirement for the University of California and California State University systems and the fine arts graduation requirement.
Advanced Contemporary Video

PRODUCTION AND MANAGERIAL ARTS PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Contemporary Video
Co-requisites: Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Advanced Contemporary Video offers students the opportunity to develop media literacy skills necessary to achieve creative and critical independence in their knowledge, enjoyment, and production of media as an art form. The course involves the detailed study of films, sequences, international and Hollywood styles of filmmaking from 1895 to present. The students will be able to view films critically, and analyze them for their narrative structure, composition, artistic technique, and gain an understanding of the film as an artistic genre. Students will also learn the overall structure of filmmaking, the nature of the relationships amongst the production team, and the need for discipline and set protocol. Students will build on the core vocabulary and terminology and use that knowledge to express themselves in their original writing compositions. The end result of each unit is to produce meaningful film projects both individually and within a group using the American Film Institute screen education process for presentation in multiple formats, including DVD and online.

This course will meet the "f" entrance requirement for the University of California and California State University systems and the fine arts graduation requirement.

Art and Animation 1-2

DESIGN, VISUAL, AND MEDIA ARTS PATHWAY
Academic Career Course (CTE and Art)/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None
Co-requisites: Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

This course while utilizing the Visual and Performing Arts and California Technology Education Standards offers an introductory look into the field of animation. Students will explore their visual creativity through drawing, storytelling traditional and digital animation. They will build drawing skills by creating original characters, drawing original backgrounds, creating storyboards, sketches model sheets and more. While the focus of the class will be the exploration of traditional animation techniques utilizing paper and pencil. Students will also explore the role of technology in the field of animation. Instruction will be given on animation methods and techniques, drawing techniques, perspec-

This course will meet the "f" or "g" entrance requirement for the University of California and California State University systems and the fine arts graduation requirement.

Art and Animation 3-4

DESIGN, VISUAL, AND MEDIA ARTS PATHWAY
Academic Career Course (CTE and Art)/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Arts and Animation 1-2
Co-requisites: Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

This course is an advanced study into the field of animation. Art and Animation 3-4 builds on the traditional animation skills learned in Animation 1-2, but goes much deeper into the practical applications of computers in the field of animation. Students continue to build their drawing skills both on paper and in the computer (with graphic tablets) by creating storyboards, character sketches, model sheets and more. Students will focus on the integration of drawing and computers in the production of original animations and look at the various roles involved in the process. They will work individually and in groups to create advanced animations, both in 2D and 3D. Through the production of short animated studies and more in-depth projects, students will build a quality animation portfolio to help in their advancement to either a career or post-secondary education. In addition, students will gain an understanding and appreciation for the history of animation and of the various styles, influences and artists involved with its progression. Theories of aesthetic valuing and art criticism are infused within the curriculum all year. The California State Visual and Performing Arts Framework, as well as the California Career Technical Education Foundation Standards, drive the course purposes and outcomes.

This course will meet the "f" entrance requirement for the University of California and California State University systems and the fine arts graduation requirement.

Art and Animation 5-6

DESIGN, VISUAL, AND MEDIA ARTS PATHWAY
Academic Career Course (CTE and Art)/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Art & Animation 5-6 is an advanced animation course that focuses on the creation of animation and content for use in games and interactive media. The history of video games will be explored as well as the economic impact of games and the jobs they create. Students will understand a wide variety of concepts that apply to both animation and game development, including the role of programming in games, using a game engine and the creation of both 2D and 3D content. Students will create concept art and final art designs by focusing on drawing character designs, level designs and producing character animation. Students will work in small groups to create their own independent game from start to finish. Students will gain an understanding of the various roles and jobs related to the animation and game industry to prepare for a potential job in this field. Theories of aesthetic valuing and art criticism are infused within the curriculum all year. The California State Visual and Framework, as well as the California Career Technical Education Model Curriculum Standards, drive the course purposes and outcomes.

Contemporary Video

PRODUCTION AND MANAGERIAL ARTS PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None
Co-requisites: Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Contemporary Video is an art course for students who wish to further their knowledge of the elements of art and principles of design as they relate to video and film. Students will learn the history of filmmaking and the technological advances that have come about in the art form. Students will use appropriate aesthetic and technical vocabulary. Film will be studied as an art form and as a means of communication. Students will learn to storyboard, direct, tape and edit their personal ideas to create finished films. Students will analyze the use of the elements of art and the principles of design as they relate to meaning in video, film or electronic media. Students will study the impact of film and television on society from a social, economic and political viewpoint. Historical and cultural ramifications of digital video in film will be addressed. A variety of films will be previewed and students will analyze and respond to these films, and make critical assessments. Students will learn to critique their own work, that of their peers and master filmmakers throughout film and television history. Students will learn how film, video and television are connected to other art forms, subject areas and careers.

This course will meet the “f” entrance requirement for the University of California and California State University systems and the fine arts graduation requirement.

Digital Arts and Imaging 1-2

DESIGN, VISUAL, AND MEDIA ARTS PATHWAY
Academic Career Course (CTE and Art)/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None
Co-requisites: Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Digital art and imaging, and graphic design are the processes of organizing and composing words and images to create a message. They are a visual communication of messages to inform, to persuade, to categorize, to identify and to help make choices. In this class, students will learn about the history of graphic design, the graphic design process, the elements of art and the principles of design, and explore the graphic design and advertising that companies use to reach customers. Students will learn how graphic designers plan, submit, revise and complete their designs. Students will explore basic design components such as typography, printing, photography, illustrations, and publications and their purpose. Emphasis is placed on the elements and principles of design throughout the course. Visual problem solving skills using creative expression and communication are explored through the use of the computer. Historical periods and graphic artists are explored, compared and contrasted through reading, writing, hands on, and computer activities. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critiques of student work, along with selected artwork being studied. The five components in The California State Visual and Performing Arts Framework are integrated into the curriculum.

This course will meet the “f” entrance requirement for the University of California and California State University systems and the fine arts graduation requirement.

Digital Arts and Imaging 3-4

DESIGN, VISUAL, AND MEDIA ARTS PATHWAY
Academic Career Course (CTE and Art)/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Digital Art & Imaging 1-2 or Graphic Design and Printmaking 1-2
Co-requisites: Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

The digital arts are the processes of organizing and composing words and images to create a message.
Digital Arts and Imaging 3-4 students will work in depth on project-based artworks, using new technologies, artistic imagination, metaphoric representation, symbolic connections and technical skills. Students will focus on the integration of hand drawing and computers in the production of original digital art designs and look at the various roles involved in the process. Through the production of studio experiences and in-depth projects, students will build a quality digital arts design portfolio to help in their advancement to either a career or post-secondary education. Students will build on what they have learned in Digital Art and Imaging 1-2; the history of digital arts design, the design process, the elements of art and the principles of design, and the graphic design and advertising that companies use to reach customers. Students will explore digital art design components such as web design, textile design, identity design, product design, and publications and their purpose. Emphasis is placed on the elements and principles of design throughout the course. Historical periods and graphic artists are explored, compared and contrasted through reading, writing, hands-on, and computer activities. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critiques of student work, along with selected artwork being studied. The five components in The California State Visual and Performing Arts Framework are integrated into the curriculum. Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Digital Arts and Imaging. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

This course will meet the "f" entrance requirement for the University of California and California State University systems and the fine arts graduation requirement.

Digital Film Making 1048

PRODUCTION AND MANAGERIAL ARTS PATHWAY

General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Digital Art and Imaging 1-2 and/or 3-4
Co-requisites: Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Through producing their own core curriculum embedded digital films, students will gain an understanding of filmmaking from conception to exhibition. They will employ non-linear, computer-based editing systems, gaining an understanding of asset management, file formats, audio mixing, key frame animation, digital video capture and ingesting, and exporting of digital files for a variety of purposes, from DVD authoring to web streaming.

Students will develop their aesthetic perception skills by distinguishing, discussing and writing about various film genres; their creative expression and problem solving skills by making their own films; their film heritage by analyzing content and context of film’s historical development, as well as cultural and conceptual comparison of film with the other visual arts of the era; and their aesthetic valuing by engaging in robust critiques of all class members in all stages of the production process.

Digital Media 2693

Production & Managerial Arts Pathway

General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Contemporary Video
Co-requisites: Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

This course provides students with communication skills and competencies in broadcast media including web and emerging broadcasting technologies. The course includes a meaningful focus on understanding the role of broadcasting in society and developing broader communication skills, including listening, asking questions, public speaking, and finding, analyzing and evaluating the quality of information. Students use the power of social media to promote and report emerging school news as it happens. Students can gain valuable job skills while modeling responsible social media practices for their audiences.

Learning by doing, students create their own news segments. They begin with a broad topic, learn to identify a specific angle or focus topic, and then find newsworthy content through researching the written record, interviewing and observation. They learn production skills including information gathering, video and audio production, and editing techniques. Students will become familiar with a variety of career opportunities that present themselves in the broadcasting industry and have employable training using industry standard Final Cut Pro X, post production software, to complete projects and have the option to pursue Apple Certification upon completion of the course.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

Digital Photography 1073

DESIGN, VISUAL, AND MEDIA ARTS PATHWAY

General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Photography, as a nonverbal language, allows students to increase their visual perception and provides a medium for creative expression. The history of photography will be evaluated in the context of historical, social, cultural and artistic developments. Students learn to understand the artistic qualities of the photographic medium while acquiring the techniques for utilizing photography for expressive purposes. Instruction includes studio and field techniques, photojournalism, fashion photography, and commercial, portrait, scientific, nature, wildlife and sports photography. Students will be introduced to the industry's standard software, Adobe Photoshop CS and they will create photographic art as well as retouching portraits with this powerful tool. In addition, with the use of Adobe Photoshop CS, students will learn and apply techniques that are used by professional artists, such as lighting concepts and color schemes. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critiques of student work, along with selected photographic art being studied. The five components in the California State Visual and Performing Arts Framework are integrated into the curriculum.

This course meets the high school graduation requirement for fine arts and the "f" requirement for the University of California and California State University systems.

**Graphic Arts 5-6**

**Design, Visual, and Media Arts Pathway**

**General CTE Course/Concentration Level**

**Length of Course:** 2 semesters

**Grade Level Options:** 10-12

**Prerequisite:** Graphic Arts 3-4

**Co-requisites:** Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

The course provides student responsibility for the selection of type, paper, ink, and method of reproduction. Experiences are provided in book and newspaper mark-up. The course stresses development of skills in the use of phototypesetters and related equipment as well as line casting equipment. Semi-automatic and automatic presses, and other related equipment, are used in the process of producing printed materials.

**Graphic Arts 7-8**

**Design, Visual, and Media Arts Pathway**

**General CTE Course/Capstone Level**

**Length of Course:** 2 semesters

**Grade Level Options:** 11-12

**Prerequisite:** Graphic Arts 5-6

**Co-requisites:** Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Building on skills learned in previous graphics courses, Graphic Arts 7-8 provides foundational skills for entry-level employment in the graphics industry. The course stresses development of skills in the use of digital imaging technology such as scanners, digital cameras, and color inkjet and laser printers; offset printing; screen printing, and finishing. In addition to personal student projects, students will work on production printing jobs to be used within the school community.

**Graphic Design & Printmaking 1-2**

**Design, Visual, and Media Arts Pathway**

**Academic Career Course (CTE and Art)/Introductory Level**

**Length of Course:** 2 semesters

**Grade Level Options:** 9-12

**Prerequisite:** None

**Co-requisites:** Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

This course provides students with an understanding of the processes and systems common to careers in graphic arts and printmaking and other forms of media distribution. Graphic design and printmaking are the processes of organizing and composing words and images to create a message. They are a visual communication of messages to inform, to persuade, to categorize, to identify and to help make choices. Students will learn about the history of graphic design, the graphic design process, and explore the graphic design and advertising that companies use to reach customers. Students will learn how graphic designers plan, submit, revise and complete their designs. Students will explore basic design components such as typography, printing, photography, illustrations, printmaking processes and publications and their purpose. Emphasis is placed on the elements and principles of design throughout the course. Historical periods and graphic artists are explored, compared and contrasted through reading, writing, hands on, and computer activities. Students will be committed to lifelong learning as they grow individually, participate in groups, think analytically, create artistic products, and contribute to production of a major project. Students will learn illustration design software to create projects that will be printed in traditional and digital formats. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critiques of student work, along with selected artwork being studied. The five components in The California State Visual and Performing Arts Framework are integrated into the curriculum.
This course meets the high school graduation requirement for fine arts and the "f" or "g" entrance requirement for the University of California and California State University systems.

### Graphic Design & Printmaking 3-4__2646

**DESIGN, VISUAL, AND MEDIA ARTS PATHWAY**

**Academic Career Course (CTE and Art)/Concentration Level**

**Length of Course:** 2 semesters

**Grade Level Options:** 10-12

**Prerequisite:** Graphic Design and Printmaking 1-2 or Teacher Approval

**Co-requisites:** Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

This course continues to provide students with an understanding of the theories, processes, and systems common in the fields of graphic design and printmaking and other forms of media arts. Graphic design and printmaking are the processes of organizing and composing words and images to create a message. Students will continue to explore and apply the theories of graphic design and their relevance within a historical and cultural context. Various methods of visual communications used by graphic design and advertising firms and the purpose for which communication is intended will be investigated. Students will continue to learn and apply the design process and basic design components such as typography, printing, photography, illustration, printmaking processes, and a variety of media publications and their purposes. Throughout the course, students will continue to learn and apply the theories of composition through the use of the elements and principles of design. Historical periods, relevant artists, graphic designers, and other notable figures will be researched and analyzed through reading, writing, and hands-on projects, through traditional and digital formats, including current illustration, photo manipulation, and layout design software. Students will be committed to lifelong learning as they grow individually, participate in groups, think analytically, create artistic products, and contribute in the production of major projects. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critiques of student work, along with selected artwork being studied. The five components in The California State Visual and Performing Arts Framework are integrated into the curriculum.

This course will meet the "f" or "g" entrance requirement for the University of California and California State University systems and the fine arts graduation requirement.

### Interactive Multimedia__2668

**PRODUCTION AND MANAGERIAL ARTS PATHWAY**

**General CTE Course/Introductory Level**

**Length of Course:** 2 semesters

**Grade Level Options:** 10-12

**Prerequisite:** None

**Co-requisites:** Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Students will design and program projects on the computer which are interactive; i.e., the user of the finished project will determine which elements of the project they view and hear, and in what order. These media elements will include text, graphic images, sound, video, and animation.

### Intermediate 2-D Design________2549

**DESIGN, VISUAL, AND MEDIA ARTS PATHWAY**

**Academic Career Course (CTE and Art)/Introductory Level**

**Length of Course:** 2 semesters

**Grade Level Options:** 10-12

**Prerequisite:** a Graphic Design and Printmaking course; or a Drawing and Painting course; or an Art and Animation course; or a Digital Art and Imaging course; or consent of instructor

**Co-requisites:** Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Intermediate 2-D Design allows highly motivated students to further explore, expand, and develop their creative voice while applying the processes and concepts common to careers in two-dimensional visual design. This yearlong course challenges students to produce a portfolio of work that represents both a breadth of understanding as well as a focused concentration in an area of interest to them, all within the realm of two-dimensional design. The design portfolio may include a variety of media and concepts including but not limited to graphic design, illustration, fashion design/illustration, digital imaging, printmaking, fiber/textile design, and photography. As a design course, portfolio development will involve purposeful decision making about how to use the elements of art and principles of design in an integrative way while investigating a variety of concepts and approaches in design, including techniques, composition, execution of ideas, and creative problem-solving. The five components of The California State Visual and Performing Arts Framework -- Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications are fully integrated into the curriculum. Students will be asked to further their investigation of historical periods, cultures, artistic movements, and artists and designers through a variety of assignments and projects that will include research, and two-dimensional analog and digital manipulation that will employ design and illustration software. Students will review and apply the design process and continue to broaden their knowledge and understanding of two-dimensional design techniques used to reach consumers and the public. Aesthetic valuing and art criticism are infused throughout the curriculum through verbal and written critiques of student work, along with selected artworks being studied. By the end of the year, students should have developed a
portfolio of work that should represent an intermediate skill level.

This course will meet the "f" or "g" entrance requirement for the University of California and California State University systems and the fine arts graduation requirement.

Intermediate Theatre 3361

PERFORMING ARTS PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Introduction to Theatre
Co-requisites: Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Intermediate Theatrical Performance allows students to deepen the width and breadth of learning acquired in Introduction to Theatre, and to further explore, expand, and develop their creative voice as theatre practitioners, while applying the processes and concepts common to careers in theatrical performance. This year-long course challenges students to produce an extensive body of work that represents a breadth of understanding as well as a personal trajectory focused on each student’s area of inquiry (body, voice, emotions), all within the realm of theatrical performance. The body of work may include a variety of theatrical performance related work, including, but not limited to, live performances of scenes and monologues, director’s concepts, dramaturgy portfolios, actor observations, theatrical criticism, choreography for musicals, and stage combat for plays.

The five components of The California State Visual and Performing Arts Framework- Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships and Applications are fully integrated into the curriculum as well as the Arts, Media and Entertainment Career and Technical Education Standards. Students will be asked to further their investigation of historical theatrical trends, cultures, theatrical movements, notable theorists, playwrights, and performers through a variety of assignments and collaborative projects that will include research, analysis, implementation, critique, revision, and performance. Students will engage in the rehearsal process in bringing the text from the page to the stage, to ensure accuracy, detailed and nuanced character analysis and portrayal, creative input, historical and cultural inclusion, and audience impact. Aesthetic valuing and theatrical criticism are infused throughout the curriculum through verbal and written critiques of student work, along with selected masterpieces of the theatre being studied.

By the end of the year, students will have acquired a deeper and more layered understanding of the world of theatrical performance than that acquired in Introduction to Theatre, and have a portfolio that demonstrates that understanding. This course will introduce students to the exciting world of theatre performance as we explore the structure of drama, history of the theatre, trends in physical theatre, contemporary play analysis, devised theatre, theatrical movements, including but not limited to: Theatre of the Absurd, Theatre of the Oppressed, Happenings, Performance Art, Latino Theatre, African-American Theatre, Asian Theatre and Kabuki, Viewpoints as set forth by Anne Bogart and Tadashi Suzuki, Roman theatre, Medieval Theatre, Renaissance Theatre with a focus on Shakespeare’s contemporaries, especially Christopher Marlowe, Ben Jonson and John Fletcher, Restoration Theatre, Melodrama, Realism, Expressionism, Romanticism, Futurism, Surrealism, Postmodernism/ Duende, the acting theories specifically of Uta Hagen and Constantin Stanislavski, monologue and scene performance, audition techniques, stage combat, and culminating in a final jury performance that determines eligibility for the next course in the sequence, Advanced Theatre Performance.

This course will meet the "f" entrance requirement for the University of California and California State University systems.

Introduction Theatre 3360

PERFORMING ARTS PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None
Co-requisites: Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Introduction to Theatrical Performance allows students to explore, expand, and develop their creative voice as theatre practitioners, while applying the processes and concepts common to careers in theatrical performance. This year-long course challenges students to produce a body of work that represents a breadth of understanding as well as a personal trajectory focused on each student’s area of concentration, all within the realm of theatrical performance. The body of work may include a variety of theatrical performance related work, including, but not limited to, live performances of scenes and monologues, original plays, director’s concepts, dramaturgy portfolios, stage management prompt books, theatrical criticism, choreography for musicals, and stage combat for plays.

Career Technical Education 36 2015-2016
The five components of The California State Visual and Performing Arts Framework- Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships and Applications are fully integrated into the curriculum as well as the Arts, Media and Entertainment Career and Technical Education Standards. Students will be asked to further their investigation of historical theatrical trends, cultures, theatrical movements, notable theorists, playwrights, and performers through a variety of assignments and collaborative projects that will include research, analysis, implementation, critique, revision, and performance. Students will engage in the rehearsal process in bringing the text from the page to the stage, to ensure accuracy, detailed and nuanced character analysis and portrayal, creative input, historical and cultural inclusion, and audience impact. Aesthetic valuing and theatrical criticism are infused throughout the curriculum through verbal and written critiques of student work, along with selected masterpieces of the theatre being studied.

By the end of the year, students will have acquired a deep and layered understanding of the world of theatrical performance, and have a portfolio that demonstrates that understanding. This course will introduce students to the exciting world of theatre performance as we explore the structure of drama, history of the theatre, commedia dell’arte, voice and diction, play analysis, short and long form improvisation, devised theatre, theatrical movements, including but not limited to: Theatre of the Absurd, Theatre of the Oppressed, Happenings, Performance Art, Latino Theatre, African-American Theatre, Asian Theatre and Kabuki, Viewpoints as set forth by Anne Bogart and Tadashi Sezuki, Greek and Roman theatre, Medieval Theatre, Renaissance Theatre including Shakespeare and his contemporaries, Restoration Theatre, Melodrama, Realism, Expressionism, Romanticism, Futurism, Surrealism, Postmodernism/ Duende, acting theories of Uta Hagen, Constantin Stanislavski, and Charles McGaw, monologue and scene performance, physical theatre trends, choreography, stage combat, Shakespearean scansion and monologue analysis, and culminating in a final jury performance that determines eligibility for the next course in the sequence, Intermediate Theatre Performance.

This course will meet the “f” entrance requirement for the University of California and California State University systems.

**Using New Media**

**DESIGN, VISUAL, AND MEDIA ARTS PATHWAY**

**General CTE Course**

**Length of Course:** 1 semester

**Grade Level Options:** 9-12

**Prerequisite:** Placement at level III or above on pre-assessment

**Co-requisites:** Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

This course is designed as a semester class for students with advanced computer skills. The class is project-based, which includes activities for designing and creating digital video, sound, animation and web pages. The class will provide appropriate hardware and software and include applications that support students’ ability to create and optimize new media.

**Video Production 1-2**

**PRODUCTION AND MANAGERIAL ARTS PATHWAY**

**General CTE Course/Concentration Level**

**Length of Course:** 2 semesters

**Grade Level Options:** 11-12

**Prerequisite:** Digital Art & Imaging or permission of Instructor

**Co-requisites:** Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Video Production 1-2 is designed to introduce students to current industry careers, terminology, and all phases of video production including: preproduction, production, and postproduction. Students will apply introductory knowledge to operate, troubleshoot, and manage technical equipment including: video cameras, tripods, video switchers, microphones, lighting, cables, and headphones in a variety of settings. Students will utilize computer software and work collaboratively to plan, create, and edit video projects. Students are required to participate in Work Based Learning projects on campus: sporting events, school performances, and other school activities in order to acquire invaluable work experience as: camera operators, directors, managers, video switchers, sound/boom operators, lighting operators, grips, teleprompter operators, writers, and video editors.

**Video Production 3-4**

**PRODUCTION AND MANAGERIAL ARTS PATHWAY**

**General CTE Course/Capstone Level**

**Length of Course:** 2 semesters

**Grade Level Options:** 12

**Prerequisite:** Video Production 1-2

**Co-requisites:** Recommended: Enrolled in Arts, Media, and Entertainment Smaller Learning Community/Pathway

Students in Video Production 3-4 focus on both the technical skills and the organizational and managerial knowledge needed to design, manage, and produce a presentation or production of the performing, visual, and media arts. Students will apply their knowledge and experience to create call sheets for equipment, crews, technical support, and performance requirements. Students will apply decision-making and problem-solving techniques to performances and presentations that are live, recorded, and/or involve digital media. Students are
required to participate in Work Based Learning projects on campus: sporting events, school performances, and other school activities in order to acquire invaluable work experience as: camera operators, directors, managers, video switchers, sound/boom operators, lighting operators, grips, teleprompter operators, writers, and video editors. Video Production 3-4 is designed to prepare students to enter entry level careers in the Arts, Media, & Entertainment industry and/or continue their learning at the postsecondary level.

**BUILDING AND CONSTRUCTION TRADES**

**ACE Construction Engineering____ 8407**

**RESIDENTIAL AND COMMERCIAL CONSTRUCTION**

General CTE Course/Concentration Level
Length of Course: __2 semesters__
Grade Level Options: __11__
Prerequisites: __ACE Engineering Survey__
Co-requisites: __Enrolled in the ACE Academy, Geometry or higher mathematics__

ACE Construction Engineering is designed to prepare students for industry standards in construction and engineering including building trades, project management, and civil or structural engineering. Students will earn industry certifications (OSHA -10, CPR, First Aid), gain technical skills and, build foundational career skills with an emphasis on project management and leadership. Students will demonstrate their knowledge and understanding through projects, presentations, and hands-on demonstrations.

**ACE Exploration________________ 2517**

**RESIDENTIAL AND COMMERCIAL CONSTRUCTION**

General CTE Course/Introductory Level
Length of Course: __2 semesters__
Grade Level Options: __9__
Prerequisite: __None__
Co-requisites: __Enrolled in the ACE Academy__

ACE Exploration is designed to assist student's transition from school to work, make career path and post-secondary decisions, and develop employment skills. Students will explore foundational skills and knowledge in Construction and Engineering. Students will participate in a combination of classroom instruction and worksite learning by participating in a job shadow experience.

**Construction/Building Trades 1-2________________6048**

**RESIDENTIAL AND COMMERCIAL CONSTRUCTION**

General CTE Course/Concentration Level
Length of Course: __1-2 semesters__
Grade Level Options: __10__
Prerequisite: __Safety test must be passed prior to operation of equipment__
Co-requisites: __None__

This course will provide entry-level training in framing, electrical, plumbing and drywall. Students will acquire knowledge in use, care and upkeep of equipment. The curriculum is designed around a modular concept using a “hands on” approach.

**BUSINESS AND FINANCE**

**Accounting 1-2________________1201**

**FINANCIAL SERVICES PATHWAY**

General CTE Course/Introductory Level
Length of Course: __2 semesters__
Grade Level Options: __9-12__
Prerequisite: __None__
Co-requisites: __Recommended: Enrolled in Business and Finance Smaller Learning Communities/Pathway__

Accounting 1-2 provides a general overview of the fundamental accounting principles in recording business transactions. Practice is provided to complete sets of books (bookkeeping) for small business organization financial transactions manually and electronically. In-struction utilizes computer and the appropriate software that correlates directly to the approved textbook to help the students’ transfer textbook learning to practical applications and acquire the skills needed to meet today’s technological needs and employment demands in the business and finance industry.

**Banking and Credit____ 1221**

**FINANCIAL SERVICES PATHWAY**

General CTE Course
Length of Course: __1 semester__
Grade Level Options: __11__
Prerequisite: __None__
Co-requisites: __Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways__

This one-semester course introduces Academy of Finance students to the role of banks in a domestic and global economy. The course explores the history of banking, the major functions of banking in today’s financial world, and the ever-changing environment facing today’s banks. It examines the Federal Reserve System and how its policies affect the U.S. money supply and the availability of credit. The factors involved in banks...
granting and managing credit for both consumers and businesses are discussed. The course focuses on how the U.S. banking system interacts with other nations and the vital function international banking plays in foreign trade and the balance of payments.

**Business & Computer Technology (NAF)**

**BUSINESS MANAGEMENT PATHWAY**

General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Option: 9
Prerequisite: None
Co-requisites: Enrolled in a NAF Academy

This course develops the foundation skills for the California Career Technical Education Model Curriculum Standards for Business and Finance Sector and the Business Management Pathway.

The Business and Computer Technology course provides students with an overview of the importance of ethics in a business environment. Students focus on the significance and importance of ethics to stakeholders, examine who bears responsibility for ensuring an ethical code is followed, and explore ethical situations common in organizations. The course examines ethics through the lens of various business disciplines and considers the impact of organizational culture on ethical practices. The course also explores ethics as social responsibility, the evolution of ethics as business becomes more international, and how the free market and organizational ethics can coexist. Students apply what they have learned over the course to the culminating project by researching a real corporation in relation to ethical business practices. Working in teams, students evaluate whether the corporation’s stated and demonstrated ethical behavior aligns with their own values. They present their findings in a formal presentation to a group of interested adults. Finally, students examine careers in ethics. The course also provides an overview of information technology (IT) today. It serves as the foundation for all of the core courses offered by the Academy of Information Technology. The course provides students with an introduction to hardware, looking at both peripherals and inside the box. Then, with hands-on activities, students explore the most common types of operating systems, software applications, and programming languages. Students learn about the different types of networks and network topology, and they set up an email client/server connection. During the course, students consider contemporary IT issues such as security and privacy, the effects of IT on society and the individual, and technological inequality. Finally, students get a chance to discover the types of careers that exist in IT today.

**Business Technology Internship 1-2- 1236**

**BUSINESS MANAGEMENT PATHWAY**

CTE Career Practicum Course/Capstone Level
Length of Course: 1-2 semesters
Grade Level Option: 11-12
Prerequisite: Completion of two business courses
Co-requisites: Enrolled in a Business and Finance Small Learning Community/Pathway

Business Technology Internship 1-2 is a combination of technology-driven in-class instruction and work-based learning experiences where students will gain experiences in actual work situations while reflecting on how to find and cultivate careers while preparing for post-secondary education. Regular job site visitations and supervision by the Teacher-Coordinator is a fundamental part of this course while implementing the Standards for Career Ready Practices to create a roadmap for students’ success.

**Business Travel, Tourism, & Hospitality (NAF)________2677**

**BUSINESS MANAGEMENT PATHWAY**

General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Option: 9-12
Prerequisite: Computer application skills are highly recommended
Co-requisites: Enrolled in a NAF Academy

Business Travel, Tourism, and Hospitality introduces students to major principles and concepts that are the foundation for future study of business. Students will study various aspects of business and learn the basics of selling and marketing on specific career topics (tourism, hospitality and tourism), as well as being introduced to the concept of service as a critical component of a business. The course combines learning current theory and practice with observations of customer service and critical analysis of models to provide a thorough perspective. Students will apply basic concepts and tools to create a comprehensive proposal addressing customer service challenges for a specific business. They will research the business and participate in work-based learning activities such as interviewing and visiting a site. In addition, students will create a detailed business plan for a vacation package that would appeal to high school students. They learn about consumer needs and how these factors affect current offerings in the business areas of lodging, transportation, food and beverage, and entertainment. Furthermore, students take a look at the history of the industry to un-
understand the forces that have shaped it and the degree to which it has changed in the past century. Students consider the economic and environmental impacts of the industry on the world today. They receive exposure to the wide array of domestic and international travel businesses.

Clerical/Office Occupations_________6206
BUSINESS MANAGEMENT PATHWAY
CTE Career Practicum Course/Concentration Level
Length of Course: 1-2 semesters
Grade Level Options: 11-12
Prerequisites: Recommended: Computer Applications and/or Computer Business Applications
Co-requisites: Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways

This career practicum course is designed to help students develop the skills that will be important in their careers in a professional or business position when they enter the workforce now and face the technology changes and business needs they will encounter in the future. It prepares the students for the initial demands of employment and to acquire the skills to learn on the job and adapt to new procedures and technologies. Leadership skills, career awareness, and workplace aptitude will be taught.

Computer Business Applications_____6209
BUSINESS MANAGEMENT PATHWAY
CTE Career Practicum Course/Concentration Level
Length of Course: 1 or 2 semesters
Grade Level Options: 11-12
Prerequisites: Recommended: Computer Applications
Co-requisites: Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways

This career practicum course is designed to provide students with a suite of programs that may be used independently or together to create documents to succeed in today’s competitive business world from an understanding of information technology. Emphasis will be preparing students for post-secondary education and/or entry-level jobs in an information-processing environment. Throughout the course, leadership skills, career awareness, and workplace aptitude will be taught.

Ethics in Business and Entrepreneurship (NAF)_________________1224
BUSINESS MANAGEMENT PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Recommended: C or better in prior business course and English course
Co-requisites: Enrolled in a NAF Academy

This course thoroughly explores the role of ethics in the business world, with a focus on ethics in finance. Entrepreneurship provides students with an understanding of the critical role played by entrepreneurs in the national and global economy. Students begin by distinguishing between personal ethical codes and the social ethics of businesses and organizations. They study actual cases of corporate unethical behavior to understand the ramifications for stakeholders and all members of an organization. They look at the kinds of ethical issues faced in human resources and marketing departments, and what corporate social responsibility is involved in a free market system. By looking at ethical dilemmas from the perspectives of employees and managers, students explore such concepts as conflict of interest, whistle blowing, and the abuse of power. They discern how complex it can be to make the most ethical choice. Once they have a solid grasp of the motivations that drive unethical behavior, students learn about methods organizations use to curb it, such as breaches specific to these industries. They explore the fraud triangle and what “cooking the books” means. They study the origins and application of corporate legal compliance policies. They also investigate the ethical underpinnings of international business and global trade. Students learn not only skills necessary to become entrepreneurs but also the attitudes, characteristics, and techniques found in successful entrepreneurs that students will need to succeed. Students explore the steps necessary to start a business, including analyzing the market, finding financing, and creating a form of organization that identify the risks, returns, and other aspects of entrepreneurship as a potential career. The subject matter lends itself to, and benefits from, students’ taking an ongoing personal inventory of their own ethical sensibilities as they develop awareness of how they might respond in a range of provocative situations. Within the course, students will present case studies on business at an ethics forum.

This course will meet the “g” entrance requirement for the University of California and California State University systems.

Financial Planning_________________1220
FINANCIAL PLANNING PATHWAY
General CTE Course
Length of Course: 1 semester
Grade Level Options: 11
Prerequisite: none
Co-requisites: Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways

This one-semester course introduces students to the basic components of personal financial planning and the concept of
International Business 1245

INTERNATIONAL BUSINESS PATHWAY
Academic Career Course (CTE and History/Social Science)/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 11
Prerequisite: Introduction to Entrepreneurship, International Marketing, and World History
Co-requisites: English 5-6, Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways

The International Business course is designed to teach economic theory through the lens of international business and global trade. Students will develop knowledge in the geographical, cultural, social, political, legal and economic factors that comprise the international business environment. Specific concepts include globalization, logistics, trade agreements, balance of trade, and foreign exchange. In addition students learn how cultural factors such as; language, education, religion, and customs are incorporated into skills needed to conduct international business. Collaborative teams conduct market research and write an international business plan that will be presented at business competitions.

