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.
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High School Planner/Schedule of Courses

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

Graduation Requirements
1. 220 semester periods of credit (including 150 from required courses). Required courses:
   • English - (40 credits) - 1-2, 3-4, 5-6 and English 7-8 if you have not passed CAHSEE or one of the approved 10 credit senior English elective courses
   • Modern World History, United States History, United States Government and Economics - (30 credits)
   • Biological/Life Science Course & Physical/Earth Science Course or Integrated Science Courses - (20 credits)
   • Mathematics - (20 credits) At least one course or a combination of two courses must meet or exceed Algebra 1-2 if Algebra 1-2 was not completed in grades 7 and 8.
   • Health/Computer Applications I - (10 credits)
   • Physical Education - 2 years - (20 credits)*
   • Fine Arts or Foreign Language - 1 year - (10 credits)
   • 70 additional elective credits - (70 credits)*
   * Beginning with the class of 2011, students who do not pass the State Fitness Test in grade 9 or 10 will be required to take PE as an elective in grade 11 and 12 until they pass the exam.
2. Pass the California High School Exit Exam
3. Demonstrate computer literacy by successfully completing Intermediate Computers in middle school or Computer Applications I in high school.
4. Pass Algebra 1-2
5. Complete a minimum of 40 hours of Service Learning

It is recommended that you consult with the high school of choice regarding course and credit requirements to graduate. Wilson Classical High School requires 280 semester periods of credit to graduate and the accelerated programs for high achieving students i.e. PACE, QUEST, IB, Distinguished Scholars, etc., may also have additional course and credit requirements.

Graduates of Long Beach Unified School District must earn 220 semester periods of credit in grades 9-12 in order to graduate and receive a diploma. All students must successfully complete all required courses as noted and 70 additional elective semester periods of credit. If a required class is not completed during the suggested grade level, be sure to include this class in another grade level.

Beginning with the class of 2006, all students must pass the California High School Exit Exam in order to receive a high school diploma. See section on Graduation Requirements for more details.

### 9th grade

<table>
<thead>
<tr>
<th>1st semester</th>
<th>2nd semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Algebra/Math</td>
<td>Algebra/Math</td>
</tr>
<tr>
<td>P.E.</td>
<td>P.E.</td>
</tr>
<tr>
<td>Health</td>
<td>Technology</td>
</tr>
<tr>
<td>Required/Elective</td>
<td>Required/Elective</td>
</tr>
</tbody>
</table>

### Summer School

### 11th grade

<table>
<thead>
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<th>1st semester</th>
<th>2nd semester</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>U.S. History</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Required/Elective</td>
<td>Required/Elective</td>
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<td>Required/Elective</td>
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<td>Required/Elective</td>
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<td>Required/Elective</td>
<td>Required Elective</td>
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</tbody>
</table>

### 12th grade

<table>
<thead>
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<th>1st semester</th>
<th>2nd semester</th>
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<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>U.S. History</td>
<td>Economics</td>
</tr>
<tr>
<td>Required/Elective</td>
<td>Required/Elective</td>
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<tr>
<td>Required/Elective</td>
<td>Required/Elective</td>
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<td>Required/Elective</td>
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<tr>
<td>Required/Elective</td>
<td>Required Elective</td>
</tr>
</tbody>
</table>

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.

High School Planner
Updated 2009-2010
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-f” above, one year (two semesters) of college preparatory electives are required, chosen from advanced visual/performing arts, history/social science, English, advanced mathematics, laboratory science, and language other than English.

Students must complete all courses with a grade of “C” or better.

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 courses (from any area above, foreign language or non-doctrinal religion/philosophy)

Division II
For the Class of 2005 through 2012
14 Core Courses

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

Division II
For the Class of 2013 and beyond
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 courses (from any area above, foreign language or non-doctrinal religion/philosophy)

Grade Point Average

Only core courses are used in the calculation of the grade point average for NCAA Initial Eligibility. Students must receive a grade of "C" or better in all core courses. Be sure to look at your high school's list of NCAA-approved core course on the Eligibility Center's website to make certain that courses being taken have been approved as core course. The website is www.ncaaclearinghouse.net. 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.
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 are designed to prepare all students to be effective American citizens, to help students who plan to go to work immediately after high school to develop the skills and attitudes needed, and to prepare students who wish to go beyond high school for advanced occupational and college training.

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.

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, yearbook, 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.

We have the AVID elective program 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. Our 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 Club, Peer Mediation Club, Life Issues Club, World Awareness Club, Art Club, Garden Club, CSF, and Student Council.

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 primarily based 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.
Cabrillo High School is an exciting place to learn. A school on the MOVE, Cabrillo opened its doors for the first time in September 1995. Its mission is to ensure the educational success of all students by having high expectations, a commitment to excellence and a comprehensive program in which all students can learn and become responsible, productive citizens of the 21st Century.

Our goal is to ensure that all students graduate with the knowledge and skills necessary to make successful transitions to college and careers, through quality instruction and curriculum opportunities.

The Cabrillo community recognizes that there are many paths to success. In addition to all the courses that are necessary to meet high school graduation and the “a-g” college/university admittance requirements, Cabrillo’s program includes three Specialized Programs, 4 Small Learning Communities and numerous support and intervention programs for all students.

SPECIALIZED PROGRAMS

The Specialized Academy of Computer Media, Arts and Animation (SACMAA) is designed for students who have a passion for the Visual and Performing Art and Computer Media. The program allows students to continually develop their skills within each of the three strands: Computer Media: Animation, Graphic, Web Design; Visual Arts: Drawing & Painting, Three-Dimensional Media; or Performing Arts: Music, Dance and Drama.

The Cabrillo Engineering & 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. The Cabrillo Engineering and Design program infuses traditional mathematics and science courses, with the 8-step model of the Engineering Design Process. An academic GPA of 2.75 or higher and a “C” or better in Pre-Algebra is recommended.

The University Scholars prepares Cabrillo’s brightest, most academically driven students to sustain a 3.3 GPA while taking a rigorous course of study, including several selections of Accelerated, Honors, and Advanced Placement courses. Beyond the academic challenge, University Scholars receive support through student advisory groups, after-school tutorials, with university visits and guest speakers. The mission of this program is to ensure University Scholars are prepared for a successful transition to college.

SMALL LEARNING COMMUNITIES

Cabrillo Health Occupations and Careers (CHOC) small learning community 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 speakers in the field, job shadowing, conferencing opportunities and health and science specific elective classes.

Cabrillo Academy of Business (CAB) is a small learning community with a focus on careers in global logistics and supply chain management. Students will have hands-on experiences in this field inside and outside of the classroom. Through partnerships with local colleges and businesses students will be exposed to the various pathways leading from Cabrillo to the world of global logistics and supply chain management.

Cabrillo Academy of Social Justice and Law (CASJL) provides students with the opportunity to explore both past and present social issues, study criminal/civil law, law enforcement, government and human relations. Students will develop leadership and organizational skills, along with cultural awareness through a variety of elective courses, field trips and guest speakers.

International Studies at Cabrillo (ISC) gives students opportunities to explore a variety of subjects with an emphasis on global issues in business, the environment, hospitality and tourism. Academic courses will focus on completing the “a-g” requirements as well as electives in geography, finance, web design, and foreign language in preparation for careers in a diverse world.

SPECIALIZED PROGRAMS AND 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. Other student support that Cabrillo offers their students are academic assistance and classes for preparation of the CAHSEE and SAT Test are available.

The California Academy of Mathematics and Science is a comprehensive four-year academic high school located on the campus of California State University, Dominguez Hills (CSUDH). The Academy’s mission is to increase the nation’s pool of college graduates in the fields of mathematics and science by offering an intensive college preparatory education to motivated high school students. It serves a diverse student body of over 610 students, who earn transferable university credit in grades 11 and 12 by taking tuition-free college courses at CSUDH. Upon graduation, Academy students have completed an average of twenty-two university units. The required curriculum at the Academy far exceeds the University of California (UC) admission requirements, and nearly all students go on to four-year universities. The Academy offers an excellent education for high school students considering the fields of math and science as well as engineering, medicine, and technology.

Outside the classroom, the Academy manages successful Mentor and Internship programs that are popular with students. The mentor program matches student protégés one-on-one with professionals in math, science, engineering and technical fields for academic, career and general support. The internship program typically places students as interns in corporate and university settings each summer.

The Academy enrolls students from a consortium of eleven school districts that encompass more than 625 square miles, including the Long Beach Unified School District, the school’s founding district and fiscal agent. Typically, the Academy receives approximately 900 applications for 165 openings. Interested students apply to the Academy through their middle schools, only during grade 8. Students submit an application that includes a transcript of grades, essays, and teacher recommendations. Academy students and staff interview qualified applicants before final selections.

Program Highlights
- The school’s location is on a university campus. Juniors and seniors take university classes as part of their elective program and have opportunities to do research with university professors.
- The school culture strongly supports students in obtaining college admissions. As part of their education, students visit Northern or Southern California university campuses during their junior year. College admission staff actively recruits Academy students. More than 60 selective colleges and universities make recruitment site visits to CAMS each year.
- Successful and active mentor and internship programs are in place.
- CAMS’s smaller student body allows teachers to pay special attention to students.
- Students gain experience with real-world problem solving that stresses group work and interdisciplinary projects.
- CAMS has a diverse student body.
- Math, Science and Engineering focus.

Who Is Most Likely to Be Accepted? Students who demonstrate a strong interest in math and science; earned grades of A’s and B’s in math and science classes; achieved a minimum cumulative grade point average of 3.0 with all grades above C; have strong scores on standardized tests, and completed Algebra 1, Algebra 1-2, or Algebra CD in middle school.

The Educational Partnership High School (EPHS) is an alternative education school that specializes in independent study for youths 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 primary 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 vari-
ety 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.

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, a critical thinker and problem solver, a proficient communicator and a responsible member of society. In order to help our students reach these goals Jordan offers specialized courses of study that maximize a student’s strengths, talents, and interests. We invite you to think seriously about participating in the challenging Secondary Specialized Programs and Small Learning Communities.

SPECIALIZED PROGRAMS

Architecture, Construction and Engineering Technologies (ACE) offers a myriad of opportunities for students interested in exploring the exciting world of architecture, construction and engineering. The ACE program will prepare students for the high demands and challenges of conceptualizing, designing, building and maintaining structures. All courses in the ACE Academy meet the University of California “a-g” requirements while preparing students for entry-level jobs, apprenticeships, and post-secondary education. ACE provides a hands-on curriculum, interactions with industry professionals and field studies that make relevant connections between academics and industry.