This course will meet the “g” entrance requirement for the University of California and California State University systems.

LBCC Articulation Agreement – Credit by Exam

Managing Your Personal Finance 1223

FINANCIAL SERVICES PATHWAY
Academic Career Course and CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: None
Co-requisites: Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways

This two semester course introduces students to the basic components of personal financial planning and the concept of financial goal setting and decision-making. Included is the study of money management: salaries, taxes, budgets, checking and banking accounts, saving, investing, retirement planning; credit management, renting or buying a home, buying and caring for a car.

The course will research reasons for personal spending/saving plans, describe the importance of using and managing credit effectively, and present ways of managing the possibility of loss. Students will become familiar with the concepts of effective personal financial planning and the essential competencies and knowledge that will enable them to become informed and skilled consumers of personal financial services.

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Personal Finance 1207

FINANCIAL SERVICES PATHWAY
General CTE Course
(No Course Outline)

Principles of Information Technology & Finance (NAF) 1363

BUSINESS MANAGEMENT PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Recommended: C or better in prior technology course and English course
Co-requisites: Enrolled in a NAF Academy

Principles of Information Technology and Finance (NAF) provide an overview of information technology (IT) and concepts, tools, and institutions of finance today. It serves as the foundation for all of the core courses offered by the Academy of Information Technology and Academy of Finance. The course provides students with an introduction to hardware, looking at both peripherals and inside the box. Then, with hands-on activities, students explore the most common types of operating systems, software applications, and programming languages. Students learn about the different types of networks and network topology, and set up an email client/server connection. During the course, students consider contemporary IT issues such as security and privacy, the effects of IT on society and on the individual and technological inequity. Finally, students get a chance to discover the types of careers that exist in IT today. In Finance, the student begins with the basics of financial literacy and the function of finance in society. Students then study income and wealth, including budgeting, personal banking, credit and borrowing, and planning for retirement. Next, students examine financial institutions and the role of finance in organizations. They learn about common methods by which businesses raise capital-IPOs, selling stocks and bonds, and short-term financing-and they study key investment-related terms and concepts, including the time value of money. Students also explore specific topics of importance in today’s world of finance, risk management,
taxes, and ethics. They research how technological and international innovations have changed the financial services field.

**Social & Financial Responsibilities in Business (NAF)**

FINANCIAL SERVICES PATHWAY

**General CTE Course/Concentration Level**

**Length of Course:** 2 semesters

**Grade Level Options:** 10

**Prerequisite:** Marketing & Professionalism in Business

**Co-requisites:** Enrolled in a NAF Academy

The Social and Financial Responsibilities in Business course provides students with an overview of the importance of ethics in a business environment. Students focus on the significance and importance of ethics to stakeholders, examine who bears responsibility for ensuring an ethical code is followed, and explore ethical situations common in organizations. The course examines ethics through the lens of various business disciplines and considers the impact of organizational culture on ethical practices. The course also explores ethics as social responsibility, the evolution of ethics as business becomes more international, and how the free market and organizational ethics can coexist. Students apply what they have learned over the course to the culminating project by researching a real corporation in relation to ethical business practices. Working in teams, students evaluate whether the corporation’s stated and demonstrated ethical behavior aligns with their own values. They present their findings in a formal presentation to a group of interested adults. Finally, students examine careers in ethics. Principles of Finance are introduced to students in the second semester and giving students a thorough introduction to the concepts, tools, and institutions of finance and serves as a foundation for the core courses offered by the Academy of Finance. Students begin with the basics of financial literacy and the function of finance in society. Students then study income and wealth, including budgeting, personal banking, credit and borrowing, and planning for retirement. Next, students examine financial institutions and the role of finance in organizations. They learn about common methods by which businesses raise capital—IPOs, selling stocks and bonds, and short-term financing—and they study key investment-related terms and concepts, including the time value of money. Students also explore specific topics of importance in today’s world of finance, risk management, taxes, and ethics. They research how technological and international innovations have changed the financial services field. As an integral part of the course, students also participate in an in-depth study of a particular finance topic. Students use a Project Based Learning approach to become personal finance experts and lead a school-wide exhibition on issues critical to financial literacy. Working in groups of three or four, students choose a topic to investigate and examine their topic from various perspectives, including its importance to an individual’s understanding of finance as well as its relevance to the finance industry and society. Groups synthesize their learning and create a three-panel display board, public service brochure, and, talking points, all of which they present to an invited audience at a financial literacy fair. Finally, students explore the types of careers that exist in finance today.

**Careers with Children**

**CHILD DEVELOPMENT PATHWAY**

**CTE Internship Course/Capstone Level**

**Length of Course:** 1-2 semesters

**Grade Level Options:** 11-12

**Prerequisite:** Completion of 1 or more child development or education courses

**Co-requisites:** Recommended: Enrolled in Education/Child Development Smaller Learning Communities/Pathways

This program prepares students to work with children in programs involving pre-school age children, day care settings, special education and school age programs or recreational activities or to take advanced studies for careers working with children. Students will:

1. Understand the employment opportunities and requirements necessary for careers working with children.
2. Gain knowledge and work experience needed for a day care, preschool, special education, school age program or recreation setting.
3. Develop the skills necessary to obtain and maintain employment in careers that involve working with children.

Topics include career opportunities, child care facilities, growth and developments of children, day care, preschool, special education, school age program or recreation setting.

**Child, Family, and Community**

**CHILD DEVELOPMENT PATHWAY**

**General CTE Course/Introductory Level**

**Length of Course:** 2 semesters

**Grade Level Options:** 9-10

**Prerequisite:** None

Career Technical Education 42 2015-2016
Co-requisites: Recommended: Enrolled in Education/Child Development Smaller Learning Communities/Pathways

Students will explore careers working with children, family, and community. Students will acquire a basic knowledge of the education, skills and personal qualities necessary for a successful career in Education, Child Development, and Family Services. Students will become familiar with child development and behavioral theories; various types of family structures and their needs, career patterns and ethics. Students will also have an understanding of children with special needs; ethnic and cultural diversity, and gender equity. Students will evaluate their own personality, characteristics, skills and abilities, and the role those qualities play in choosing a career.

ENGINEERING AND ARCHITECTURE

Architectural Design 1-2________________ 2642
ARCHITECTURAL DESIGN PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None
Co-requisites: Recommended: Enrolled in Engineering and Architecture Smaller Learning Communities/Pathways

Architecture is the science of planning, designing, reviewing and constructing buildings and structures that reflect functional, technical, social and aesthetic considerations. This class requires students to create and develop design sensibilities, learn presentation skills, become technically knowledgeable and learn vocational skills.

Through the application of the Elements of Art and Principles of Design students create a variety of unique artworks that demonstrate mastery in all areas of foundation architecture design. Students will analyze visual information; respond to architects’ works as well as their own, in written and oral form using critical thinking and philosophical theory to make their judgments. Students will also demonstrate knowledge of the historical timeline of architecture and how it is perceived as cultural and political symbols of society as well as works of art. Students will learn about career pathways in architecture, as well as recognize the impact of new technology as a means to broaden and expand upon their artistic knowledge and skill. The role of this class is to enable students to continue a relationship between art and technology that enables all types of buildings to be both technically appropriate and aesthetically acceptable.

Architectural Design 3-4________________ 2644
ARCHITECTURAL DESIGN PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Architectural Design 1-2
Co-requisites: Recommended: Enrolled in Engineering and Architecture Smaller Learning Communities/Pathways

Architecture is the science of planning, designing, reviewing and constructing buildings and structures that reflect functional, technical, social and aesthetic considerations. This second year class builds on skills and learning’s from architecture 1-2, and requires students to create and develop design sensibilities, learn presentation skills, become technically knowledgeable and learn vocational skills that are part of the Architectural and Structural Engineering pathway. Through the application of the Elements of Art and Principles of Design students create a variety of unique artworks that demonstrate mastery in all areas of architecture design. Students will analyze visual information; respond to architects’ works as well as their own, in written and oral form using critical thinking and philosophical theory to make their judgments. Students will also demonstrate knowledge of the historical timeline of architecture and how it is perceived as cultural and political symbols of society as well as works of art. Students will learn about career pathways in architecture, as well as recognize the impact of new technology as a means to broaden and expand upon their artistic knowledge and skill. The role of this class is to enable students to continue a relationship between art and technology that enables all types of buildings to be both technically appropriate and aesthetically acceptable.

This course will meet the “f” entrance requirement for the University of California and California State University systems and the fine arts graduation requirement.

LBCC Articulation Agreement – Credit by Exam

Architectural Design 5-6________________ 2605
ARCHITECTURAL DESIGN PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Architectural Design 3-4
Co-requisites: Recommended: Enrolled in Engineering and Architecture Smaller Learning Communities/Pathways

Architectural Design is a course in which the student will express him or herself visually and be able to showcase their creativity. Instruction will be given in the following areas: elements of design, architectural history, technical drafting, sketching, model building, and computer design. The course
will give the students confidence in organizing ideas and the ability to work ideas into new and useful creations in harmony with the site and environment. Architecture 5-6 is a class that is part of a program that builds on the information learned in Architectural Design 3-4. This class will prepare the student for a career in architecture or will transfer to LBCC through an articulation agreement that will permit architecture students to earn up to 8 units of college credit. The classes are taught as lecture/lab with occasional field trips. The lectures are directly related to lab work (drawings). There is out of class work and a portfolio of drawings to be kept by the student.

Architectural Design 7-8_2606
ARCHITECTURAL DESIGN PATHWAY
General CTE Course/Capstone Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Architectural Design 5-6
Co-requisites: Recommended: Enrolled in Engineering and Architecture Smaller Learning Communities/Pathways

Introduction to Engineering 2716
ENGINEERING DESIGN PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-11
Prerequisite: Algebra 1-2 (can be concurrently enrolled)
Co-requisites: Recommended: Enrolled in Engineering and Architecture Smaller Learning Communities/Pathways

Introduction to Engineering is a comprehensive introduction to the careers associated with the field of engineering and technology. The course is designed for 9th through 11th grade students who have an interest in math, science, and technology. The course will introduce students to a wide array of engineering disciplines and how engineering affects our everyday lives. Students will learn how engineering is different from math and science but understand how math and science are essential tools for all engineering disciplines. Using a hands-on approach, students will integrate math and science concepts with technology to complete their projects. Extensive use of computers, tools and lab techniques are fundamental to complete engineering projects. Engineering units addressed include mechanical, electrical, structural, architecture, civil, transportation, aerospace, chemical and manufacturing fields. Since engineering is a field of many disciplines, the course will address those physics concepts universal to all disciplines. Physics concepts include: force, work, rate of change, and energy.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

PLTW: Aerospace Engineering 2515
ENGINEERING TECHNOLOGY PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Introduction to Engineering Design (PLTW) or Introduction to Design (PLTW)
Co-requisites: Recommended: Enrolled in Engineering and Architecture Smaller Learning Communities/Pathways

Aerospace Engineering explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

PLTW: Computer Integrated Manufacturing 2511
ENGINEERING TECHNOLOGY PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisites: Principles of Engineering (PLTW)
Co-requisites: Recommended: Enrolled in Engineering and Architecture Smaller Learning Communities/Pathways

This course is a standards-based study of the integration of engineering technology principles and automation in manufacturing environments. Students will program robotic arms and systems to automate model factories. Students will create three-dimensional designs with modeling software and produce actual components of their designs on computer numerically controlled (CNC) machine tools. Additional topics covered include machine tool operations, simulations, rapid prototyping (RP), robotics, and manufacturing systems.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

PLTW: Digital Electronics 2507
ENGINEERING TECHNOLOGY PATHWAY
General CTE Course/Concentration Level
Digital Electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discreet voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world electronics. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

This course will meet the “g” entrance requirement for the University of California and California State University systems.

PLTW: Engineering Design and Development

ENGINEERING TECHNOLOGY PATHWAY
General CTE Course/Capstone Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisites: PLTW Principles of Engineering
Co-requisites: Recommended: Enrolled in Engineering and Architecture Smaller Learning Communities/Pathways

Project Lead the Way (PLTW) is a national pre-engineering curriculum. PLTW Engineering Design and Development is a capstone course designed to draw upon the sum of the student's knowledge and skills acquired in previous PLTW courses.

EDD is an engineering research course in which students will work in teams to research, design, construct and test a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The use of 3D design software helps students design solutions to the problem their team has chosen. The team presents and defends their solution to a panel of outside reviewers to include industry professionals, at the conclusion of the course. The course is designed to exploit student’s previous experience of the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, time management, teamwork skills and technical documentation.

EED provides students with the opportunity to develop skills and understanding of course concepts through project and discovery based learning. Used in conjunction with a student team approach, project-based learning in this course challenges students to continually develop and improve their interpersonal skills, creative abilities and understanding of the design process. The course empowers students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

This course will meet the “g” entrance requirement for the University of California and California State University systems.

PLTW: Introduction to Design 1,2 1077

ENGINEERING DESIGN PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Option: 9-10
Prerequisite: None
Co-requisites: College Preparatory Mathematics and Science Courses, Recommended: Enrolled in Engineering and Architecture Smaller Learning Communities/Pathways

Introduction to Design (ID) is a high school level course that is appropriate for students who are interested in design and engineering. The major focus of the ID course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. ID gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. This project-based curriculum presents the elements and principles of visual design using the engineering design process established by Project Lead the Way. Projects embed design factors such as aesthetics, format, geometric shape and form, perspective drawing, scale, proportion, and presentation techniques. Students begin to use computers as a medium /tool for design of project components such as sketching techniques, orthographic drawing, 3D modeling and rendering – all skills needed in the engineering field. Used in combination with teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal education. The course assumes no previous knowledge, but students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the
3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community.

This course will meet the "f" entrance requirement for the University of California and California State University systems.

PLTW: Introduction to Engineering Design ______________2501

ENGINEERING DESIGN PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-10
Prerequisites: None
Co-requisites: College Preparatory Mathematics and Science
Courses, Recommended: Enrolled in Engineering and Architecture
Smaller Learning Communities/Pathways

Introduction to Engineering Design (IED) is a high school level course that is appropriate for students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

The course assumes no previous knowledge, but students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community.

Introduction to Engineering Design continues the design process and use of elements and principles of design through larger scale and more complex projects.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

PLTW: Principles of Engineering DESIGN PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-11
Prerequisites: None
Co-requisites: College Preparatory Mathematics and Science
Courses, Recommended: Enrolled in Engineering and Architecture
Smaller Learning Communities/Pathways

Principles of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech career POE gives students the opportunity to develop skills and understanding of course concepts through activity-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. To be successful in POE, students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Principles of Engineering is the second of three foundation courses in the Project Lead The Way high school engineering program.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

Principles of Engineering1-2_______3898

ENGINEERING DESIGN PATHWAY
Academic Career Course (CTE and Science)/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: A grade of "B" or better in Intermediate Algebra and Chemistry
Recommended: Recommended: Enrolled in Engineering and Architecture Smaller Learning Communities/Pathways

This course surveys the major areas of engineering including civil, mechanical, electrical and chemical. It brings math, science and technology together and en-
This course will meet the "d g" entrance requirement for the University of California and California State University systems.

This concentration course provides an in-depth study of fashion and apparel design and construction. Instruction includes apparel and behavior, clothing construction and design, fashion illustration, history of fashion, wardrobe budgets, and textiles.

This course introduces students to the field of costume design. Students will develop skills in fashion illustration and design in order to effectively illustrate a fashion or costume concept. Emphasis is placed on research of the historical costume periods and specific theatrical genres, as well as units on the principles and elements of design, color theory, textiles and the application of these concepts to the design process. Students will also develop the technical skills in costume patterning and garment construction necessary to create costumes for stage productions.

This course will meet the "f" entrance requirement for the University of California and California State University systems.

This course covers the retail and fashion industry with classroom and hands-on experience in selling techniques, visual display, wardrobe planning and interpersonal skills. The student will acquire job seeking skills and experience in training as a salesperson, stock clerk and/or a customer service representative.

This concentration course provides an in-depth study of fashion and apparel design and construction. Instruction includes apparel and behavior, clothing construction and design, fashion illustration, history of fashion, wardrobe budgets, and textiles.

This course introduces students to the field of costume design. Students will develop skills in fashion illustration and design in order to effectively illustrate a fashion or costume concept. Emphasis is placed on research of the historical costume periods and specific theatrical genres, as well as units on the principles and elements of design, color theory, textiles and the application of these concepts to the design process. Students will also develop the technical skills in costume patterning and garment construction necessary to create costumes for stage productions.

This course will meet the "f" entrance requirement for the University of California and California State University systems.
This course provides training for entry-level positions in hospital support services. Included is classroom instruction and on-the-job training at local hospitals and health care facilities. Hospital Health Services provides the beginning student with the basic entry-level knowledge and skills required for a variety of health occupations. The knowledge necessary to perform the skill and procedure are provided. Students will complete an extensive career search that will give them information regarding educational requirements, job description, wages, and the employment outlook of an occupation of their choosing. Topics covered in this course include health care systems, personal qualities of a health care worker, ethical and legal responsibilities, general safety, basic human body structure and function, written and verbal communication, reception techniques, medical terminology, and workplace readiness. Students will train in a variety of areas including diagnostic services, health information services, nutrition, dietary services and therapeutic services.

Applied Medical Occupations & Terminology

PATIENT CARE PATHWAY/Concentration Level

General CTE Course
Length of Course: 2 semesters
Grade Level Option: 10-12
Prerequisite: Health and Career Exploration or Health Concepts and Careers or teacher approval
Co-requisites: Recommended: Enrolled in Health Science and Medical Technology Smaller Learning Community/Pathway

This course will give students the information that every health care worker must know to be successful in the health care field. Students will be provided with an intensive study of the many different career opportunities available in the health care industry. Students will complete a career portfolio which will include the following information: educational requirements, job description, wages, benefits and employment outlook. In addition, this course will help students acquire a medical terminology vocabulary related to body systems necessary to communicate information in the Health Science and Medical Technology industry sector. They will learn and practice the principles of medical word formations, including the basic rules of building medical words, identifying suffixes, prefixes, root words, and combining forms related to the structures and functions of the associated systems of the body. While learning about the human body structure and function and its related terminology, students will research certain diseases within each body system. They will research the origin or discovery, signs and symptoms, treatments and precautions. Other topics covered will include infection control, universal precautions, safety, interpersonal relationships, nutrition, legal and ethical issues and employment skills.

Biotechnology 1-2

BIOTECHNOLOGY PATHWAY
Academic Career Course (CTE and Science)/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Biology 1-2 with a “C” or better
Co-requisites: Integrated Math Program 5-6 maintaining a “C” or better. Recommended: Enrolled in Health Science and Medical Technology or Engineering Smaller Learning Community/Pathway

This course is designed to give students a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Students attain knowledge about the field of biotechnology and deeper understanding of the biological concepts used. In addition, students develop the laboratory, critical thinking, and communication skills currently used in the biotechnology industry. Furthermore, students will explore and evaluate career opportunities in the field of biotechnology through extensive readings, laboratory experiments, class discussions, research projects, guest speakers, and workplace visits. The objectives covered in this course are both academic and technical in nature and are presented in a progressively rigorous manner.

CTE Internship Course
Length of Course: 1-2 Semesters
Grade Level Options: 11-12
Prerequisite: Teacher approval; Recommended: Health and Career Exploration course; Applied Medical Occupations and Terminology course
Co-requisites: Recommended: Enrolled in Health Science and Medical Technology Smaller Learning Community/Pathway

NCAA Approved
Biotechnology 3-4 is a continuation of Biotechnology 1-2 and is designed to give students a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Several topics originally taught in Biotechnology 1-2 are repeated in the 3-4 course but in more depth and with additional applications. In this course, students attain knowledge about the field of biotechnology and deeper understanding of the biological concepts used. In addition, students further develop the laboratory, critical thinking, and communication skills currently used in the biotechnology industry, including use of a laminar flow hood while learning the principles of plant tissue culturing. Furthermore, students will explore and evaluate career opportunities in the field of biotechnology through extensive readings, laboratory experiments, class discussions, research projects, guest speakers, and workplace visits. The objectives covered in this course are both academic and technical in nature and are presented in a progressively rigorous manner.

This course will meet the "d or g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Health and Career Exploration_______ 6066

PATIENT CARE PATHWAY/Introductory Level
General CTE Course
Length of Course: 2 semesters
Grade Level Options: 9-10
Prerequisite: None
Co-requisites: Recommended: Enrolled in Health Science and Medical Technology Smaller Learning Community/Pathway

Health and Career Exploration is an introductory Academic Career course for students in a health science and medical technology smaller learning community. It provides students with the opportunity to explore health related issues and health professions varying from certification programs to post-graduate studies. The course provides the information needed for defining career choices that culminate in a career plan and are consistent with the student's career goals. In addition, to the extensive career research that will provide students information regarding educational requirements, job descriptions, wages, benefits, and employment outlook, the course will focus on building effective communication skills that are needed within the industry. As well as addressing the CTE standards, the Health Education Content Standards will be taught: nutrition and physical activity; growth, development and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health. Students will produce integrated health-related projects designed to educate the general public about a variety of topics. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Healthcare Simulation Program_____ 8263

PATIENT CARE PATHWAY
Academic Career Course (CTE and Science)/Concentration Level
Length of Course: 0.5 semesters
Grade Level Options: 11-12
Prerequisite: Medical Terminology course or Anatomy and Physiology
Co-requisites: Available to students enrolled in a Health Science and Medical Terminology Smaller Learning Community/Academy and meets the requirements.

This course will provide students a real life experience in the hospital setting. Students will take part in a simulation using a high fidelity manikin. The simulation takes place over a five week period. Each week the patient's condition will progress and the students are required to treat the patient accordingly. The students will be assigned a specific occupation and learn specific skills for that occupation. Each student will be paired up with a medical professional. The students will work as a team to treat the patient. Students also will complete a career presentation as the culminating project.

Hospital Health Services ____ 8211

PATIENT CARE PATHWAY
CTE Internship Course/Capstone Level
Length of Course: 1-2 Semesters
Grade Level Options: 11-12
Prerequisite: Teacher approval; Recommended: Health and Career Exploration course; Applied Medical Occupations and Terminology course
Co-requisites: Recommended: Enrolled in Health Science and Medical Technology Smaller Learning Community/Pathway

This course provides training for entry-level positions in hospital support services. Included is classroom instruction and on-the-job training at local hospitals and health care facilities. Hospital Health Services provides the beginning student with the basic entry-level knowledge and skills required for a variety of health occupations. The knowledge necessary to perform the skill and procedure are provided. Students will complete an extensive career search that will give them information regarding educational requirements, job description, wages, and the employment outlook of an occupational of their choosing. Topics covered in this course include health care systems, personal qualities of a health care worker, ethical and legal responsibilities,
Medical/Clerical Occupations 8260

PATIENT CARE PATHWAY
CTE Internship Course/Capstone Level
Length of Course: 1-2 semesters
Grade Level Options: 11-12
Prerequisite: Recommended: basic keyboarding, Health and Career Exploration or Health Concepts and Careers, Applied Medical Occupations and Terminology
Co-requisites: Recommended: Enrolled in Health Science and Medical Technology Smaller Learning Community/Pathway

This course provides students the skills and knowledge required for entry-level positions in the many healthcare careers. Course includes classroom instruction and on-the-job experience at local hospitals and healthcare facilities. This course is specially designed to enhance student learning and workplace preparation.

INFORMATION AND COMMUNICATION TECHNOLOGIES

Computer Applications 1-2 1313, 1316(SDAIE)
 INFORMATION SUPPORT & SERVICES PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None
Co-requisites: Enrolled in a technology themed course of study

First Semester: This course is designed to provide students with skills for the post-secondary world. Productivity skills will be learned in the context of careers and Industry Pathways. Students will explore careers and understand the skills required to compete in a 21st century global workplace. Special attention will be devoted to digital citizenship and safe online behaviors. Students will compile a career-based portfolio of key assignments demonstrating computer literacy skills.
Second Semester: This course provides additional computer experience for students who have been introduced to basic computer literacy skills. Students will problem-solve and create word processing documents, spreadsheets and databases. They will become familiar with digital media and digital publishing as well as soft- ware to create graphic presentations incorporating all phases of their learning. This presentation will be related to an occupa- tional application of choice.

HOSPITALITY, TOURISM, AND RECREATION

Coop/Foods 8362
FOOD SERVICE & HOSPITALITY PATHWAY
CTE Internship Course/Capstone Level
Length of Course: 1-4 Semesters
Grade Level Options: 11-12
Prerequisite: 16 years of age, full time student, teacher approval, have transportation available, qualify for work permit if under 18 years of age.
Co-requisites: Recommended: Enrolled in Hospitality, Tourism, and Recreation Smaller Learning Community/Pathway

This course provides opportunities for students to prepare for and achieve career objectives in selected food service occupations. Learning experiences are designed to lead to advancement of individuals in occupations in public or private enterprises or organizations related to the multifaceted food service industry. Students must be employed a minimum of 15 hours per week in a food service establishment.

Foods and Nutrition 2401
FOOD SERVICE & HOSPITALITY PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Option: 9-12
Prerequisite: None

This is an introductory course that prepares students for employment in occupations in food science, dietetics and nutrition, as well as, food service and hospitality. It will focus on instruction applied to fundamental principles of Food and Nutrition. This course focuses on nutrition, health and wellness, food safety and sanitation, food preparation techniques, using dietary and food guidelines to plan healthy diets, and food lab experiences.
Prerequisite: Computer Applications 1-2
Co-requisites: None

This course offers students the opportunity to develop advanced computer skills that will enable them to be productive/employable citizens in the Information Age. This course builds upon the computer knowledge and experience obtained by students in their first year. This course will give students the ability to fully integrate business software applications, mirroring today’s dynamic and ever-changing competitive workplace.

In this course students will learn advanced computer skills in word processing, database, spreadsheets, power point, Internet and become familiar with digital media and electronic publishing.

Communication Media 1454

INFORMATION SUPPORT & SERVICES PATHWAY
Academic Career Course (CTE and English)/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Some prior experience with technology is recommended
Co-requisites: Enrolled in a technology themed course of study

This course encourages students to be active media consumers and gives them a deeper understanding of the role that the media plays in both shaping and reflecting culture. The course focuses on the basics of the field of communication, as it also examines the evolution of technology and its effect on society. Students will analyze the books, newspapers, magazines, movies, television, music, the Internet, video games and other forms of mass communication. This course is project-driven, requiring students to use critical thinking when formulating opinions about the various mass media communication mediums. Content mastery will be shown through many communication styles including but not limited to: writing, speaking, incorporating different types of technology, etc. The course will also develop research skills by having students maintain a research journal in which they will read new developments in communication technology (newspaper, magazine, online, etc.) and properly list citations.

This course will meet the “g” entrance requirement for the University of California and California State University systems.

Computer Programming 1-2 1361

SOFTWARE & SYSTEMS DEVELOPMENT PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters

This course addresses the California CTE Standards under the Information and Communication Technologies Industry Sector and the Software and Systems Development Pathway. This course is designed to give students a first experience with programming using a tool that makes the concepts of programming accessible to all students. This introductory course provides a foundation in object-oriented computer programming and is intended to inspire more students to enter the field of software design and engineering. In this course students will gradually progress to learning Java, a general-purpose programming and industry standard language. The course will create opportunities for students to pursue post-secondary education as well as provide the basic skills for some entry-level positions in software design and engineering. As technology and electronic applications become ubiquitous in our daily lives, there is an increasing need for computer programmers to support all industries. This course will allow the students an opportunity to explore and pursue post-secondary options in a variety of career pathways.

This course will meet the “g” entrance requirement for the University of California and California State University systems.

Computer Programming 3-4 1362

SOFTWARE & SYSTEMS DEVELOPMENT PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Computer Programming 1-2
Co-requisites: Enrolled in a technology themed course of study

During this concentration course, students study programming methodology. Students will work with data structures and algorithms. In addition, students will identify features of programming language and write simple programs in machine language assembly.

This course will meet the “g” entrance requirement for the University of California and California State University systems.

Computer Systems 1-2 2679

INFORMATION SUPPORT & SERVICES PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Computer Applications or Computer Programming 1-2
Co-requisites: Enrolled in a technology themed course of study
The computer System course provides information on computer operating systems, programming languages, and software development including troubleshooting, wireless networking, and PC robotic programming. In addition, electronic/engineering mathematical concepts through theory calculations will be utilized in hands-on activities. The course will emphasize related careers that involve maintenance, design, development and implementation of computer hardware and software systems. The course provides opportunities for students to practice employability skills such as problem solving, critical thinking, leadership, self-promotion, responsibility, and ethical behavior.

Introduction to Digital Circuits and Robotics_________2713

SOFTWARE & SYSTEMS DEVELOPMENT PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Algebra 1-2 or Algebra CD and Electronics 1-2 with a "B" or better
Co-requisites: Recommended: Enrolled in Engineering and Architecture or Information Technology Smaller Learning Communities/Pathways

This course presents the foundation of physics, math, logic, and material science concepts employed in the design, manufacture, and implementation of electronic digital systems as used in micro-controllers, control systems and computers and their economic impact on the "wealth" of the nation. The use of physics, math logic and material science concepts are used to design, construct and implement digital logic circuits. This course will serve as an introductory foundation for students pursuing careers in math, science, engineering and related fields. The material will be presented in a serial manner; the sequence of concepts will build upon the previously presented. Class time and grade will be divided between lectures and labs, 50% for each.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

Introduction to Web Design & Programming (NAF)_________1228

SOFTWARE & SYSTEMS DEVELOPMENT PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10
Prerequisite: Business and Computer Technology
Co-requisites: Enrolled in a NAF Academy

This course develops the foundation skills for the California Career Technical Education Model Curriculum Standards for Information and Communication Technologies and Software and Systems Pathway.

Web Design provides a hands-on introduction to designing, building, and launching websites. First students learn how the World Wide Web works, and they examine successful websites. Then they learn the basics of HTML coding and create their own web pages. Next, students explore various web development tools, and get practice creating websites using Adobe Dreamweaver. They learn how to make their websites more effective by applying the principles of design as well as usability and accessibility criteria. In the final unit, students explore a variety of web design careers that they might want to pursue.

Career Technical Education 52 2015-2016
The course includes a culminating project where students create a website for a client such as a nonprofit organization, a small business, or a school club. Students begin the project by examining their client's business requirements. Then they define a look and feel that is compatible with the client’s requirements. After completing these planning steps, they create the website, which involves designing pages using Adobe Dreamweaver, preparing graphics, and writing effective web content. Finally, they test their website for usability and accessibility.

Introduction to Programming uses the Python programming language to introduce students to basic programming skills. Students learn the principles of programming by comparing Python to other programming languages. The course begins with algorithms, and then it lays a foundation of mastering variables, operators, and control structures. Students use models as a way to quickly solve new problems using knowledge and techniques already learned. After this foundation is established, students learn to design programs and write functions. In addition, students learn program design, documentation, formal debugging, and testing.

PLTW: Computer Science & Software Engineering

SOFTWARE & SYSTEMS DEVELOPMENT PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-10
Prerequisite: Algebra or Integrated Math 1,2
Co-requisites: Recommended: Geometry or Integrated Math 3,4 - Enrolled in Information Technologies or Engineering Smaller Learning Community/Pathway

Computer Science and Software Development course will include four units of study including: Algorithms and Agile Development, Internet and the Web, Visualizing Key Data, and finally Moore’s Law and Intelligent Agents. The majority of the work will be performed in class in teams of two. Students create algorithms to accomplish tasks using Scratch. Students learn about state diagrams using Light-Bot. Students create Android apps of their own design. Binary numbers are introduced to explain their representation of numbers, letters, colors, and images. Agile software development process is emphasized and personal and professional skills including collaborative skills, ethical leadership, critical thinking, enhancing productivity take center stage. Students solve problems including games that require functional, imperative, and declarative programming paradigms with Python. Students create graphical user interface with consideration to audience and accessibility by using two programs Tkinter Canvas and Tkinter toolbox. Students build an understanding of the Internet as a set of computers exchanging bits and packets of information. Exploration of trustworthiness of web-based media and data flow to permit advertisements placed by web developers decisions to meet societal needs. Students invest and maintain online security to improve their cyber security with a focus on multiple perspectives including the user, developer, business, nation and citizen. Encryption is used to route and explore efficiency of algorithms. Students will analyze large sets of data and create graphics expressions of that data. Students use Excel spreadsheets and Python to manipulate and visualize data. Students experiment with object recognition and face recognition. Students construct an understanding of the explosion of technology over the past two decades and the impact over every realm of study and employment. Students explore simulations and modeling of data using NetLogo. Students study a model of Langton’s ant which is a simple Turing machine to explore emergent behaviors. Students explore fractals using the program Xaos and manipulate the program to investigate the implications altering fractal behavior. Students debate policy questions about the ownership and control of digital data and examine the implications for creative industries and consumers. Students create apps for mobile devices, automate tasks in a variety of languages including Python, find patterns in data, and interpret simulations. Students work in teams to develop computational thinking and solve problems while exploring career paths tied to computing.

Robotics: Manufacturing and Control Systems

SOFTWARE & SYSTEMS DEVELOPMENT PATHWAY
General CTE Course/Capstone Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: PLTW Principles of Engineering
Co-requisites: Recommended: Enrolled in Engineering and Architecture or Information Technology Smaller Learning Communities/Pathways

This course is a CTE capstone course which is designed to prepare students for both the workplace and post-secondary education. This course surveys a broad range of practical manufacturing skills and automation/control concepts and applies them in the design, manufacture and verification of a robotic system used in the FIRST Robotics Competition.
Robotics: Mechanical Design 2634
SOFTWARE & SYSTEMS DEVELOPMENT PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: PLTW Principles of Engineering
Co-requisites: None

This course is a standards-based study of robotic systems: drivetrain, articulation, manipulation and control. Content is built around an understanding of physical concepts such as speed, power, torque, friction and traction. Emphasis is placed on the understanding of mechanisms as the application of the physical concepts. These mechanisms: dc motors, gears, chains, sprockets, rotating joints, linkages form the basis for understanding and analyzing robotic systems. Concepts and skills are reinforced by the hands-on construction and design of robots to achieve specific challenges and objectives. This course prepares students to investigate other areas of engineering and manufacturing technology.

World Wide Web Publishing 1 1357
Software and Systems Development Pathway
General CTE Course/Capstone Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Computer Applications 1 with a grade of C or better; completion design/media courses
Co-requisites: Enrolled in a technology themed course of study

WWW Publishing is the process of organizing and composing websites to convey a message. Students will learn the skills needed to design a fully functional web site that includes: animation, sound, graphics, and interactivity. Project planning, navigation, and user ability, along with a focus on good design are the goals of this course. Emphasis is placed on the elements and principles of design throughout the course. Visual problem solving skills using creative expression and communication are explored through the use of the computer. Previous knowledge of web page design software is recommended. Software used: Adobe Flash, Adobe Dreamweaver, Adobe Photoshop, Camtasia Studio, Alice, Microsoft Office. Software will be adjusted to reflect the constantly changing technologies.

Design and Fabrication 1-2 6332
MACHINING & FORMING TECHNOLOGIES PATHWAY
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None

Students will learn the basics of design and fabrication. Materials used in fabrication will be wood, plastic, and metal. Elements of the design process will include sketching, working drawings, material selection, and process requirements. Laboratory activities will include designing and fabricating several projects within design parameters.

Design and Fabrication 3-4 6334
MACHINING & FORMING TECHNOLOGIES PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Design and Fabrication 1-2
Co-requisites: Recommended: Enrolled in Engineering and Architecture or Manufacturing Smaller Learning Communities/Pathways

Students will continue where they left off in 1-2. Students will be given several design/fabrication projects with teacher identified parameters during first semester. Students will be given a major independent design project (subject to proposal approval) during second quarter.

Marketing, Sales, and Services
International Marketing 1240
MARKETING PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10
Prerequisite: Recommended: Introduction to Entrepreneurship
Co-requisites: Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways

This year-long course is relevant for students going into any career field within the business and marketing industry sectors. Find out how to pitch ideas that meet the needs of supervisors and customers in your target market. Analyze the competition to leverage your strategic advantages. Incorporate e-commerce and social media into the traditional marketing mix; price, product, place, and promotion. Use a variety of resources and media to reach your target market.

Introduction to Entrepreneurship 2553

Career Technical Education 54 2015-2016
PROFESSIONAL SALES PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9
Prerequisite: “C” or better in previous English course (completed or concurrent enrollment), or teacher approval
Co-requisites: Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways

This course teaches how to apply entrepreneurial skills in a variety of real world economic settings. Emphasis is put on academic economic concepts, strategic decision-making, marketing, professional communication and accounting. Students will develop skills with a variety of technologies used in small business settings to gain an advantage in the competitive market place. Academic and professional research will be conducted online and a wide range of business documents will be created with Microsoft Word, Excel and PowerPoint. Special attention will be devoted to teamwork by completing a class service-learning project and creating a company.

Marketing & Professionalism in Business (NAF) ________1230
MARKETING PATHWAY
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9
Prerequisite: None
Co-requisite: Enrolled in a NAF Academy

This course introduces students to the objectives, strategies, and tools that are important to marketing in the business industry. Students learn about each phase of marketing and the wide range of options that all marketing managers and business owners consider as they create, or revise, marketing plans. Students also explore career opportunities in the field of hospitality marketing. This class also introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze both good and poor customer service in a variety of contexts and through various methods. Students explore communication skills and strategies, and they use a problem-solving perspective to understand barriers to communication and good service. They learn various means of measuring the quality of service and explore careers that focus on customer service.

Senior Capstone Business ________1398
ENTREPRENEURSHIP & INNOVATION PATHWAY
CTE Internship Course/Capstone Level
Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: Completion of two business courses culminating in a

“C” average in both courses
Co-requisites: Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways

Capstone is a yearlong course offered to seniors who have completed two advanced business courses. Creating a portfolio, resume and self-reflection will help students identify ideal career option for them. Students will research their preferred career field to identify trends, hiring practices and levels of entry. Students will also complete a unit on personal finance essential for independent living. The class includes a 50-hour internship with a supervised workplace experience.

Sports & Entertainment Marketing (NAF) ________1320
MARKETING PATHWAY
General CTE Course/Capstone Level
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Completion of 2 business/marketing NAF courses or teacher approval; Recommended: “C” or better in prior technology courses
Co-requisite: Enrolled in Academy of Hospitality & Tourism (NAF)

Sports & Entertainment Marketing introduces students to the objectives, strategies, and tools that are important to marketing in the hospitality industry and the process of professional event planning for the full range of event possibilities: special events, sporting, and entertainment/performing arts events. Students are introduced to all aspects of event planning, including aligning events with goals, facility selection and management, personnel management and contacts, audience management (emergency planning, security measures, etc.,), budgeting, revenue, ticket sales and box office management, marketing, fundraising, and sponsorship. This course exposes students to the wide range of marketing options that all marketing managers and business owners consider as they create marketing plans. Students explore many new concepts while expanding their understanding of several marketing topics that were introduced in Business, Travel, Tourism, and Hospitality. Students become familiar with each phase of marketing and with strategies to build business and brand equity, for both large-scale operations (such as hotel chains) and smaller businesses (such as restaurants). They learn how to assess marketing niches, understand customer and consumer needs and conduct basic market research. Finally, this course explores career opportunities in the field of event planner, facility manager, as well as sports and entertainment marketing.

Virtual Enterprise ________6038
ENTREPRENEURSHIP & SELF-EMPLOYMENT PATHWAY
Career Practicum Course/Capstone Level
Length of Course: 2 semesters (360 hours)
Grade Level Options: 11-12
Prerequisite: Completion of two business/marketing courses or teacher approval
Co-requisites: Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways

Students will receive an overview of micro and macro-economics. This course focuses on the key principles of economics. They will study supply and demand, the Federal Reserve System, business organizations and market structure, labor and government including taxation by state and federal governments, the stock market and international transactions. Students will learn to manage personal finances. The economics content will be interspersed throughout the two semesters of the course. Students may elect to receive economics credit for the course if they complete two semesters of Virtual Enterprise and complete the economics exit exam. Virtual Enterprise simulates a business that is set up and run by students to prepare them for working in a real business environment. The students determine the nature of their business, its products and services, its management and structure, and learn the daily operations of a business under the guidance of a consultant with the support of a real business partner. Emphasis is placed in using current business software packages and the internet for business transactions. The focus will be business operations, basic economic principles, communication, computation, and employability skills.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

PUBLIC SERVICES

Criminal Justice in the 21st Century—2206
LEGAL PRACTICES PATHWAY
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Foundations in Law or Introduction to Law; Recommended: C or better in prior English and History course
Co-requisites: Recommended: Enrolled in Business and Marketing Smaller Learning Communities/Pathways

Criminal Justice engages students in examining the history, philosophy, structures, and functions of the American criminal justice system and juvenile justice systems, how they interact in the administration of justice, and their relationship to life in our society. Students will also explore and analyze the three major components of the criminal justice system: the policy (including community-based approaches to policing), the courts, and corrections. Additionally, emphasis is on constitutional issues related to criminal justice (primarily those arising under the Fourth, Fifth, Sixth, and Fourteenth Amendments) and on students acquiring and demonstrating knowledge and skills in legal research, legal reasoning, and legal advocacy.

Journey for Justice in America (UCCI)—2214
LEGAL PRACTICES PATHWAY
Academic Career Course/Capstone Level
Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: Foundations of Law or Introduction to Law (required); Black & Latino Studies (recommended); Social Justice (recommended); Criminal Justice in the 21st Century (recommended)
Co-requisites: Recommended: Enrolled in Public Services Smaller Learning Communities/Pathways

Journey for Justice in America (UCCI) is a course designed to provide students with the necessary skills and content knowledge in American Government to pursue a career in the government services and legal sectors, as well as become informed, active citizens in their respective communities. Students will understand the principles on which the United States was founded, the structure of government at the federal, state and local levels, the individual and civil liberties needed to maintain a democratic society, and the way in which order is maintained through law enforcement and the judiciary.

This course will meet the "a or g" entrance requirement for the University of California and California State University systems.

NCAA approved

Law Enforcement 1-2_________________________8380
PUBLIC SAFETY PATHWAY
Career Practicum Course/Capstone Level
Length of Course: 1-2 semesters
Grade Level Options: 11-12
Prerequisite: Criminal Justice in the 21st Century or Criminal Justice and Law
Co-requisites: Recommended: Enrolled in Public Services Smaller Learning Communities/Pathways

This course is designed to prepare students for entry-level employment in law enforcement occupations. The student will examine the criminal justice system through the study of laws of evidence, techniques of investigation, report writing, and courtroom procedures. Writing skills, oral communication skills, positive attitudes, and presentation skills related to law enforcement will be emphasized. Many of the performance objectives align with the state’s Peace Officer Standards and Training (POST) requirements. Students will be exposed...
to the wide array of employment opportunities within the public safety service arena.

TRANSPORTATION

Introduction to Auto Collision Repair-8401

STRUCTURAL REPAIR & REFINISHING PATHWAY
Career Practicum Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None
Co-requisites: Recommended: Enrolled in Transportation or Engineering Smaller Learning Communities/Pathways

This course prepares students for work in an auto body repair shop. All the technical areas of collision repair and painting are covered, including: sanding, masking, dent repair, MIG/oxyacetylene welding, hand and power tool usage, priming, painting, spray gun usage, replacing bold on panels (doors/fenders), glass and door trim repair, detailing, and color-match fundamentals. Key areas of the Inter Industry Conference on Auto Collision repair course are included. Attendance, punctuality, organization, and teamwork are encouraged. SCANS competencies; as well as basic skills, thinking skills and personal qualities are integrated into all phases of the program.

Auto Collision Repair 1-2 __8403

STRUCTURAL REPAIR & REFINISHING PATHWAY
Career Practicum Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Introduction to Auto Collision Repair or teacher approval
Co-requisites: Recommended: Enrolled in Transportation or Engineering Smaller Learning Communities/Pathways

This course prepares students for work in an auto body repair shop. All the technical areas of collision repair and painting are covered, including: sanding, masking, dent repair, MIG/oxyacetylene welding, hand and power tool usage, priming, painting, spray gun usage, replacing bold on panels (doors/fenders), glass and door trim repair, detailing, and color-match fundamentals. Key areas of the Inter Industry Conference on Auto Collision repair course are included. Attendance, punctuality, organization, and teamwork are encouraged. SCANS competencies; as well as basic skills, thinking skills and personal qualities are integrated into all phases of the program.

Auto Collision Repair Advanced 3-4 __8404

STRUCTURAL REPAIR & REFINISHING PATHWAY
Career Practicum Course/Capstone Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Complete: 1-2 class and teacher approval
Co-requisites: Recommended: Enrolled in Transportation or Engineering Smaller Learning Communities/Pathways

This course prepares students for work in an auto body repair shop. All the technical areas of collision repair and painting are covered, including: sanding, masking, dent repair, MIG and oxy/acetylene welding, hand and power tool usage, priming, painting, spray gun usage, detailing, and color-match fundamentals. Key areas of the Inter Industry Conference on Auto Collision repair course are included. Attendance, punctuality, organization, and teamwork are encouraged. SCANS competencies; as well as basic skills, thinking skills and personal qualities are integrated into all phases of the program.

Auto Mechanics 3-4 __2611

SYSTEMS DIAGNOSTICS, SERVICES, & REPAIR
General CTE Course/Concentration Level
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Auto Mechanics 1-2 or Automotive and Transportation Technology
Co-requisites: Recommended: Enrolled in Transportation or Engineering Smaller Learning Communities/Pathways

Major attention is placed on the practical application of electrical, hydraulic, and mechanical automotive principles. Students increase proficiency in the use of automotive service tools and equipment. Emphasis is placed on maintenance and on making automobile adjustments and repairs. “Live jobs” are utilized in the instructional program.

Auto Mechanics 5-6 __2612

SYSTEMS DIAGNOSTICS, SERVICES, & REPAIR
General CTE Course/Capstone Level
Length of Course: 2 semesters
Grade Level Options: 11, 12
Prerequisite: Auto Mechanics 3-4
Co-requisites: Recommended: Enrolled in Transportation or Engineering Smaller Learning Communities/Pathways

Emphasis is on technical training. Students gain a depth of understanding of related technical information. They develop employment-level skill in the use of automotive tools and equipment. Specialization is permitted in one of the following: engine rebuilding, engine tune-up, auto electric, brakes, alignment, power train and chassis, wheel and tire, cooling systems, exhaust systems, and emission control.

Automotive and Transportation
Technology
SYSTEMS DIAGNOSIS, SERVICES, & REPAIR
General CTE Course/Introductory Level
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Algebra, computer experience (recommended, Electronics 1-2 (recommended)
Co-requisites: Recommended: Enrolled in Transportation or Engineering Smaller Learning Communities/Pathways

This course enables students to achieve understanding of fundamental physical processes and critical-thinking skills as they apply to automobiles and transportation through laboratory-based experiences as well as classroom instruction. This course emphasizes theory and hands-on lab work including 1) a study of the various principles, designs and construction of large and small internal combustion engines and their drive trains and components; 2) the automobile chassis and devices relating to it; 3) the theory, operation, maintenance, adjustment, and repair of the support systems of an automobile, and 4) metallurgy, origins of materials, and space. The course presents a practical approach to the physical/earth sciences. A final project is required in the second semester.

This course meets the physical science graduation requirement.

COURSES WITHOUT SPECIFIC INDUSTRY SECTOR ALIGNMENT

AP Computer Science A  1364
COMPUTER EDUCATION
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Complete of Geometry with a C or better and concurrent enrollment in Intermediate Algebra or higher

The content of Computer Science A emphasizes object-oriented programming methodology with an emphasis on problem-solving and algorithm development. It is the equivalent of a college-level semester course in Computer Science. It also covers the study of data structures, design and abstraction. The course emphasizes the design issues that make programs understandable, adaptable and reusable.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

Computer Applications 1  1310
COMPUTER EDUCATION
Length of Course: 1 semester
Grade Level Options: 9-10

Prerequisite: None

This course is designed to provide students with skills for the post-secondary world. Productivity skills will be learned in the context of careers and Industry Pathways. Students will explore careers and understand the skills required to compete in a 21st century global workplace. Special attention will be devoted to digital citizenship and safe online behaviors. Students will compile a career-based portfolio of key assignments demonstrating computer literacy skills.

Computer Applications 2  1345
COMPUTER EDUCATION
Length of Course: 1 semester
Grade Level Options: 9-12
Prerequisite: Computer Applications I or placement by assessment

This course provides additional computer experience for students who have been introduced to basic computer literacy skills. Students will problem-solve and create word processing documents, spreadsheets and databases. They will become familiar with digital media and digital publishing as well as software to create graphic presentations incorporating all phases of their learning. This presentation will be related to an occupational application of choice.

General Work Experience  4601
GENERAL WORK EXPERIENCE EDUCATION GWEED
Length of Course: 1-4 Semesters
Grade Level Options: 10-12
Prerequisite: Must be at least 16 years of age and concurrently employed a minimum of five hours per week in a paid position covered by Workers’ Compensation.

General Work Experience education is a combination of related instruction and paid part-time employment designed to assist the student in acquiring desirable work habits and attitudes. The purpose of the course is to assist students in becoming productive, responsible individuals through employment experience. Students are employed and paid a standard wage at the job site while being enrolled in a concurrent high school course. Students must attend weekly instructional meetings, complete lessons and classroom activities, and acquire general and specific occupational skills through a combination of supervised paid employment. Regular job site visitations and supervision by the Work Experience Teacher is a fundamental part of this course.

General Work Experience  5533
GENERAL WORK EXPERIENCE EDUCATION GWEED SPED
Career Technical Education 59

CTE Internship Course
Length of Course: 1-4 Semesters
Grade Level Options: 10-12
Prerequisite: Must be at least 16 years of age and concurrently employed a minimum of five hours per week in a paid position covered by Workers’ Compensation.

General Work Experience education is a combination of related instruction and paid part-time employment designed to assist the student in acquiring desirable work habits and attitudes. The purpose of the course is to assist students in becoming productive, responsible individuals through employment experience. Students are employed and paid a standard wage at the job site while being enrolled in a concurrent high school course. Students must attend weekly instructional meetings, complete lessons and classroom activities, and acquire general and specific occupational skills through a combination of supervised paid employment. Regular job site visitations and supervision by the Work Experience Teacher is a fundamental part of this course.

Internship 1-2

CAREER EDUCATION
Length of Course: 1-4 Semesters
Grade Level Options: 10-12
Prerequisite: Must be at least 16 years of age

Internship 1-2 is a combination of related in-class instruction and work-based learning experiences where students will gain experience in actual work situations; develop desirable work habits and attitudes; explore current and emerging opportunities for employment; develop an understanding of how to get a job, keep a job, and leave a job; explore potential career opportunities of interest in the real world of work; apply knowledge gained from academic studies to areas outside of the school setting; perform assigned job duties and responsibilities and relate them to personal and career interests; and understand the responsibilities associated with being a productive workforce member. Students must attend instructional meetings, complete lessons and classroom activities that address the Standards for Career Ready Practices. Internship 1-2 is a capstone course that prepares students for transition to postsecondary education, career training, or the workforce.

This course is not exclusive to an industry sector, career pathway or a particular discipline but does increase in higher levels of career ready complexity and expectations. Regular job site visitations and supervision by the Teacher-Coordinator is a fundamental part of this course. The Teacher-Coordinator ensures that the Training Agreement is completed for each student and signed by all parties involved: school, student, employer, and parent/guardian. The Teacher-Coordinator agrees to the following:

1. Inform the student and the parent/guardian of program rules and regulations.
2. Visit the student’s training station and consult with employer regarding the on-the-job training performance of the student.
3. Correlate the career-ready classroom instruction with the learning experience at the training station.
4. Assist in the resolution of the student’s school or job-related problems that are affecting the on-the-job performance and the student.
5. Provide the employer with evaluation forms and discuss the on-the-job training performance of the student with the employer and the student.
6. Provide the employer with the objective of the internship course.
Course Descriptions

English Language Arts

Courses Meeting English Graduation Credit

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<th>COURSE</th>
<th>CODE</th>
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<th>BHS</th>
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<th>JHS</th>
<th>LHS</th>
<th>MHS</th>
<th>McBHS</th>
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** AP Research and Seminar should be Interdepartmental and will be included in that section of the HS Course Catalogue in future years. Course Outcomes and Descriptions are available on the College Board Website: [https://apstudent.collegeboard.org/apcourse](https://apstudent.collegeboard.org/apcourse)**
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**INTEGRATED LANGUAGE ARTS**

**Courses do not meet NCAA or UC requirement.**

### English 1-2 Accelerated

**English 1-2 Accelerated**

| Length of Course: | 2 semesters |
| Grade Level Options: | 9 |
| Prerequisite: | A or B in previous English course, teacher recommendation |

Students pursue a balanced, integrated standards-based program of literature and language studies, which is accelerated, enriched and differentiated and designed to prepare them for AP courses. Students will develop strategies to construct meaning and interact thoughtfully with all genres of literature, preparing them for college-level work. Students will write analytical, persuasive, expository, narrative/autobiographical and reflective essays. Students also receive instruction in the conventions of written language and effective oral communication, and research techniques. A comprehensive final will be given at the end of the course.

This accelerated course provides an alternate delivery of English 1-2 for advanced learners.

This course will meet the "b" entrance requirement for the University of California and California State University systems.

NCAA Approved

### English 1-2 ILP

**English 1-2 ILP**

| Length of Course: | 1 semester, double period |
| Grade Level Options: | 9 |
| Prerequisite: | Student is enrolled at Beach HS |

This course is designed for students in an alternate delivery system. Students will continue to pursue a balanced, integrated standards-based program of literature and language study. Students will develop strategies to construct meaning from and interact thoughtfully with all genres of literature and non-fiction texts with an emphasis on informational texts. Students will read and analyze at least two core works. Writing activities are informed by interactions with texts, and students will continue to use writing process activities as they compose persuasive, expository, narrative, response to literature, research essays and meta-cognitive papers. Students will continue to receive instruction in the conventions of written language, reading strategies, effective oral communication and research techniques.

This course is required for high school graduation.

This course does NOT meet the University of California and California State University systems or the NCAA entrance requirement.

### English 3-4

**English 3-4**

| Length of Course: | 2 semesters |
| Grade Level Options: | 10 |
| Prerequisite: | English 1-2 |

Students will continue to pursue a balanced, integrated standards-based program of literature and language study. Students will develop strategies to construct meaning from and interact thoughtfully with all genres of literature and non-fiction texts with an emphasis on informational texts. Writing activities are informed by interactions with texts, and students will continue to use writing process activities as they compose persuasive, expository, narrative, response to literature and research essays and papers. Students will also complete the first steps toward satisfying their Service Learning writing requirement. As well, students will continue to receive instruction in the conventions of written language, reading strategies, effective oral communication and research techniques. Emphasis will be placed on preparation for the successful completion of the state mandated California High School Exit Exam (CAHSEE), which is a requirement for high school graduation.

This course is required for high school graduation.

This course will meet the "b" entrance requirement for the University of California and California State University systems.

NCAA Approved
English 3-4 Accelerated 1407

Length of Course: 2 semesters
Grade Level Options: 10
Prerequisite: English 1-2

Students will continue to pursue a balanced, integrated standards-based program of literature and language studies, which is accelerated, enriched and differentiated and designed to prepare them for AP courses. Students will develop strategies to construct meaning from and interact thoughtfully with all genres of literature and non-fiction texts. Writing activities are informed by interaction with texts, and students will continue to use writing process activities as they compose argumentative, expository, narrative, response to literature, literary analysis, and research essays and papers. Students will also continue to receive instruction in the conventions of written language, reading strategies, effective oral communication and research techniques. A comprehensive final will be given at the end of this course.

This accelerated course provides an alternate delivery of English 3-4 for advanced learners

This course will meet the “b” entrance requirement for the University of California and California State University systems.

NCAA Approved

English 3-4 ILP 1478

Length of Course: 1 semester, double period
Grade Level Options: 10
Prerequisite: English 1-2; student is enrolled at Beach HS

This course is designed for students in an alternate delivery system. Students will continue to pursue a balanced, integrated standards-based program of literature and language study. Students will develop strategies to construct meaning from and interact thoughtfully with all genres of literature and non-fiction texts with an emphasis on informational texts. Students will read and analyze at least two core works. Writing activities are informed by interactions with texts, and students will continue to use writing process activities as they compose persuasive, expository, narrative, response to literature, research essays and meta-cognitive papers. Students will continue to receive instruction in the conventions of written language, reading strategies, effective oral communication and research techniques.

This course is required for high school graduation.

This course does NOT meet the University of California and California State University systems or the NCAA entrance requirement.

English 3-4 SDAIE Applications 1462

Length of Course: 2 semesters each
Grade Level Options: 10
Co-Requisite: Students must take English 3-4 SDAIE concurrently with English 3-4 SDAIE Applications
Prerequisite: Student must be designated as an English Learner who has completed ELD IV or English 1-2

English 3-4 SDAIE is a rigorous, integrated, standards-based program of literature and language study. It is an alternate delivery of English 3-4, designed for English Learners with reasonable fluency, which utilizes different instructional strategies and focused pacing, while addressing the same rigorous standards. This course content is identical to the district’s college-preparatory English 3-4 course, consisting of the same readings, the same writing activities and the same key assignments and assessments. In addition, the English 3-4 SDAIE course content is delivered using the supplemental, district-developed Long-Term English Learners Language Application Guide. This guide provides teachers with explicit tools specifically addressing the literacy and language development needs of long-term English learners. The goals and expected outcomes for this course are identical to those for English 3-4.

English 3-4 SDAIE will meet the English high school graduation requirement, while English 3-4 SDAIE Applications will meet the high school graduation elective requirement.

English 3-4 SDAIE will meet the “b” entrance requirement for the University of California and California State University systems.

English 5-6 1410

(**English 5-6 SDC 5421)

Length of Course: 2 semesters
Grade Level Options: 11
Prerequisite: English 3-4

Students will engage in a variety of standards-based academic and creative writing tasks which connect both fiction and non-fiction to their life experiences. Students will use writing process activities in a variety of genres: persuasive, expository, narrative, reflective and literary analysis. Students also receive instruction in the conventions of written language and effective oral communication in order to meet or exceed the language arts objectives. Students engage in a close reading and exploration of themes found in American literature and the American experience through a balanced integrated program of non-fiction, literature and language study. Students read and respond to historically and/or culturally significant American fiction and non-fiction works tracing the development of American writing from the colonial period to present day. To maintain the Writing Standards Assessment Portfolio students will continue to maintain their collection of works demonstrating growth in both conventions and rhetoric.

This course is required for high school graduation.

This course will meet the “b” entrance requirement for the University of California and California State University systems.

NCAA Approved

English Language Arts 65 2015-16
English 5-6 Honors 1411
Length of Course: 2 semesters
Grade Level Options: 11
Prerequisite: English 3-4

Students will engage in a variety of standards-based academic reading and writing tasks. Students will demonstrate proficiency in a variety of rhetorical modes: narration, exposition, argumentation/persuasion and description to produce texts of at least 1,500 words. Students will engage in a close reading and exploration of themes found in American literature and the American experience through a rigorous, integrated program which balances non-fiction, literature and language study. Students will analyze historically and/or culturally significant American works tracing the development of American writing from the colonial period to present day. To maintain the Writing Standards Assessment Portfolio students will continue to maintain their collection of works demonstrating excellence in both conventions and rhetoric. This course adheres to the rigorous UC requirements for an honors course and includes a comprehensive end of course exam. This honors course provides an alternate delivery of English 5-6 for advanced learners.

This course will meet the "b" entrance requirement for the University of California and California State University systems.

NCAA Approved

AP English Language and Composition 1458
Length of Course: 2 semesters
Grade Level Options: 11, 12
Prerequisite: English 3-4 "C" or better or English 5-6 "C" or better

The Advanced Placement English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

English 5-6 ILP 1447
Length of Course: 1 semester, double period
Grade Level Options: 11
Prerequisite: English 3-4; student is enrolled at Beach HS

This course is designed for students in an alternate delivery system. Students will engage in a variety of standards-based academic, functional, and creative writing tasks which connect both fiction and non-fiction to their life experiences. Students will use writing process activities in a variety of genres: persuasive, expository, narrative, reflective and literary analysis. Students also receive instruction in the conventions of written language and effective oral communication in order to meet or exceed the language arts objectives. Students engage in a close reading and exploration of themes found in American literature and the American experience through a balanced integrated program of non-fiction, literature and language study. Students read and respond to historically and/or culturally significant American fiction and non-fiction works tracing the development of American writing from the colonial period to present day. Students will also gain proficiency in the skills required to successful transition into college and/or career. To maintain the Writing Standards Assessment Portfolio students will continue to maintain their collection of works demonstrating growth in both conventions and rhetoric.

This course is required for high school graduation.

This course does NOT meet the University of California and California State University systems or the NCAA entrance requirement.

English IB HL 1 1436
Length of Course: 2 semesters
Grade Level Options: 11
Prerequisite: English 3-4 Accelerated or teacher permission

English IB HL 1 is an International Baccalaureate literature course which promotes oral and written communication skills, respect for the literary heritage of the student's first language, while providing complimentary international perspectives through the study of World Literature. The course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by...
the comparative framework emphasized for the study of these works in all parts of the program. The course strives to enrich the international awareness of IB students and develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own.

This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

English IB HL 2

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: English IB HL 1

English IB HL 2 is an International Baccalaureate literature course which promotes oral and written communication skills, respect for the literary heritage of the student's first language, while providing complimentary international perspectives through the study of World Literature. The course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the program. The course strives to enrich the international awareness of IB students and develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own.

This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

LITERATURE

AP English Literature/Composition_1449

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: English 5-6 or AP English Language and Composition

Advanced Placement Literature and Composition is a college-level course which engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods from the sixteenth to the twentieth century, concentrating on works of recognized literary merit. In addition to considering a work's literary artistry, students consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical per-

spectives are brought to bear on the literary works studied.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Bible as Literature 1-2_1414

Length of Course: 2 semesters
Grade Level Options: 11, 12
Prerequisite: None

Students will interpret Biblical allusions in literature by developing a firm foundation in Old and New Testament stories. Students will read the King James Version, which is recognized as one of the monuments of modern English literature, and do historical and comparative studies of the text. Students will use writing process activities in a variety of genres: persuasive, expository, narrative, reflective and literary analysis. Students also receive instruction in the conventions of written language and effective oral communication in order to meet or exceed the language arts objectives. Students engage in a close reading and exploration of themes found in biblical literature through a balanced integrated program of non-fiction, literature and language study. Students read and analyze historically and/or culturally significant biblical stories tracing the development of American and British masterpieces in their light. To maintain the Writing Standards Assessment Portfolio students will continue to maintain their collection of works demonstrating growth in both conventions and rhetoric. Students will demonstrate their mastery of essential multi-media programs through PowerPoint peer teaching units and web-based research projects.

This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

British Literature 1-2_1415

British Literature 1-2 Accelerated_1419

Length of Course: 2 semesters
Grade Level Options: 11, 12
Prerequisite: None

This survey of British literature introduces students to the creative written record of the ideas of English-speaking people. As they study the works of major British writers, students more fully understand their country's heritage of freedom and belief in the worth of the individual. The course emphasizes application of language skills to reading, speaking, and writing assignments on a college-preparatory level. Literature study is chronological, beginning with the Anglo-Saxon period and continuing through the literature of contemporary Britain. Readings form the basis for a composition program which provides practice in writing critical papers about literary works and topics.

This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved
Comparative Literature of Western Civilization 1-2 Accelerated 1418

Length of Course: 2 semesters
Grade Level Options: 11, 12
Prerequisite: None

Through class discussion of the readings and through creative individual and group projects, students interpret great ideas of the Western world in the matrix of history and apply them to their own lives. The readings take in a wide spectrum of thought and interpretation, reaching from the ancient to the modern world.

This course will meet the “b” or “g” entrance requirements for the University of California and California State University systems.

CSU Expository Reading and Writing Course (ERWC) 1474

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: English 5-6 and passed CAHSEE

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit.

This course will meet the “b” or “g” entrance requirements for the University of California and California State University systems.

Film Analysis 1-2 1425

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: English 1-2, 3-4 & 5-6

This course is designed to help college-preparatory students understand the basic language of film, develop analytic skills, and explore the historical development of visual media. Students actively apply analytical skills used with literature to analyze films, viewing films actively, rather than as passive bystanders. The course explores the relationship of film to specific works of literature and the effectiveness of films as literature. Students will demonstrate proficiency in analysis of film through oral and written formats by writing and presenting comparisons of novels and stories to film adaptations, writing expository essays and responses to various essays about film, and writing reviews of films. Good writing skills and regular homework are required.

This course will meet the “b” or “g” entrance requirement for the University of California and California State University systems.

Literature and Communications 1426

Length of Course: 1-2 semesters
Grade Level Options: 9-12
Prerequisite: None

Students will engage in a variety of California Content Standards-based learning experiences and tasks. Students will learn theories foundational to the communication discipline including, but not limited to, historical communication, policy and Lincoln-Douglas debate formats and mass communication dynamics. Furthermore, students will engage in full process writing activities in the following areas: persuasive, research, reflective, narrative, expository, and literary analysis. Students will also read established and respected literature from a variety of genres. Students will prepare and deliver full process oral presentations of a persuasive, informative, poetic, dramatic, and impromptu nature while also participating in critique and analysis of content extended. Finally, students will continue to maintain the Writing Standards and Assessment Portfolio with work that reflects the rigor necessary for college-level English and Communication Studies courses.

This course will meet the “b” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved
Multicultural Literature 1442
Multicultural Literature Accelerated 1448
Length of Course: 1-2 semesters
Grade Level Options: 12
Prerequisite: None

Multicultural Literature provides students with an opportunity to come to some basic understanding of their own culture and the culture of others in order to promote more understanding of our multicultural society. Students will read and respond to diverse writers and genres reflecting contemporary America. They will compare and contrast attitudes, values, customs, and traditions expressed in these literary works, exploring what is universal for all cultures as well as the unique experiences of individual cultures. Students will analyze and discuss such themes as tolerance, prejudice, racism, etc., in a historical, contemporary, and political context. Each semester they will research a focus question about a culture of their choice (possibly a culture they identify with and one they want to know more about).

This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.

Rhetoric & Composition 1423
Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: Has passed CAHSEE

This one-year rhetoric and composition course is for college-bound seniors to enable them to read and write academic prose effectively and strategically and to increase their mastery of academic language. This rigorous course is built around in-depth studies of various expository, analytic, or argumentative writings on non-literary topics and the rhetorical analysis of lengthier non-fiction and fiction genres, such as autobiography, biography, novel, and drama. Pivotal to the curriculum is the deepening of students’ critical reading, writing and thinking skills about both expository and literary prose with the emphasis on fostering their ability to argue and extend their understanding of complex material in writing. Students will be expected to engage in depth with diverse and challenging material in writing. In addition, they will be expected to increase their awareness and application of the techniques employed by authors. They will read closely to examine relationships between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. Assessment will be both oral and written.

This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.