International Baccalaureate (IB) - Secondary Specialized Program - IB offers talented university bound students the opportunity to participate in an internationally renowned honors program. IB prepares students for the rigors of university level coursework by challenging them in advanced level classes in all the University of California approved subjects. IB students are afforded the opportunity to earn college credit by successfully passing IB and AP exams. Colleges and universities throughout the United States recognize IB as one of the best college preparatory curriculums a high school student can participate in. Students should have a cumulative GPA of 3.0 or higher and have Content Standards Test scores of proficient or above.

Aspirations in Medical Services (AIMS) (2.0 Overall GPA required) AIMS Academy is a school-within-a-school program, which offers a challenging college preparatory four-year academic program. It is for any student who is interested in investigating the medical field through academic and vocational education. Through internships, guest speakers, and hands-on career investigations, AIMS students are able to experience first hand the opportunities that exist in the medical fields. AIMS Academy provides a close family-like atmosphere where students are provided the academic and life skills necessary to set and achieve the goals that will assist them in their future.

SMALL LEARNING COMMUNITIES

Panther International is a four-year program that gives students the flexibility to explore their interests through elective courses while addressing core requirements for high school graduation and college. Panther Academy students are provided with identified classes, AP/Honors courses, dedicated teachers, AVID strategies, field trips, professional speakers, student recognition, peer support, individual counseling, on-line grades, and after-school tutoring. As members of a small learning community, Panther Academy students and their teachers create an environment of trust and support that promotes academic success and lifelong learning.

Business and Entertainment School of Travel, Trade and Tourism (BESTT) seeks to prepare students with skills focused on Global Travel and Tourism in the areas of Computer Literacy, Finance, Accounting, Sales/Marketing and Hospitality Management. BESTT offers rigorous courses, preparation for UC, CSU and Community College, and employment opportunities.

Excellence Through the Arts (ETA) Are you artistic? A creative thinker? Looking for a place to belong where it’s an asset to be creative? Then you should look into ETA at Jordan High School. This small learning community offers 9th through 12th graders a community of teachers, students and staff who will support you in your artistic endeavors and to be successful in your core classes. There will be guest speakers, field trips, core classes with fellow artistic students, internships and a senior capstone project that will earn you a medallion and prepare you for your post-secondary pursuits. Whether your interest is art, dance, drama, or music, ETA is the place for you.

Jordan’s Media and Communication Learning Community (JMAC) is a small learning community
that will prepare students for success in the 21st Century by training them in technical as well as academic skills.

In addition to college preparatory classes, students learn how to use the latest technology in graphic design, publishing, and video production. JMAC students learn to create and produce the following: Cat’s Purr (Jordan’s newspaper); Stylus (Jordan’s literary and art magazine); JNET (Jordan’s news and video production); Graphic Design (state of the art computer digital art lab).

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.

Jordan Freshman Academy
171 W. Bort St., Long Beach, CA 90805
(562) 984-3710

• All students will take English, Reading, Science, Algebra/Geometry, and P.E. Some students will take an added math class otherwise they will be enrolled in an elective such as Health, Computer Applications, Drawing and Painting or Spanish.
• 3 X 3 Block Schedule
• Aims classes on the main campus.
• Special Programs will remain on the main campus such as, Special Day Classes, ELD Classes, and AIMS.

LAKEMOOD 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. Both high academic courses, as well as intensive learning classes are provided. Additional AVID support is available. To ensure every student succeeds, Lakewood High School applied and received a million-dollar grant to create smaller groups of students and teachers, called smaller learning communities. Seven programs are currently in place. Information about each of these programs is listed below. All ninth grade students will enroll in one of these special programs.

SPECIALIZED PROGRAMS

Applied Technology Magnet (ATM) - The ATM program is a technology based program that has been around for approximately 15 years. This program is designed for students to increase their skills in technology, as well as academics. The ATM program has both a professional (university bound) and technical pathway in order to accommodate various ability levels and needs. Students in the technical pathway take elective classes leading to careers using current technology or continue in post-secondary training programs. Students in the professional pathway take technology-based career classes, but also meet all requirements for entrance into a four-year university program. The ATM program has a strong team of teachers who have worked to incorporate technology into all ATM classes. Students participate in a variety of cross-curricular activities to enhance their learning. And students also have various opportunities outside of the classroom to enhance their education.

Merit Scholars Program - The Merit Scholars program is designated as a rigorous college preparatory program for gifted and talented students who seek a pathway to a university. Students may only enter the program in their freshman year, must be ready to begin Algebra 1-2 or higher, and possess a 3.3 GPA. CST reading and math test scores need to be near the top quartile.
SMALL LEARNING COMMUNITIES

**The Arts Academy** is a program designed to allow students to express themselves, discover interests, develop academic skills, and pursue career opportunities. The academy is a community of learners that brings together students, teachers and members of the community to concentrate on drama, journalism, yearbook, art, ceramics, film, music, dance, and language acquisition. Students moving through The Arts SLC will be provided with opportunities to enter Advanced Placement courses in Art History, Music Appreciation, and Spanish. By the end of their senior year, students from The Arts at Lakewood High School are prepared for UC/CSU, Art College, Trade School, and/or the workplace.

**G.L.O.B.E. (Global Leaders of Business Enterprise)** is one of Lakewood’s smaller learning communities that are geared toward students who have an interest in pursuing a career in various business-related fields. Through classroom studies and outside work experience/internships, students will gain the knowledge in business related fields and to further develop their skills at a collegiate level emphasizing on global affairs. Even if the student is not interested in business, we offer global awareness and preparation for the “real world”.

**HERO (Home Economics Related Occupations)**

Started in the fall of 2003 as the first of the new SLC’s, this academy focuses on three academic and career pathways, Culinary Arts, Fashion Design & Merchandising, and Interior Design. The mission of the HERO academy is to provide high-quality education in order to allow students to reach their full potential to become positive and productive members of the work force and the community. This academy’s vision is to promote leadership and career development, and focuses on teaching responsibility, and self-management. Students entering the academy take a survey course of all three subjects their freshman year, and then choose one or more pathways as a sophomore. By the end of their senior year, students are prepared for UC/CSU, Community college, Trade School, and/or the workplace.

**Odyssey Academy** is a creative and academically enriched program, for college bound students, which provides cross-curricular projects/field trips that are focused on marine studies. Students need to be willing to take a four-year college preparatory program leading to a pathway to college entrance and have a strong attendance history.

**PALMS (Personal Achievement through Leadership, Merit and Service)** is the academy of choices. An enriched curriculum is available for PALMS students to explore and develop skills that can take them to four-year university, trade schools, or two-year certificate programs. The one underlying theme is the desire to work with people. Many career opportunities abound for students who enjoy working with others. The fields of medicine, education, fire science, and law enforcement are just a few of the careers students might choose while in PALMS.

The Long Beach School for Adults provides a comprehensive educational program to meet the needs of the adult community desiring to continue their education. A wide variety of classes are offered in conveniently located areas of the Long Beach Unified School District. Long Beach School for Adults is fully accredited by the Western Association of Schools and Colleges.

**High School Diploma Program**

Transferring high school students who are deficient in credit for graduation must meet one of the following criteria:
- be within two (2) months of their 18th birthday
- a second semester non-grad
- present proof of employment or verified child care

**Concurrent Students**

Several unique features of School for Adults allow students to start at virtually any time of the year in a number of programs. The Betty Outten Learning Center is a high technology lab that offers courses to complete diploma requirements. Teacher directed high school diploma courses begin each quarter. There is also a comprehensive summer program.

High school students may attend at any time between 3:00 to 8:00 p.m. Monday through Thursday. Seniors and juniors may concurrently enroll in adult school classes offered after 3:00 p.m. Students should see their high school counselor regarding this opportunity to make up credits toward their high school diploma.

**CAHSEE Prep**

CAHSEE preparation classes are offered several times during the school year. Please check our website www.lbschools.net/lbsa for starting dates.
Millikan High School (Located near El Dorado Park) is a multicultural school whose members celebrate our school's rich diversity. We are proud of the fact that our school truly reflects our city's demographics. Well-known throughout the community for high standards and achievement in academics, Millikan is equally proud of its extra-curricular activities program. The athletic, visual and performing arts programs, as well as school interest clubs, provide opportunities for our students to have a well-rounded educational experience. All incoming students select academies (smaller learning communities) to belong to based on their educational interests and choose to wear a uniform. According to representatives from West Ed, we are considered a model in the state for the implementation of Smaller Learning Communities, creating a safe haven and sense of belonging for all students. Students and parents feel a sense of academic challenge, confidence, and security at Millikan.

SPECIALIZED PROGRAMS

Questioning, Understanding, Engaging, and Success through Technology (QUEST) students pursue a pathway of honors and AP courses designed for gifted students who want to excel, advance and complete academically with the best and brightest students in the nation. The accelerated curriculum is designed for GATE students and offers the unique experience of a UC approved Senior Project class. The QUEST community of students are high achievers and active participants in extra and co-curricular activities including sports, the arts, community service, ad student government. An academic GPA of 3.3 or higher is recommended.

Personal success through Empowerment, Academic achievement, Character education, and Ethics in action academy (PEACE) engages students to learn through community service, field trips, student government, mentoring, video conferencing, and debates. PEACE students learn about leadership through hands-on projects and real world experiences. PEACE prepares students for real life after high school and creates an environment that allows them to grow as a person while giving to their community in significant ways. An academic GPA of 2.75–3.3 or higher and a “C” or better in Pre-Algebra in middle school is recommended.

Community of Musicians, Performers, Artists, and Social Scientists (COMPASS) prepares students for college by integrating core curriculum with the social sciences and the Arts. The program places an emphasis on standards-based instruction while helping students to connect learning with real world situations. All students enrolled in the COMPASS program are expected to enroll in the arts at Millikan High School (e.g. dance, music, drama, photography, art) as well as work together to help improve the greater Long Beach community through arts-based community service. An academic GPA of 2.25–2.75 or higher is recommended and a strong commitment to the arts are commended.

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 build-
Long Beach Polytechnic High School celebrated its 115th Anniversary. The school’s long tradition of success in curricular and extra-curricular endeavors is a source of pride for everyone who has had the opportunity to proclaim themselves as a “Poly Person.”

Poly’s reputation as a center of academic excellence is well established. Each year, Poly students take more than 1,000 Advanced Placement exams, and even more impressively, they produce the highest passing rate in the western United States.

Poly High School students are invited to enroll in one of four academy programs. These four college preparatory academies emphasize business, the humanities, communications, and math and science. All academies provide a college preparatory “a-g” curriculum.

Poly’s extra-curricular program has been exceptional since the school’s inception. The list of league, CIF and state championships that have been won by Poly’s athletic teams is lengthy and legendary. In the past several years, Poly has claimed CIF and State titles in football, basketball, volleyball, soccer, track and cross country. In addition, the California Coaches Association named Poly as the California Athletic High School of the Century. Success in non-athletic competition is equally impressive. During the past four years Poly has produced groups in vocal music, instrumental music, cheerleading, drama, speech, mock trial and Model United Nations that have won regional, state and national honors. The Grammy Signature Award named Poly one of the top ten music programs in the United States.

Resource Specialist and Speech/Language Specialist services, as well as special class programs and a program for at-risk students are provided for eligible students.

The school is made up of four academies and three Special Programs. The Program for Additional Curricular Experiences (PACE) has been in existence since 1975 and its graduates have been accepted at the country’s most prestigious universities. The Center for International Commerce (CIC) is also an extensive college prep program with an emphasis on international trade. The Pacific Rim Magnet program is a new four year magnet that integrates the international business community with academics.

**Special Programs:**

**Center for International Commerce (CIC):** (3.3 minimum academic GPA and a minimum of “Proficient” in Language Arts and Math on the California Standards Tests). CIC is an international studies honors program that addresses the needs of the gifted, high achieving students who are university bound. With a proven 23 year track record, CIC offers students a challenging, seven class curriculum of accelerated, honors, and AP classes. CIC takes great pride in its language program, offering Japanese and Chinese, languages more commonly taught at the university level. CIC’s Japanese language program is the largest program of its kind in the continental United States.

**Pacific Rim Academy (Pac Rim)** – Through mentoring, internships, curriculum input, classroom speakers and field trips students are exposed to careers in international trade and are not only prepared for college, but also for careers in our expanding global economy. The smaller class size promotes a family type of atmosphere for students. Students also have the opportunity to take Japanese and Chinese in our new Language Lab.

**Program of Additional Curricular Experiences (PACE)** – (3.50 minimum academic GPA OR a minimum of one “Proficient” and one “Advanced” in Language Arts and Math on the California Standards Tests). PACE is a special program that has been in existence since 1975 and provides a rigorous academic curriculum for 700 students, grades 9-12. The PACE reputation for excellence is proven each year as PACE students take more than 800 Advanced Placement Tests with a pass rate of 80 percent.

**SMALL LEARNING COMMUNITIES**

**Beach Academy of Math and Science (BEACH)** is primarily a math and science academy. Students who sign up for the Beach Academy should expect to take math and science classes each year they are enrolled at Poly. The core curriculum prepares students to enter into 4-year universities and other institutions of higher learning by emphasizing the role of science and math in today’s environment.

**Medical and Professional Academy (MAP)** is a college prep program that prepares students for professional careers in business and medicine by offering a wide variety of elective courses, including Introduction to Sports Medicine, Fitness and Nutrition, Pharmacy Technology, Medical Assistant, Business Law, Hospital Health Services, and Small Business Management. Honors and AP course are also available for qualified students.

**Humanities Academy** provides students with a lib-
eral arts education that challenges students academically. Each Humanities student will enroll in the AVID elective class, designed to provide support for students in their pursuit of qualifying for a four-year university. Honors and AP classes are available and encouraged for qualified students.

**Media, Entertainment, Technology and Sports (METS) academy** focuses on careers that involve the entertainment, technology and sports businesses. METS prepares students for careers and college. The Academy offers a variety of sports, technology and entertainment as well as offers Honors and AP classes.

### 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 our 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 is 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. We offer smaller class sizes on a smaller campus with ongoing 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.

Our mission at Reid High School is to insure 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.

### EVENING HIGH SCHOOL

Late afternoon and early evening classes are available for students in grades 10-12 at Cabrillo, Jordan, Lakewood, Millikan, Poly, and Wilson.

The evening high school program is an opportunity for students who are unable to schedule all of the courses they would like to take during the day, who are credit deficient, who may want to improve a grade, or need to make up failed classes. All of the courses offered meet graduation requirements.

Students interested in attending the Evening High School program should contact the high school directly or may call the Evening High School Office at (562) 997-8317.

### LONG BEACH RENAISSANCE HIGH SCHOOL FOR THE ARTS
235 E. 8th Street, Long Beach, California 90813
(562) 901-1068 x7233
www.lbhusd.k12.ca.us/renaissance/index.htm

**Success is an Art**

Long Beach Renaissance High School for the Arts provides a dynamic and innovative education that embraces and integrates arts, academics and technology with equity of access for promising young performers and artists. Students seeking arts careers can use their creative gifts while engaging in real life experiences that prepare them for on-stage, front of the camera and behind the scenes career opportunities.

**SPECIALIZED CLASSES**
The Renaissance Arts teachers know curriculum and standards-based education. The faculty has developed pilot classes unique to Renaissance. **Introduction to Scripting** allows young writers a chance to take an English elective as early as the freshman year. **Introduction to Video Production** is available to ninth and tenth grade students only at RHSA. **Journalism** is the latest addition to the writing strand that links Scripting and School Annual with Video Productions. Students create, write, direct and produce projects. **Costume and Fashion Design** was developed for visual arts students at Renaissance who become an integral component of the many performances. Other new electives include: **Advanced Costuming** and **Jazz Band**.

**OPEN TO ALL STUDENTS IN LBUSD**

There is no attendance boundary and students must apply. Eligible students receive pre-professional training by a staff of exemplary artist-teachers and professional guest teachers in all Dance genres, Theatre, Technical Theatre, Stage and Screen Writing, Television Production, Music Technology, Vocal Music, Instrumental Music, (Jazz Band, Piano, Guitar) Visual Arts and Design, and Digital Art. For admission requirements and infor-
information about the application process call (562) 901-0168 x7233.

ACADEMICS CHALLENGE STUDENTS
Although the focus is on the arts, the curriculum and instruction at Renaissance will prepare students to meet the requirements for admission to major universities including the UC and CSU campuses. Advanced Placement (AP) classes are available. AP Calculus, AP Spanish Language and AP Spanish Literature, AP English Literature, AP Biology and AP Chemistry, AP World History and AP Psychology, and of course, AP Studio Art and AP Art History complete a rigorous education.

AVID
The mission of the Advancement Via Individual Determination (AVID) is to ensure that all students succeed in rigorous curriculum, increase their enrollment in four-year universities, and become educated responsible participants and leaders in a democratic society. AVID is a regularly scheduled academic elective that is based on writing as a tool of learning, the inquiry method, and collaborative grouping. The three main components are academic instructional support, tutorial and motivating activities.

ACCESSIBLE TO STUDENTS AND FAMILIES
Renaissance Arts High School sits near stops for the Metro Rail train and Long Beach Transit bus on the corner of Long Beach Boulevard and 8th Street. Students and parents are welcomed on this small secure campus minutes away from museums, galleries and performance venues.

What’s so special about Renaissance?
• Rigorous academic program with access to many honors and AP classes
• Immediate opportunities for freshman to get involved in visual, performing, and writing arts classes and events
• Small student body of approximately 600 students allowing for more personalized attention
• Support programs such as AVID and many early interventions including specialized tutorials
• Strong support from the arts community featuring master classes and arts related field trips
• Active Parent Council

Wilson Classical High School opened its doors in 1926. Wilson is a public four-year comprehensive high school that features a rigorous academic program for all students with high expectations for behavior and attendance. The program is designed to provide all students with the academic preparation needed for college and careers. Newsweek magazine’s June, 2008 ranking of “America’s Best High Schools” lists Wilson among the top 4 percent of U.S. high schools. Schools ranked by Newsweek have the greatest number of students taking Advanced Placement and International Baccalaureate tests, compared to the number of graduating seniors. Graduates of these high schools save millions of dollars in college tuition each year by earning college credit on the Advanced Placement exams. Each school on the list performed among the top four percent, or 452, of all American high schools measured this way.
The student body of Wilson Classical High School is a microcosm of this economically, socially, and ethnically diverse community. This diversity, which drives campus programs, is highlighted by a Hispanic plurality. The 2008-2009 school year will find approximately 4,400 students attending Wilson. Our ethnically diverse population is reflected in the following percentages: Hispanic (38), White (33), Black (13), Asian (10), Filipino American (2), Pacific Islander (1), and American Indian (1). We have approximately 1300 students who are identified as English Language Learners (ELL) and Fluent English Proficient (FEP).

We are fully accredited by the Western Association of Schools and Colleges. The size of the instructional faculty is 175, over 47% of which have earned Master’s degrees or beyond. The teachers have an average of 13 years experience in education. The student-teacher ratio is approximately 31:1. We have 13 school counselors serving our 4,400 students at a ratio of approximately 375:1.

SPECIAL PROGRAM
Distinguished Scholars Program (Requirements for admission are a 3.3 academic GPA in middle school and review of the California Standards tests: Minimum “proficiency” levels in language arts, reading and math) – The Distinguished Scholar Program challenges gifted and high achieving college
bound students to excel academically and personally. Its goals are to produce articulate, dynamic, motivated learners who will become tomorrow’s leaders; to foster students’ creative and intellectual talents; and to improve critical thinking skills. At least three Advanced Placement courses and Honors courses in English, Social Studies and Science are required. Students may apply using the standard district application.

**ADDITIONAL OFFERINGS**


**Performing and Visual Arts** – Wilson’s outstanding drama, dance, instrumental and vocal music departments provide many opportunities to showcase student talent during the year. Wilson’s visual art classes include AP Art History, AP Studio Art, Ceramics, Exploring Art, 3-D Art, Drawing & Painting and Computer Animation.

**Technology** – All students are required to be computer literate. Numerous computer labs and computer/internet access in all classrooms allow integration of technology in all subject areas. Beyond beginning level classes, Wilson students may take Using New Media, Electronic Publishing, Computer Diagnostics, Graphic Design, Computer Programming, and Architectural Design/CAD.

**Khmer Language Program** – Khmer speakers are able to become literate in their native language. This program is unique in California.

**Literacy Program** – Students experiencing reading difficulties take both English and reading classes.

**AVID** – The AVID program provides a rigorous curriculum focusing on access and equity for students with college potential. Students are clustered in a core of classes where the emphasis is on developing skills leading to success in college. The profile of the AVID student is one with a GPA of 2.0-3.5, average to high test scores and has the desire and determination to attend college. Students are required to attend an additional elective class and lunchtime tutoring.
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: Beginning with the Class of 2006, all students receiving a high school diploma must pass a state-administered exit examination. Students who do not pass the exit examination will not receive a diploma even if they have met all other graduation requirements. Pursuant to Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX 2) (Chapter 2, Statutes of 2009), which enacted California Education Code Section 60823 commencing with the 2009-10 school year, an eligible pupil with a disability is not required to pass the CAHSEE as a condition of receiving a diploma of graduation or as a condition of graduation from high school. Pupils with disabilities will continue to take the CAHSEE in grade 10 for purposes of fulfilling the requirements of the federal No Child Left Behind Act of 2001. This exemption shall last until the State Board of Education either implements an alternative means for students with disabilities to demonstrate achievement in the standards measured by the CAHSEE or determines that an alternative means assessment to the CAHSEE is not feasible and reinstates the CAHSEE as a graduation requirement for students with disabilities.