Advanced Elements of Expository Text 1522
Length of Course: 2 semesters
Grade Level Options: 9-11
Prerequisite: Basic or proficient on the CST English Test

This course is designed to improve the reading skills of students who test at or above grade level proficiency but struggle with comprehension of non-fiction text, including expository, biographical and functional text. Emphasis is on increasing students’ reading comprehension strategies, reading vocabulary, and metacognitive strategies for reading informational text (non-fiction) with comprehension and fluency. A variety of genres and content area texts will be used to supplement the course text.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

Advanced Journalism: Editing, Design & Management 1464
Length of Course: 1-2 semesters
Grade Level Options: 11-12
Prerequisite: Elements of Journalism and English 1-2 with a "B" or better; Advisor’s Approval

Advanced Journalism: Editing, Design & Management is a two-semester course, combining the high-level critical thinking, reading and writing skills of print journalism with the artistic, creative and aesthetic skills of the visual and graphic arts. Students master the writing and editing of the most common forms of journalistic stories; read and analyze relevant literature through expository writing; learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use of state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students’ thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning and give them confidence in their ability to see their creative ideas to completion.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

Creative Writing 1-2 1451
Length of Course: 1-2 semesters
Grade Level Options: 11, 12
Prerequisite: None

Students will implement the writing process to explore and create effective writing. Writing is viewed as a means of expression, a means of communication, and a highly intellectual activity. Each participant is a writer and an artist in a community of writers which serves as a sounding board, editor, audience, etc. Each writer will choose one genre on
which to focus her/his primary body of work, through a series of instructor and student-generated exercises, each writer will explore a variety of other genres.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Creative Writing 3-4 1452

Length of Course: 1-2 semesters
Grade Level Options: 12
Prerequisite: Creative Writing 1-2 and/or English 5-6 (Honors)

Students refine their literary skills through in-depth analysis of quality short stories, journalism, poetry, and drama, as they prepare and polish manuscripts suitable for submission for publication.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Elements of Journalism 1459

Length of Course: 1-2 semesters
Grade Level Options: 10-12
Prerequisite: None

This course includes a study of modern newspapers, the history of journalism in the United States, newspaper organization, analysis of news, the effects of propaganda, and news gathering and writing. In the second semester, students focus upon a study of the physical makeup of a newspaper and the production of a cub edition.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Elements of Oral Communication 1511

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: None

This course provides skills in all aspects of speech communication that are essential in helping students prepare for success in the world of work, higher education and forensic competitions. Students study the fundamentals of and participate in various real-life situations/projects within the following units of instruction: essential elements of communication; ethics in communication; speaking and listening; one-to-one interpersonal communication; group discussion; public communication; mass communication; radio and television; argumentation and debate; interviewing; student congress/parliamentary procedure; and public speaking workshop. Students then rehearse their proficiency by performing/demonstrating for other classes, PTA, and local businesses and organizations. The students' presentations are critiqued/evaluated by other students, outside school audiences, and the teacher.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Forensics: Argumentation & Debate 1515

Length of Course: 2 semesters
Grade Level Options: 11, 12
Prerequisite: Previous Speech Communication course

This course is intended for students who are interested in learning the basic principles of argumentation and reasoning, including presentation skills, research skills, critical thinking and analysis, the nature of evidence and proofs, value debate, policy debate, and student congress. Students are expected to participate in debates and other exercises in argumentation and reasoning. In addition, students learn to critically analyze what they read, hear, see and write.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Journalism: Production/Management 1461

Length of Course: 1-2 semesters
Grade Level Options: 11, 12
Prerequisite: Elements of Journalism

Students learn about newspaper production through publication of the school paper. The course offers instruction and practice in copy writing and editing; proofreading; writing of features stories, editorials, and human-interest stories; critical reviews of plays, books, and motion pictures; headline writing; page makeup; and business management, including advertising.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

Scriptwriting 1-2 1432

Length of Course: 2 semesters
Grade Level Options: 9, 10
Prerequisite: None

Scriptwriting 1-2 will introduce students to writing for the stage, screen, and television. They will learn about the historical background of the theater and the "Golden Age" of television. Students will understand script structures and be able to adapt them to stage, television, and the screen, utilizing correct English conventions. They will write and perform scenes for the stage, radio, and television. They will also write and perform a commercial. They will develop interviewing skills and apply interviewing techniques in a broadcast forum. Students will also investigate the possible career options in the media.
CAHSEE English Preparation 1606
Length of Course: 1 semester
Grade Level Options: 10-12
Prerequisite: Has not passed CAHSEE

This course will provide a review of middle and high school writing skills that are necessary to pass the CAHSEE. The course will also help students to develop skills in test-taking procedures as they prepare for the exam. Students will receive instruction in the conventions of standard edited English. Students will compose process and timed essay in various genres including narrative, literary analysis, expository and persuasive.

Speech Communication: Analysis and Application 1513
Length of Course: 1 semester
Grade Level Options: Open to recommended 11th and 12th grade students who wish to participate in a workshop for Speakers Bureau participants
Prerequisite: Elements of Oral Communication

This course includes in-depth instructional elements in oral communication. This course builds upon the essential elements of oral communication by preparing students for higher levels of analysis and discussion. This study focuses on interpersonal and public speaking, debate, group presentation, competitive speaking and alternative delivery styles. This course is designed to improve all aspects of students abilities to speak, read, write and listen.

CAHSEE Reading Preparation 1609
Length of Course: 1 semester
Grade Level Options: 10-12
Prerequisite: Has not passed CAHSEE

This course will provide a review of middle and high school reading skills that are necessary to pass the CAHSEE. The course will also help students to develop skills in test-taking procedures as they prepare for the exam. This course is a review of reading comprehension skills and strategies, application of flexible decoding strategies, reading vocabulary skills, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency.

Fast Track 1-2 1440
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None

Fast Track 1-2 is a high school reading intervention course designed to improve the reading comprehension skills of high school students who have high decoding skills but who have not yet become grade-level readers. Emphasis is upon increasing students’ reading comprehension strategies, application of flexible decoding strategies, reading vocabulary, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency. This class is to be taken as a single block elective.

Fast Track 3-4 1441
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None

Fast Track 3-4 is a high school reading intervention course designed to improve the reading comprehension skills of high school students who have high decoding skills but who have not yet become grade-level readers. Emphasis is upon increasing students’ reading comprehension strategies, application of flexible decoding strategies, reading vocabulary, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency. This class is to be taken as a single block elective.
This intensive, two-period course addresses the needs of the most at-risk adolescent students reading below a 4th-5th grade level who have language processing problems which interfere with decoding the printed page and understanding what they read. Emphasis is on helping students acquire literacy by developing phonemic awareness, symbol imagery, and concept imagery through the use of LiPS® and Visualizing and Verbalizing® programs.

NOTE: The Long Beach Unified School District is NOT Lindamood-Bell Learning Processes nor is it affiliated with, certified, endorsed, licensed, monitored or sponsored by Lindamood-Bell, Nanci Bell, Phyllis Lindamood, or Pat Lindamood. Lindamood-Bell—an international organization creating and implementing unique instructional methods and programs for quality intervention to advance language and literacy—in no way endorses or monitors the services provided by the Long Beach Unified School District.

LANGUAGE! I (Language! I SDC   5760) 1597
Length of Course: 2 semesters
Double period/20 credits
Grade Level Options: 9-12
Prerequisite: Students have been diagnosed at the intensive intervention level and working on below grade level content standards. Initially, high school students may be placed into LANGUAGE! as recommended based on CST scores, possible Gray Oral Reading (GORT) scores, one or more of the LANGUAGE! assessments and teacher observation. Placement into Level 1 is determined by administration of the LANGUAGE! encoding and decoding assessments. If the students score within Units 1-18 on either of the LANGUAGE! subtests, he/she is recommended for Level 1.

LANGUAGE! II AB (Language! II AB SDC 5775) 1584
Length of Course: 2 semesters
Single period/10 credits
Grade Level Options: 9-11
Prerequisite: Students have been diagnosed at the intensive intervention level and are working on below grade level content standards. Initially, high school students may be placed into LANGUAGE! AB as recommended based on CST scores, possible Gray Oral Reading (GORT) scores, one or more of the LANGUAGE! assessments and teacher observation. Placement into LANGUAGE! AB is determined by administration of the LANGUAGE! encoding and decoding assessments. If the students score within Units 13-24 on either of the LANGUAGE! subtests, he/she is recommended for LANGUAGE! II AB (Books C and D)

LANGUAGE! II (Language! II SDC 5768) 1585
Length of Course: 2 semesters
Double period/20 credits
Grade Level Options: 9-11
Prerequisite: Students have been diagnosed at the intensive intervention level and working on below grade level content standards. Initially, high school students may be placed into LANGUAGE! as recommended based on CST scores, possible Gray Oral Reading (GORT) scores, one or more of the LANGUAGE! assessments and teacher observation. Placement into Level 2 is determined by administration of the LANGUAGE! encoding and decoding assessments. If the students score within Units 19-36 on either of the LANGUAGE! subtests, he/she is recommended for Level 2.

LANGUAGE! II AB is a language arts course designed for high school students who have difficulties in phonemic awareness, decoding, spelling, writing and literal comprehension, which usually reflects insufficient phonological processing. During this course, students master consonant blends, and begin working with syllabication and morphological principals as well as interpretive comprehension strategies. This course uses LANGUAGE!, a sequential, balanced literacy program emphasizing developmental reading instruction. Its emphasis is building the foundations of pho-
nemic awareness, vocabulary development, comprehension, text reading, word recognition, and writing while reading texts with readability levels of 2.6 to 4.5. This course offers the flexibility of placement into an alternate course at the semester, based upon individual achievement of the student. Students who qualify in units 13-24 will begin the course of study at Level 1, Book C, Unit 13.

LANGUAGE! II CD 1676
(Language! II SDC 5777)

Prerequisite:

Length of Course: 2 semesters
Grade Level Options: Double period/20 credits
Prerequisite: 9-11

LANGUAGE! II CD is a language arts course designed for high school students who have the foundations of reading in place and are decoding and spelling multi-syllabic words, expanding and building literal and interpretive comprehension strategies and using various writing strategies to develop cohesive compositions. This course uses LANGUAGE!, a sequential, balanced literacy program emphasizing developmental reading instruction. Its emphasis is on expanding vocabulary development, spelling, comprehension, fluent text-reading, word recognition, and writing while reading texts with readability levels of 4.6-6.0. This course offers the flexibility of placement into an alternate course at the semester, based upon individual achievement of the student. Students who qualify in units 25-36 of LANGUAGE! II CD will begin the course of study at Level II, Book E, Unit 25.

LANGUAGE! III AB SDC 5118

Prerequisite:

Length of Course: 2 semesters
Grade Level Options: Double period/20 credits
Prerequisite: 9-11

LANGUAGE! III AB is a language arts course designed for special day classes who have intermediate reading and writing skills but who are learning to apply higher order comprehension strategies (i.e., interpretive, analytical) to text, expand creativity and depth to well-written, cohesive compositions and who are learning to apply advanced spelling rules. This course uses LANGUAGE!, a sequential balanced literacy program emphasizing developmental reading instruction. Its emphasis is on developing advanced comprehension skills and compositions, while reading texts with readability levels of 6.0-9.0, as measured by the Degrees of Reading Power (DRP). This course offers the flexibility of placement into an alternate LANGUAGE! course at the quarter or semester, based on individual performance of the students.

LANGUAGE! III CD SDC 5119

Prerequisite:

Length of Course: 2 semesters
Grade Level Options: Double period/20 credits
Prerequisite: 9-11

LANGUAGE! III CD is a language arts course designed for students in special day classes who have intermediate reading and writing skills but who are learning to apply higher order comprehension strategies (i.e., interpretive, analytical) to text, expand creativity and depth to well-written, cohesive compositions and who are learning to apply advanced spelling rules. This course uses LANGUAGE!, a sequential balanced literacy program emphasizing developmental reading instruction. Its emphasis is on developing advanced comprehension skills and composition, while
reading texts with readability levels of 6.0-9.0, as measured by the Degrees of Reading Power (DRP). This course offers the flexibility of placement into an alternate LANGUAGE! course at the quarter or semester, based on individual performance of the student.

Literacy Workshop 1-2 1595

Length of Course: 2 semesters
Grade Level Options: 9-10
Prerequisite: None

Literacy Workshop 1-2, a balanced literacy program emphasizing developmental reading instruction, is designed specifically for students at the Strategic Intervention level, who typically are without serious learning disabilities and are reading no more than two to three grades below their current grade level. Students enrolled in this course are typically reading between a mid 5th and end of 6th grade reading level of fiction and nonfiction text and score at the Below Basic level on the CST. Emphasis is upon increasing students reading comprehension strategies, application of flexible decoding strategies, reading vocabulary, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency. Areas of focus are those critical to adolescent reading improvement: acquisition and practice of essential reading comprehension strategies; vocabulary development and reading fluency/speed.

Literacy Workshop 3-4 1581

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: None

Literacy Workshop 3-4, a balanced literacy program emphasizing developmental reading instruction, is designed specifically for students without serious learning disabilities who are reading two or more grades below their current grade level. Students enrolled in this course are typically reading between a mid 6th and end of 7th grade reading level of fiction and nonfiction text and score at the Below Basic level on the CST. Emphasis is upon increasing students reading comprehension strategies, application of flexible decoding strategies, reading vocabulary, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency. Areas of focus are those critical to adolescent reading improvement: motivation, guided and independent reading, acquisition and practice of essential reading comprehension strategies.

Reading Development

Fast Track 1 SDC 5772

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: IEP placement in a Special Day Class, student must be on a diploma-bound track, and student must have completed the Reading Development LANGUAGE! series (I-III) or be decoding and comprehending at approximately 5th-6th grade level.

Fast Track 1 SDC is a course designed to improve the reading comprehension skills of high school students enrolled in a Special Day Class who 1) are diploma-bound, 2) have completed the LANGUAGE! Reading intervention series (LANGUAGE! I, II, and III) and 3) have not yet become grade level readers. Emphasis is upon increasing students reading comprehension strategies, application of flexible decoding strategies, reading vocabulary, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency. The teacher of this course demonstrates and models for students the application of comprehension strategies and the use of reasoning involved in locating specific information and applying the information to a given task.

Reading Development

High Point I DHH 5770

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Students must be enrolled in a Special Day Class (SDC): DHH and must be learning to sign.

High Point I DHH is an intensive course of communicative and academic English Instruction. The course is designed for students enrolled in an SDC:DHH program. Students may have varying levels of academic proficiency in their primary languages as measured by the KENDL. Students enrolled in this course are at Levels 0-7 on the Kendall Conversational Proficiency Level (KPL) and use sign language as the primary mode of communication. Some students who are fluent signers may still be learning to read English. The course goals and objectives are based on the California ELD Standards: Grades 9-12, Early Intermediate Level. The California ELD Standards follow a linguistic pathway towards proficiency in the English Language Arts Standards including those assessed on the CAHSEE.
## Course Descriptions

### English Language Development

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- **Course offered**
  - AHS: Avalon High School
  - BHS: Beach High School
  - CHS: Cabrillo High School
  - CAMS: California Academy of Math and Science
  - JHS: David Starr Jordan High School
  - LHS: Lakewood High School
  - MHS: Robert A. Millikan High School
  - PHS: Polytechnic High School
  - RHS A: Renaissance High School for the Arts
  - RHS: Will J. Reid High School
  - WHS: Woodrow Wilson Classical High School
  - McHS: Ernest S. McBride, Sr. High School

English Language Development 75  
2015-16
These courses are designed for limited English proficient high school students who enter the district with:
- no English proficiency but a substantial academic education in their home country
- no English proficiency and no/little academic education in their home country
- some English proficiency and substantial academic education in their home country
- moderate English proficiency but no/little academic education in their home country

### COURSES FOR ENGLISH GRADUATION CREDIT

#### English Language Development

**English Language Development**

**English I**

**Length of Course:** 2 semesters  
**Grade Level Options:** 9-12  
**Prerequisite:** Designated as English Language Learner (ELL) and has either: (1) passed ELD I and/or (2) been diagnosed as having Beginning proficiency in listening, speaking, reading, and writing English.

This course is designed for students who display oral English fluency at the Beginning level and no/little literacy skills in English. The course is guided by the Beginning and Early Intermediate proficiency benchmarks in the CA ELD Standards. Reading and writing activities are based on comprehensible oral communication about contextualized, functional, and academic course content which includes higher-level thinking skills. Reading and writing focus is on linguistically appropriate developmental aspects of grammatical/spelling/pronunciation accuracy.

**English II**

**Length of Course:** 2 semesters  
**Grade Level Options:** 9-12  
**Prerequisite:** Designated as English Language Learner (ELL) and has either: (1) passed ELD I and/or (2) been diagnosed as having Early Intermediate proficiency in listening/speaking, reading, and writing in English.

This course is designed for students who display English fluency at the Early Intermediate level in listening/speaking, reading and writing. The course is guided by the Intermediate proficiency benchmarks in the CA ELD Standards. Intensive oral, reading and writing activities are based on comprehensible, contextualized, familiar and unfamiliar academic course content. Reading and writing focus on accelerating progress in linguistically appropriate development aspects of grammatical/spelling/pronunciation accuracy.

**English III**

**Length of Course:** 2 semesters  
**Grade Level Options:** 9-12  
**Prerequisite:** Designated as an English Language Learner (ELL) and has either: (1) passed ELD II and/or (2) been diagnosed as having Intermediate proficiency in listening/speaking, reading and writing in English.

This course is designed for students who display English fluency at the Intermediate level in listening/speaking, reading and writing. The course is guided by the Early Advanced proficiency benchmarks in the CA ELD Standards. Intensive oral, reading and writing activities focus on accelerating progress in linguistically appropriate developmental aspects of grammatical/spelling/pronunciation accuracy.

**English IV**

**Length of Course:** 2 semesters  
**Grade Level Options:** 9-12  
**Prerequisite:** Designated as an English Language Learner (ELL) and has either: (1) passed high school ELD III and/or (2) been diagnosed as having Early Advanced English proficiency in listening/speaking, reading and writing.

Students increasingly pursue a balanced integrated program of literature and language study. The course is guided by the Advanced CA ELD Standards and the 9” grade ELA Standards. In literature, which includes the novel, short story, poetry, drama and non-fiction, students use essential strategies and skills to construct meaning and respond thoughtfully as they learn about themselves and others through their reading. Many writing activities are extensions of experiences developed through reading literary works and make use of writing process activities in a variety of domains including expository, reflective essay and persuasive essay. Students also receive intensive instruction in the conventions of writing ten language, effective oral communication, and grammar.

This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.
COURSES FOR ENGLISH ELECTIVE CREDIT

English Language Development
Reading I

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Designated as an English Language Learner (ELL) and diagnosed as having Beginning proficiency in listening, speaking, reading and writing in English.

The ELD Reading I class is designed for high school English Language Learners (ELLs) who are at the Beginning level of English proficiency in listening, speaking, reading and writing. These students are concurrently enrolled in an ELD English I. This course is guided by the Early Intermediate CA ELD Reading Standards and includes exposure to a wide variety of genre linguistically accessible to ELLs at this level. The emphasis is on improving English literacy skills and expanding students’ oral and reading command of English phonemic awareness, vocabulary and sentence structure.

English Language Development
Reading II

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Designated as an English Language Learner (ELL) and diagnosed as having Early Intermediate proficiency in listening, speaking, reading and writing in English.

The ELD Reading II class is designed for high school English Language Learners (ELLs) who are at the Early Intermediate level of English proficiency in listening, speaking, reading and writing. These students are concurrently enrolled in an ELD English II. This course is guided by the Intermediate CA ELD Reading Standards and includes exposure to a wide variety of genre linguistically accessible to ELLs at this level. The emphasis is on improving English literacy skills and expanding students’ oral and reading command of English phonemic awareness, vocabulary and sentence structure.

English Language Development
Reading III

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Designated as an English Language Learner (ELL) and diagnosed as having Intermediate proficiency in listening, speaking, reading and writing in English.

The ELD Reading III class is designed for high school English Language Learners (ELLs) who are at the Intermediate level of English proficiency in listening, speaking, reading and writing. These students are concurrently enrolled in an ELD English III class. This course is guided by the Early Advanced CA ELD Reading Standards and includes exposure to a wide variety of genre linguistically accessible to ELLs at this level. The emphasis is on improving academic literacy skills to prepare students for success in grade-level courses.
# Course Descriptions

## General Studies

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Driver Education (General)_______2010

Length of Course: 9 weeks
Grade Level Options: 9, 10
Prerequisite: None
Attendance: 30 hours minimum

This classroom course in driver education is designed to give students a knowledge of the Vehicle Code of California and of the other laws relating to the operation of motor vehicles. The course stresses positive attitudes, observation skills, and defensive driving habits contributing to traffic and pedestrian safety. The problem of drunk driving as the major cause of traffic fatalities is also stressed. Upon successful completion of the course, students are issued a Certificate of Completion of Driver Education (Classroom), which is required for licensing prior to age 18.

Health Education_______2001
Health Education SDAIE_______2003
Health Education SDAIE/PLS_______2016
Health Education ILP (Beach HS only)_______2054
(Health Education SDC_______5342)

Length of Course: 1 semester
Grade Level Options: 9, 10, 11
Prerequisite: None

This course is designed to assist students to obtain accurate information, develop lifelong positive attitudes and behaviors, and make wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Health Concepts and Careers_______6067

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None

Health Concepts and Careers provides students with the opportunity to develop a fundamental knowledge of health and related careers with some demonstration of the health care procedures common to all health care fields. Health Education Content Standards that will be taught include nutrition and physical activity; growth, development and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health. Students will produce integrated health-related projects designed to educate the general public about contemporary health issues and their impact on individuals and society.
## Course Descriptions

### History–Social Science

#### Courses Meeting History/Social Science Graduation Credit

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- Course offered
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**Courses do not meet NCAA or UC requirements.**

**Black History** 2205

Length of Course: 1 semester  
Grade Level Options: 10-12  
Prerequisite: None  

The course presents an overview of the Black experience in the United States from the African background to today. Students become familiar with some of the contributions of Black Americans to a pluralistic American society. The class also studies such topics as the fight against bondage, the role of Blacks in the building of the nation, and the civil rights movement.

This course will meet the “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

**AP Comparative Government and Politics** 2235

Length of Course: 1 semester  
Grade Level Options: 11-12  
Prerequisite: None  

This course provides a comparative study of political systems/governments. Students will get a critical perspective on the making of various governments, including political science theory and methodology. Students will develop the knowledge necessary to successfully complete the Advanced Placement Exam.

Students who pass the AP Exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “a” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

**Criminal and Civil Law** 2207

Length of Course: 1 semester  
Grade Level Options: 10-12  
Prerequisite: None  

This course is designed to introduce students to the American legal system. Included are basic legal terminology, criminal and civil legal processes and the concept of justice (distributive, corrective, and procedural). The concept of privacy will also be examined and balanced against the needs of society. Finally, the students will use various skills and intellectual tools in the analysis of landmark cases and contemporary or possible future legal issues.

This course will meet the “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

**Criminal Justice and Law** 2211

Length of Course: 2 semesters  
Grade Level Options: 10-12  
Prerequisite: Foundations of Law or Introduction to Law  

The Criminal Justice and Law curriculum provide students with an overview of the criminal and juvenile justice systems. Throughout the course, they will explore the meaning of crime and justice, and the relationship between criminal justice and social justice. Students will learn how and why the criminal justice system functions. Students will explore diverse areas of criminal law, constitutional and civil rights, and how the system functions for adults and juveniles. Students will apply critical thinking and problem solving techniques by researching historical and political causes for legal issues and present on findings to essential questions, work in teams to analyze, reason, negotiate and develop questions for further study. Students will examine how the U.S. legal system compares with legal and political systems, philosophies, and practices of other countries. Students will learn about advocacy and policy by researching how individuals and groups, including young people, can take action to reform our legal system.

This course will meet the “g” entrance requirement for the University of California and California State University systems.

**Current Affairs** 2209

Length of Course: 1 semester  
Grade Level Options: 9-12  
Prerequisite: None  

Making extensive and intensive use of newspapers and news magazines, students employ problem-solving techniques needed to locate information, categorize data, and state and support conclusions. In so doing, they learn to evaluate, analytically what they read and hear.

**Economics** 2311  
Economics Accelerated 2360  
Economics SDAIE 2313  
Economics SDAIE/PLS 2316  
(**Economics SDC 5006)**

The general objective of a high school economics course is for students to master fundamental economic concepts, appreciate how the main concepts of economics relate to each other and understand the structure of economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues. They will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages and index numbers to understand and interpret relevant data. They should learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners, managers and members of civic groups.

This course is required for graduation.

NCAA Approved

History-Social Science 82  
2015-16
In this course, students grapple with concepts of identity, race, ethnicity, gender, sexuality and class. In particular, students understand the politics of privilege and the historical reasons for structural racism, classism and discrimination. Specifically, students discuss how various demographic identifiers including race, ethnicity, and gender, religion, class and sexuality influence human experiences. Students learn about the historical treatment of people from differing identity groups, as well as the ways that differing racial and ethnic identities originate by studying significant events and people. Students discuss the current issues informing the opportunities for and constraints of people associated with differing communities.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

**NCAA Approved for 16-17**

**AP Macroeconomics** 2366

Length of Course: 1 semester
Grade Level Options: 11-12
Prerequisite: None

The purpose of an Advanced Placement course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

**AP European History** 2284

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: None

Advanced Placement European History provides a study of European history since 1450 and introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics and the evolution of current forms of artistic expressions and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of Advanced Placement European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

This course may fulfill the graduation requirement for Modern World History.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the "a" or "g" requirement for the University of California and California State University systems.

NCAA Approved

**Foundations in Law** 2208

Academic Career Course

Length of Course: 2 semester
Grade Level Options: 9-12
Prerequisite: Recommended: C or better in prior English and history course

In this yearlong foundational course, students explore the concepts of law, justice, and power. This course engages students by asking them to grapple with questions about human nature, justice and fairness, crime and punishment, and the citizen’s role in a democratic society.

As students delve into these concepts, they compare and contrast the philosophical underpinnings of the U.S. government with other governments around the world, think critically about the principles and intent behind the founding documents of the United States, and consider how individual and collective action can result in meaningful change at the local, national, and global levels. Above all, students experience law and justice as dynamic forces, shaped by people and events over time.

At the center of each unit in the course is a project designed to tap into the diverse viewpoints and experiences that students bring to the classroom. Each project requires students to collaborate, think critically, and communicate clearly—all in authentic contexts. Student activities, projects, and assessments throughout the year also highlight the legal and public protective services career pathways and the skills that each pathway requires. Students are introduced to careers in legal services, law enforcement, advocacy, policy, and government, and explore how professionals in these fields interact with one another and with the public.
Geography

Length of Course: 1 semester
Grade Level Options: 9-12
Prerequisite: None

Geography is a vast subject, encompassing the world. This course will provide students with a framework to study the Earth and suggest questions to help them explore our planet. Students will study the five themes of Geography as well as the National Geography Standards. The themes serve as content organizers and the standards identify the specific subject matter, skills, and perspective the students should master.

This course meets the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Global Economics

Length of Course: 1 semester
Grade Level Options: 10 (CIC only)
Prerequisite: None

This course is devoted to the study of the operations and institutions of global economics systems with an emphasis on the basic principles of consumption, exchange of goods and services, and distribution of income. Students will also learn the concepts that enable consumers to understand the broad picture of global economic activity and its impact on the domestic market place.

This course meets the graduation requirement for Economics.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

History of Europe IB HL2

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: AP US History

The history of Europe is a requirement of the International Baccalaureate Program. This second year of a two-year course requires an in-depth study of modern world history. The History of Europe is built around the existing AP United States History course of the 11th grade and the senior year provides a concentrated view of the 19th and 20th century European History. Six topics are investigated during this course: Topic #1, The Causes, Practices and Effects of War; Topic #2, Nationalist and Independent Movements, De-Colonization and Challenges Facing New States; Topic #3, The Rise and Rule of Single-Party States; Topic #4, Peace and Cooperation: International Organizations and Multi-Party States; Topic #5, The Cold War, Topic #6, The State and its Relationship with Religion and Minorities. Students are recommended to study 2-3 of the topics through selection of case studies drawn from different regions. Students will be expected to present historical explanations from an international perspective and teaching will be provided by a holistic approach with political, social, economical, cultural and gender issues integrated into the study of each topic when appropriate. This is further reinforced with two (2) research papers: first, an extended essay of 4,000 words—which is to be reviewed and graded internationally; second an internal essay of 2,000 words — that will be graded on-site and samples are sent to international reviewers. Both of these papers are done by the first semester of the senior year of study.

This course will meet the "a" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

AP Human Geography

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: None

Advanced Placement Human Geography is a year-long course designed to meet or exceed the experience of an introductory one-semester college human geography course. The purpose of the course is to utilize geographic processes to systematically study and understand spatial patterns that are evident in the world in which we live.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the "a" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

International Business and Economics

Length of Course: 1 semester
Grade Level Options: 10-12
Prerequisite: None

The International Business and Economics course is designed to provide students with an in-depth understanding of international business and global trade. Students will develop knowledge in the cultural, social, political, legal and economic factors and conditions which interact to create the international business environment. Concepts covered include economic systems, resources, industries, technology, balance of payments and foreign exchange. In addition, the key concepts of cultural and social factors such as: language, education, religion, values and customs, and social relationships will be examined as related to conducting business in a global economy. Furthermore, studies will include foreign government structures, political stability and government policies toward business.

This course will meet the "a" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

International Relations

Length of Course: 1 semester
Grade Level Options: 10-12
Prerequisite: None

Students will focus on the workings of the government especially as it relates to international, political and economic rela-
tions under the U.S. constitution. Major issues of the day will be studied as to how they affect the interactions of citizens, their governments and nations of the world. A comparison of world government will also be surveyed.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Introduction to Law 2228

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None

Introduction to Law introduces students to the U.S. legal system, including constitutional, criminal, and civil law. Students learn about legal concepts, historical foundations, and principles and procedures of law, experiencing law and justice as dynamic forces, shaped by people and events over time. Students understand the role of the legislative, executive, and judicial branches of government, learning why and how laws are created, enforced, interpreted, and changed. They look at the relationship between law, public policy, and advocacy at the federal, state, and local levels of government. They learn the foundations of criminal law with a focus on crimes against the person and the foundations of civil law with a focus on strict product liability and negligence. Finally, students explore civil and human rights issues and the role of advocacy and civics in reforming our legal system.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

**NCAA Approved in 16-17

Introduction to Psychology 2227

Length of Course: 1 semester
Grade Level Options: 10-12
Prerequisite: None

Students study such topics as influences of heredity and environment on personality and behavior, steps in problem solving, principles of learning, patterns of human behavior, and bases of mental health. They examine case studies to help relate psychology to live situations. Students become familiar with basic concepts of psychology through reading, lectures, motion pictures, guest speakers, and small and large group discussions.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Introduction to Sociology 2231

Length of Course: 1 semester
Grade Level Options: 10-12
Prerequisite: None

This course is designed to introduce students to the kinds of questions sociologists ask about society and to some contrasting approaches to reaching conclusions. The course, which deals with selected social concepts significant to students, is designed to involve them in exploring these concepts. Concepts include socialization, institutions, social stratification, changes in social order.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Journey for Justice (UCCI) 2214

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite:
  Foundations of Law (required); Black and Latino Studies (recommended); Criminal Justice in the 21st Century (recommended)

In this course, students will examine the role of Hispanics in the United States and the history of Hispanics in the Americas. The course begins with the study of pre-Colombian culture, followed by the Conquest and colonialism. The 19th century focuses on the evolving and sometimes volatile relationship between the U.S. and Mexico. The 20th century focuses on Hispanics and their political, social and economic role in the U.S. Literature, poetry, art, music and film will also be used. Students will be involved in a variety of activities throughout the course, such as debates, conducting an oral history and a research project.

This course will meet the "a" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Latino Studies 2217

Length of Course: 1 semester
Grade Level Options: 10-12
Prerequisite: None

In this course, students will examine the role of Hispanics in the United States and the history of Hispanics in the Americas. The course begins with the study of pre-Colombian culture, followed by the Conquest and colonialism. The 19th century focuses on the evolving and sometimes volatile relationship between the U.S. and Mexico. The 20th century focuses on Hispanics and their political, social and economic role in the U.S. Literature, poetry, art, music and film will also be used. Students will be involved in a variety of activities throughout the course, such as debates, conducting an oral history and a research project.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Modern World History 2271
Modern World History Accelerated 2272
Modern World History SDAIE 2277
Modern World History SDAIE/PLS 2278
(**Modern World History ILP (Beach HS only) 2292)
(**Modern World History SDC 5511)

Length of Course: 2 semesters
Grade Level Options: 10
Prerequisite: None
This history/social science course examines the major turning points of the modern world from approximately 1750 to the present. Components of this class include: Historical Linkage, the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, World War I, Totalitarianism, World War II and Nationalism. Students should develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review.

This course is required for graduation.

This course will meet the "a" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Modern World History/International Negotiations 2275

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<td>Prerequisite:</td>
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This course will meet the "a" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Philosophy IB SL 2221

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<th>Grade Level Options:</th>
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<td>Prerequisite:</td>
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Philosophy investigates the nature of philosophical thought. While no canonical definition can be advanced, the subject as a distinctive discipline critiques human knowledge and experience; attempts to make explicit the principles on which knowledge is constructed and the values on which human actions are based; recognizes that principles, values, actions and their justification are problematic; has a method consisting chiefly of conceptual analysis and deals with problems through the construction of rational argument that requires the student to engage in dialogue with others.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

AP Psychology 224

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<th>Grade Level Options:</th>
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<td>Length of Course:</td>
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<td>Prerequisite:</td>
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The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Social Justice (Intro) 2131

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<th>Grade Level Options:</th>
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In this course, students will explore multiple definitions of social justice and methods used to promote social change. Students evaluate how self and group identities shape individual perception and communities by investigating social identities and the agents of socialization; evaluate power dynamics by analyzing the distribution of wealth and power; investigate how public policy is developed to identify how lawmakers, community organizations, lobbyists, and popular movements shape policy and create a platform to effect social change. Students will learn skills to proactively address issues of social justice, focusing on effective group and inter-group communication and organizing, development and implementation of action plans, linked learning projects, participation in discussion via community building circles, the critique of media, research, analysis of statistics with meaningful reflection.