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

Technology Proficiency: Beginning with the class of 2008, all students must demonstrate computer proficiency by successfully completing Intermediate Computers in middle school, Computer Applications I in high school or passing the Computer Proficiency Exam.

Physical Education Requirement: Beginning with the class of 2011, students are required to earn 20 credits of Physical Education in grades 9 and 10. Students have the right to take four years of PE, however if they choose to opt out of PE in grades 11 and 12 they must pass five out of six areas of the state physical performance test to receive an exemption. This physical performance test will be offered annually starting in 9th grade. If students do not pass the five out of six areas, they will be required to take a PE elective in grades 11 and 12. Passing the physical performance test is not a graduation requirement.

Service Learning: Beginning with the class of 2007, all students must complete 40 hours of service learning/community service, to fulfill the high school graduation requirement. Students are encouraged to complete the majority of the hours by the end of their sophomore year. Additional service learning/community service information can be found on the district and individual high school web sites and in the Career Centers at each high school.

Credit Requirement: Currently, 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.

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: 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.

Physical Education: 20 semester periods of credit in grades 9 and 10. Students must pass five out of six areas of the state physical performance test to receive an exemption for PE in grades 11 and 12.

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

Health Education: 5 semester periods of credit in grades 9 or 10.
**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 this requirement.

**Technology:** 5 semester periods of credit in Computer Applications 1 if Intermediate Computers was not successfully completed in middle school.

**Electives:** 70 semester credits of approved electives.

In summary, a student must earn 220 semester periods in grades 9 through 12 to graduate, including these required courses:

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<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Semester Credits</th>
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<tbody>
<tr>
<td>Algebra</td>
<td>9</td>
<td>10</td>
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<tr>
<td>English 1-2</td>
<td>9</td>
<td>10</td>
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<tr>
<td>General Studies:</td>
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<tr>
<td>Health Education</td>
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<tr>
<td>Computer Applications 1</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>English 3-4</td>
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<tr>
<td>Modern World History 1-2</td>
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<td>Physical Education</td>
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<tr>
<td>English 5-6</td>
<td>11</td>
<td>10</td>
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<tr>
<td>United States History</td>
<td>11</td>
<td>10</td>
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<tr>
<td>English (required or elective)</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>United States Government</td>
<td>12</td>
<td>5</td>
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<tr>
<td>Economics</td>
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<td>Fine Arts or Foreign Language</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>20</td>
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</tbody>
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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: Ninth grade students who on multiple indicators are determined at-risk of not passing the California High School Exit Exam (CAHSEE) will be 1) enrolled in a one to two-period literacy intervention course and/or stretch algebra (Algebra AB-first year of a two-year course) during the regular school day, 2) enrolled in an extra period to receive supplemental support in mathematics to insure proficiency in algebra, and 3) be required to attend summer school immediately following the ninth grade where they will receive support to assist them in achieving proficiency in reading and mathematics standards on the California High School Exit Exam (CAHSEE).

Tenth grade students who on multiple indicators are determined at risk of not passing the California High School Exit Exam (CAHSEE) will be enrolled in a one to two-period literacy intervention course and/or stretch algebra (Algebra CD-second year of a two-year course) 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 in Evenign High School, EPHS, or the Adult School.

Special education students who are diploma-bound and have not passed CAHSEE may also attend a district-provided computer lab staffed by a special education teacher.

**CREDITS**

**Definition of Credit:** Students receive credit based on the number of courses taken each year. Successful completion of year courses earn 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.

**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.

**Credit from Other Institutions:** Transferable credits coming from any school outside of the Long Beach Unified School District may not exceed a maximum of 70 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 Foreign Language Instruction:** Students may receive a maximum of ten semester periods of credit for satisfactory completion of foreign language courses taken at approved private language schools. Credit will be awarded for courses which are not offered in the Long Beach Unified School District; e.g., Greek, Hebrew. 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 40. 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.

**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. 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 and an application packet, students should see their high school guidance 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. Cumulative records will carry the notation "Independent Study" plus the name of the course for all such courses, plus the amount of credit earned. 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 six (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 given unless granted by 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 preregistration 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 truancy and treated accordingly.

**GRADES**

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

Extracurricular and co-curricular activities enrich the educational and social development and experiences of students. These activities neither replace nor interfere with the prescribed course of study. Extracurricular 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 extracurricular 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 regular 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 only be changed 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.
All schools offer special opportunities to meet the needs of all students. The opportunities that are available to all students are noted below.

**SPECIAL OPPORTUNITIES**

**Advanced Placement (AP)**

The goal of the Advanced Placement Program is to enable students to rise to college level challenges in high school, receive both high school and college credit for their accomplishments, and enter higher education well prepared for its demands (and often reducing tuition costs). AP offers high school students an opportunity to develop their strengths by experiencing the academic rigor of college, fostering self-motivation, confidence, responsibility and self-reliance. College students who take AP courses in high school consistently out-perform non-AP college students academically both in the next course and in the long term. On completion of an Advanced Placement course, students take an examination administered and evaluated by the College Entrance Examination Board (CEEB). Parents pay the cost of this examination or in some cases students may apply for fee waivers.

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 his/her 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 CEEB, 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 (approximately $80 each) as mentioned above. There is an AP test fee waiver available for qualified students. The school’s Counseling Office can provide the details.

**International Baccalaureate (IB)**

The International Baccalaureate (IB) Program is a two year rigorous academic curriculum. The IB Program prepares students for advanced placement in college and if qualified (through a battery of tests, completion of an extended essay, a creativity-action-service project, and Theory of Knowledge) students will receive a special diploma from the International Baccalaureate Program.

**Accelerated Courses**

Accelerated courses provide a foundation for students who intend to move into Honors or AP classes in their junior or senior year or who want an advanced course of study in an area where an honors or AP course is not available. 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 some 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**

AVID is an elective course of study taught within the regular school day. It is a program for those students who could make it in a challenging curriculum if they had 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 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 will receive English Language Development at the appropriate level and may receive supplemental reading instruction as needed.

In addition, students in all of these programs are eligible to enroll in literature based classes that are offered in the primary languages of Spanish and Khmer.
SPECIAL EDUCATION

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 successfully participate 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, re-teach 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, post-secondary 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, CAHSEE - See page 19, service learning, 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) shall receive a Certificate of Educational 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 (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.

CALIFORNIA HIGH SCHOOL EXAM PREPARATION AND INTERVENTIONS

State law requires students in California public schools to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. Education Code sections 60850 and 68051 authorized the development and implementation of the exam. The purpose of the CAHSEE is to improve student achievement in high school and make sure students who graduate from high school can demonstrate competency in English Language Arts and Mathematics.

Beginning with the Class of 2006, all 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 other graduation requirements. Pursuant to Assembly Bill 2 or the 2009-10 Fourth Extraordinary Session (ABX4 2) (Chapter 2, Statues of 2009), which enacted California Education Code Section 60852.3 commencing with the 2009-10 school year, an eligible pupil with a disability is not required to pass the CAHSEE as a condition of receiving a diploma of graduation or as a condition of graduation from high school. Pupils with disabilities will continue to take the CAHSEE in grade 10 for purposes of fulfilling the requirements of the federal No Child Left Behind Act of 2001. This exemption shall last until the State Board of Education either implements an alternative means for students with disabilities to demonstrate achievement in the standards measured by the CAHSEE or determines that an alternative means assessment to the CAHSEE is not feasible and reinstates the CAHSEE as a graduation requirement for students with disabilities.

The CAHSEE is divided into two parts: English Language Arts and Mathematics. The questions address important state content standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, felt students should master to graduate from high school. The English Language Arts section addresses state content standards through Grade 10. It consists of multiple-choice questions and a writing task. The reading portion of the exam covers vocabulary, informational reading, and reading literature. The mathematics portion of the test addresses state standards from Grades 6 through 8, including algebra. It consists of multiple-choice questions that cover number sense, algebra and functions, measurement and geometry, and probability and statistics.

Support and Resources to Help Students Pass the CAHSEE

Students who do not pass the CAHSEE in tenth grade have two additional opportunities to retake the exam during eleventh grade and up to three opportunities in twelfth grade. Only the part(s) not passed must be taken again. In addition, school districts are required by law to provide supplemental instruction aligned to state academic content standards for students who do not pass the exam.

State laws require that districts provide support and resources to assist students who have not passed the CAHSEE. Assembly Bill 1802 authorizes the California Department of Education to allocate money to purchase materials for students who have not passed the California High School Exit Exam. All juniors and seniors in the Long Beach Unified School District who have not passed the CAHSEE are being offered CAHSEE Intensive Instruction and Services using these funds.

Students in LBUSD high schools that have not passed both sections of the California High School Exit Exam (CAHSEE) by the end of tenth grade are provided one or more of the following services as juniors and seniors:

- CAHSEE Summer School Classes
- Tutorial (Before, Lunch, After School)
- Classroom CAHSEE Preparation Materials
- Additional Counselor Support
- CAHSEE Math Classes
- CAHSEE English Classes
- Remedial Reading Classes
- Academic Uprise Tutoring
- California Prep Study Guides
- Specialized English Learner Support

Additional resources are being provided on an individual school basis and may vary from site to site. They may include:
Specific Tutoring:
- One on One (Avalon, Lakewood, Poly, Renaissance)
- Saturday (Cabrillo, Jordan, Poly, Reid, Renaissance)
- Peer Tutors (CAMS)
- College Aides (Cabrillo, Lakewood)
- Computer-based Skills (Cabrillo, Wilson)
- TestTools Software (Jordan, Millikan)
- Princeton Review (Avalon, CAMS, Cabrillo, Jordan, Millikan, Poly)
- Kaplan Advantage (EPHS, Reid)

Intensive Services for Special Education Students

In addition to having access to all general education services, courses and resources to support CAHSEE, diploma-bound students in Special Education Programs have access to the following remedial interventions:

Resource Specialist Programs:
- Strategies for Success (SFS) Course (grades 10, 11, 12)
- Intensive Reading Clinic (as determined by IEP teams)
- Revolution CAHSEE Prep web-based and consumable texts (grades 11 and 12 only)
- ALEKS Mathematics web-based program varied by site

Special Day Class Programs:
- Core English and Mathematics Courses aligned to Grade Level and off-grade level standards
- Content-Specific Intervention Courses aligned to off-grade level standards and the CAHSEE for English Language Arts, Reading Development, and Mathematics
- Supplemental texts: Meeting the Challenge, 2002, Globe Fearon (for ELA and Mathematics)
- Revolution CAHSEE Prep web-based and consumable texts (grades 11 and 12 only)

Assistance Past 12th Grade

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 in Evening High School, EPHS, or the Adult School.

Special education students who are diploma-bound and have not passed CAHSEE may attend a district-provided computer lab staffed by a special education teacher.

For more information please contact your school counselor.
Course Matrices & Descriptions
# Course Descriptions

## Business/Computer Education

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<tr>
<th>Course Description</th>
<th>CODE</th>
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*Updated 2009-2010*
Business/computer education classes provide basic training in the skills needed for employment at the entry level. In addition to preparation for a variety of career occupations, business students also receive instruction in the basic skills and work ethics. These classes are useful to students who intend to follow careers in business and to others who need a general knowledge of business practices in an increasingly complex, computer-oriented world.

### BUSINESS COURSES

**Accounting 1-2**

- **Length of Course:** 2 semesters
- **Grade Level Options:** 9, 10, 11, 12
- **Prerequisite:** None

Accounting 1-2 provides a general view of the accounting field. Practice is provided in recording business transactions in a variety of small business organization situations. Emphasis is placed on a single proprietorship. Accounting 2 is practical application of the fundamental bookkeeping and accounting principles studied during the first semester. Practice is provided in keeping complete sets of books; journals, ledgers, work sheets, and financial statements are included. Transactions using papers commonly found in business offices are recorded in practice sets. The course covers control accounts and financial papers (work sheets, balance sheets, income statements).

**Accounting 3-4**

- **Length of Course:** 2 semesters
- **Grade Level Options:** 10, 11, 12
- **Prerequisite:** Accounting 1-2

Accounting 3-4 explores business data processing. Computer and manual procedures commonly used and the applications of each method to business activities are emphasized. Partnership and corporation accounting is stressed. Special accounting procedures for using the combination journal and for handling bad debts, depreciation, accruals, and deferrals are introduced. The accounting systems and procedures presented earlier in the course are expanded through the use of computers and calculators.

### COMPUTER COURSES

**Computer Applications 1**

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

This course is designed to bring students to a basic level of proficiency in applying computer technology in the educational setting. Emphasis will be placed on file-management and appropriate technology use in a network environment. Students will be introduced to fundamental computer concepts, beginning keyboarding skills, PowerPoint, word-processing, multi-media presentations, Internet applications and spreadsheets. Special attention will be devoted to legal issues, copyright law, and safety. Application of technology in the workplace will be emphasized.

*This course is required for high school graduation.*

**Computer Applications 2**

- **Length of Course:** 1 semester
- **Grade Level Options:** 9-12
- **Prerequisite:** Computer Applications 1 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.

**Computer Applications 3-4**

- **Length of Course:** 2 semesters
- **Grade Level Options:** 10-12
- **Prerequisite:** Computer Applications 1-2

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, PowerPoint, internet and become familiar with digital media and electronic publishing.
Computer Programming 1-2 — 1361

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Algebra 1-2 with a “C” or better

This course is designed to enable students to develop skills in the use of the computer and peripheral equipment by using the computer as a tool to enhance the study of mathematics. It increases the occupational opportunities for students who have mathematical ability but who may not be majoring in mathematics. It includes a study of programming techniques, computer languages, and computer applications.

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

Computer Programming 3-4 — 1362

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Computer Programming 1-2 with a “C” or better

This course will provide an introduction to the C++ language. The course covers the programming methodology with an emphasis on problem solving, algorithm development, data structures and typical C++ applications.

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

Computer Science A AP — 3067

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Computer Programming 1-2 or permission of instructor

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.

Sales and Marketing 1-2, 3-4 — 1315/1317

Length of Course: 2-4 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

This course, taken along with Sales and Marketing Cooperative, is designed to develop special skills in advertising services, apparel and accessories, finance and credit, food marketing and services, merchandising, petroleum marketing, real estate, and starting your own business. It is also helpful for college-bound students who may have an occupational interest in marketing or merchandising.

Sales and Marketing Cooperative — 1319

Length of Course: 2-4 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Concurrent enrollment in Sales and Marketing 1-2 or 3-4

This course is designed to give on-the-job experience and to provide students informational feedback and related instruction while developing special skills in the distributive fields. It is especially helpful to those students who wish to work part-time while attending school.

Using New Media — 2696

Length of Course: 1 semester
Grade Level Options: 9-12
Prerequisite: Computer Application 1 or 2 or placement by assessment

This course is designed for students with advanced computer skills as a semester class. 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 application that support students’ ability to create and optimize new media.

International Business — 1245

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Acceptance as 10th grader to Pac Rim Academy

This course is devoted to the study of marketing fundamentals, principles and practices with the emphasis on business in both the international and domestic environment. Students will learn concepts pertaining to market-
World Wide Web Publishing 1

Length of Course: 1 semester
Grade Level Options: 9-12
Prerequisite: Computer Applications 1 with a grade of C or better

This course offers students the opportunity to develop computer skills that will enable them to be productive citizens in the Information Age. Students will be challenged to synthesize web pages that present data and multimedia on the web. As a junior or senior project, students will collaborate in the creation of web sites that will improve educational content on the web. Careers in web design and publishing will be explored as part of the coursework.

World Wide Web Publishing 2

Length of Course: 1 semester
Grade Level Options: 9-12
Prerequisite: World Wide Web Publishing 1

This course offers students the opportunity to enhance the web publishing skills learned in World Wide Web Publishing 1. Students will learn scripting, advanced web technologies, and interactive databases as well as vector graphics and animation. Careers in web design and publishing will be explored as part of the coursework.
## Course Descriptions

### English Language Arts

### Courses Meeting English Graduation Credit

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### Courses Meeting the English Elective Credits

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Updated 2009-2010
### Reading Intervention Courses Approved for English Elective Credit

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- Course offered:
  - AHS: Avalon High School
  - CHS: Cabrillo High School
  - CAM: California Academy of Math & 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

*Updated 2009-2010*
Integrated Language Arts

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

**English 1-2**

(English 1-2 SDC 5415)

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

Students 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 non-fiction and informational texts. Writing activities are extensions of experiences developed through these interactions with texts, and students will use process writing activities in a variety of genres including persuasive, expository, narrative, and response to literature. Students also 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 1-2 Accelerated**

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

Students pursue a balanced, integrated standards-based program of literature and language studies, which is accelerated, enriched and differentiated and designed to prepare the 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 course will meet the "b" entrance requirement for the University of California and the California State University systems.

NCAA Approved

**English 3-4**

(English 3-4 SDC 5419)

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**

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

NCAA Approved

**English 5-6**

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

NCAA Approved

**English 7-8 1412**

(“English 7-8 SDC 5624)

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: Has not passed CAHSEE

Students engage in close reading of nonfiction and fiction texts as a catalyst to engage in intensive practice of the writing process. They will compose autobiographical/biographical narratives, persuasive essays, responses to literature, reflective essays as well as job and college applications and an academic resume. Students will continue to work on editing skills in order to reinforce the conventions of standard edited English. When possible, students will learn to use technology to support drafting, editing, and research skills.

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

NCAA Approved

**English Language and Composition (AP) 1428**

Length of Course: 2 semesters
Grade Level Options: 11, 12
Co/Prerequisite: English 5-6

The AP 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 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
**Literature**

**Bible as Literature 1-2**

*Length of Course:* 2 semesters  
*Grade Level Options:* 11, 12  
*Prerequisite:* English IB HL 1

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 mastery of essential multi-media programs through Power Point 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

**English IB HL 2**

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

English IB HL II 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

**British Literature 1-2**

*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 requirements for the University of California and California State University systems.*

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**Comparative Literature of Western Civilization**

*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 requirement for the University of California and California State University systems.*

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**English Literature/Composition (AP)**

*Length of Course:* 2 semesters  
*Grade Level Options:* 11-12  
*Co/Prerequisite:* English 5-6

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 six-
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 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 the California State University Systems.

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Literature and Communications —— 1426
Length of Course: 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 the California State University Systems.

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Multicultural Literature —— 1442
Multicultural Literature ACC —— 1448
Length of Course: 1-2 semesters
Grade Level Options: 11, 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 the California State University Systems.

NCAA Approved

Rhetoric and 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 and 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 the California State University Systems.

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English Language Arts 32
Updated 2009-2010
LANGUAGE ARTS ELECTIVES

Advanced Elements of Expository Text

| 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 the California State University systems.

Advanced Journalism: Editing, Design & Management

| Length of Course: | 2 semesters |
| Grade Level Option: | 10-12 |
| Prerequisite: | Elements of Journalism and English 1-2 with a grade of “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 the California State University systems.

Creative Writing 1-2

| Length of Course: | 1-2 semesters |
| Grade Level Options: | 10, 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 the California State University systems.

Creative Writing 3-4

| Length of Course: | 1-2 semesters |
| Grade Level Options: | 11, 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 the California State University systems.

Elements of Journalism

| Length of Course: | 1-2 semesters |
| Grade Level Options: | 9, 10, 11, 12 |
| Prerequisite: | None |

The 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 the California State University systems.

Elements of Oral Communication

| Length of Course: | 2 semesters |
| Grade Level Options: | 9, 10, 11, 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 ele-
ments 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 rehearse their proficiencies 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 the California State University systems.

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Forensics: Argumentation/Debate ___________1515
Length of Course: 2 semesters
Grade Level Options: 10, 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 the California State University systems.

Introduction to Scriptwriting ___________1432
Length of course: 2 Semesters
Grade Level Option: 9-10
Prerequisite: None

Introduction to 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.

Intermediate Scriptwriting ___________1438
Length of course: 2 Semesters
Grade Level Option: 10-11
Prerequisite: Scriptwriting 1-2

Intermediate Scriptwriting will build on skills learned in Introduction to Scriptwriting. Students will write extended pieces for the stage, in addition to learning to write for films. Intermediate Scriptwriting will review the concepts and skills learned in Introduction to Scriptwriting. Students will also analyze, learn vocabulary, and script formatting for film. Students will investigate the possible career options for film. 

Journalism: Production/Management ___________1461
Length of Course: 1-2 semesters
Grade Level Options: 10, 11, 12
Prerequisite: Journalism 1-2

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 the California State University systems.

Speech Communication: Analysis & Application ___________1513
Length of Course: 1 semester
Grade Level Options: Open to recommended 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.

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

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READING INTERVENTIONS

Fast Track 1-2 ___________1440
Length of course: 2 Semesters
Grade Level Option: 9-12
Prerequisite: None

Fast Track 1 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.
Fast Track 1 SDC

Length of course: 2 Semesters  
Grade Level Option: 10-12  
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.