Theory of Knowledge 6793

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<th>Grade Level Options:</th>
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Theory of Knowledge IB stimulates critical reflection of the knowledge and experiences of students both inside and outside the classroom. The goal of the program is to help students increase their understanding of what they have already learned and to help them reflect upon it. Students are encouraged to acquire a critical awareness of what they and others know through analyzing concepts and arguments and the bases of value judgments. Theory of Knowledge is a key in the educational philosophy of the International Baccalaureate program and is required for every diploma candidate.

This course will meet the "g" entrance requirement for the University of California and California State University systems.
In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. In addition, they draw on their studies of World and American history and geography and other societies to compare differences and similarities in world governmental systems today. This course is the culmination of history/social sciences classes to prepare students to solve society’s problems, to understand and to participate in the governmental process, and to be a responsible citizen of the United States and the world.

This course is required for graduation.

This course will meet the “a” or “g” entrance requirement for the University of California and California State University systems

NCAA Approved

**AP United States History**

Length of Course: 2 semesters
Grade Level Option: 10-12
Prerequisite: Parent’s permission

The Advanced Placement U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability and importance—and to weigh the evidence and interpretations presented in historical scholarship. An Advanced Placement U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

This course may fulfill the United States History graduation requirement.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “a” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

**AP World History**

Length of Course: 2 semesters
Grade Level Option: 10-12
Prerequisite: None

The purpose of the Advanced Placement World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.

This course may fulfill the Modern World History graduation requirement.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “a” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved
# Interdepartmental

## Course Descriptions

### Interdepartmental

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- Course offered  
  - AHS: Avalon High School  
  - BHS: Beach High School  
  - CHS: Cabrillo High School  
  - CAMS: California Academy of Math and Science  
  - JHS: David Starr Jordan High School  
  - LHS: Lakewood High School  
  - Mhs: Robert A. Millikan High School  
  - PHS: Polytechnic High School  
  - RHSA: Renaissance High School for the Arts  
  - RHS: Will J. Reid High School  
  - Whs: Woodrow Wilson Classical High School  
  - McHS: Ernest S. McBride, Sr. High School
STUDENT SUPPORT

Advancement Via Individual Determination (AVID) 9 ________ 2836

Length of Course: 2 semesters
Grade Level Options: 9
Prerequisite: None, although participation in middle school AVID is useful

This AVID elective course is designed for students with a 2.0-3.5 GPA who have a desire to go to college. AVID students are concurrently enrolled in regular or accelerated English, mathematics (algebra 1-2 or geometry 1-2), history, science and world (foreign) language courses that meet “a-g” requirements. Students learn strategies to enhance success in college-preparatory course work. Students work individually, as well as in tutor-led collaborative groups. The following concepts are emphasized in the AVID 9 elective: Cornell note-taking, effective writing and reading to learn strategies, speaking and listening presentation, test-taking strategies, binder organization and character development. In addition, the course includes activities designed to motivate students to pursue a college education as a post-secondary pathway. AVID students are expected to maintain grades of C or higher in all courses in order to meet four-year college entrance requirements.

Advancement Via Individual Determination (AVID) 10 ________ 2837

Length of Course: 2 semesters
Grade Level Options: 10
Prerequisite: AVID 9 is recommended

This AVID elective course is designed for students with a 2.0-3.5 GPA and who have a desire to attend college. AVID students are concurrently enrolled in regular or accelerated English, mathematics (algebra 1-2 or higher), history, science and world (foreign) language courses that meet “a-g” requirements. Students learn strategies to enhance success in college-preparatory course work. Students work individually, as well as in tutor-facilitated collaborative groups. The following concepts are emphasized in the AVID 10 elective: Cornell note-taking, effective writing and reading to learn strategies, binder organization and character development. In addition, the course includes activities designed to motivate students to pursue a college education as a post-secondary pathway. AVID students are expected to maintain grades of C or higher in all courses in order to meet four-year college entrance requirements.

Advancement Via Individual Determination (AVID) 11 ________ 2802

Length of Course: 2 semesters
Grade Level Options: 11
Prerequisite: AVID 10 is recommended

The 11th grade AVID elective is designed to prepare students in an academic context for entrance into a four-year college or university with an emphasis on analytical writing, preparation for college entrance and placement tests, college study skills and test-taking, oral presentation skills, note-taking and research. Students enrolled in AVID 11 are required to complete weekly timed writings and participate in analytical discourses in all subjects. In addition, students are required to make oral presentations to the class on topics related to career searches, college-entrance, current events and issues, and social concerns. AVID 11 features college student tutors who lead discussions and analysis of academic subjects in which the students are enrolled. Students in this course, working with the college tutors, are expected to participate in and eventually act as moderators for Socratic Seminars. These discussions move beyond didactic instruction and support students in gaining multiple perspectives in texts, supporting arguments with clear and concise evidence while developing critical thinking skills necessary for success in college. The focus of the junior year is the survey of 8-10 recognized leaders from a variety of fields of study. Individually and in study teams, students will explore the historical period in which the leader lived, the social issues they addressed, and their contributions to society. Students will be expected to read and write extensively throughout the process, including participation in a variety of collaborative discussion and response groups. This preliminary research survey will culminate in an end-of-year essay in which students explain and provide evidence for choosing a particular leader to study in greater depth. The level of reading, writing, inquiry, discussion and analysis experienced in the junior year will serve as the foundation for in-depth research to be introduced and completed as a final project in the senior year.

Advancement Via Individual Determination (AVID) Peer Tutor ________ 2803

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: 3.0 + GPA, completed Geometry with at least a B, Application, Approval of AVID Coordinator, AP experience recommended, and student must agree to attend tutor training

This course provides students with the opportunity to explore the teaching profession, to strengthen their content knowledge, to gain a service learning experience involving the support of their peers and school, to mentor younger students, and to acquire certification that may extend their association with AVID tutoring beyond high school. AVID Peer tutors will provide tutorial support to students enrolled in middle school or high school AVID elective classes. Tutors are trained to apply AVID strategies and materials with their students, to work with AVID students individually and in collaborative groups, to support them in building a strong learning foundation in all core content areas, and to assist students with understanding rigorous curriculum.
The AVID Senior Seminar is the capstone class for AVID seniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than was expected in prior years of AVID. These higher-level thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year. The focus of the curriculum is based on four skills identified as essential to academic success in college: analyzing a prompt or academic task, selective and purpose-driven reading, focused note-taking, and integrating sources into texts. This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader.

In addition, each student is required to conduct a research project that is presented at the culmination of the year. The project requires that students examine a particular leader’s life and accomplishments in relation to the student’s own possible career goals and aspirations.

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

Throughout the senior year, the Seminar Instructor serves as a conduit to colleges and universities as well as to academic departments on campus or at colleges. The instructor assists students in applying for college, obtaining financial aid packages and campus housing, and registering for college placement exams. Though these topics have been discussed before in AVID 11, students are expected to take a much more active part in their own learning this year in preparation for their transition to college.

This course will meet the "g" entrance requirement for the University of California and California State University systems.
## STUDENT ACTIVITY

### Academic Decathlon 0900

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
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<tbody>
<tr>
<td>Grade Level Options:</td>
<td>9-12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
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</tbody>
</table>

The objective of the Academic Decathlon course is to hone students’ academic skills in a variety of curricular areas, in preparation for their local, state and national competitions. Competitions consist of: seven written tests, a speech event, an interview, an essay and the "Super-Quiz" relay event. Students will prepare for these competitions by mastering thematically-related content in seven academic disciplines, including Language & Literature, Economics, Mathematics, Science, Music, Art and one alternating "Super Quiz" topic that is chosen each year by USAD, the national Academic Decathlon organization. In addition to accumulating and committing to memory information about these disciplines, students will also learn to make prepared and impromptu speeches, write essays and conduct themselves properly in an interview. The culminating event of the course is the Los Angeles County Academic Decathlon competition, to which schools from all over Los Angeles County send teams to compete against each other in the 10 academic events. The top schools at the county level move on to the state competition. Students will learn to work as a team in order to prepare for and excel at the competitions.

### School Annual 1-2 2833

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2-4 semesters</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Options:</td>
<td>Open only to students selected by the advisor</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
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</tbody>
</table>

The preparation, publication, and distribution of the school annual is done in this class. Maximum credit ten semester periods, except for the editor and a limited number of other staff members as recommended by the advisor. Maximum credit with such recommendations and with the approval of a counselor is 20 semester credits (4 semesters).

### School Annual 3-4 2834

See above.

### Student Council 2800

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2-4 semesters</th>
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<tbody>
<tr>
<td>Grade Level Options:</td>
<td>Open to elected and appointed officers of the student body, class presidents and presidents of school clubs</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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</table>

Training and practical experience in organizing and administering activities connected with student body functions.

## STUDENT SERVICE

### Laboratory Assistant 2851

<table>
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<tr>
<th>Length of Course:</th>
<th>1-2 semesters</th>
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<tbody>
<tr>
<td>Grade Level Options:</td>
<td>10-12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>One year of lab science and teacher and counselor’s approval</td>
</tr>
</tbody>
</table>

Practical laboratory experiences in the preparation and maintenance of laboratory materials. The student assists the teacher in setting up the equipment for class laboratory work and demonstrations.

### Library/Media Education 2801

<table>
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<tr>
<th>Length of Course:</th>
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<tr>
<td>Grade Level Options:</td>
<td>9-12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Librarian and counselor’s approval</td>
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</table>

This course is designed to help students extend their knowledge of the resources of a library/media center in areas of print and non-print materials. Students will become familiar with library tools and media equipment. They will participate in performance of the library/media routines, such as processing, circulation, shelving, inventory, operation, and utilization of equipment.

### Office Assistant 2815

<table>
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<tr>
<th>Length of Course:</th>
<th>1-2 semesters</th>
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<tbody>
<tr>
<td>Grade Level Options:</td>
<td>9-12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>One course in business education or counselor’s approval</td>
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</table>

Office assistants are assigned to work in various school offices. They learn filing systems, do typing and/or duplicating tasks, answer telephones, take messages, and acquire general office work experience.

### Peer Assistance Training 2853

<table>
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<th>Length of Course:</th>
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<td>9-12</td>
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<tr>
<td>Prerequisite:</td>
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</table>

In this course, students receive information and training that will enable them to assist their peers to deal with topics such as peer pressure, alcohol, tobacco, personal loss, stress, depression, dating, conflict resolution, and crisis intervention. Students learn to handle problems thoughtfully and are given techniques for directing needy students to appropriate adult resources.
Teacher Assistant, Elementary
School [2816]

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: Approval of parents, counselor, and principal

The course provides students who plan to be teachers a firsthand opportunity to explore their interest in elementary teaching. Students are assigned duty at the elementary school nearest their home for one hour daily at the end of their high school day. While there, they assist teachers by working with small reading groups, correcting mathematics and reading papers, preparing bulletin boards, reading stories to children, etc.

Teacher Assistant, High
School [2818]

Teacher Assistant, High School (semester) [2817]

Length of Course: 1-2 semesters
Grade Level Options: 10-12
Prerequisite: Approval of counselor and teacher and completion of one course in the teacher’s department

The course provides students opportunities to assist classroom teachers with duplicating tasks, grading papers, filing, keeping records, and preparing bulletin boards and instructional materials.

WORKFORCE PREPARATION

Community Service (Semester) [2809]
Community Service (Year) [2810]

Length of Course: 1-2 semesters
Grade Level Options: 12
Prerequisite: None

This course allows students to serve in a community agency. The community service must be performed during 6th, 7th, or 8th periods. They report to the agency five days per week, and report for one zero period weekly to their coordinating teacher. The student will select his/her own agency which must meet evaluative criteria, including: 1) it must provide a public service or a career pathway; 2) there must be a specific on-site supervisor daily; 3) the service is not compensated; 4) the site and type of service must be approved by the teacher.

General Work Experience (Reg) [4601]

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: 16 years of age or older

General Work Experience education is a combination of related instruction and paid part-time employment designed to assist the student in acquiring desirable work habits and attitudes. The paid employment need not be related to the student’s career goal. The purpose of the course is to assist students in becoming productive, responsible individuals through employment experiences.

Pathways to Success 1-2 [5344]
Pathways to Success 3-4 [5346]

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite:
IEP indicates SDC placement other than M/S and Certificate of Educational Achievement bound. Mandatory for all SDC Certificate of Educational Achievement. Can be an elective for diploma-bound SDC and selected RSP students.

This course is designed to guide non-M/S SDC students earning a Certificate of Educational Achievement through the necessary steps to prepare for transition from school to adult life. Students will focus on skills to help them access the world of work and their community while developing increased independence. Through investigation of personal strengths, aptitudes, values and occupational information, students will explore available realistic post-secondary options (community college, competitive employment, supported employment, on-the-job training, military) and opportunities in the community. SCAN skills (Secretary’s Commission on Achieving Necessary Skills) will be a focus of this course as students relate classroom activities to skills of effective employees. To facilitate a successful transition, students will investigate and practice self-advocacy skills to enhance their ability to make decisions, create solutions and appropriately communicate their personal information, strengths, opinions, needs and goals. Along with the career education component, they will investigate options for self-support and understand other major components of adult life (housing, recreation, money management, education, and community involvement). They will be encouraged to participate actively in their individual education Plan (IEP) meeting and help design an Individualized Transition Plan (IP) that reflects their goals for the future.
Introduction to Philosophy\textsuperscript{2300}

<table>
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<th>Length of Course:</th>
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Introduction to Philosophy is a one-year humanities elective course which seeks to teach students how to develop philosophical reasoning in order to think, talk, and write about issues of social justice. The use of philosophical text, magazines, newspapers, art, music and literature will stimulate lively conversation and spirited debate. The course will present an introduction to the major areas of philosophical study. The course will be divided into four sections: (1) Overview of Argument, (2) Introduction to Philosophical Inquiry, (3) Overview of Areas in Philosophy, and (4) Exploration of Topics in Depth. In each section, students will explore key philosophical questions and some answers that have attained historical significance. Students will be encouraged to clarify their own intuitive views, to evaluate critically the historical answers, and to create a reasoned or logical consensus.

NOTE: The course classroom goals are to foster critical thinking about the above sections, not to transmit particular belief about them.

\textit{This course will meet the "g" entrance requirement for the University of California and California State University systems.}
## Course Descriptions

### Mathematics

#### Courses Meeting Mathematics Graduation Requirement

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### Mathematics Electives/Intervention Courses Receiving Elective Credit

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- Course offered
  - AHS  Avalon High School
  - BHS  Beach High School
  - CHS  Cabrillo High School
  - CAMS  California Academy of Math and Science
  - JHS  David Starr Jordan High School
  - LHS  Lakewood High School
  - MHS  Robert A. Millikan High School
  - PHS  Polytechnic High School
  - RHSA  Renaissance High School for the Arts
  - RHS  Will J. Reid High School
  - WHS  Woodrow Wilson Classical High School
  - McHS  Ernest S. McBride, Sr. High School
Each math course offered will satisfy one of the four years of mathematics required for graduation, unless otherwise noted.

**These courses do not meet the NCAA or UC Requirements.

**Algebra AB/CD SDC___________5741/5742
Length of Course: 4 semesters
Grade Level Options: 9-12

These two courses are specially designed for Special Day students. The content of this four semester class is the same as Algebra 1. The delivery system has been changed to provide extra time for students to meet the course objectives. Students must pass all four semesters to meet the Algebra graduation requirement. The entire two year sequence of Algebra AB/CD satisfies the Algebra graduation requirement.

Algebra 1 ___________2986
Algebra 1 SDAIE ___________2987
Algebra 1 SDAIE/PLS ___________2988
**Algebra 1 APEX ___________2986 APEX
Length of Course: 2 semesters
Grade Level Options: 9-12

The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. The scope of Algebra 1 is limited to linear, quadratic, and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise-defined. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. This course will meet the “c” entrance requirement for the University of California and California State University systems.

AP Calculus AB ___________3158
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: “B” or better in Precalculus

The AP Calculus courses, created by the College Board in collaboration with college faculty, are designed to develop mathematical knowledge conceptually; guiding students to connect topics and representations throughout each course and to apply strategies and techniques to accurately solve diverse types of problems.

The curriculum for AP Calculus AB is equivalent to that of a first-semester college calculus course devoted to topics in differential and integral calculus, including limits, derivatives, integrals and the Fundamental Theorem of Calculus. Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities. This course will meet the “c” or “g” entrance requirement for the University of California and California State University systems.
AP Calculus BC 3159

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: “A” in Precalculus, “B” or better in Honors Precalculus, or “C” or better in AP Calculus AB

The AP Calculus courses, created by the College Board in collaboration with college faculty, are designed to develop mathematical knowledge conceptually; guiding students to connect topics and representations throughout each course and to apply strategies and techniques to accurately solve diverse types of problems.

The curriculum for AP Calculus BC is equivalent to that of a first-semester college calculus course and a second-semester college single-variable calculus course. It addition to the content addressed in AP Calculus AB, this course addresses different types of equations and introduces the topic of sequences and series.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “c” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

AP Statistics 3157

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: “B” or better in Algebra 2

AP Statistics, created by the College Board in collaboration with college faculty, is equivalent to a one-semester, introductory, non-calculus-based, college course in statistics.

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring data – describing patterns and departures from patterns; 2) Sampling and Experimentation – planning and conducting a study; 3) Anticipating Patterns – exploring random phenomena using probability and simulation; and 4) Statistical Inference – estimating population parameters and testing hypotheses.

Students who pass the AP exam have the opportunity to earn credit at most of the nation’s colleges and universities.

This course will meet the “c” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

Business Algebra (UCCI) 3190

Length of Course: 2 semesters
Grade Level Options: 9-10

This integrated Business Algebra course provides students with an understanding of linear equations and inequalities, systems of equations and inequalities, exponents and polynomials, quadratic functions, and rational equations. Students will use the business principles of revenue, cost and profit as the context for learning the mathematical content. Using this integrated instructional approach provides students with a practical understanding of fundamental business and finance issues while providing an engaging context to master the foundational Algebra 1 concepts. The course is aligned to the skills students participating in a Business Financial Management Career Pathway would use in a related career.

This course is an alternate delivery of Algebra 1. This course meets the graduation requirement.

This course will meet the “c” entrance requirement for the University of California and California State University systems as an alternate delivery of Algebra 1.

Career Mathematics 3002

Career Mathematics SDAIE 3094

Career Mathematics ILP (Beach only) 2993

Career Mathematics SDC 5452

**Career Mathematics School District ID:**

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: None

Career Math is designed to help students extend their knowledge of mathematics and develop appropriate consumer and career mathematical skills. Course content will cover such topics as basic operations, ratio, percent, algebra and geometry concepts, probability, measurement, and many consumer topics. Technology will be integrated.

Finite Math 3150

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: “C” or better in Algebra 2

This course is a one year program in applied mathematics. It is comparable to the Finite Mathematics courses taught at the college level. Topics include Linear Functions, Matrices, Linear Programming, Finance, Counting Techniques, Probability and Statistics. Concepts are introduced with concrete, real-life examples chosen from current topics and issues in the media. Special emphasis is placed on helping students formulate, solve, and interpret the results of applied problems.

This course will meet the “c” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

Functions/Statistics/Trigonometry 3069

Length of Course: 2 semesters
In this course, students learn to use graphing calculators and computers. Functions, statistics and trigonometry are integrated and reality oriented. Reading and problem solving are emphasized. Concepts covered include inequality, distance with coordinates, infinity, rate of change, sequence, function, limit, maximum-minimum, and summation notation, which are all concepts in calculus administration.

This course will meet the "c" entrance requirement for the University of California and California State University Systems.

NCAA Approved

Geometry
Geometry SDAIE
Geometry SDAIE/PLS

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: "C" or better in Algebra 2

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Important differences exist between this course and the historical approach taken in geometry classes. For example, transformations are emphasized in this course.

This course will meet the "c" entrance requirement for the University of California and California State University Systems.

NCAA Approved

Geometry Accelerated

Length of Course: 2 semesters
Grade Level Options: 9-10
Prerequisite: "B" or better in Algebra 1

Geometry ACC is designed for the advanced mathematics student who wishes to continue with Algebra 2 ACC, Honors Precalculus and AP Calculus. The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Important differences exist between this course and the historical approach taken in geometry classes. For example, transformations are emphasized in this course.

This course will meet the "c" entrance requirement for the University of California and California State University systems.

NCAA Approved

Intensified Algebra

Length of Course: 2 semesters
Grade Level Options: 9-10

The main purpose of Intensified Algebra is to develop students' fluency with linear, quadratic and exponential functions. The critical areas of instruction involve deepening and extending students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using exponential and quadratic functions. Some of the overarching ideas in the Intensified Algebra course include: the notion of function, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.

Students who successfully complete Intensified Algebra meet the algebra graduation requirement.

This course will meet the "c" entrance requirement for the University of California and California State University systems as an alternate delivery of Algebra 1.

NCAA Approved

Mathematics IB SL

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: "C" or better in Precalculus

This course, which is part of the International Baccalaureate (IB) course of study, caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor. Students should, whenever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally-assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.
This course will meet the "c" or "g" entrance requirement for University of California and California State University System.

NCAA Approved

Mathematical Studies IB SL________3078

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: "C" or better in Algebra 2 or Precalculus

International Baccalaureate (IB) Mathematical Studies is a course of study which concentrates on using mathematics in contexts related as far as possible to other curriculum subjects, to common general world occurrences or to topics that relate to home or work situations. This course has a unique feature, a project, which is an individual piece of research and writing undertaken by the student during the one year course, guided and supervised by the teacher. It provides the opportunity for a student to pursue a mathematical investigation of a subject, hobby, or interest of his/her choice using skills learned before and during the IB Mathematical Studies course. The topics of this course include those such as probability, statistics and functions which have very practical uses and can be studied in more depth, if and when the need arises.

This course will meet the "c" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Pre-Calculus Honors________3053

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: "B" or better in Algebra 2

Pre-Calculus Honors is designed for the advanced mathematics student who wishes to continue with AP Calculus. Pre-Calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. Because the standards for this course are (+) standards, students selecting Pre-calculus should have met the college and career ready standards.

This course will meet the "c" or "g" entrance requirement for University of California and California State University State.

NCAA Approved

MATHEMATICS ELECTIVE/INTERVENTION COURSES

Algebra 1 Development________3165

Length of Course: 2 semesters
Grade Level Options: 9-12
Co-requisite: Algebra 1
Prerequisite: Students with D’s and F’s in prior math courses, and who have Not Met standards on the SBAC

This is an elective course designed to provide intensive support to high school students identified for intensive interventions while concurrently enrolled in Algebra 1 or Intensified Algebra. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. The scope of Algebra 1 is limited to linear, quadratic, and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise-defined.

This elective course does not meet the math graduation requirement or UC/NCAA requirements.
Algebra 1 Laboratory_____________3174

Length of Course: 2 semesters
Grade Level Options: 9-12
Co-requisite: Algebra 1
Prerequisite: Students with D's and F's in prior math courses, and who have Not Met standards on the SBAC

This is an elective course designed to provide intensive support to high school students identified for strategic interventions while concurrently enrolled in Algebra 1 or Intensified Algebra. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. The scope of Algebra 1 is limited to linear, quadratic, and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise-defined.

This elective course does not meet the math graduation requirement or UC/NCAA requirements.

Algebra 2 Laboratory_____________2962

Length of Course: 2 semesters
Grade Level Options: 9-12
Co-requisite: Algebra 2
Prerequisite: Students struggling to achieve a "C" or higher in Algebra 2

This is an elective course designed to provide intensive support to high school students identified for strategic interventions while concurrently enrolled in Algebra 2. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

This elective course does not meet the math graduation requirement or UC/NCAA requirements.
Military Science and Naval Science

Note: Courses do not satisfy course credit graduation requirements in Science or Physical Education. Students may be eligible for Exemption from the PE course credit requirement if they participate in all fitness-related competitions which supplement this course*.

See instructor.

Military Science (Leadership Education and Training)

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<td>Military Science 7-8</td>
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(Army Junior Reserve Officer Training)

Length of Course: 2-8 Semesters
Location of Course: Poly

Introduction to Leadership, Education and Training 1-2
Intermediate Leadership, Education & Training 3-4
Applied Leadership, Education and Training 5-6
Advanced Leadership, Education and Training 7-8

General Statement: The program is conducted by retired army officers and noncommissioned officers employed as instructors by the school district. All Military Science instructors are certificated teachers.

Enrollment: Enrollment in Military Science is open to students of both sexes who are citizens of the United States, of good moral character, physically fit, and not less than 14 years of age. Students wishing to enroll may apply to a school counselor or the military instructor at their high school campus. Enrollment in the high school ROTC program does not obligate a student to any present or future military service.

Course of Instruction: Military Science (Leadership, Education and Training) is a combination of classroom study and practical application which includes such subjects as Introduction to ROTC and the Army; Hygiene and First Aid; Map Reading and Orienteering; Weapons Safety and Marksmanship; Methods of Instruction; Battalion Organization; the U.S. Army, People, Places, and Times; Leadership; and Drill. Stressed throughout the course is the development of leadership, individual responsibility, self-discipline, self-confidence, and physical fitness.

Required Activities: Students are expected to participate in public performances, such as parades and school-sponsored activities. Therefore, each student must sign, together with a parent, a written statement as follows:

"I have been informed that it is mandatory that all students in Military Science classes shall participate in rehearsals, public performances, and all school activities in which these classes properly function. I understand that if I fail to comply, the following penalties may be invoked by the instructor:

1. My grade may be lowered.
2. I may be disenrolled.
3. My program may be changed.
4. I may not receive awards given by the student body."

Students are required to wear the prescribed uniform at least one day per week as scheduled by the instructor.

Credit: Students receive elective credit for Military Science. Students who successfully complete the three-year Army JROTC program will receive bonus points toward award of military scholarship and academy appointments.

The student who has completed Army JROTC and volunteers for active duty in the military service after high school may be considered for accelerated enlisted promotion.

Special Teams: Each school forms special teams, such as color guard, honor guard, precision drill teams, and rifle teams. Varsity and junior varsity letters may be awarded. All units participate in local parades and similar public appearances. The drill teams participate in numerous competitions throughout the school year. The rifle teams participate in local, state, and national competitions.
 Naval Science, Leadership and Education Training

**Naval Science 1-2**  3222/3209*
**Naval Science 3-4**  3223/3211*
**Naval Science 5-6**  3224/3213*
**Naval Science 7-8**  3225/3214*
**Naval Drill**  3215/3216*

(Navy Junior Reserve Officer Training)

Length of Course:  2-8 semesters
Location of Course:  Cabrillo and Lakewood

**General Statement:** The program is conducted by retired naval officers and senior enlisted petty officers who are certificated and employed as instructors by the school district.

**Enrollment:** Enrollment in Naval Science is open to students of both sexes who are citizens of the United States, of good moral character, physically fit, and are enrolled in grades 9-12. Non-citizens may be enrolled as special students. They may participate in school-approved NJROTC activities, be called Naval Cadets, wear the uniform, participate as cadet officers, and go on field trips to military installations. **Enrollment in NJROTC incurs no present or future service obligation.**

**Course of Instruction:** Naval Science is a program of academic study which is patterned after that contained in the NROTC College Scholarship Program. It includes such subjects as a Naval Orientation and Seapower, Oceanography, Meteorology, Navigation, Seamanship, Astronomy, Relative Motion, Elementary Communications, Elements of Naval Machinery, Introduction to Naval Weapons, Behavioral Management, Leadership, and Moral Guidance. In addition to classroom instruction, a portion of the course includes military drill, orientation to command, physical fitness, first aid, and military formations and ceremonies.

**Volunteer Activities:** Students are encouraged to participate in public performances, such as parades and school-sponsored activities. Each student must sign, together with parent, a written statement as follows:

"I have been informed that it is encouraged that all students in Naval Science classes shall participate in rehearsals, public performances, and all school activities in which these classes properly function. I understand that if I choose not to participate in the activities, the following actions may be taken by the instructor:

1. My grade may be lowered.
2. I may be disenrolled.
3. My program may be changed.
4. I may not receive awards given by the student body."

**Required Activities:** Students are required to wear the prescribed uniform at least one day per week as scheduled by the instructor. Students must also participate in weekly physical training exercises.

**Credit:** Students will receive elective credit for Naval Science 1-2, 3-4, 5-6 and 7-8.

**Uniforms and Equipment:** Uniforms (identical to those worn by Naval Academy Midshipmen), textbooks, and associated training equipment are furnished to students without cost. Students are responsible for the proper maintenance of uniforms. Students are required to return all items in good condition upon leaving the program. Failure to do so will result in the student being placed on the school's fine list.

**Special Teams:** The NJROTC units organize special teams, such as precision drill team, rifle teams, honor guard, and color guard. Varsity and junior varsity letters are awarded. All units participate in local parades and similar public appearances. The rifle team participates in local, state, and national competitions.

**Shipboard Cruises, Field Trips, Basic Training:** Afloat, underway, and dockside training cruises aboard navy fleet ships and field trips to naval bases and other components of the shore establishment are conducted throughout the school year and during the summer months. Basic Training is conducted at various commands, during the spring vacation and other time periods on a voluntary basis. All cadets are encouraged to take advantage of these additional education opportunities.

**Naval Academy and College Scholarships:** Enrollment in Naval Science affords students the opportunity to compete for nominations from the NROTC programs and for appointment to the Naval Academy. Similarly, completion of the four-year course of study prepares students for the Navy Scholarship Program (NROTC). The "Certificate of Completion" awarded for a successful three-year NJROTC Program may entitle a student to enlist in any branch of the armed forces at an advanced pay grade, selection of job opportunity, and service school guarantee.
## Physical Education

### Course Descriptions

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<tr>
<th>Graduation Credit Courses</th>
<th>Code</th>
<th>AHS</th>
<th>BHS</th>
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### Elective Physical Education

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- Course offered
- AHS: Avalon High School
- BHS: Beach High School
- CHS: Cabrillo High School
- CAMS: California Academy of Math and Science
- JHS: David Starr Jordan High School
- LHS: Lakewood High School
- MHS: Robert A. Millikan High School
- PHS: Polytechnic High School
- RHSA: Renaissance High School for the Arts
- RWS: Will J. Reid High School
- WWS: Woodrow Wilson Classical High School
- McHS: Ernest S. McBride, Sr. High School

Physical Education 104

2015-16
All students must take at least two years of Physical Education in high school to fulfill the requirement for high school graduation. Twenty credits in grades 9-12 are required for graduation. A variety of courses are included in the program, accommodating wide ranges of abilities. All classes are open to students of both sexes. Students must take the first year of Physical Education in ninth grade. Beginning with the ninth grade class of 2007-2008, legislation requires students to continue to take Physical Education every year if they do not meet the passing criteria of 5 out of 6 Healthy Fitness Zones on the state-mandated physical fitness test administered in the ninth grade. Students who pass the state-mandated fitness test in ninth grade must take the second of the two-year requirement any time during grades 10-12; however, it is recommended that they complete their second required year in tenth grade. A variety of elective Physical Education courses are available to students who have completed the two years of required Physical Education.

The physical education program is designed to articulate the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. For identified Special Education students, these goals may best be attained in adapted physical education classes.

**Uniforms**

Students are required to change from street clothing to appropriate physical education apparel for activity classes. The recommended basic uniform includes:

- **Shoes:** rubber-soled athletic shoes
- **Socks:** sweat socks
- **Clothes:** athletic shorts and tee shirt

Approved physical education apparel may be purchased from the school or local merchants. All clothing should be marked with the student’s name. During cold weather students may wear sweats over their PE clothes. During aquatics units, students will need swimwear.

**General Requirements**

In accordance with district policy, all students must participate in the physical education activity assigned for their class. Grades are based on the student’s progress toward meeting the physical education standards. The three overarching standards are: students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities; students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies; and students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Demonstrated proficiency in swimming is a requirement unless the student is excused by a doctor for physical or psychological reasons. Other concerns should be brought to the attention of the principal. The requirement shall be fulfilled by participation in one or more swimming units and by passing a swimming proficiency test in the tenth grade.

Further instructions concerning participation in the program are posted in the locker room. Each student is expected to be familiar with these instructions.

**Required Courses**

At least two years of Physical Education are required for all high school students. Students must take their first year of required Physical Education in ninth grade. Ninth grade students who do not pass (as defined above) the state-mandated fitness tests must take the second-year required Physical Education course in tenth grade. Although students who pass the fitness test in ninth grade may take their second year of required Physical Education any year during grades 10 to 12, it is recommended that they take their second year in tenth grade. Students who do not pass the fitness tests in ninth grade must continue to take physical education every year until they pass the test.

The LBUSD required first and second year Physical Education courses, *Introduction to Kinesiology and Physical Education and Advanced Kinesiology and Physical Education*, provide the foundation for high school instruction. In these courses, students develop proficiency in their movement skills, expand their capabilities for independent learning, and examine practices that allow sound decision-making to enhance successful participation in movement activities. The California Code of Regulations, Title 5, Section 10060, and Education Code section 3352(b)(7) list eight content areas for high school Physical Education. These eight content areas are included in LBUSD’s ninth and tenth grade required courses. These content areas provide a wide variety of physical activities necessary to develop the skills and knowledge essential to the individual for the selection of lifetime pursuits. The eight required content areas are: effects of physical activity upon dynamic health; mechanics of body movement; aquatics; gymnastics and tumbling; individual and dual sports; rhythms and dance; team sports; and combatives (self defense). Descriptions of the two choices in each grade for the required courses follow.

*Introduction to Kinesiology & Physical Education (9th Grade) or Introduction to Kinesiology & Physical Education, Personal Fitness Emphasis (9th Grade)* This course is designed to give students the opportunity to learn through a comprehensive sequentially-planned Kinesiology and Physical Education program in accordance with the state framework. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy life-style. Units of instruction include: orientation to kinesiology and physical education, social skills and cooperative activities, fitness (including fitness technology), team sports, gymnastics, rhythmic movement, aquatics, and personal safety/self-defense.