Fast Track 3-4

Length of course: 2 Semesters  
Grade Level Option: 9-12  
Prerequisite: None

Fast Track 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.

High Point I DHH

Length of course: 2 Semesters  
Grade Level Option: 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.

Intensive Reading Clinic

Length of course: 2 semesters  
Grade Level Options: 9-12  
Prerequisite: Counselor referral  
Credits: Double Period/20 credits

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.

Literacy Workshop 1-2

Length of course: 2 semesters  
Grade Level Options: 9  
Prerequisite: None  
Credits: 10

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

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

Literacy Workshop 3-4, a balanced literacy program emphasizing developmental reading instruction, is designed specifically for students without serious learning disabil-
ities 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.

**LANGUAGE! I**

(Language! I SDC 5760)

**Length of Course:** 2 semesters

**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 student score within Units 1-18 on either of the LANGUAGE! subtests, he/she is recommended for Level 1.

**LANGUAGE! II**

(Language! II SDC 5768)

**Length of Course:** 2 semesters

**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 student score within Units 19-36 on either of the LANGUAGE! subtests, he/she is recommended for Level 2.

**LANGUAGE! II AB**

(Language! II AB 1584)

**Length of Course:** 2 semesters

**Grade Level Options:** Single period/10 credits

**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 II AB as recommended based on CST scores, possible Gray Oral Reading (GORT), and one or more of the LANGUAGE! assessments as well as teacher observation. Placement into LANGUAGE! II AB is determined by administration of the LANGUAGE! encoding/decoding assessments. If the student scores within Units 13-24 on any of the LANGUAGE! subtests, he/she is recommended for LANGUAGE! II AB (Books C and D).

LANGUAGE! II is a language arts course designed for students who have insufficient phonological processing and need linguistic support in phonology, morphology, semantics, and syntax. Encoding and decoding concepts are still an important component, but at this level, students expand and build literal and interpretive comprehension strategies along with composing and analyzing written language. This course uses LANGUAGE!, a sequential, balanced literacy program emphasizing developmental reading instruction. Its emphasis is on word study, spelling, vocabulary development, comprehension, and writing, while reading texts with readability level of 3.3-6. 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 19-36 of Level 2 will begin the course of study at 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 phonemic awareness, vocabulary development, comprehension, text reading, and 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
Length of Course: 2 semesters
Grade Level Options: Single period/10 credits
Prerequisite: 9-11
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! II CD as recommended based on CST scores, possible Gray Oral Reading (GORT), and one or more of the LANGUAGE! assessments as well as teacher observation. Placement into LANGUAGE! II CD is determined by administration of the LANGUAGE! encoding/decoding assessments. If the student scores within Units 25-36 on any of the LANGUAGE! subtests, he/she is recommended for LANGUAGE! II CD (Books E, Unit 25).

LANGUAGE! III SDC  5763
Length of Course: 2 semesters
Grade Level Options: Double Period/20 Credits
Prerequisite: 9-11
Students have been diagnosed at the intensive intervention level. Students have completed LANGUAGE! I and/or LANGUAGE! II. Placement into LANGUAGE! III SDC is determined by administration of the LANGUAGE! encoding/decoding assessments. If the student scores within Units 37-54 on any of the LANGUAGE! subtests, he/she is recommended for LANGUAGE! III SDC.

LANGUAGE! III AB SDC  5118
Length of Course: 2 semesters
Grade Level Options: Single Period/10 Credits
Prerequisite: 9-10
Students have been diagnosed at the intensive intervention level. Students have completed LANGUAGE! I and/or LANGUAGE! II. Placement into LANGUAGE! III AB is determined by administration of the LANGUAGE! encoding/decoding/grammar assessments. If the student scores within Units 37-45 on any of the LANGUAGE! subtests, he/she is recommended for LANGUAGE! III AB.

LANGUAGE! III CD SDC  5119
Length of Course: 2 semesters
Grade Level Options: Single Period/10 Credits
Prerequisite: 9-10
Students have been diagnosed at the intensive intervention level. Students have completed LANGUAGE! III CD and/or LANGUAGE! II. Placement is determined by administration of the LANGUAGE! encoding/decoding/grammar assessments. If the student scores within Units 46-54 on any of the LANGUAGE! subtests, he/she is recommended for LANGUAGE! III CD.

LANGUAGE! III 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.
Reader’s Theater

Length of course: 2 Semesters
Grade Level Option: 9
Prerequisite: None

Reading Development-Readers’ Theater, a balanced literacy program emphasizing developmental reading instruction through performance-based activities 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 4th 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, reading vocabulary, increasing fluency, creative expression, improving both listening and speaking skills, and metacognitive strategies for reading both narrative and expository text with comprehension and fluency. Students also learn essential elements of literature such as character, plot, setting, and structure while practicing social and collaborative skills. Increased attendance, motivation, and achievement through the integration of the arts and academics is also anticipated. The U.S. Department of Education publication “Put Reading First” states: "Readers' Theatre provides readers with a legitimate reason to reread text and to practice fluency". It also improves sight-word vocabulary, reading comprehension, provides opportunities to interpret dialogue and communicate meaning, increases awareness and appreciation of plays as a form of literature (Carrick, 2000). Readers Theater helps develop appreciation for literature and drama and motivates students to read and write.
### Course Descriptions

## English Language Development

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<td>Will J. Reid High School</td>
<td>Woodrow Wilson Classical High School</td>
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*Updated 2009-2010*
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

**English Language Development**

**English I** 1701

- **Length of Course:** 2 semesters
- **Grade Level Options:** 9-12
- **Prerequisite:** Designated as English Language Learner (ELL) and diagnosed 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 on linguistically appropriate developmental aspects of grammatical/spelling/pronunciation accuracy.

**English II** 1703

- **Length of Course:** 2 semesters
- **Grade Level Options:** 9-12
- **Prerequisite:** Designated as an 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 focus on accelerating progress in linguistically appropriate developmental aspects of grammatical/spelling/pronunciation accuracy.

**English III** 1705

- **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** 1719

- **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 9th 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 written language, effective oral communication, and grammar.

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

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**Table Notes:**
- AHS: Advanced High School
- CHS: College High School
- CAMS: College Academy High School
- JHS: Junior High School
- LHS: Lower High School
- MHS: Middle High School
- PHS: Professional High School
- Rhsa: Rhsa High School
- RHS: Regular High School
- WHS: Western High School
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- Course offered
  AHS Avalon High School
  CHS Cabrillo High School
  CAMS California Academy of Math & 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

Foreign Language 44

Updated 2009-2010
All foreign languages that are offered for at least two semesters will satisfy the graduation requirement for foreign language.

**American Sign Language 1-2—1937**

**Length of Course:** 2 semesters  
**Grade Level Options:** 9, 10, 11, 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 the Stage I of the World Language Content Standards for California Public Schools (2009). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 foreign language requirement.

NCAA Approved

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**American Sign Language 3-4—1938**

**Length of Course:** 2 semesters  
**Grade Level Options:** 9, 10, 11, 12  
**Prerequisite:** American Sign Language 1-2

American Sign Language (ASL) 3-4 reinforces, expands and refines the rudimentary receptive and productive skills of ASL and awareness of Deaf culture and hearing loss learned in ASL 1-2. The course goals and objectives are based on Stages I and II of the World Language Content Standards for California Public Schools (2009). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 foreign language requirement.

NCAA Approved

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**American Sign Language 5-6—1939**

**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 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 II and III of the World Language Content Standards for California Public Schools (2009). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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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**Chinese 1—1768**

**Length of Course:** 2 semesters  
**Grade Level Options:** 9, 10, 11, 12  
**Prerequisite:** None

Chinese 1 is the first year of an expanded, interactive introduction to Mandarin Chinese emphasizing fundamental communicative-based listening, speaking, reading and writing, and the rudiments of the Chinese speaking cultures. By the end of the second semester, students will begin to develop accurate pronunciation of most Chinese phonemes, communicate in predictable daily interactions, and ask and answer simple questions on an ever-growing variety of life topics. They will learn to read pinyin, the most commonly used Romanization system for Standard Mandarin. They will also be able to read 75 Chinese characters and write 50 of them using proper stroke order in short sentences. Students will also broaden their understanding of the historical and cultural aspects of the Chinese-speaking cultures through research, presentations, guest speakers, and various cultural opportunities. They will also be introduced to the numerous careers in which people knowing Chinese are highly sought after.

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**Chinese 2—1769**

**Length of Course:** 2 semesters  
**Grade Level Options:** 10, 11, 12  
**Prerequisite:** Chinese 1

Chinese 2 is the second year of an expanded, interactive introduction to Mandarin Chinese emphasizing fundamental communicative-based listening, speaking, reading, writing and the rudiments of Chinese speaking cultures. By the end of the second semester, students will develop accurate pronunciation, communicate in predictable daily interactions, and ask and answer simple questions on an ever-growing variety of daily topics. They will be able to read at least 150 Chinese characters and write 80% of the characters using proper stroke order in short sentences. Students will also broaden their understanding of the historical and cultural aspects of the Chinese-speaking cultures through research, presentations, guest speakers, and various cultural opportunities. They will also research careers in which people knowing Chinese are highly sought after.

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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Foreign Language 45  
Updated 2009-2010
Chinese 1-2

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 2-3

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Chinese 1-2 with a “C” or better

Chinese 2-3 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 4-5

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Chinese 3-4 with a “C” or better

Chinese 4-5 continues to expand and refine students’ communicative-based listening, speaking, reading, and 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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: 9, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 7-8

Length of Course: 2 semesters
Grade Level Options: 9, 10, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 Language/Culture (AP)

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 AP 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, 10, 11, 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). A minimum of two years of "a – g" approved foreign language credit in the same language is required for admission to most four-year colleges.

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, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 5-6
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: French 3-4 with a “C” or better

French 5-6 continues to expand and refine students’ communicative-based listening, speaking, reading, writing competencies from French 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 French-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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

Students who perform exceptionally well in this course may be recommended for Advanced Placement French Language class. A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 Language AP
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: French 5-6 or 7-8 with a “C” or better

AP French Language is an advanced curriculum which provides students with a learning experience equivalent to that of a third-year college course in French. The course provides 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 French almost exclusively. The course goals and objectives are based on Stage IV of the World Language Content Standards for California Public Schools (2009). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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

Foreign Language 47
Updated 2009-2010
German 1-2

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Recommended Prerequisite: None

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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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: 9, 10, 11, 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 Advanced Placement German Language class. A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 Language (AP)

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: German 5-6 or 7-8 with a “C” or better

AP German Language is an advanced curriculum which provides students with a learning experience equivalent to that of a third-year college course in German. The course provides 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 German almost exclusively. The course goals and objectives are based on Stage IV of the World Language Content Standards for California Public Schools (2009). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.
This Language Other Than English (LOTE) course will meet the "e” entrance requirement for the University of California and the California State University systems.
NCAA Approved

Italian 3-4
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.
This Language Other Than English (LOTE) course will meet the "e” entrance requirement for the University of California and the California State University systems.
NCAA Approved

Italian 5-6
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Italian 3-4 with a “C” or better
Italian 5-6 continues to expand and refine students’ communicative-based listening, speaking, reading, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.
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.