*Advanced Kinesiology & Physical Education (10th Grade) or Advanced Kinesiology & Physical Education, Personal Fitness Emphasis (10th Grade)* This course is designed to give students the opportunity to learn through a comprehensive sequentially-planned Kinesiology and Physical Education program in accordance with the state framework. Students
will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include: introduction to advanced kinesiology and physical education, social skills and cooperative activities, fitness (including fitness technology), biomechanics, individual and dual sports, dance, outdoor education, and aquatics. (Some schools may offer self-defense in the tenth grade instead of ninth grade.)

**Junior and Senior Elective Courses**

Juniors and seniors may select from electives which give major emphasis in one activity or take a course which combines a number of activities, according to student interests and abilities and the teaching facilities available. Content is progressive from the freshman and sophomore courses. Instruction emphasizes the values of carry-over activities to lifelong physical activity and wellness. The electives are scheduled at individual schools according to availability of facilities and personnel, and to student interest. See the table for electives offered at each school.

Juniors and seniors who do not pass the State Physical Fitness Test in grades 9 or 10 will be required to include one of the approved physical education electives in their schedules each year until they pass the exam.

**Adaptive Physical Education**

Adaptive Physical Education is open to eligible students in all grades if assigned by the Office of Special Education. Remedial exercises, games, and other appropriate physical education activities designed to improve bodily functions and body mechanics are provided or activities adapted to the needs of students who cannot participate in a more vigorous program. A rest program is approved if prescribed by a student’s family physician and/or the physician/inspector in charge.

**Accident Insurance Requirement**

Students may carry accident insurance at a very nominal rate if their parents wish them to do so. Parents wishing to purchase either athletic or non-athletic insurance for their children may secure information about it through the principal’s office.

The Long Beach Unified School District attempts to provide safe conditions in the schools in order to protect students from injury. The District, however, does not carry insurance to cover medical or hospital costs in case of accident to students. The County Counsel, an ex-officio legal advisor of the District, has ruled that use of school funds for this purpose is illegal.

**Physical Fitness Tests**

All ninth grade students are required by state mandate to take the California Physical Fitness test, a criterion-referenced test, which measures the student’s progress toward achieving the Healthy Fitness Zone in the five components of health-related fitness: aerobic capacity; abdominal strength and endurance; upper body strength and endurance; body composition; trunk extensor strength and flexibility; flexibility. Students who do not meet the State Standards in five of the six Healthy Fitness Zones on the ninth grade test will be required to continue taking a physical education course each year until they pass the exam.

**PE Exemption—School-Sponsored Interscholastic Athletic Program**

Each high school offers a wide variety of competitive athletic teams. Students may participate in the school’s competitive athletic teams only with the approval of the instructor/coach. A student is exempted from the physical education requirement as a member of a school-sponsored interscholastic athletic team during the time the class is assigned to the sport. When the team is not actively engaged in the seasonal sport, each student must meet the regular physical education requirements.

Part of the eligibility requirement for athletics includes a physical examination and at least a "C" average for the previous report card period.

The interscholastic sports offered in the Long Beach Unified School District are:

- Badminton
- Basketball
- Baseball
- Cross Country
- Football
- Golf
- Gymnastics
- Soccer
- Softball
- Surfing
- Swimming
- Tennis
- Track
- Volleyball
- Water polo
- Wrestling

**PE Exemption—JROTC Fitness Competition**

Ninth and tenth grade students enrolled in JROTC who participate in all JROTC fitness-related competitions commencing the 2009-10 school year will be eligible for a PE exemption with the approval of the Board of Education. If a student does not pass the State Fitness Test by the end of Grade 10, the student will no longer be eligible for the PE exemption and will have to take a PE elective course in eleventh and twelfth grade until he/she passes the Fitness Test. If the student is interested in continuing in the JROTC program, the student will need to take the course for elective credit as defined in the JROTC section of this guide.

- 3201 Military Science 1-2
- 3203 Military Science 3-4
- 3205 Military Science 5-6
- 3206 Military Science 7-8
- 3209 Naval Science 1-2
- 3211 Naval Science 3-4
- 3213 Naval Science 5-6
- 3214 Naval Science 7-8
COURSES MEETING THE PHYSICAL EDUCATION GRADUATION REQUIREMENT

Introduction to Kinesiology/Physical Education 9 ______________ 3704

Length of Course: 2 semesters
Grade Level Options: 9
Prerequisite: None

This course is designed to give students the opportunity to learn through a comprehensive sequentially-planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include: introduction to kinesiology and physical education, fitness concepts and techniques, cardiorespiratory endurance training, nutrition, individual activities, aquatics, rhythms and dance, and dual activities.

Introduction to Kinesiology/Physical Education /Personal Fitness Emphasis____ 3709

Length of Course: 2 semesters
Grade Level Options: 9
Prerequisite: None

This course is designed to give students the opportunity to learn through a comprehensive sequentially-planned Kinesiology and Physical Education program in accordance with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle. Units of instruction include: introduction to kinesiology and physical education with a personal fitness emphasis, fitness (including fitness technology), individual and dual activities, rhythms/dance and aquatics.

Introduction to Kinesiology/Physical Education /Personal Fitness Emphasis ILP__. 3783

Length of Course: 18 weeks
Grade Level Options: 9
Prerequisite: Students must be enrolled in Beach High School

This 18-week course is designed to meet the specific needs of credit-deficient students enrolled in the LBUSD Intensive Learning Program (ILP). The course is aligned with the Physical Education Model Content Standards for California Schools, 2005. The course is designed to meet the goals of the three overarching content standards for high school physical education, summarized as:

1. Knowledge and competency in movement skills and strategies
2. Improve/maintain physical fitness for health and performance and acquire related fitness concepts
3. Psychological and sociological concepts and strategies that apply to learning and performing physical activities.

Advanced Kinesiology/Physical Education 10 ____________ 3707

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Introduction to Kinesiology/Physical Education or other first year required P.E. course

This course is designed to give students the opportunity to learn through a comprehensive sequentially-planned kinesiology and physical education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include: introduction to advanced kinesiology and physical education, fitness (including fitness technology), team activities, gymnastics/tumbling, aquatics and combatives.

Advanced Kinesiology/Physical Education, Personal Fitness Emphasis____3712

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Introduction to Kinesiology/Physical Education

This course is designed to give students the opportunity to learn through a comprehensive sequentially-planned kinesiology and physical education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle. Units of instruction include: introduction to kinesiology and physical education with personal fitness emphasis, personal fitness concepts and techniques, cardiorespiratory endurance training, nutrition, team activities, combatives, tumbling/gymnastics, and aquatics.
Advanced Kinesiology/Physical Education, Personal Fitness Emphasis ILP 3784

Length of Course: 18 weeks
Grade Level Options: 10
Prerequisite: Introduction to Kinesiology/Physical P.E. course. Students must be enrolled in Beach High School

This 18-week course is designed to meet the specific needs of credit-deficient students enrolled in the LBUSD Intensive Learning Program (ILP). The course is aligned with the Physical Education Model Content Standards for California Schools, 2005. The course is designed to meet the goals of the three overarching content standards for high school physical education, summarized as:

1. Knowledge and competency in movement skills and strategies
2. Improve/maintain physical fitness for health and performance and acquire related fitness concepts
3. Psychological and sociological concepts and strategies that apply to learning and performing physical activities

Physical Education 9: Dance Emphasis 3693

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Audition and instructor’s approval

This course is designed to give students the opportunity to learn through a comprehensive sequentially-planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on rhythms and dance and students analyzing skills for effective movement. Units of instruction include modern, ballet, and jazz dance, introduction to kinesiology and physical education with personal fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, nutrition, aquatic and individual and dual activities. Additionally, this course helps students learn the beginning skills of dance while improving their technique, poise, self-confidence, and creative ability. Students will choreograph and dance in class presentations.

Physical Education 10: Dance Emphasis 3694

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Audition and instructor’s approval

This course is designed to give students the opportunity to learn through a comprehensive sequentially-planned kinesiology and physical education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on dance and on students developing a personalized fitness program for a healthy lifestyle. Units of instruction include the intermediate skills of dance (including technique, poise, self-confidence, creativity, choreography, and productions), introduction to kinesiology and physical education with personal fitness emphasis; personal fitness concepts; cardiorespiratory training; nutrition; team activities; combatives; and tumbling/gymnastics.

Physical Education: Drill Team Emphasis 3690

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: none

This course is designed to give students the opportunity to learn through a comprehensive sequentially-planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on physical fitness, drill team skills, rhythms, dance, and tumbling. Units of instruction include: introduction to kinesiology and physical education with rhythms, dance and fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, nutrition, individual activities, aquatics, rhythms and dance and dual activities.

Physical Education: Marching Band Emphasis 3786

Length of Course: 1 semester – Fall only
Grade Level Options: 9-10
Prerequisite: Prior instrument experience, music, reading and writing skills, physical movement abilities and approval of director

PE-Marching Band Emphasis is designed to give students the opportunity to learn and participate in health-enhancing physical activities and Marching Band through a sequentially planned program aligned with the Physical Education Model Content Standards for California Public Schools and the California Visual and Performing Arts Content Standards-Music. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Emphasis is placed on physical fitness activities and concepts, marching band skills, movement and music.

The physical education units of study include physical fitness assessments, activities, and cognitive concepts to understand and improve the health-related fitness components: cardio-respiratory endurance; muscular strength and endurance; flexibility; and body composition. It also includes opportunities to develop and enhance cooperation and positive interactions with others while participating in physical activity.
The music units of study include experience and study within the five standards of music: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connection, relationships, and applications. Emphasis is on the development of individual technique, musicianship, music reading and writing skills, drill and movement, teamwork, and performance. Band compositions are studied for performance at school events such as assemblies, athletic contests, parades, concerts, and festivals. Admission to the course is by instructor's approval. Rehearsals and performances outside of class time are required.

*This fall course must be paired with a spring PE course approved for PE graduation credit or a district-sponsored spring interscholastic sport for students to receive a full year of PE credit. This course may be taken for a maximum of only 10 PE credit over a two-year period.*

**Physical Education:**

**Spirit Leaders Emphasis** 3691

- **Length of Course:** 2 semesters
- **Grade Level Options:** 9-12
- **Prerequisite:** none

This course is designed to give students the opportunity to learn through a comprehensive sequentially-planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on physical fitness, spirit leader/cheerleading, rhythms, dance, and tumbling. Units of instruction include: introduction to kinesiology and physical education with rhythms, dance and fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, nutrition, individual activities, aquatics, rhythms and dance and dual activities.

**Physical Education:**

**Adaptive** 5250

- **Length of Course:** 2 semesters
- **Grade Level Options:** 9-12
- **Prerequisite:** Student’s Individualized Education Program (IEP) indicates placement in APE

Adapted physical education classes emphasize developmental and adapted skills. Class activities, which are individualized, include a diversified program of developmental, gross motor, sensory/perceptual motor, physical and health fitness, and recreational/leisure skills, as well as seasonal sports.

**Fitness/Conditioning** 3714

- **Length of Course:** 2 semesters
- **Grade Level Options:** 11-12
- **Prerequisite:** Pass second year of high school physical education

ELECTIVE PHYSICAL EDUCATION

**Aerobics** 3713

- **Length of Course:** 2 semesters
- **Grade Level Options:** 11-12
- **Prerequisite:** Pass second year of high school physical education

This course is designed to give students the opportunity to learn aerobic dance routines and training techniques used for achieving optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn basic aerobic steps as well as simple and complex aerobic dance combinations. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

**Athletic Training** 3687

- **Length of Course:** 2 semesters
- **Grade Level Options:** 11-12
- **Prerequisite:** Pass second year of high school physical education

This course is designed to give students the opportunity to learn about, apply hands-on experience, and participate in the athletic training discipline. Students will acquire knowledge through lectures, practice, scenarios, etc. Students who demonstrate 90% proficiency in all areas of units will then be placed with school athletic teams in the role of student athletic trainer. Those students who receive high recommendations from head coaches of particular sports may then be placed with participating colleges/teams.

**Basketball & Fitness** 3719

- **Length of Course:** 2 semesters
- **Grade Level Options:** 11-12
- **Prerequisite:** Pass second year of high school physical education

This elective physical education course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardiorespiratory activities. Students will learn basic fundamentals and advanced techniques of a team activity/activities, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for lifetime.

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of...
strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

**Introduction to Yoga**

**Length of Course:** 2 semesters
**Grade Level Options:** 11-12
**Prerequisite:** Pass second year of high school physical education

This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built-up stress, learn to relax, and ultimately get more out of day-to-day life. The aim of this course is to promote vibrant health and to tap the body’s latent energy reserves.

**Soccer Fitness**

**Length of Course:** 1 semester
**Grade Level Options:** 11-12
**Prerequisite:** Pass second year of high school physical education

This elective physical education course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of soccer activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardiopulmonary activities. Students will learn basic fundamentals and advanced techniques of soccer, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.

**Spirit Leaders**

**Length of Course:** 2 semesters
**Grade Level Options:** 11-12
**Prerequisite:** Pass second year of high school physical education

This elective physical education course is designed to give students the opportunity to learn and develop fundamental and advanced skills and techniques for spirit/cheer activities, as well as the appropriate conditioning and preparations for safe participation in cheer and spirit training, practices, performances and competitions. With an emphasis on safety, students will learn beginning to intermediate student, jump and tumbling progressions and the techniques to participate safely in cheer/spirit activities. Students will learn band dances, and cheers and chants for offense and defense for cheering at games and in competitions.

**Weight Training 1-2**

**Length of Course:** 2 semesters
**Grade Level Options:** 11-12
**Prerequisite:** Pass second year of high school physical education

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.
## Science

### Biological/Life Courses

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### Physical/Earth Courses

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<td>AP Physics C: Mechanics</td>
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<td>Principles of Engineering</td>
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<td>INTEGRATED SCIENCE</td>
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<td>BHS</td>
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<td>CAMS</td>
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<td>Directed Research in Science</td>
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<tr>
<td>ELECTIVE</td>
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<td>AHS</td>
<td>BHS</td>
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<tr>
<td>Mathematics, Engineering and Science Achievement (MESA)</td>
<td>4530</td>
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Course Offered

- AHS: Avalon High School
- BHS: Beach High School
- CHS: Cabrillo High School
- CAMS: California Academy of Math and Science
- JHS: David Starr Jordan High School
- LHS: Lakewood High School
- MHS: Robert A. Millikan High School
- PHS: Polytechnic High School
- RHSA: Renaissance High School for the Arts
- Rhs: Will J. Reid High School
- WHS: Woodrow Wilson Classical High School
- McHS: Ernest S. McBride, Sr. High School
Each science course offered will satisfy one of the two years of Science (biological/life and/or physical/earth) required for graduation, unless otherwise noted.

**Courses do not meet NCAA or UC requirements.**

### BIOLOGICAL/LIFE SCIENCES

#### Anatomy and Physiology 3813
Anatomy and Physiology Honors 3815

- **Length of Course:** 2 semesters
- **Grade Level Options:** 10-12
- **Prerequisites:** A grade of “C” or better in biology or science teacher recommendation. (Honors requires science grade of “B” and science teacher recommendation.)

This course is a study of the structures and functions of the human body, and their interrelationships. Content is built around major biological concepts which include: historical perspectives, mathematical and analytical skills, and interdisciplinary approaches to discovery. Concepts are reinforced with a strong emphasis on laboratory experiences, outside research, and the integration of all sciences. Dissection of preserved organisms is part of the laboratory experience. The honors level course differs from the regular course by having both a greater breadth of topics and greater depth of coverage of the content.

These courses will meet the “d” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved
Honors credit may not be available for Grades 9 and 10

#### AP Biology 3852

- **Length of Course:** 2 semesters
- **Grade Level Options:** 10-12
- **Prerequisites:** Biology 1-2 with a “B” or better & parent’s permission, Chemistry recommended

This course studies the conceptual framework, knowledge, and analytical skills to develop student understanding of the rapidly changing science of biology. The four areas emphasized are molecular and cellular biology; genetics and evolution; organismal and population biology; and laboratory work.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “d” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

#### Biology IB HL1 3861

- **Length of Course:** 2 semesters
- **Grade Level Options:** 11
- **Prerequisites:** Biology 1-2 and Chemistry 1-2 with a “C” or better

An upper level biology course, which is part of the International Baccalaureate Program, that studies concepts of biology, such as: cells, the chemistry of life, genetics, ecology, evolution, human health and physiology. Concepts learned during the course will be applied in the laboratory setting and through the completion of activities. This course will prepare students to take the IB Biology exam at the higher level.

This course will meet the “d” or “g” entrance requirements for the University of California and California State University systems.

NCAA Approved

#### Biology IB HL2 3863

- **Length of Course:** 2 semesters
- **Grade Level Options:** 12
- **Prerequisites:** IB Biology HL I with a “C” or better

An upper-level biology course, which is part of the International Baccalaureate Program, that studies extended topics in general biology. Students will study, in detail, the following topics: nucleic acids and proteins, cell respiration and photosynthesis, genetics, human reproduction, the immune system, the physiology of the nervous system and excretion, as well as plant science. Students will perform laboratories and activities based on the content. This course prepares students to take the IB Biology exam.

This course will meet the “d” or “g” entrance requirements for the University of California and California State University systems.

Science 113 2015-16
Biomedical Research ______________________________3799

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisites: Lab Physical Science, Biology, Honors Chemistry 1-2, Algebra 1-2, or Algebra CD and Geometry 1-2 with a "C" or better.

Biomedical Research is a course offered, by application, to twelve exceptional science students in their senior year. The current shortage of physicians entering biomedical research in this country has reached crisis proportion, and the National Institutes of Health are promoting various educational efforts to remedy the problem. This course, which represents a joint effort by the General Clinical Research Centers of Cedars-Sinai and Harbor-UCLA Medical Centers and Long Beach Polytechnic High School, is designed to provide a meaningful and multifaceted introduction to the field of clinical, biomedical research to high school students who might, through early exposure, be influenced to direct their career efforts toward clinical research. The course strongly supports and extends the entire first strand of LBUSD Science Standards, Investigation and Experimentation. Both didactic and clinical components are incorporated into the curriculum, which spans two semesters. The didactic component includes such topics as bio-statistics, ethical considerations in research, human subject safety requirements, and public health issues. The clinical component involves the placement of teams of two students, or "buddy teams," with a physician/mentor who is currently working on National Institutes of Health-funded research protocols. Once weekly the students will travel to the hospital site to work with the mentors on the protocol. At the program’s culmination, the students will prepare and present a professional quality poster (or PowerPoint) explaining their protocol to a group of researchers, the school site administrator and teacher, members of the Cedars-Sinai Volunteer Office, Office of Research from Cedars, and other interested staff.

This course will meet the “d” or “g” entrance requirement for the University of California and California State University systems.

Biotechnology 3-4 ______________________________3868

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Biotechnology 1-2 with a “B” or better grade
Co-requisite: Interactive Mathematics 7-8, maintaining a “C” or better grade

Biotechnology 3-4 is a continuation of Biotechnology 1-2 and is designed to give students a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Several topics originally taught in Biotechnology 1-2 are repeated in the 3-4 course but in more depth and with additional applications. In this course, students attain knowledge about the field of biotechnology and deeper understanding of the biological concepts used. In addition, students further develop the laboratory, critical thinking, and communication skills currently used in the biotechnology industry, including use of a laminar flow hood while learning the principles of plant tissue culturing. Furthermore, students will explore and evaluate career opportunities in the field of biotechnology through extensive readings, laboratory experiments, class discussions, research projects, guest speakers, and workplace visits. The objectives covered in this course are both academic and technical in nature and are presented in a progressively rigorous manner.

This course will meet the “d” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

AP Environmental Science ________________________4032

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisites: Biology and Algebra 1-2 or CD with a “C” or better and a UC “d” or “g” level course in physical or earth sciences

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems both natural and human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet “d” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved
Environmental Science

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Biology and Algebra 1-2 or CD with a “C” or better and a course in physical or earth sciences

This Environmental Science course is a standards-based study of the relationship between humans and the world in which we live. It is a multidisciplinary science that is based on the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

This course will meet "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Forensic Science

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Biology with a “C” or better, or science teacher recommendation

Forensic Science is the application of science to the law. This course is designed for students interested in learning the theoretical science concepts pertaining to forensic science. This course will be a laboratory class involving scientific investigations using microscopy, chromatography, comparative analysis techniques, electrophoresis, spot tests, qualitative analysis, mass comparisons, density analysis, and other qualitative and quantitative examinations.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

**Life Science ILP**

Length of Course: 1 semester, 2 periods
Grade Level Options: 9-12
Prerequisites: This course is open only to students enrolled at Beach High School

This course utilizes the Independent Learning Program delivery to study basic life forms. Students recognize the interdependence of living organisms and the importance of maintaining a balance in nature. Students develop awareness of growing technological advances and possible career choices. Understanding is enhanced by involving students in the inquiry approach.

This course meets the Life Science graduation requirement

Marine Biology 1-2

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisites: Biology 1-2 with a "C" or better, or science teacher recommendation (Accelerated requires a grade of "B" or better and science teacher recommendation.)

These courses of study include physical oceanography, marine ecology, evolution of marine species, and marine flora and fauna. In addition to familiarizing students with the features of the marine environment which is an integral part of Southern California, this course helps to acquaint students with the ecology of other marine ecosystems, and occupational opportunities present in the field of marine biology and oceanography. Dissection of preserved organisms, field research, and scientific reporting are all part of the laboratory experience. The accelerated level course differs from the regular course by having both a greater breadth of topics and greater depth of coverage of the content.

These courses will meet the "d" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Zoology

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Biology 1-2 with a "C" or better, or science teacher recommendation

Students in this course study animal classification, ecology, anatomy, and physiology. The unity and diversity of animal life and the complimentary of structure and function are basic themes. Dissection of preserved organisms is part of the laboratory experience.

This course will meet the "d" or "g" requirement for the University of California and California State University Systems.

NCAA Approved
**PHYSICAL/ EARTH SCIENCES**

**Automotive and Transportation Technology**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
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<tbody>
<tr>
<td>Grade Level Options:</td>
<td>9-12</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Algebra 1-2 or Algebra CD, computer experience and Electronics 1-2 recommended</td>
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</table>

This course enables students to achieve understanding of fundamental physical processes and critical thinking skills as they apply to automobiles and transportation through laboratory-based experiences as well as classroom instruction. This course emphasizes theory and hands-on lab work including 1) a study of the various principles, designs and construction of large and small internal combustion engines and their drive trains and components; 2) the automobile chassis and devices relating to it; 3) the theory, operation, maintenance, adjustment, and repair of the support systems of an automobile, and 4) metallurgy, origins of materials, and space. The course presents a practical approach to the physical/earth sciences. A final project is required in the second semester.

Meets Physical/Earth Science graduation requirement.

<table>
<thead>
<tr>
<th>Chemistry 1-2</th>
<th>3831</th>
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<tr>
<td>Chemistry 1-2 SDAIE</td>
<td>3836</td>
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<tr>
<td>Length of Course:</td>
<td>2 semesters</td>
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<tr>
<td>Grade Level Options:</td>
<td>10-12</td>
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<tr>
<td>Prerequisites:</td>
<td>Algebra 1-2 or Algebra CD with a &quot;C&quot; or better or science teacher recommendation</td>
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</table>

This course studies fundamental chemical concepts, such as atomic theory, the mole, energy relationships, oxidation reduction, chemical bonding, equilibrium, periodicity, solutions, and acids-bases. Unifying principles are developed through experiments and observations in the laboratory. Applications of concepts to society, individuals, and technology are also included.

This course meets the physical science graduation requirement.

This course will meet the "d" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

<table>
<thead>
<tr>
<th>AP Chemistry</th>
<th>3820</th>
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<tr>
<td>Length of Course:</td>
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<tr>
<td>Grade Level Options:</td>
<td>10-12</td>
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<tr>
<td>Prerequisites:</td>
<td>Chemistry 1-2 with a grade of &quot;C&quot; or better, or science teacher recommendation</td>
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This course provides the conceptual basis, content knowledge and methodological skills for understanding the theoretical aspects of general chemistry. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in-depth. Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

This course will meet the "d" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

<table>
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<tr>
<th>Chemistry IB HL1</th>
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<tr>
<td>Length of Course:</td>
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<tr>
<td>Grade Level Options:</td>
<td>11</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Biology 1-2 and Chemistry 1-2 with a grade of &quot;B&quot; or better, or science teacher recommendation</td>
</tr>
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</table>

This course is an upper-level chemistry course which is part of the International Baccalaureate Program that covers general chemistry procedures and terms, stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation/reduction, and organic chemistry. This course prepares students to take the IB Chemistry exam at a higher level.

This course will meet the "d" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

<table>
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<tr>
<th>Chemistry IB HL2</th>
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<td>Length of Course:</td>
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<td>Grade Level Options:</td>
<td>12</td>
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<tr>
<td>Prerequisites:</td>
<td>Chemistry IB HL 1 with a grade of &quot;C&quot; or better</td>
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This course is an upper-level chemistry course which is part of the International Baccalaureate Program that covers stoichiometry, atomic theory, periodicity, bonding states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation/reduction, organic chemistry, human biochemistry, and medicines/ drugs. This course completes the preparation for students to take the IB Chemistry exam.

This course will meet the "d" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved
Earth Science 1-2 is a laboratory-based approach to the California High School Earth Science Content Standards. Students should spend approximately forty percent (40%) of their class time engaged in hands-on activities. Introductory principles of astronomy and earth sciences will be explored, including the solar system, cosmology, plate tectonics, energy, biogeochemical cycles, the atmosphere, and California geology. Constructivist methods of teaching are employed to ensure the best possible comprehension and retention of science concepts. Science activities will be based on the California Science Content Standards as delineated in the California Science Framework and will apply the skills and techniques outlined in the Investigation and Experimentation Strand of the Content Standards.

This course meets the Physical/Earth Science graduation requirements.

Earth Science ILP utilizes the Independent Learning Program delivery of study to the California High School Earth Science Content Standards introductory principles of astronomy and earth sciences will be explored, including the solar system, cosmology, plate tectonics, energy, biogeochemical cycles, the atmosphere and California geology. Students develop awareness of growing technological advances and possible career choices. Understanding is enhanced by involving students in the inquiry approach.

This course meets the Physical/Earth Science graduation requirements.

This course presents the foundation of physics, math, logic, and material science concepts employed in the design, manufacture, and implementation of electronic digital systems as used in micro-controllers, control systems and computers and their economic impact on the "wealth" of the nation. The use of physics, math logic and material science concepts are used to design, construct and implement digital logic circuits. This course will serve as an introductory foundation for students pursuing careers in math, science, engineering and related fields. The material will be presented in a serial manner; the sequence of concepts will build upon the previously presented. Class time and grade will be divided between lectures and labs, 50% for each.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

This course studies the basic principles of physical and historical geology. Students participate in lab intensive instruction that emphasizes local, regional and global geologic features. The students develop an awareness of the importance of the Earth Sciences to society and are exposed to many possible geologic career opportunities.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

This interdisciplinary course teaches hands-on physical science, mechanics, electronics, computers, and engineering design. Engineering-related coverage of material is offered from the following physical science areas: astronomy and optics, electromagnetic spectrum, electricity and magnetism, forces and motion, thermo-fluid systems, and materials science. Basic mechanical devices (levers, gears, pulleys,
springs, etc.) and linkages are mathematically described and examined in lab work. An introduction to basic electronics is given and students learn to breadboard practical circuits. A computer for every student, networked together, allows for computer-delivered instruction, simulations, engineering application training, and introductory programming lessons. Students get an introduction to the design process and technical project documentation. They participate in design teams to brainstorm, design and build a hardware project (e.g., a rocket-launch complex, including: two multiple-rail launch stands, an electrical launch control box, and tools for predicting and measuring rocket maximum altitude). Students develop technical team management skill while preparing a professional presentation of their final design package to be given to an outside audience of college engineering students.

This course meets the high school graduation elective requirement.

This course meets the "g" requirement for the University of California and California State University systems.

NCAA Approved

**Laboratory Earth Science 1-2** 4009
**Laboratory Earth Science 1-2 SDAIE** 4006
**Laboratory Earth Science SDAIE/PLS** 4025

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Previous science and Algebra 1-2 or Algebra CD (can be concurrent) with a "C" or better, or science teacher recommendation

Laboratory Earth Science 1-2 is laboratory-based approach to the California High School Earth Science Content Standards. Students should spend approximately fifty percent (50%) of their class time engaged in investigative activities. Introductory principles of astronomy and earth sciences will be explored in detail, including the solar system, cosmology, plate tectonics, energy, biogeochemical cycles, the atmosphere, and California geology. Students will evaluate evidence from experiments and technology used by scientists to understand the nature of the universe and the Earth. They will also explore how basic interactions of matter and energy control global activity in the atmosphere, hydrosphere, lithosphere, and biosphere. Constructivist methods of teaching are employed to ensure the best possible comprehension and retention of science concepts. Science activities will be based on the California Science Content Standards as delineated in the California Science Framework and will apply the skills and techniques outlined in the Investigation and Experimentation Strand of the Content Standards.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

**Physical Oceanography** 4026

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisites: Previous science and Algebra 1-2 or Algebra CD (can be concurrent) with a "C" or better, or science teacher recommendation

Students study the earth and ocean basins, waves and tides, physical and chemical properties of seawater, oceanic circulation, and ocean transportation. This course also helps to acquaint students with the occupational opportunities present in the marine sciences and related fields.

This course will meet the "d" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

**Physical Science 1-2** 4011
**Physical Science 1-2 SDAIE** 4013
**Physical Science 1-2 SDAIE/PLS** 4010
(**Physical Science 1-2 SDC** 5012)

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: None

This course studies the characteristics and utilization of matter and energy, the composition and uses of common materials, forces and motion, and the expanding field of space technology. Included are studies of the earth's history, natural features, climate, astronomy, and oceanography. Students develop awareness of growing technological advances and possible career choices. Understanding is enhanced by involving students in the inquiry approach. Laboratory activities are used whenever possible.

Meets the Physical/Earth Science graduation requirement.
Physics 1-2 Honors 3873

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisites: Algebra 1-2 or Algebra CD and Geometry 1-2 with a “C” or better, or science teacher recommendation. Honors requires a “B” or better.

This course is a standards-based study of fundamental physics concepts, such as measurement, calculation, and graphing in kinematics and dynamics, propagation and conservation of energy and momentum, gravitation and orbital mechanics, heat and thermodynamics, waves, optics, electromagnetic phenomena, and relativity and quantum physics. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, graphical, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included. Physics fulfills both the physical science high school graduation requirement and the UC/CSU “d” laboratory science requirement. A course in the biological sciences is also needed to complete the minimum graduation requirement for high school.

This course will meet the “d” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

AP Physics C: Mechanics 3848

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Calculus or concurrent enrollment

This course provides the conceptual basis, content knowledge, and methodological skills for understanding the theoretical and analytical aspects of general physics. Emphasis is on mechanics and/or electricity and magnetism in preparation for the AP Physics C Examination. Other topics can include kinetic theory and thermodynamics, waves and optics, and modern physics.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “d” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

AP Physics B 3847

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Algebra 1-2 or Algebra CD, Geometry 1-2, and Intermediate Algebra with grades of “B” or better

This course covers a comprehensive list of topics from both classical and modern physics at a college freshman level in preparation for the Advanced Placement Exam. A knowledge of algebra and basic trigonometry is required; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and ability to apply these principles in the solution of problems are major goals of the course.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “d” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

Principles of Engineering 1-2 3988

Academic Career Course

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Intermediate Algebra 1-2 and Chemistry with a “B” or better

This course surveys the major areas of engineering including civil, mechanical, electrical and chemical. It brings math, science and technology together and enhances general technological/scientific literacy. Students will focus on applied chemistry and physics throughout the course. A major emphasis will be placed on hands-on laboratory discovery of principles and practices and data collection and interpretation. In addition to the major engineering concepts, the course will emphasize technology/society interaction, design and ethics.

This course meets the high school graduation elective requirement.

This course will meet the “d” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

AP Physics C: Electricity & Magnetism 3849

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Calculus or concurrent enrollment

Advanced Placement Physics C is a national calculus-based course in physics. This course is equivalent to the pre-engineering introductory Physics course for university students. The emphasis is on understanding of the concepts and skills and using concepts and formulae to solve problems. Laboratory work is an integral part of this course. Students engage in inquiry-based activities to develop their understanding of the material of the course. Students work together in small groups to solve problems. Students present solutions to the class.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “d” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved
INTEGRATED SCIENCE

Directed Research in Science________4060

Length of Course:  2 semesters
Grade Level Options:  11-12
Prerequisites:  Completion or current enrollment in a life or physical science course and/or permission of instructor

This course is designed for students seeking experiences in science-related study outside the normal confines of a regular science classroom. Students will participate in extracurricular activities outside the school day, such as National Science Bowl, National Science Olympiad, District and County Science Fairs, LACOE Environmental Science Day, etc. Students design and conduct scientific experiments with the guidance of the instructor using a variety of resources such as university libraries, interviews with working scientists and other professionals, Internet research, etc. Students also research career opportunities in the sciences and related fields. This course provides in-depth study of selected topics which may not be covered in the normal course of science study. Students engage in a college-style seminar format where they present and defend their research to their peers and have an opportunity to listen to constructive criticism and amend their projects. This course encourages long-term study and research and therefore may be repeated for up to 20 units in high school, but this will be exceptional and only with the permission of the instructor. The average student will earn approximately 2.5 per semester and the maximum per semester will be 5.

ELECTIVE

**Mathematics, Engineering and Science Achievement (MESA)________4530

Length of Course:  2 semesters
Grade Level Options:  9-12
Prerequisites:  Concurrent enrollment in Algebra 1-2

Mesa Engineering Applications for Math and Science is a course targeted to grades 9-12 for students interested in engineering and/or computer careers. The course will address science concepts in physics, chemistry and geology, and will incorporate mathematical analysis using plane geometry, measurement, data collection and organization, algebra and statistics. These science concepts and math concepts will be applied to projects from the mechanical, civil, electrical, mineral, aeronautical, industrial, manufacturing and computer engineering disciplines. In addition, students will develop and monitor an academic plan to prepare for entrance to a four-year university engineering program.