Italian 7-8
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: A grade of “C” or better in Italian 5 – 6
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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.
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.

Japanese 1
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None
Japanese 1 is the first year of an expanded, interactive introduction to Japanese emphasizing fundamental communicative-based listening, speaking, reading, writing, and the rudiments of the Japanese-speaking cultures. By the end of the second semester, students will actively learn accurate pronunciation, communicate in predictable daily interactions, and begin to ask and answer simple questions on a variety of daily life topics. They will understand the purpose of the three writing systems of Japanese and be able to read, pronounce, and begin to write hiragana using proper stroke order. In addition, they will be exposed to selected kanji which are commonly used in everyday life, especially the classroom. Students will also begin to understand the key historical and cultural aspects of the Japanese culture through research, presentation and various cultural opportunities. Finally, students will be introduced to the numerous careers in which people knowing Japanese are highly sought after.

Japanese 2
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Japanese 1 with a “C” or higher
Japanese 2 is the second year of an expanded, highly interactive introduction to Japanese, emphasizing fundamental communicative-based listening, speaking, reading and writing on an ever growing variety of daily life topics. Students will also begin their understanding of the historical and cultural aspects of the Japanese-speaking...
culture through research, presentations, guest speakers, and various cultural opportunities. In addition, they will also be introduced to the numerous careers in which people knowing Japanese are highly sought after.

Japanese 1-2

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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, 10, 11, 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 simple texts 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 5-6

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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: 9-12
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

Japanese 7-8

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Japanese 5-6 or teacher’s approval

Japanese 7-8 continues to expand and refine students’ communicative-based listening, speaking, reading, writing competencies from Japanese 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 Japanese-language culture. 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 Language/Culture
(AP)  1765
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: A grade of ‘A’ in Japanese 3 – 4 and teacher recommendation

AP Japanese Language and Culture supports students as they develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Students will 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” entrance requirement for the University of California and California State University systems.

NCAA Approved

Khmer for Khmer Speakers 1-2  1886
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 5-6  1888
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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: 9-12
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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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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<td>1822</td>
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<td>Grade Level Options:</td>
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<td>Prerequisite:</td>
<td>AP Spanish Literature</td>
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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 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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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<tr>
<td>Prerequisite:</td>
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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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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

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<tr>
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<td>Spanish 3-6</td>
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International Baccalaureate (IB) Stand 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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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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. A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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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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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 7-8

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Spanish 5-6 with a “C” or better

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 Advanced Placement Spanish Language class. A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

Spanish for Spanish Speakers 1-2

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 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 competences assessed on the English Language Arts portion of the California High School Exit Examination. A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

Spanish Literature AP

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Spanish 5-6 or 7-8 with a “C” or better

AP 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). A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

Spanish for Spanish Speakers 3-4

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 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 closely align with competences 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. A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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 5-6**

**Length of Course:** 2 semesters
**Grade Level Options:** 9, 10, 11, 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 competences 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 Advanced Placement Spanish Literature class and The Advanced Placement Spanish Language Exam. A minimum of two years of “a – g” approved foreign language credit in the same language is required for admission to most four-year colleges.

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
# Course Descriptions

## General Studies

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<th>CHS</th>
<th>CAMS</th>
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- Course offered

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<td>Lakewood High School</td>
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<td>Woodrow Wilson Classical High School</td>
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</table>
Driver Education (General) — 2010

Length of Course: 9 weeks
Grade Level Options: 9, 10
Recommended 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.

Exploring Health Occupations & Careers — 2017

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

The Introduction to Health Occupations and Careers is a springboard to career pathways which will prepare students for certification programs, Associates Arts degrees, Bachelor of Science degrees and post-graduate studies in medical and health professions. This course is designed to give the students the opportunity to explore various health occupations and careers that are available in the medical/health industry and to develop the skills that are necessary to ensure a successful transition into a selected field of study. In addition to an extensive career search that provides 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.

Health Education — 2001

Health Ed. SDAIE — 2003
Health Ed. SDAIE/PLS — 2016
(Health Education SDC — 5342)

Length of Course: 1 semester
Grade Level Option: 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.

This course is required for graduation.
## History–Social Science

### Courses Meeting History/Social Science Graduation Credit

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Updated 2009-2010
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Asian Studies 2201
Length of Course: 1 semester
Grade Level Option: 10, 11, 12
Prerequisite: None

The course is designed to cover the history, economics, politics, culture and literature of all of the nations of East Asia, north and south, from 1,000 BC to the present. Students will learn to place themselves in another cultural setting and will become aware of the world beyond their immediate surroundings.

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

NCAA Approved

Atlantic World History 2269
Length of Course: 2 semesters
Grade Level Option: 9-11
Prerequisite: None

The general theme of the course is the "Atlantic World," the region of the world connected with the Atlantic Ocean from circa AD 1400-1825. During this era, European explorers created trade networks with the peoples of West Africa and planted colonies throughout the Americas. Each semester has a different focus. The first semester deals with this four hundred-year span chronologically. It first considers each region prior to contact. Then it turns to the period of contact when Europeans, Africans, and Native Americans encountered one another, exchanged a variety of commodities, and engaged in conflict with one another. The final era is the creation and development of a range of settlements in the Americas. The second semester focuses on the entire period from a broadly thematic and comparative perspective. Units include political, social, and cultural comparisons. The course concludes with a comparison of various revolutions in the late eighteenth and early nineteenth centuries.

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

NCAA Approved

Black History 2205
Length of Course: 1 semester
Grade Level Option: 9, 10, 11, 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

California History 2265
Length of Course: 1 semester
Grade Level Option: 9, 10, 11, 12
Prerequisite: None

The general objective for this class is for students to gain a fundamental understanding of their own state’s history. Students will become familiar with the geographic, historical, cultural, political, and economic elements of California. They should learn to make reasoned decisions and evaluations of current California issues.

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

NCAA Approved

Government & Politics: Comparative (AP) 2261
Length of Course: 1 semester
Grade Level Option: 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 Option: 9, 10, 11, 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

Culture, Conflict, and Resolution in America 2155
Length of Course: 1 semester
Grade Level Option: 10-12
Prerequisite: None

Students will study the nature of culture and race and the historical basis for current racial and ethnic conflict.
in the United States. Students will employ this knowledge to proactively address similar issues on their school’s campus and in their communities.

**Current Affairs**

Length of Course: 1 semester  
Grade Level Option: 9, 10, 11, 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.

NCAA Approved

**Economics**

Length of Course: 1 semester  
Grade Level Option: 12  
Prerequisite: None

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 economics issues as citizens, workers, consumers, business owners, managers and members of civic groups.

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

NCAA Approved

**Economics: Micro (AP)**

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

AP Microeconomics is a one-semester course that focuses on how economic decisions are made by individuals, firms, and organizational structures. Supply and demand analysis is developed to demonstrate how market prices are determined, how those prices determine an economy’s allocation of goods and services, how factors of production are allocated in the production process, and how goods and services are distributed throughout the economy. Students evaluate the strengths and weaknesses of economic decision makers by using the concepts of efficiency and equity. They also analyze and evaluate the effects of government intervention. Emphasis is placed on reasoned logical argument so that we can use economics as a method and model for decision making.

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

**European History (AP)**

Length of Course: 2 semesters  
Grade Level Option: 10, 11, 12  
Prerequisite: None

Advanced Placement European History is intended to provide the student with an understanding of the development of Western culture and institutions, with particular emphasis on the period after 1450. The course offers numerous opportunities for coordination with other existing courses.

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

NCAA Approved

**Geography**

Length of Course: 1 semester  
Grade Level Option: 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 will meet the “g” entrance requirement for the University of California and California State University systems.

NCAA Approved
Global Economics 1243
Length of Course: 1 semester
Grade Level Option: 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

Human Geography (AP) 2324
Length of Course: 2 semesters
Grade Level Option: 11-12
Prerequisite: None

AP 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

History of Europe IB HL 2 2220
Length of Course: 2 semesters
Grade Level Option: 12
Prerequisite: US History AP

The history of Europe is a requirement of the International Baccalaureate Program. It is a two-year course, as part of the international program, which 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: 1st an extended essay of 4,000 words max. – which is to be reviewed and graded internationally; 2nd an internal essay of 2,000 words max. – 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

Philosophy IB SL 2221
Length of Course: 2 semesters
Grade Level Option: 11-12
Prerequisite: None

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

International Business & Economics 2320
Length of Course: 2 semesters
Grade Level Option: 10, 11, 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 “g” entrance requirement for the University of California and California State University systems.

NCAA Approved
International Law—2364
Length of Course: 2 semesters
Grade Level Option: 10-12
Prerequisite: None

It is hoped that students will gain some perspective about the ebb and flow throughout history of individual and national attempts to bring some stability and predictability to international relations through international law. The materials of the course will challenge students to use all of the knowledge and information they have accumulated in their previous social studies courses to interpret, analyze, and understand the issues presented.

NCAA Approved

Introduction to Social Justice—2131
Length of Course: 2 semesters
Grade Level Option: 9-12
Prerequisite: None

In this course, students will explore how self and group identities shape individual perception and communities. Through demographic study of local communities, they will understand how inequity is manifested in public policy that affects different target populations. Students will learn about key moments in the collective history of Southern California as case studies in circumstances leading to civil disobedience and civil unrest. Students will learn skills to proactively address issues of Social Justice, focusing on effective group and inter-group communication and organizing, service learning, critique of media, research, manipulation of statistics, and meaningful reflection.

NCAA Approved

Introduction to Sociology—2231
Length of Course: 1 semester
Grade Level Option: 9, 10, 11, 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

Latino Studies—2217
Length of Course: 2 semesters
Grade Level Option: 9, 10, 11, 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 SDC............ 5511)

Length of Course: 2 semesters
Grade Level Option: 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” entrance requirement for the University of California and California State University systems.

NCAA Approved

Modern World History/International Negotiations............ 2275

Length of Course: 2 semesters
Grade Level Option: 9-12
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. The International Negotiations portion of the course is designed to have students study a foreign country in the areas of economics, government, environment, human rights, health, defense and women’s issues. They use "real" world problems to implement their learning using computers that are networked with other schools in California, Oregon and Arizona.