This course meets the high school graduation elective requirement.
# Course Descriptions

## Visual/Performing Arts

<table>
<thead>
<tr>
<th>Dance</th>
<th>Code</th>
<th>AHS</th>
<th>BHS</th>
<th>CHS</th>
<th>CAMS</th>
<th>JHS</th>
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<th>MBHS</th>
<th>PHS</th>
<th>Rnda</th>
<th>RHS</th>
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- Course offered
  - AHS: Avalon High School
  - BHS: Beach High School
  - CHS: Cabrillo High School
  - CMS: California Academy of Math and Science
  - JHS: David Starr Jordan High School
  - LHS: Lakewood High School
  - MHS: Robert A. Millikan High School
  - PHS: Polytechnic High School
  - RHSA: Renaissance High School for the Arts
  - RHS: Will J. Reid High School
  - WHS: Woodrow Wilson Classical High School
  - McHS: Ernest S. McBride, Sr. High School
Each visual/performing arts course offered will satisfy the graduation requirement for fine arts, unless otherwise noted.

**DANCE**

**Ballet Folklorico**

- Length of Course: 2 semesters
- Grade Level Options: 9-12
- Prerequisites: None

This course is designed to teach students the cultural dances of Mexico and other Latin countries, their historical, geographical, and mythological roots, the significance of the costumes and music and the instruments associated with each one. This course will help students learn the skills of dance while improving their technique, poise, self-confidence and creative ability as well as deepening their understanding of and appreciation for the rich and colorful heritage that each dance represents.

This course will meet the "f" entrance requirement for the University of California and California State University systems.

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**Dance 1-2**

- Length of Course: 2 semesters
- Grade Level Options: 9-12
- Prerequisites: Teacher's approval

This course helps students learn the beginning skills of dance while improving their techniques, poise, self-confidence, and creative ability. Students will choreograph and dance in class presentations.

These courses meet the "f" entrance requirement for the University of California and California State University systems.

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**Dance 3-4**

**Dance 5-6**

**Dance 7-8**

**Dance 9-10**

- Length of Course: 2 semesters
- Grade Level Options: 9-12
- Prerequisites: Audition and teacher's approval

These courses help students learn the intermediate and advanced skills of dance while improving their techniques, poise, self-confidence, and creative ability. Students will choreograph and dance in school productions. Students will also demonstrate development and refinement of skills needed to create dances with coherence and aesthetic unity.

These courses meet the "f" or "g" entrance requirement for the University of California and California State University systems.

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**MUSIC - GENERAL**

**Exploring Music**

- Length of Course: 2 semesters
- Grade Level Options: 9-12
- Prerequisites: Approval of instructor

Exploring Music is a course designed to increase the non-performer’s understanding and enjoyment of music. This course is based on the California Visual and Performing Arts Content Standards, emphasizing an understanding of the elements and structure of music. Recordings, videos, films, and live concerts are used to study the music of cultures and periods. Although no previous technical knowledge of music is required, the instructor's approval is needed for admission.

This course does not meet the graduation requirements for Performing Arts.

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**AP Music Theory**

- Length of Course: 2 semesters
- Grade Level Options: 9-12
- Prerequisites: Music reading ability is recommended

AP Music Theory is a course designed to develop the ability to recognize, understand, and describe the basic materials and processes of music. Students will extend their technical knowledge of music reading, analyzing, score analysis, arranging, and composing. Students will develop skills with melodic and harmonic analysis to be used to manipulate musical materials for their own creative activities. California Visual and Performing Arts Advanced Content Standards in Music are infused throughout the course.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

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**Introduction to Songwriting**

- Length of Course: 2 semesters
- Grade Level Options: 11-12
- Prerequisites: Two years of guitar or piano (Guitar/Piano 1-2, 3-8) or equivalent

This course is designed as an introduction to the creative craft of songwriting. Students learn the basic tools and techniques necessary to write commercially successful songs, including writing effective lyrics, melodies, accompaniments, arrangements, song forms, and basic music theory. The course also emphasizes the importance and awareness of the business side of songwriting. Students will perform their songs in class and receive immediate feedback from the teacher and other students to refine the effectiveness of their songs. Using appropriate equipment and software, students will learn how to orchestrate and record their songs via MIDI and digital recording technology.

This course does not meet the graduation requirements for Performing Arts.
MUSIC - INSTRUMENTAL

Advanced Chamber Orchestra _______ 3458
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Approval of instructor

Advanced Chamber Orchestra is a course for advanced string students with extensive training and experience. Students study and perform a variety of orchestra and chamber music from different historical periods. Students continue their development of technique, musicianship, as well as personal practice habits and performance etiquette. Standard orchestral compositions are studied for performance at special school events such as assemblies, plays and musical theater productions, and at concerts and festivals. Students also study and perform chamber music in small ensembles. Students borrowing school instruments are expected to insure them. Rehearsals and performances outside of class time are required. California Visual and Performing Arts Advanced Content Standards in Music are infused throughout the course.

This course will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

Band 1-2 ___________ 3429
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Approval of instructor

Band 1-2 is a course for students who have had some previous experience in playing a wind or percussion instrument, but are not yet prepared for the performance level of advanced Band. Based on the California Visual and Performing Arts Content Standards in Music, the emphasis in this course is on the development of individual technique, musicianship, and physical activity. Standard band compositions are studied for performance at special school events such as assemblies, athletic contests, parades, concerts, and festivals. Instrumental performance, field shows, choreography, physical movement, and marching technique are required activities. The California Visual and Performing Arts and Physical Education content standards are imbedded in this course. Admission to this course is by instructor's approval. Students borrowing school instruments are expected to insure them. Rehearsals and performances outside of class time are required.

Band 1-2 will meet the "f" entrance requirement for the University of California and California State University systems.

Band 3-8 _______ 3430
Length of Course: 2-6 semesters
Grade Level Options: 9-12
Prerequisites: Approval of instructor

Band 3-8 is a course for students who successfully completed Band 1-2 or have had previous experience in playing a wind or percussion instrument, and meet the requirements to proceed to the intermediate and advanced levels. Based on the California Visual and Performing Arts Advanced Content Standards in Music, the emphasis in this course is on the advanced development of individual technique, musicianship, and music reading and writing skills, as well as continued development of personal practice habits and performance etiquette. Students will continue to sight-read accurately and expressively, analyze simple forms of music as musical elements, techniques and the use of form. They perform by themselves and in ensembles band literature accurately and artistically. Students will also study musicians and historical aspects and music developed in various cultures and time periods. Students may perform at special school events such as assemblies, concerts, and festivals. Rehearsals and performances outside of class time are required.

Band 3-4, 5-6, 7-8 will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

Band, Marching ___________ 3604
Length of Course: 1 Semester
Grade Level Options: 9-12
Prerequisites: Approval of instructor

Marching Band-PE is a course for students who have had some previous experience in playing a wind or percussion instrument. The emphasis in this course is on the development of individual technique, musicianship, and physical activity. Standard band compositions are studied for performance at special school events such as assemblies, athletic contests, parades, concerts, and festivals. Instrumental performance, field shows, choreography, physical movement, and marching technique are required activities. The California Visual and Performing Arts and Physical Education content standards are imbedded in this course. Admission to this course is by instructor's approval. Students borrowing school instruments are expected to insure them. Rehearsals and performances outside of class time are required.

This course is not eligible for PE graduation credit.

Guitar 1-2 ___________ 3477
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Approval of instructor

Guitar 1-2 is a course for students with no previous experience or training on the guitar. The course addresses all five strands of the California Visual and Performing Arts standards. The emphasis of this course is on the development of basic guitar technique, music reading skills, comprehension of the fundamentals of music theory and harmony, understanding of the history of music and the development of musical styles as they relate to the cultures in which they created, the aesthetic response to music, the physical characteristics of sound and how it is produced on the guitar, and the development of personal practice habits and performance etiquette. In addition, students will begin to

Visual/Performing Arts 125 2015-2016
explore improvisatory playing. Having a guitar at home is not required; students have adequate class time to practice independently on school instruments.

Instruments 1

This course meets the "f" entrance requirement for the University of California and California State University systems.

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<tr>
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<td>2 semesters</td>
<td>9-12</td>
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Instruments 1-2 is a course designed for students who wish to learn to play string, woodwind, brass, or percussion instruments. Based on the California Visual and Performing Arts Content Standards in Music, the emphasis in this course is on the development of individual technique, musicianship, and music reading and writing skills, as well as development of personal practice habits and performance etiquette. Students will continue to explore improvisatory playing and the interpretation of a "lead-sheet". Having a guitar at home is not required, but at this level access to a guitar outside of school is helpful. Students have a large amount of class time to practice independently on school instruments.

Instruments 1-2 meets the "f" entrance requirement for the University of California and California State University systems.

Guitar 3-8

Guitar 3-8 is a course for students with previous formal training on the guitar. The course addresses all five strands of the California Visual and Performing Arts Advanced Content Standards. Students entering should be able to read and play at a minimum advanced elementary level. The emphasis of this course is on the further development of basic guitar technique, music reading skills, comprehension of more advanced music theory and harmony concepts, increased understanding of the history of music and the development of musical styles as they relate to the cultures in which they created, the aesthetic response to music, the physical characteristics of sound and how it is produced on the guitar, and the further development of personal practice habits and performance etiquette. In addition, students will continue to explore improvisatory playing and the interpretation of a "lead-sheet". Having a guitar at home is not required, but at this level access to a guitar outside of school is helpful. Students have a large amount of class time to practice independently on school instruments.

Instruments 3-4

Instruments 3-4 is a course for students who successfully completed Instruments 1-2 or have had previous experience in playing a string, woodwind, brass, or percussion instrument. Based on the California Visual and Performing Arts Advanced Content Standards in Music, the emphasis in this course is on the developed development of individual technique, musicianship, and music reading and writing skills, as well as development of personal practice habits and performance etiquette. Students will continue to sight-read accurately and expressively, analyze simple forms of music as musical elements, techniques and the use of form. They perform by themselves and in ensembles orchestral literature accurately and artistically. Students will also study musicians and historical aspects and music developed in various cultures and time periods. Students may perform at special school events such as assemblies, concerts, and festivals. Rehearsals and performances outside of class time are required. Students who do not own an instrument may borrow one from the school with the understanding that the borrower insures the instrument.

Instruments 3-4 meets the "f" or "g" entrance requirement for the University of California and California State University systems.

Intermediate String Orchestra

Intermediate String Orchestra is a course for students who have had some previous training and experience in playing a strunged instrument. The emphasis of this course is on the development of individual technique and musicianship in order to prepare the student to progress to one of the more advanced classes. The California Visual and Performing Arts Content Standards are infused throughout this course. The Intermediate Orchestra may perform at special school events such as assemblies, plays and musical theater productions, and at concerts and festivals. Rehearsals and performances outside of class time are required.

Jazz Band 1-2

Jazz Band 1-2 is a course for students who have had some previous experience in playing a wind or percussion instrument, have an interest to study and perform jazz compositions, but are not yet prepared for the performance level of advanced Jazz Band. Based on the California Visual and Performing Arts Content Standards
in Music, the emphasis in this course is on the development of individual technique, musicianship, and music reading and writing skills, as well as the development of personal practice habits and performance etiquette. In order to prepare the student to progress to one of the more advanced classes, students will learn to sight-read accurately and expressively, analyze simple forms of jazz music as musical elements, learn improvisatory techniques, stylistic interpretations and the use of form. They perform jazz band literature by themselves and in ensembles accurately and artistically. Students will also study jazz musicians, historical aspects of the genre and jazz music developed in various cultures and time periods. Students may perform at special school events such as assemblies, concerts, and festivals. Rehearsals and performances outside of class time are required.

Jazz Band 1-2 will meet the "f" entrance requirement for the University of California and California State University systems.

Jazz Band 3-8

Length of Course: 2-6 semesters
Grade Level Options: 9-12
Prerequisites: Concurrent enrollment in Band or Orchestra and Teacher's approval

Jazz Band 3-8 is a course for students who have completed Jazz Band 1-2 or have had some previous experience in playing a wind or percussion instrument. Based on the California Visual and Performing Arts Content Standards in Music, the emphasis in this course is on the advanced development of individual technique, musicianship, music reading and writing skills, and the continued development personal practice habits and performance etiquette. Students continue to sight-read accurately and expressively, analyze simple forms of jazz music as musical elements, learn improvisatory techniques, stylistic interpretations and the use of form. They perform jazz band literature by themselves and in ensembles accurately and artistically. Students will also study jazz musicians, historical aspects of the genre and jazz music developed in various cultures and time periods. Students may perform at special school events such as assemblies, concerts, and festivals. Rehearsals and performances outside of class time are required.

Jazz Band 3-8 will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

Intermediate Jazz Band

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Approval of instructor

Intermediate Jazz Band is a course for instrumentalists with some prior experience who wish to study and perform jazz compositions. Performance skills, improvisation techniques, and stylistic interpretations are developed in preparing for performance in school and civic functions and participation in festivals. Students borrowing school instruments are expected to insure them.

Rehearsals and performance outside of class time are required.

Intermediate Jazz Band will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

Orchestra 1-2

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Approval of instructor

Orchestra 1-2 is a course for students who have had some previous experience in playing a string instrument, but are not yet prepared for the performance level of advanced orchestra. Based on the California Visual and Performing Arts Content Standards in Music, the emphasis in this course is on the development of individual technique, musicianship, and music reading and writing skills, as well as the development of personal practice habits and performance etiquette. In order to prepare the student to progress to one of the more advanced classes, students will learn to sight-read accurately and expressively, analyze simple forms of music as musical elements, techniques and the use of form. They perform by themselves and in ensembles string/orchestra literature accurately and artistically. Students will also study musicians and historical aspects and music developed in various cultures and time periods. Students may perform at special school events such as assemblies, plays and musical theater productions, concerts, and festivals. Rehearsals and performances outside of class time are required.

Orchestra 1-2 will meet the "f" entrance requirement for the University of California and California State University systems.

Orchestra 3-4

Orchestra 5-6

Orchestra 7-8

Length of Course: 2-6 semesters
Grade Level Options: 9-12
Prerequisites: Approval of instructor

Orchestra 3-4, 5-6, 7-8 are courses for students who have completed Orchestra 1-2 or students who have had some previous experience in playing a string instrument. Based on the California Visual and Performing Arts Content Standards in Music, the emphasis in this course is on the advanced development of individual technique, musicianship, music reading and writing skills, and the continued development of personal practice habits and performance etiquette. Students continue to sight-read accurately and expressively, analyze simple forms of music as musical elements, techniques and the use of form. They perform by themselves and in ensembles string/orchestra literature accurately and artistically. Students will also study musicians and historical aspects and music developed in various cultures and time periods. Students may perform at special school events such as assemblies, plays and musical theater productions, concerts, and festivals. Rehearsals and performances outside of class time are required.
These courses will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

Piano 1-2

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Approval of instructor

Piano 1-2 is a course for students with no previous experience or training on the piano. The California Visual and Performing Arts Content Standards in Music are infused throughout the course. The emphasis of this course is on the development of basic traditional piano technique, music reading skills, comprehension of the fundamentals of music theory and keyboard harmony, understanding of the history of music and the development of musical styles as they relate to the cultures in which they created, the aesthetic response to music, the physical characteristics of sound and how it is produced on the piano, and the development of personal practice habits and performance etiquette. In addition, students will begin to explore improvisatory playing. Having a keyboard at home is not required; students have adequate class time to practice independently on school instruments.

This course meets the "f" entrance requirement for the University of California and California State University systems.

Piano 3-8

Length of Course: 2-6 semesters
Grade Level Options: 9-12
Prerequisites: Approval of instructor

Piano 3-8 is a course for students with previous training on the piano. Students entering Piano 3-8 should be able to read and play at a minimum advanced elementary level. The emphasis of this course is on the further development of basic traditional piano technique, music reading skills, comprehension of more advanced music theory and harmony, and the further development of personal practice habits and performance etiquette. In addition, students will continue to explore improvisatory playing and the interpretation of a "lead-sheet." The California Visual and Performing Arts Content Standards are infused throughout the course. Having a keyboard at home is not required, but at this level access to a keyboard outside of school is helpful. Students have a large amount of class time to practice independently on school instruments.

Meets the "f" or "g" entrance requirement for the University of California and California State University systems.

Steel Drum Band 1-2

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Basic music reading and writing skills, physical ability to move equipment, audition, and approval of director

This course is designed for high school students to develop their ability to read and play music on Steel Drums. Immersed in all aspects of music, they transcribe simple songs, learn to sight-read accurately and expressively, and analyze simple forms of music as to musical elements, techniques and use of form. They perform by themselves and in ensembles simple songs and traditional calypsos accurately and artistically. Students will also study musicians and the historical aspects and music developed in various cultures and time periods. Students will develop the ability, using specific criteria for judging and evaluating the quality and effectiveness of music and performances, to better understand why and how people from different parts of the world create and respond to music. Students then will apply the same criteria to improving their own work. Rehearsals and performances outside of class time are required.

Steel Drums 1-2 will meet the “f” entrance requirement for the University of California and California State University systems.

Steel Drum Band 3-8

Length of Course: 2-6 semesters
Grade Level Options: 9-12
Prerequisites: Steel Drum 1-2, physical ability to move equipment

This rigorous course is designed for high school students with Steel Drum experience, to further develop and refine their ability to read, play, improvise and compose music on steel drums. Immersed in all aspects of music, students transpose songs, analyze harmonic progressions, sight-read accurately and expressively, and analyze music as to musical elements, techniques and use of form. They perform by themselves and in ensembles a more complex repertoire of music with accuracy and artistry. Students will also study musicians, and the historical aspects and music developed in various cultures and time periods. Students will develop the ability, using specific criteria for judging and evaluating the quality and effectiveness of music and performances, to better understand why and how people from different parts of the world create and respond to music. Students then will apply the same criteria to improving their own work. Rehearsals and performances outside of class time are required.

Steel Drums 1-2 will meet the “f” entrance requirement for the University of California and California State University systems.

Symphonic Winds 1-2

Length of Course: 2-8 semesters
Grade Level Options: 9-12 (Freshman and sophomores will be admitted in exceptional cases only)
Prerequisites: Audition with teacher’s approval

Symphonic Winds is a course for advanced wind and percussion players with previous successful band or orchestra experience. The emphasis of this course is given to the students’ development of technique, musicianship, as well as the development of personal practice habits and performance etiquette. This ensemble studies advanced symphonic music of all styles, and comprises the wind and percussion sections of the school orchestra. The California Visual and Performing Arts Content Standards are infused throughout the course. Students borrowing school instruments are expected to insure them. Rehearsals and performance outside of class time are required.

Symphonic Winds 3-8

Visual/Performing Arts 128

2015-2016
Symphonic Winds 1-2 will meet the "f" entrance requirement for the University of California and California State University systems.

Symphonic Winds 3-8 will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

**MUSIC - VOCAL**

**Cecilian Singers 1-2** 3400
Cecilian Singers 3-8 3401

**Length of Course:** 2-8 semesters
**Grade Level Options:** 9-12
**Prerequisites:** Teacher's approval, glee or other choral group experience desirable.

Cecilian Singers is a course designed for the study and performance of advanced glee repertory selected from many periods and styles arranged for soprano, alto, tenor, and bass. Students refine their ensemble skills, technique, musicianship and music reading skills, as well as continue the refinement of personal practice habits and performance etiquette. The California Visual and Performing Arts Content Standards are infused throughout this course. The emphasis in this course is on the development of the singing voice, music reading skills, musicianship, ensemble singing, as well as the development of personal practice habits and performance etiquette. The California Visual and Performing Arts Content Standards are infused throughout this course. This ensemble performs for school and community events, concerts, and participates in festivals. Rehearsals and performances outside of class time are required.

Cecilian Singers 1-2 will meet the "f" entrance requirement for the University of California and California State University systems.

Cecilian Singers 3-8 will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

**Chorus Voice 1-2** 3413
**Chorus Voice 3-8** 3414

**Length of Course:** 2-8 semesters
**Grade Level Options:** 9-12
**Prerequisites:** Teacher's approval. No previous glee experience required.

Chorus is a course for the study and performance of standard choral repertory selected from many periods and styles arranged for soprano, alto, tenor, and bass. The emphasis of this course is on the development of the singing voice, the ability to sing in harmony, music reading skills, musicianship, ensemble skills, as well as the development of personal practice habits and performance etiquette. The California Visual and Performing Arts Content Standards are infused throughout this course. The Chorus performs at school and community events, concerts, and participates in festivals. Rehearsals and performances outside of class time are required.

Chorus Voice 1-2 will meet the "f" entrance requirement of the University of California and California State University systems.

Chorus Voice 3-4 will meet the "f" or "g" entrance requirement of the University of California and California State University systems.

**Concert Choir 1-2** 3417
**Concert Choir 3-4** 3418
**Concert Choir 5-6** 3420
**Concert Choir 7-8** 3421

**Length of Course:** 2-8 semesters
**Grade Level Options:** 9-12 (Freshmen will be admitted only in exceptional cases)
**Prerequisites:** Audition with teacher's approval.

Concert Choir is a course designed for experienced choral singers who study and perform advanced choral repertory selected from many periods and styles arranged for soprano, alto, tenor, and bass. Students refine their ensemble skills, technique, musicianship and music reading skills, as well as continue the refinement of personal practice habits and performance etiquette. The California Visual and Performing Arts Content Standards are infused throughout this course. This ensemble performs for school and community events, concerts, and participates in festivals. Many rehearsals and performances outside of school time are required.

Concert Choir 1-2 will meet the "f" entrance requirement for the University of California and California State University systems.

Concert Choir 3-8 will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

**International Choir** 3394

**Length of Course:** 2 semesters
**Grade Level Options:** 9-12
**Prerequisites:** Teacher's approval

International Choir is a course designed for intermediate and advanced singers who study and perform multicultural repertory selected from many periods and styles arranged for any voice of soprano, alto, tenor, and bass. The emphasis in this course is on the development of the singing voice, music reading skills, musicianship, ensemble singing, as well as the development of personal practice habits and performance etiquette. The California Visual and Performing Arts Content Standards are infused throughout this course. This ensemble performs at school, concerts, and serves as a vocal outreach to various organizations in the community.

International Choir meets "f" entrance requirement for the University of California and California State University systems.

**Studio/Vocal Jazz Singers 1-2** 3402
**Studio/Vocal Jazz Singers 3-4** 3404
**Studio/Vocal Jazz Singers 5-6** 3406
**Studio/Vocal Jazz Singers 7-8** 3407

**Length of Course:** 2-8 semesters
**Grade Level Options:** 9-12 (Freshmen will be admitted only in exceptional cases)
**Prerequisites:** Teacher's approval

Studio Jazz Singers is a course designed for advanced vocalists who wish to study and perform vocal jazz literature arranged for soprano, alto, tenor, and bass. Students refine their ensemble skills, select timbres and styles appropriate to each jazz selection, and study chord progressions and improvisation. The California Visual and Performing Arts Content Standards are infused throughout this course. The Jazz Singers perform at school and community events and participate in festivals. Many rehearsals and performances outside of school time are required.

Studio/Vocal Jazz Singers 1-2 will meet the "f" entrance requirement for the University of California and California State University systems.

Studio/Vocal Jazz Singers 3-8 will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

Visual/Performing Arts 129

2015-2016
Lighting, Audio–Sound System, Scene Painting and Theory, and Theatre Management. After school set-up/tear-downs, rehearsals and performances are required.

This course will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

**Advanced Theater Arts**

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Intermediate Theater Arts with a grade of "B" or better and the teacher's approval

This course utilizes students' strengths in acting and expands their repertoire of skills into the areas of writing and directing. Historical studies of theatrical materials are emphasized. Play production concepts, the study of dramatic structure and style and the audition process are integral pieces of this course. The California Theatre Arts Content Standards are integrated into the curriculum.

This course will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

**Improvisation for Theater**

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Introduction to Theater and Consent of Instructor

This course is designed for students interested in careers in acting. Students will learn the fundamentals of acting by participating in a variety of short improvisations, which consist of short form unrelated scenes; long form improvisations, in which the scenes are interrelated in such a way as to form a long narrative, and improvisation games in which the performers attempt to create a comprehensible scene while conforming to certain specified and restrictive rules. Improvisation is one of the primary tools used in actor training and students will practice the basic theories of acting while developing ensemble, mime, and movement, vocal, and rehearsal/performance skills.

This course does not meet the graduation requirement for Performing Arts.

**Intermediate Theater Arts**

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Introduction to Theatre Arts with a grade of "B" or better and the teacher's approval.

This course provides the opportunity to strengthen basic skills of voice and movement, play analysis and interpretation, and performance. Students will acquire an understanding of demands of theatre production. Exploring career possibilities is accomplished through projects. Students learn to work productively as part of an ensemble. The California Theatre Arts Content Standards are integrated into the curriculum.

This course will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

**Introduction to Theater Arts**

Length of Course: 2 semesters
This course does not meet the graduation requirement for Performing Arts.

Prerequisites: None

This course is designed to introduce students to the world of theatre arts. Exercises to build self-esteem, trust and empathy are integrated with the technical aspects of drama. Basic stage terms are taught, vocal and movement exercises as well as writing activities are incorporated. Students learn the art as an audience member as well as a performer. The California Theatre Arts Content Standards are integrated into the curriculum.

This course will meet the "f" entrance requirement of the University of California and California State University systems.

Advanced Costume Design 1037

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: Introduction to Costume Design, con sel

This course is a follow-up to the Introduction to Costume Design course. It is the next level for students who wish to further develop their knowledge and skills in the fields of costume and fashion design. Emphasis in this course is placed on designing and creating the costumes for all school productions. Students will further develop skills in fashion illustration and design in order to achieve an advanced level of proficiency. Students will refine their technical skills in costume patterning and garment construction necessary to create a variety of costumes for stage productions. The California Advanced Visual Arts Content Standards are integrated into the curriculum.

This course will meet the "f" or "g" entrance requirement for the University of California and California State University systems.

AP Art History 1039

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Teacher approval

This course is designed to provide students with the opportunity to examine the artistic heritage of man from Paleolithic period to the twenty-first century. It is a survey class of western and non-western civilizations, with an emphasis on the art, religion, history, science and achievements of each society. Students learn to look at artworks critically and analyze what they see. This course includes college-level writing assignments. The California Visual Arts Advanced Content Standards are integrated into the curriculum.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

This course will meet the "f" or "g" requirement for the University of California and California State University systems.

AP Studio Art Courses are for students who are seriously interested in the practical experience of art. These courses are not based on written exams; instead students submit portfolios for evaluation at the end of the school year. Course content is college-level, planned for the highly motivated student interested in the serious study of the visual arts. Students will make creative and systematic investigations of formal and conceptual issues; make art as an ongoing process that involves the students in informed and critical decision-making; gain technical skills; learn the functions of the visual arts and encourage students to become independent thinkers who will contribute to their culture through the making of their art. Advanced Placement courses should address three major concerns: a sense of quality in a student's work; the student's concentration on a particular visual interest or problem; and the student's need for breadth of experience in the formal, technical and expressive means of the artist.

This course will meet the "f" or "g" requirement for the University of California and California State University systems.

Stage Technology 1495

Length of Course: 1-6 semesters
Grade Level Options: 9-12
Prerequisites: Teacher approval

Students enrolled in this class have an opportunity to learn all of the aspects of theatrical stage production such as: lighting, sound, color theory, design and construction of scenery, audio technology and theatre management. Students in this class are responsible for all aspects of theatre management and staging for production at the site. The maximum credit for students is 20 semester periods, with 30 semester periods for stage manager, assistant stage manager, and chief electrician. They must have the recommendation of the teacher and the approval of the counselor to receive the additional credit.

This course does not meet the graduation requirement for Performing Arts.

AP Studio Art: Drawing 1041

Length of Course: 2 semesters

Visual/Performing Arts 131 2015-2016

VISUAL ARTS
The drawing portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. Mastery of drawing should be apparent in the composition, concept, and execution of the artwork reflected in three areas of concern: quality, concentration, and breadth.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “f” or “g” requirement for the University of California and California State University systems.

AP Studio Art: 2-D Design 1042

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Teacher approval

This 2-D design portfolio is intended to address two-dimensional design issues. Design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. Students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including but not limited to graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting and printmaking. Studio Art 2-D requires submissions in three distinct sections: quality, concentration and breadth. Any two-dimensional medium may be used for this portfolio.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “f” or “g” requirement for the University of California and California State University systems.

AP Studio Art: 3-D Design 1043

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Teacher approval

This 3-D design portfolio is intended to address sculptural issues. Students are asked to demonstrate their understanding of design principles as they relate to depth and space. Design involves purposeful decision-making about using the elements and principles of art in an integrative way. Students must demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited to figurative or non-figurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. Content, style, and process are completely open. Whatever direction the student chooses, the work should address such issues as mass, volume, and form. Any three-dimensional medium may be used for this portfolio. Mastery of 3-D design should be apparent the composition, concept, and execution of the artwork reflected in three areas of concern: quality, concentration, and breadth.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This course will meet the “f” or “g” requirement for the University of California and California State University systems.

Architectural Design 1-2 2642

Academic Career Course
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: None

Architecture is the science of planning, designing, reviewing and constructing buildings and structures that reflect functional, technical, social and aesthetic considerations. This class requires students to create and develop design sensibilities, learn presentation skills, become technically knowledgeable and learn vocational skills. Through the application of the Elements of Art and Principles of Design students create a variety of unique artworks that demonstrate mastery in all areas of foundation architecture design. Students will also learn about career pathways in architecture, as well as recognize the impact of new technology as a means to broaden and expand upon their artistic knowledge and skill. The role of this class is to enable students to create a relationship between art and technology that enables all types of buildings to be both technically appropriate and aesthetically acceptable.

This course will meet the “f” requirement for the University of California and California State University systems.

Architectural Design 3-4 2644

Academic Career Course
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Architecture 1-2

Architecture is the science of planning, designing, reviewing and constructing buildings and structures that reflect functional, technical, social and aesthetic considerations. This second year class builds on skills and learning’s from architecture 1-2, and requires students to create and develop design sensibilities, learn presentation skills, become technically knowledgeable and learn vocational skills that are part of the Architectural and Structural Engineering pathway.

Through the application of the Elements of Art and Principles of Design students create a variety of unique artworks that demonstrate mastery in all areas of architecture design. Students will analyze visual information; respond to architects’ works as well as their own, in written and oral form using critical thinking and philosophical theory to make their judgments. Students will also demonstrate knowledge of the historical timeline of architecture and how it is perceived as cultural and political symbols of society as well as works of art.

This course will meet the “f” or “g” requirement for the University of California and California State University systems.

Art & Animation 1-2 1044

Academic Career Course
Length of Course: 2 semesters
This class will introduce students to the fundamentals, history and evolution of animation. Students will learn basic drawing skills, techniques for character design, the nature of movement, sequential thinking, storytelling and background development techniques. Students will also learn perspective, composition, computer basics and applications. The California Visual Arts Content Standards are integrated into the curriculum.

Art & Animation 3-4

Academic Career Course
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisites: Art and Animation 1-2

This class continues the progress developed in Art and Animation 1-2 by having students produce more complex animations. Students will focus on advanced computer animation programs and their application on the Internet. Students will also learn how computer animators rely on a drawing skill-set and traditional animation techniques to make professional animations. The California Visual Arts Advanced Content Standards are integrated into the curriculum.

Ceramics 1-2

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisites: Drawing & Painting 1-2, 3-D Art, Exploring Art 1-2 or permission for the teacher

Ceramics is an exploration of objects made of clay and fired in a kiln to a permanent form. Fabrication methods such as pinching, coiling, slab and throwing are explored. Technical skills, design, decoration and glazing of clay are developed while creating works of art with clay. Historical overview and ancient traditions of clay are also incorporated in class projects. The California Visual Arts Content Standards are integrated into the curriculum.

Ceramics 3-4

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Ceramics 1-2 with a grade of "B" or better or permission from the instructor

The major emphasis of this course is to extend the student's technical skills, exploration and conceptual approaches to the medium of clay that they learned in Ceramics 1-2. Craftsmanship, originality, criteria and involvement are stressed in class projects. Design, decoration and glazing of clay are included in the course, as well as the historical overview and ancient traditions of clay. The California Visual Arts Advanced Content Standards are integrated into the curriculum.

Ceramics 5-6

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Ceramics 13-4 with a grade of "B" or better or permission from the instructor

Ceramics 5-6 extends students exposure to three-dimensional design in clay. Available for the highly motivated student, it builds on the principles and technical skills learned in Ceramics 1-2 or 3-4. Emphasis will be on the social and historical context in which ceramic art has been made; developing design skills used in the creative process. The California Visual Arts Advanced Content Standards are integrated into the curriculum.

Contemporary Video

Academic Career Course
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: An introductory visual art course

Contemporary Video is an advanced art course for students who have taken a freshman art and technology course and wish to further their knowledge of the elements of art and principles of design as they relate to video and film. Students will learn the history of filmmaking and the technological advances that have come about in the art form. Students will use appropriate aesthetic and technical vocabulary. Film will be studied as an art form and as a means of communication. Students will learn to storyboard direct, tape and edit their personal ideas to create finished films. Students will analyze the use of the elements of art and the principles of design as they relate to meaning in video, film or electronic media. Students will study the impact of film and television on society from a social, economic and political viewpoint. Historical and cultural ramifications of digital video in film will be addressed. A variety of films will be previewed and students will analyze and respond to these films, and make critical assessments. Students will learn to critique their own work that of their peers and master filmmakers throughout film and television history. Students will learn how film, video and television are connected to other art forms, subject areas and careers. Continuing students will be challenged with advanced projects and higher-level explorations. The California Visual Arts Content Standards are integrated into the curriculum.

Digital Art and Imaging

Academic Career Course
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: None

Digital art and imaging, and graphic design are the processes of organizing and composing words and images to create a message. In this class, students will learn about the history of graphic design, the graphic design process, the elements of art and the principles of design, and explore the graphic design and advertising that companies use to reach customers. Visual problem solving skills using creative expression and communication are explored through the use of the computer. Historical periods and graphic artists are explored, compared and contrasted through reading, writing, hands on, and computer activities. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critiques of student work, along with selected artwork being studied. The California Visual Arts Content Standards are integrated into the curriculum.

This course meets the "f" entrance requirement for the University of California and California State University systems.

Digital Film Making 1048
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisites: Computer Applications or similar course

In this class students produce their own digital films, gaining an understanding of filmmaking from conception to exhibition. Students will develop their aesthetic perception skills by discussing and writing about various film genres. They will use their creative expression and problem-solving skills by making their own films, and analyze film's historical development through history. Aesthetic valuing through class critiques will be used in all stages of the production process. California Visual Content Standards are integrated into the curriculum.

This course does not meet the graduation requirement for Fine Arts.

Drawing & Painting 1-2 1005
Drawing & Painting 1-2 ILP (Beach HS only) 1069
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: None

This course develops a foundation in drawing and painting through the five components of the California Visual Arts Content Standards. Using a variety of media; pencils, charcoal, pastels, ink, watercolor and tempera paint, students explore different techniques and methods to express themselves. Students learn about the elements and principles of art, as well as perspective, color theory, aesthetic valuing, art careers and art history throughout the year. Students begin to compile portfolios of their artwork.

This course meets the "f" entrance requirement for the University of California and California State University systems.

Drawing & Painting 3-4 1006
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisites: Drawing and Painting 1-2 with a "B" or better or permission of the instructor

This course continues to build on the skills and techniques learned in Drawing & Painting 1-2. Students explore in more depth aesthetic valuing, art history and art careers, while continuing to compile their portfolios. Emphasis on understanding and using the elements and principles of art are stressed. The students start to develop a personal style through experimenting with various media, researching artists and art styles, observing nature, and using different art techniques. The California Visual Arts Advanced Content Standards are integrated into the curriculum.

This course will meet the "f" or "g" requirement for the University of California and California State University systems.

Drawing & Painting 5-6/7-8 1007/1008
Length of Course: 2-4 semesters
Grade Level Options: 11-12
Prerequisites: Drawing & Painting 1-2, 3-4 with a "B" or better or permission of the instructor

This course continues to build on skills and techniques learned in Drawing & Painting 3-4. Through visual problem-solving, researching various art styles and schools, experimenting with techniques, and drawing from observation and imagination, students continue to develop a personal style in the visual arts. Art careers and colleges are explored in depth and an art portfolio should be completed by the end of the year. The California Visual Arts Advanced Content Standards are integrated into the curriculum.

Drawing & Painting 5-6 and 7-8 will meet the "f" or "g" requirement for the University of California and California State University systems.

Elements of Design 1300
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: None

This course does not meet the graduation requirement for Fine Arts.
Elements of Design is a basic design course using concepts, technology, philosophy, appreciation, history and personal expression to explore architecture, interiors, furniture as an art. This course is designed to provide a basic understanding of the elements and principles of design and technical design skills. Students will develop, review, and refine designs in each area in various mediums, which apply to design principles and processes. The California Visual Arts Content Standards are integrated into the curriculum.

This course meets the “f” entrance requirement for the University of California and California State University systems.

Exploring Art ___________________________ 1003
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: None

The major emphasis of this course is to provide a foundation of visual arts concepts and to explore the concepts intellectually and experientially. Students will use and experience a variety of two- and three-dimensional art media, as well as define and use appropriate art vocabulary. Students will also explore selected art forms from diverse cultures and time periods. This course is intended to develop an appreciations of visual arts in addition to developing technical skills. The California Visual Arts Content Standards are integrated into the curriculum.

This course will meet the “f” entrance requirement for the University of California and California State University systems.

Film IB HL 1 __________________________ 3345
Length of Course: 2 semesters
Grade Level Options: 12
Prerequisites: IB candidate or drama/video teacher recommendation

Through the study of film texts and exercises in filmmaking and analysis, this Film IB HL 1 course introduces film history, theory and student film production. This course aims to develop students' skills so they begin to interpret film texts and practice making their own film texts. Through this course, students will be introduced to internationalism within the world of film and to learn about the theories and ideas from the points of view of different individuals, nations and culture. Students will then utilize this learning in the creation of their own films and through this they will develop the organizational and technical skills needed to express themselves creatively in film.

This course meets the “f” or “g” entrance requirement for the University of California and California State University systems.

Interactive Animation ___________________ 1040
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisites: Art and Animation

This course will focus on the development of multimedia interactive educational software. Students will connect computer animation and interactivity to the core curriculum by designing their own educational programs and games, which are based on core curriculum subjects. As an interactive computer platform, students will explore and use the Internet to exhibit their work. The California Visual Arts Content Standards are integrated into the curriculum.

This course does not meet the graduation requirement for Fine Arts.

Introduction to Costume Design ________ 1022
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisites: None

This one-year course introduces students to the field of cos-
Students will develop skills in fashion illustration and design in order to illustrate effectively a fashion or costume concept. Emphasis is placed on research of the historical costume periods and specific theatrical genres, as well as units on the principles and elements of design, color theory, textiles and the application of these concepts to the design process. Students will also develop the technical skills in costume patterning and garment construction necessary to create costumes for stage productions. The California Visual Arts Advanced Content Standards are integrated into the curriculum.

**Photography 1-2**

Length of Course: 2 semesters  
Grade Level Options: 10-12  
Prerequisites: Drawing & Painting 1-2 or permission of instructor

Students will explore the elements and principles of art as they apply to the art of photography. Fundamental photographic techniques using various types of cameras are introduced. The students learn basic camera use, darkroom techniques, composition, lighting, portraiture and value through the lens. Photography history, aesthetic valuing, and careers in photography are introduced. The California Visual Arts Content Standards are integrated into the curriculum.

**Photography 3-4**

Length of Course: 2 semesters

This course will meet the "f" requirement for the University of California and California State University systems.

**Photography 1**

This course will meet the "f" or "g" requirement for the University of California and California State University systems.

**Museum Studies**

Academic Career Course  
Length of Course: 2 semesters  
Grade Level Options: A/P Art History  
Prerequisites: Permission of instructor

In Museum Studies, students learn about the role of the museum in society as repositories of human visual history. Students study the history of art and the cultures that generated the images and objects collected, maintained, organized and displayed in museums. This course provides interdisciplinary experiences and arts activities that lead to refining a personal aesthetic, and a heightened understanding of career opportunities in the arts, arts-related fields, and fields outside of the arts as well. Career fields will be explored within the context of the museum as well as how they relate to other pathways as well. These fields include: curatorial, education, publications, exhibitions and collections, conservation, development, special events, gifts and donations management, library and archives, graphic design and photography, human resources, visitor services, media and public relations, marketing, registration, retail, legal and finance and administration. Students will gain hands-on experience with the planning and implementation of an exhibit. The California Visual Arts Advanced Content Standards are integrated into the curriculum.

**Three-Dimensional Art 1-2**

Length of Course: 2 semesters  
Grade Level Options: 9-12  
Prerequisites: Drawing and Painting 1-2 or permission of instructor

A three-dimensional work of art has height, width and depth. Three dimensional art is produced or intended primarily for aesthetic purposes, but includes functional objects as well. Emphasis is placed on the art elements and principles of design throughout the course. Visual problem solving skills are explored in a variety of media and techniques. The student uses one or more materials such as wood, paper, clay, metal, plastics, plaster, or fiber. Historical periods, movements, artists and career paths are studied through readings, writing, and studio activities. Theories of aesthetic valuing and criticism are infused within the curriculum. The California Visual Arts Content Standards are integrated into the curriculum.

**Three-Dimensional Art 3-6**

Length of Course: 2-6 semesters  
Grade Level Options: 10-12  
Prerequisites: Three Dimen. Art 1-2, with a "B" or better, or permission of instructor

These courses extend and build on the exploration of three-dimensional design presented in 3-D 1-2. Projects and design processes introduced proceed in complexity, producing developed works showing command of media and social/historical connections. Critical-thinking skills are developed through research, discussion, creative expression, and the exploration of cultural context. Writing components could include aesthetic valuing, criticism, interpretations, judgments, and analysis of works by students/historical artists/movements/periods. The California Visual Arts Advanced Content Standards are integrated into the curriculum.

**Visual Arts IB SL**

Length of Course: 2 semesters  
Grade Level Options: 11-12  
Prerequisites: Drawing/Painting 1-2

In the LBUSD, Visual Arts IB Standard Level is an elective program.
course of the International Baccalaureate Program, which promotes written communication and research skills, respect for the art and culture of the student and the influence of the culture in which they live, while exploring a wide range of other cultural influences through the study of art history and a wide range of techniques and materials. The Studio Art program encourages students to see art works critically. Aesthetic Valuing is a method of critiquing artworks in four categories. This is achieved through the description of an art piece, analysis of its art elements and arts principles used, an interpretation by researching the & artist and explaining what students think the artist was trying to achieve in the art piece, and judgment in which they are able to express an opinion about the art work. The Visual Arts studio art program strives to enrich the international and cultural awareness of IB students and develop in them the appreciation of a wide variety of art styles, techniques, and different cultures through theme-based research, museum trip s, artist interviews, journaling, and creating experimental studio artworks of their own to create a portfolio. This course includes college level written assignments. The California Visual Arts Advanced Content Standards are integrated into the curriculum.

*This course will meet the "f" or "g" entrance requirement for the University of California and California State University systems.*

*This course includes college-level writing assignments*
# Course Descriptions

## World Language

(Previously entitled Foreign Language)

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Beach High School
Cabrillo High School
California Academy of Math and Science
David Starr Jordan High School
Lakewood High School
Robert A. Millikan High School
Polytechnic High School
Renaissance High School for the Arts
Will J. Reid High School
Woodrow Wilson Classical High School
Ernest S. McBride, Sr. High School
All world (foreign) languages that are offered for at least two semesters will satisfy the graduation requirement for world (foreign) language.

**American Sign Language 1-2**

Length of Course: 2 semesters  
Grade Level Options: 9-12  
Prerequisite: Teacher’s approval  

American Sign Language (ASL) 1-2 is an intensive introduction to ASL emphasizing communicative-based listening, speaking, reading, and writing in ASL. The emphasis is on the rudiments of the receptive and productive skills of ASL and awareness of Deaf culture, famous people who are deaf, and hearing loss. The course goals and objectives are based on Stage I of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems. Not all private or out-of-state colleges/universities will accept ASL as meeting the world (foreign) language requirement.

NCAA Approved

**American Sign Language 3-4**

Length of Course: 2 semesters  
Grade Level Options: 9-12  
Prerequisite: A grade of “C” or better in American Sign Language 1-2  

American Sign Language (ASL) 3-4 reinforces, expands and refines the rudimentary receptive and productive skills of American Sign Language and awareness of Deaf culture and hearing loss learned in ASL 1-2. The course goals and objectives are based on Stage I and the beginning of Stage II of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems. Not all private or out-of-state colleges/universities will accept ASL as meeting the world (foreign) language requirement.

NCAA Approved

**American Sign Language 5-6**

Length of Course: 2 semesters  
Grade Level Options: 10-12  
Prerequisite: A grade of “C” or better in American Sign Language 3-4  

American Sign Language (ASL) 5-6 reinforces, expands and refines the receptive and productive skills of American Sign Language (ASL), awareness of Deaf culture and hearing loss learned in ASL 3-4. Also, students begin to develop skills in interpreting. The course goals and objectives are based on Stages III and the beginning of Stage IV of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems. Not all private or out-of-state colleges/universities will accept ASL as meeting the world (foreign) language requirement.

NCAA Approved

**American Sign Language 7-8**

Length of Course: 2 semesters  
Grade Level Options: 10-12  
Prerequisite: A grade of “C” or better in American Sign Language 5-6  

American Sign Language (ASL) 7-8 reinforces, expands and refines the receptive and productive skills learned in ASL 5-6, including role-shifting, precise use of classifiers, and the language skills necessary to help organize and discuss complex subjects. Students continue to develop skills in interpreting for a variety of situations, for example, describing accidents and health conditions. They deepen their understanding of the key aspects of Deaf culture and history through research, visitors, presentations, and participation in various Deaf events. Finally, students continue researching in depth the numerous careers for which people knowing ASL are highly sought. The course goals and objectives are based on Stage III and the beginning of Stage IV of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems. Not all private or out-of-state colleges/universities will accept ASL as meeting the world (foreign) language requirement.

NCAA Approved

**Chinese 1-2**

Length of Course: 2 semesters  
Grade Level Options: 9-12  
Prerequisite: None  

Chinese 1-2 is a comprehensive introduction to Mandarin Chinese emphasizing fundamental communicative-based competencies, grammar, orthography, and Chinese-language cultures. Students will actively learn to understand, speak, read and write simple questions and sentences on a variety of familiar topics in Chinese by the end of the second semester. The course goals and objectives are based on Stage I of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

NCAA Approved
Chinese 3-4
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Chinese 1-2 with a “C” or better

Chinese 3-4 continues and expands on the communicative-based competencies, grammar, orthography, and Chinese-language cultures learned in Chinese 1-2. Students will actively learn to understand, speak and write in extended discourse on familiar topics in Mandarin Chinese using an increasing variety of grammatical structures. They will also read simple texts written in Chinese. The course goals and objectives are based on Stages I and II of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

Chinese 5-6
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Chinese 3-4 with a “C” or better

Chinese 5-6 continues to expand and refine students’ communicative-based listening, speaking, reading, writing competencies from Chinese 1-2 and 3-4. Students will use increasingly complex grammar and orthography with improving accuracy and read a variety of authentic texts in Mandarin Chinese. Students will also deepen their understanding of the history, literature and arts of Chinese-language cultures. The course goals and objectives are based on Stages II and III of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

Chinese 7-8
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Chinese 5-6 with a “C” or better

Chinese 7-8 continues to expand and refine students’ communicative-based listening, speaking, reading, and writing competencies from Chinese 1-2, 3-4, and 5-6. Students will use increasingly complex grammar with improving accuracy and read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of Chinese-language cultures. The course goals and objectives are based on Stage III and parts of Stage IV of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

AP Chinese Language and Culture
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Grade of “A” in Chinese 5-6 or heritage background per placement test

The Advanced Placement Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college courses in Mandarin Chinese. The AP course interweaves language and contemporary culture learning with ample exposure to authentic materials of the target language. It prepares students to demonstrate advanced levels of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

French 1-2
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None

French 1-2 is a comprehensive introduction to French, emphasizing fundamental communicative-based competencies, grammar, and French-language cultures. Students will actively learn to understand, speak, read and write simple questions and sentences on a variety of familiar topics in French by the end of the second semester. The course goals and objectives are based on Stage I of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

NCAA Approved
French 3-4

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: French 1-2 with a "C" or better

French 3-4 continues and expands on the communicative-based competencies, grammar, and French-language cultures learned in French 1-2. Students will actively learn to understand, speak, and write in extended discourse on familiar topics using an increasing variety of grammatical structures. They will also read simple texts written in French. The course goals and objectives are based on Stages I and II of the World Language Content Standards for California Public Schools (2009). This Language Other Than English (LOTE) course will meet the "e" entrance requirement for the University of California and California State University systems.

NCAA Approved

French for Spanish Speakers

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Primary Language Spanish, Required

French for Spanish Speakers (FSS) is an intensive introduction to the French language, which recognizes and values the pre-existing cultural and linguistic heritage of Spanish speakers. Using communicative learning and teaching strategies, heritage Spanish speakers are expected to advance more quickly in the four language modalities—listening, speaking, reading, and writing—than their English language counterparts. Course goals are aligned with the broad goals of the ACTFL World Readiness Standards for Learning Languages which outlines the essential skills and content that all students must acquire, including: Communication, Cultures, Connections, Comparisons, and Communities. FSS is conceived entirely in the same manner as traditional French 1-2/3-4, with the exception of the targeted audience and accelerated learning permitted by prior knowledge of the Spanish Language.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approval Pending

AP French Language and Culture

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: French 5-6 or 7-8 with a "C" or better

The Advanced Placement French Language and Culture course is an advanced curriculum which provides students with a learning experience course equivalent to that of a third-year college course in French. The course provides frequent opportunities for students to integrate listening, speaking, reading and writing through the use of authentic materials representing a variety of types of discourse, topics and registers. Extensive training in the organization and writing of compositions is an integral component. Teachers and students use French almost exclusively. The course goals and objectives are based on Stage IV of the World Language Content Standards for California Public Schools (2009). Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

German 1-2

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: French 5-6 with a "C" or better

French 7-8

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: French 5-6 with a "C" or better

French 7-8 continues and expands on the communicative-based competencies, grammar, and French-language cultures learned in French 1-2, 3-4, and 5-6. Entering students need extended time to be proficient enough to succeed in the Advanced Placement French Language class. Students will use increasingly complex grammar with improving accuracy and read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of French-language cultures. The course goals and objectives are based on Stage III and some of Stage IV of the World Language Content Standards for California Public Schools (2009). Students who perform well in this course may be recommended for Advanced Placement French Language.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

German 1-2

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: French 5-6 with a "C" or better

French 7-8

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: French 5-6 with a "C" or better

French 7-8 continues and expands on the communicative-based competencies, grammar, and French-language cultures learned in French 1-2, 3-4, and 5-6. Entering students need extended time to be proficient enough to succeed in the Advanced Placement French Language class. Students will use increasingly complex grammar with improving accuracy and read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of French-language cultures. The course goals and objectives are based on Stage III and some of Stage IV of the World Language Content Standards for California Public Schools (2009). Students who perform well in this course may be recommended for Advanced Placement French Language.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved
German 1-2 is a comprehensive introduction to German emphasizing fundamental communicative-based competencies, grammar, and German-language cultures. Students will actively learn to understand, speak, read and write simple questions and sentences on a variety of familiar topics in German by the end of the second semester. The course goals and objectives are based on Stage I of the *World Language Content Standards for California Public Schools* (2009).

This Language Other Than English (LOTE) course will meet the "e" entrance requirement for the University of California and California State University systems.

NCAA Approved

German 3-4

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: German 1-2 with a "C" or better

German 3-4 continues and expands on the communicative-based competencies, grammar, and German-language cultures learned in German 1-2. Students will actively learn to understand, speak, and write in extended discourse on familiar topics using an increasing variety of grammatical structures. They will also read simple texts written in German. The course goals and objectives are based on Stages I and II of the *World Language Content Standards for California Public Schools* (2009).

This Language Other Than English (LOTE) course will meet the "e" entrance requirement for the University of California and California State University systems.

NCAA Approved

German 5-6

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: German 3-4 with a "C" or better

German 5-6 continues to expand and refine students' communicative-based listening, speaking, reading, writing competencies from German 1-2 and 3-4. Students will use increasingly complex grammar with improving accuracy and read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of German-language cultures. The course goals and objectives are based on Stages II and III of the *World Language Content Standards for California Public Schools* (2009). Students who perform exceptionally well in this course may be recommended for the Advanced Placement German Language class.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

German 7-8

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: German 5-6 with a "C" or better

German 7-8 continues to expand and refine students' communicative-based listening, speaking, reading, writing competencies from German 1-2, 3-4, and 5-6. Entering students need extended time to be proficient enough to succeed in the Advanced Placement German Language class. Students will use increasingly complex grammar with improving accuracy and read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of German-language cultures. The course goals and objectives are based on Stage III and some of Stage IV of the *World Language Content Standards for California Public Schools* (2009). Students who perform well in this course may be recommended for the Advanced Placement German Language class.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved
AP German Language and Culture

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: English 11-12 or 7-8 with a “C” or better

The Advanced Placement German Language and Culture course provides an advanced curriculum which offers students a learning experience equivalent to that of a third-year college course in German. The course provides frequent opportunities for students to integrate listening, speaking, reading and writing through the use of authentic materials representing a variety of types of discourse, topics, and registers. Extensive training in the organization of writing and composition is an integral component. Teachers and students use German almost exclusively. The course goals and objectives are based on Stage I of the World Language Content Standards for California Public Schools (2009).

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

Italian 1-2

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None

Italian 1-2 is a comprehensive introduction to Italian, emphasizing fundamental communicative-based competencies, grammar, and Italian-language culture. Students will actively learn to understand, speak, read and write simple questions and sentences on a variety of familiar topics in Italian by the end of the second semester. The course goals and objectives are based on Stage I of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

NCAA Approved

Italian 3-4

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Italian 1-2 with a “C” or better

Italian 3-4 continues and expands on the communicative-based competencies, grammar, and Italian-language culture learned in Italian 1-2. Students will actively learn to understand, speak, and write in extended discourse on familiar topics using an increasing variety of grammatical structures. They will also read simple texts written in Italian. The course goals and objectives are based on Stages I and II of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

NCAA Approved

Italian 5-6

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Italian 3-4 with a “C” or better

Italian 5-6 continues to expand and refine students’ communicative-based listening, speaking, reading, and writing competencies from Italian 1-2 and 3-4. Students will use increasingly complex grammar with improving accuracy and read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of Italian-language culture. The course goals and objectives are based on Stages II and III of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and the California State University systems.

NCAA Approved

Italian 7-8

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Italian 5-6 with a “C” or better

Italian 7-8 is an intensive course emphasizing a rigorous application and expansion of vocabulary acquisition, fluency, aural and written comprehension, sophistication of expression, and understanding of deepening aspects of the cultures of the Italian-speaking world. Students will augment their ability to perform all the functions developed in the Italian 5-6 with increasing accuracy using increasingly complex text and contexts. The course goals and objectives are based on Stage III and parts of Stage IV of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and the California State University systems.

NCAA Approved

Japanese 1-2

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None

Japanese 1-2 is a comprehensive introduction to Japanese emphasizing fundamental communicative-based competencies, grammar, orthography, and Japanese-language culture. Students will actively learn to understand, speak, read and write simple questions and sentences on a variety of familiar topics in Japanese by the end of the second semester. The course goals and objectives are based on Stage I of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

NCAA Approved
Japanese 3-4

Length of Course: 2 semesters  
Grade Level Options: 9-12  
Prerequisite: Japanese 1-2 with a "C" or better  

Japanese 3-4 continues and expands on the communicative-based competencies, grammar, and Japanese-language culture learned in Japanese 1-2. Students will actively learn to understand, speak, and write in extended discourse on familiar topics using an increasing variety of grammatical structures. They will also read text written in Japanese. The course goals and objectives are based on Stages I and II of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Japanese 5-6

Length of Course: 2 semesters  
Grade Level Options: 10-12  
Prerequisite: Japanese 3-4 with a "C" or better  

Japanese 5-6 continues to expand and refine students' communicative-based listening, speaking, reading, writing competencies from Japanese 1-2 and 3-4. Students will use increasingly complex grammar with improving accuracy and read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of Japanese-language culture. The course goals and objectives are based on Stages II and III of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Japanese 5-6 Honors

Length of Course: 2 semesters  
Grade Level Options: 10-12  
Prerequisite: A grade of "A" in Japanese 3 – 4 and teacher recommendation  

Japanese 5-6 Honors is an accelerated course which uses a college-level text and is conducted almost exclusively in Japanese. The course provides students with in-depth critical thinking, readings from a variety of authentic text, frequent writing experiences (many timed), a rigorous pace, and a comprehensive final examination. Students will also use increasingly complex grammar with improving accuracy and deepen their understanding of the history, literature, and life-styles of Japanese-language culture. The course goals and objectives are founded on Stages III and IV of the World Language Content Standards for California Public Schools (2009), the ACTFL Proficiency Guidelines (for Interpersonal, Interpretive, and Presentational communication), and the competencies targeted in the College Board course description for AP Japanese and Culture. Several assignments are evaluated using the AP Japanese Language and Culture 2007 Scoring Guidelines from College Board.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

AP Japanese Language and Culture

Length of Course: 2 semesters  
Grade Level Options: 11-12  
Prerequisite: A grade of 'A' in Japanese 5-6 and teacher recommendation  

Advanced Placement Japanese Language and Culture supports students as they develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. They will develop an expanded ability to communicate in a culturally appropriate manner and in an increasingly widening context as well as develop an understanding of the Japanese culture, including understanding traditional Japanese arts, customs, festivals, geography, and history at a deep and rich level. This course is designed to be comparable to college/university courses that represent the point at which students complete approximately 300 hours of college level classroom instruction.

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Khmer for Khmer Speakers 1-2

Length of Course: 2 semesters  
Grade Level Options: 9-12  
Prerequisite: Native speaker of Khmer  

Khmer for Khmer Speakers 1-2 is an intensive course for students with conversational fluency and beginning academic
skills in Khmer. Students begin to develop academic Khmer proficiency in listening, speaking, reading, writing, literature, and key cultural aspects from the entire Khmer-speaking world. The course goals and objectives are based on Stage II of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

NCAA Approved

Khmer for Khmer Speakers 3-4  1887

Length of Course:  2 semesters  
Grade Level Options:  9-12  
Prerequisite:  Khmer for Khmer Speakers 1-2 with a “C” or better

Khmer for Khmer Speakers 3-4 is an intensive course for students with conversational fluency and intermediate academic literacy skills in Khmer. Students study increasingly difficult academic Khmer listening, speaking, reading, writing, and literature of the Khmer-speaking culture. The course goals and objectives are based on Stage III of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

NCAA Approved

Khmer for Khmer Speakers 5-6  1888

Length of Course:  2 semesters  
Grade Level Options:  10-12  
Prerequisite:  Khmer for Khmer Speakers 3-4 with a “C” or better

Khmer for Khmer Speakers 5-6 is an intensive course for students with conversational fluency and advanced academic skills in Khmer. Students study increasingly difficult academic Khmer listening, speaking, reading, writing, and literature of the Khmer-speaking culture. The course goals and objectives are based on Stage IV of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

Khmer for Khmer Speakers 7-8  1889

Length of Course:  2 semesters  
Grade Level Options:  11-12  
Prerequisite:  Native oral fluency in Khmer; successful completion of Khmer 5-6 or recommendation based on placement assessment

Khmer for Khmer Speakers 7-8 continues to expand and refine students’ communicative-based listening, speaking, reading, writing competencies from Khmer for Khmer Speakers 1-2, 3-4, and 5-6. Students will use increasingly complex grammar with improving accuracy and read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of the Khmer-speaking culture. The course goals and objectives are based on Stage III and parts of Stage IV of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

Spanish 1-2  1831

Length of Course:  2 semesters  
Grade Level Options:  9-12  
Prerequisite:  None

This is a comprehensive introduction to Spanish emphasizing fundamental communicative-based competencies, grammar, and Spanish-language cultures. Students will actively learn to understand, speak, read and write simple questions and sentences on a variety of familiar topics in Spanish by the end of the second semester. The course goals and objectives are based on Stage I of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

NCAA Approved

Spanish 3-4  1832

Length of Course:  2 semesters  
Grade Level Options:  9-12  
Prerequisite:  Spanish 1-2 with a “C” or better

Spanish 3-4 continues and expands on the communicative-based competencies, grammar, and Spanish-language cultures learned in Spanish 1-2. Students will actively learn to understand, speak, and write in extended discourse on familiar topics using an increasing variety of grammatical structures. They will also read simple texts written in Spanish. The course goals and objectives are based on Stages I and II of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

NCAA Approved

Spanish 5-6  1833

Length of Course:  2 semesters  
Grade Level Options:  9-12  
Prerequisite:  Spanish 3-4 with a “C” or better

Spanish 5-6 continues to expand and refine students’ communicative-based listening, speaking, reading, writing competencies from Spanish 1-2 and 3-4. Students will use increasingly complex grammar with improving accuracy and
read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of Spanish-language cultures. The course goals and objectives are based on Stages II and III of the World Language Content Standards for California Public Schools (2009). Students who perform exceptionally well in this course may be recommended for Advanced Placement Spanish Language class.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

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<tr>
<th>Spanish 7-8</th>
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<tbody>
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<td>Length of Course:</td>
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<tr>
<td>Prerequisite:</td>
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Spanish 7-8 continues to expand and refine students' communicative-based listening, speaking, reading, writing competencies from Spanish 1-2, 3-4, and 5-6. Entering students need extended time to be proficient enough to succeed in the Advanced Placement Spanish Language class. Students will use increasingly complex grammar with improving accuracy and read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of Spanish-language cultures. The course goals and objectives are based on Stage III and some of Stage IV of the World Language Content Standards for California Public Schools (2009). Students who perform well in this course may be recommended for the Advanced Placement Spanish Language class.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

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<tr>
<th>AP Spanish Literature</th>
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<td>Length of Course:</td>
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<tr>
<td>Prerequisite:</td>
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Advanced Placement Spanish Literature is an advanced curriculum which provides students with a learning experience equivalent to that of a third-year introduction to Spanish literature college course. Students read, discuss and analyze critically in Spanish representative works of Peninsular and Latin American literature through class discussion and essay writing. These works include prose, poetry, and drama from different periods with a consideration of their cultural context. Teachers and students use Spanish almost exclusively. The course goals and objectives are based on Stage V of the World Language Content Standards for California Public Schools (2009).

Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

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<tr>
<td>Prerequisite:</td>
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International Baccalaureate (IB) Standard Level (SL) covers the equivalent of a third-year college course in advanced Spanish composition and conversation. The course offers frequent opportunities for students to integrate the listening, speaking, reading and writing through the use of authentic materials representing a variety of types of discourse, topics and registers. Extensive training in the organization and writing of compositions is an integral component. Teachers and students use Spanish almost exclusively. The course goals and objectives are based on Stage IV of the World Language Content Standards for California Public Schools (2009).

This Language Other Than English (LOTE) course will meet the "e" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

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International Baccalaureate (IB) Higher Level (HL) is an advanced curriculum which provides students with a learning experience equivalent to that of a third year introduction to Spanish literature college course. Students read, discuss and analyze critically in Spanish representative works of Penin-
Spanish for Spanish Speakers 1-2 ___________1838

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Native speaker of Spanish or teacher recommendation for Dual Immersion students

Spanish for Spanish Speakers 1-2 is an intensive course for students with conversational fluency and beginning academic skills in Spanish. Students begin to develop academic Spanish proficiency in listening, speaking, reading, writing, literature, and key cultural aspects from the entire Spanish-speaking world. The course goals and objectives are based on Stage II of the World Language Content Standards for California Public Schools (2009). Academic literacy skills studied in this course align competencies assessed on the English Language Arts portion of the California High School Exit Examination.

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

NCAA Approved

Spanish for Spanish Speakers 3-4 ___________1839

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Spanish for Spanish Speakers 1-2 with a “C” or better

Spanish for Spanish Speakers 3-4 is an intensive course for students with conversational fluency and intermediate academic literacy skills in Spanish. Students study increasingly difficult academic Spanish listening, speaking, reading, writing, and literature from throughout the Spanish-speaking world. The course goals and objectives are based on Stage III of the World Language Content Standards for California Public Schools (2009). The academic literacy skills studied in this course align competencies assessed on the English Language Arts portion of the California High School Exit Examination. Students who perform exceptionally well in this course may be recommended to take the Advance Placement Spanish Literature class and the Advanced Placement Spanish Language Exam.

This Language Other Than English (LOTE) course will meet the “e” entrance requirement for the University of California and California State University systems.

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Spanish for Spanish Speakers 5-6 ___________1840

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Spanish for Spanish Speakers 3-4 with a “C” or better

Spanish for Spanish Speakers 5-6 is an intensive course for students with conversational fluency and advanced academic skills in Spanish. Students study increasingly difficult academic Spanish listening, speaking, reading, writing, and literature from throughout the Spanish-speaking world. The course goals and objectives are based on Stage IV of the World Language Content Standards for California Public Schools (2009). The academic literacy skills studied in this course closely align with the competencies assessed on the English Language Arts portion of the California High School Exit Examination. Students who perform well in this course may be recommended to take the Advance Placement Spanish Literature class and the Advanced Placement Spanish Language Exam.

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems.

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Spanish for Spanish Speakers 7-8 ___________1841

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Spanish for Spanish Speakers 3-4 with a “C” or better

Spanish for Spanish Speakers 7-8 offers native speakers of Spanish and students continuing the Dual immersion Program the opportunity to study the language formally in an academic setting in the same way native English-speaking students study English language arts. This course focuses on the study of Hispanic cultures and the critical study of selected works representative of significant literary movements beginning in the Middle Ages and continuing through the Golden Century (“Siglo de oro”), Baroque, Realism and Romanticism periods, concluding with 20th Century Modernism and contemporary literature.

This Language Other Than English (LOTE) course will meet the “e” or “g” entrance requirement for the University of California and California State University systems.

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Regulations Prohibiting Discrimination

The Long Beach Unified School District is committed to providing equal opportunities for students in all educational programs and activities which it conducts. Equality of opportunity in all programs and practices is a fundamental goal of the District.

The Federal Regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 (nondiscrimination on the basis of handicap) are the controlling legislation. They require equality of opportunity in educational programs.

For students this means that educational programs and activities must be free from policies and practices which discriminate on the basis of sex, handicap, race, color or national origin.

District programs, policies and activities are continually evaluated and, when necessary, modified to ensure equality of opportunity for all persons. The policy of affording equal opportunities to all persons is specific to vocational education.

Although Title IX covers employment, the basic purpose of this communication is to inform students, parents and employees about how the regulations apply to the local school program. Schools have been evaluating their policies and practices in terms of Title VI, Title IX, and Section 504, and many programs have already been revised in keeping with the new regulations.

Students and parents are encouraged to assist the schools in efforts to eliminate discrimination from all educational programs.

If a student wishes more information, has a grievance or a concern about the implementation of these laws, the following procedure should be used:

Communicate directly with the site administrator in charge. If the requested information is not provided or the matter is not resolved, refer to the Channels for Student Communication for appropriate steps.

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