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

NCAA Approved

Psychology (AP)............ 2225

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

This advanced placement course introduces the discipline of psychology through an examination of its history, methods, and approaches. Units of study include biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation

and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology.

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

United States Government............ 2241
United States Government Accelerated............ 2239
United States Government SDAIE............... 2249
(**United States Government SDAIE/PLS............ 2237
(/**United States Government SDC............ 5005)

Length of Course: 1 semester
Grade Level Option: 12
Prerequisite: None

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

Government and Politics: US (AP)............ 2245

Length of Course: 1 semester
Grade Level Option: 12
Prerequisite: None

This course provides students an understanding of the democratic process in America in contrast to other forms of government. Students will develop the knowledge and skills necessary to prepare them to successfully complete the Advanced Placement tests.

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

This course meets the Government requirement for graduation.
United States Government/ Economics/Negotiations — 2241/2314

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

This course combines the district’s U.S. Government and Economics curriculum into a year long course complemented with the integration of International Negotiations. Students pursue a deeper understanding of the institutions of American Government, master fundamental economic concepts, gain an appreciation of how the main concepts of economics relate to each other and understand the structure of economic systems. In addition, students study a foreign country in the areas of economics, government, environment, human rights, health, defense and women’s issues and use “real” world problems to implement their learning using computers that are networked with other schools in California, Oregon and Arizona.

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

United States History (AP) — 2259

Length of Course: 2 semesters
Grade Level Option: 10, 11, 12
Prerequisite: Parent’s permission

The course is intended to provide an introduction to U.S. History. Each section is structured to provide students with the knowledge and skills to prepare them for the Advanced Placement test in U.S. 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” entrance requirement for the University of California and California State University systems.

This course may fulfill the United States History graduation requirement.

NCAA Approved

United States History — 2253
United States History Honors — 2255
United States History SDAIE — 2257
**United States History SDAIE/PLS — 2258
(“**United States History SDC — 5717

Length of Course: 2 semesters
Grade Level Option: 11
Prerequisite: None

The year begins with a review of the settlement of the colonies and the American Revolution, to westward expansion, the Civil War and Reconstruction. This should provide the students with a connection to their past learning. Students will then examine the major turning points in American History from the Industrial Revolution through the twentieth century. Emphasis should be placed on the expanding role of the federal government and the federal courts; the balance of power between the right of the individual and states rights; and the continuing struggle between minority rights and majority power. Importance should also be placed on the emergence of a modern corporate economy, the impact of technology on American society and culture, the movements toward equal rights for racial minorities and women, and the role of the United States as a major world power.

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

NCAA Approved

World History (AP) — 2270

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

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

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.

This course may fulfill the Modern World History graduation requirement.

NCAA Approved
## Course Descriptions

### Home Economics/Consumer Education

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<tr>
<th>COURSE</th>
<th>Code</th>
<th>AHS</th>
<th>CHS</th>
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<td>Advanced Foods</td>
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<td>Fashion, Textiles &amp; Apparel</td>
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<td>Foods and Nutrition</td>
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<td>Hero <em>(Home Economics Related Occupations)</em></td>
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<td>Housing &amp; Interior Design</td>
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<td>Life Management (formerly Teen Living)</td>
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<td>Parent and Child</td>
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- **Course offered**
  - AHS: Avalon High School
  - CHS: Cabrillo High School
  - CAMS: California Academy of Math & 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

*Home Economics/Consumer Education 65*

Updated 2009-2010
Advanced Foods 2403
Length of Course: 1 semester
Grade Level Options: 9, 10, 11, 12
Prerequisite: Foods & Nutrition, Teen Living, or Teacher’s Approval

An advanced course which provides experiences to develop further skills in planning, preparing, and serving appetizing meals for the family and for special occasions. Special emphasis is given to the study of nutrition; efficient management of time, energy, and money; preparing for special occasions. Laboratory experiences include regional American and foreign foods and microwave cooking.

Family Living and Parenting 2418
(Former title: Effective Living)
Length of Course: 1 or 2 Semesters
Grade Level Options: 11, 12
Prerequisite: None

Family Living and Parenting is an advanced comprehensive class designed to help students manage and balance the demands of personal home and work life. Laboratory experiences are included.

Fashion, Textiles, and Apparel 2426
(Former title: Clothing Selection & Construction)
Length of Course: 2 Semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

This is a laboratory course which includes selection, construction, coordination, and care of clothing.

Food Science 1-2 2411
Length of Course: 2 Semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

In Food Science, students use the scientific method to study the biological and chemical basis of nutrition and food preparation, preservation, and processing. The emphasis is on the physical and chemical changes and reactions that occur during food handling. Students will develop laboratory, writing, and reasoning skills through measuring, recording data, graphing, predicting and evaluating lab results, and writing lab reports. The course may also include food laboratory experiences.

Foods and Nutrition 2401
Length of Course: 2 Semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

This survey course covers the function of food, nutrition basics, meal planning, food preparation, and consumer shopping. Laboratory experiences are included.

Home Economics Related 2495
Occupations (HERO) Foundations
Length of Course: 2 Semesters
Grade Level Options: 9
Prerequisite: None

HERO Foundations is an introduction to the study of the disciplines in the HERO Academy and equips students will essential skills for high school. The course provides a solid foundation for further study in Culinary Arts, Interior Design, and Fashion Design. This course provided rigorous instruction that integrates

Housing and Interior Design 2421
Length of Course: 1 or 2 Semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

This course centers on the identification and selection of housing. It includes study of personal and family housing needs; housing alternatives; costs; relationship to the environment; furniture selection; problems of furnishing and decorating the small apartment; principles of color, line, and design; intelligent consumer practices; home management. Projects may include furniture refinishing, time/motion studies, appliance demonstration, and basic home repairs.

Life Management 2414
(Former title: Teen Living)
Length of Course: 2 Semesters
Grade Level Options: 9, 10
Prerequisite: None

Life Management is an introductory, comprehensive class designed to help students prepare for managing and balancing personal, home and school life. It addresses self awareness, self-esteem, decision-making, personal and financial management, and interpersonal relationships. It also includes an exploration of career opportunities in Home Economics, Careers, and Technology.

Parent and Child 2423
Length of Course: 2 Semesters
Grade Level Options: 10, 11, 12, or Teacher’s Approval
Prerequisite: None

This course focuses on readiness for parenthood, including mate selection and responsible financial planning. Prenatal and infant care, diet, routines and guidance of the young child, basic growth and behavior patterns, play and selection of equipment, nursery schools, and activities for preschool youngsters are explored. The course also includes study of the school-age child and adolescent, and harmonious communication in the family.
# Course Descriptions

## Industrial/Technology Education

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<th>COURSES</th>
<th>Code</th>
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**Advanced Computer Graphics 1-2**

*Length of Course:* 2 semesters  
*Grade Level Options:* 10, 11, 12  
*Prerequisite:* 1 semester of Computer Graphics

This course is designed for students interested in continuing their study into computer graphics. It will give students an indepth study into topics in the areas of computer assisted design, 3D animation graphics, graphics programming and Web graphic design.

**Advanced Computer Graphics 3-4**

*Length of Course:* 2 semesters  
*Grade Level Options:* 11, 12  
*Prerequisite:* 1 semester of Advanced Computer Graphics 1-2

A full year course designed for students interested in continuing their study into Computer Graphics. This course is designed to give students an in-depth study into topics in the areas of Computer Aided Design, 3-D animation graphics, graphics programming and Web graphics design.

**Architectural Design 1-2**

*Length of Course:* 2 semesters  
*Grade Level Options:* 10, 11, 12  
*Prerequisite:* None

Students learn basic drafting and design skills necessary to prepare preliminary architectural drawings for a single-story wood frame residence. A study of architectural symbols, lettering, wood framing, career opportunities, area and room design, interior elevations, and color is included. This class may provide both computer assisted drafting (CAD) instruction and traditional drawing board, t-square, paper and pencil drafting instruction. Please check with the instructor for more details concerning the extent of CAD instruction within the class.

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

**Architectural Design 3-4**

*Length of Course:* 2 semesters  
*Grade Level Options:* 10, 11, 12  
*Prerequisite:* Architectural Design 1-2

This course builds on the experiences of Architectural Design 1-2. Students design and develop a set of working drawings for a single-story residence. Areas of study include: plot and roof plan, foundation plan, floor plan, interior and exterior elevations, electrical plan, schedules, details, and computer-aided design/drafting.

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

**Architectural Design 5-6**

*Length of Course:* 2 semesters  
*Grade Level Options:* 11, 12  
*Prerequisite:* Architectural Design 1-2, 3-4

This course covers functional aspects of architectural drafting, stressing current practice in the field of domestic architecture. Drafting room procedure is followed with reference to handbooks, drafting room manuals, tables, and other reference materials. Architectural problems are developed in detail from preliminary sketch to complete set of working drawings. Independent study is emphasized at this level of work.

*This course meets the fine arts graduation requirement.*

**Auto Mechanics 1-2**

*Length of Course:* 2 semesters  
*Grade Level Options:* 9, 10, 11, 12  
*Prerequisite:* None

Emphasis is on consumer values, such as buying, caring for, and making minor adjustments and repairs on automobiles. This course, emphasizing theory and hands-on shop work, includes (1) a study of the various principles, designs, and construction of large and small internal combustion engines, and their components; (2) the automobile chassis and devices related to it; and (3) the theory, operation, maintenance, adjustment, and repair of the support systems of an automobile.

**Auto Mechanics 3-4**

*Length of Course:* 2 semesters  
*Grade Level Options:* 10, 11, 12  
*Prerequisite:* Auto Mechanics 1-2

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**

*Length of Course:* 2 semesters  
*Grade Level Options:* 11, 12  
*Prerequisite:* Auto Mechanics 3-4

Emphasis is on occupational 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 mechanic, engine tune-up mechanic, auto electric technician, brake and alignment mechanic, power train and chassis mechanic, service station attendant, and motor vehicle emission control installer/adjuster.
Automotive and Transportation Technology  

Length of Course: 2 semesters  
Grade Level Options: 9, 10, 11, 12  
Prerequisite: Algebra, computer experience, Electronics 1-2

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.  
NCAA approved.

CISCO Networking 1-2  
CISCO Networking 3-4

Length of Course: 2 semesters  
Grade Level Options: 9-12  
Prerequisite: CISCO 3-4 requires satisfactory completion of the 1-2 class.

The 1-2 course is designed to give the students basic experiences in Web Page Design and Computer Networking. The student will learn about the foundations for creating a website using elements, production tools, pre-production and layout and design. It will include Computing Basics, Networking Fundamentals, Local Area Networks, Electronics and Signals, category 5 cabling and Home Networking.

The 3-4 course is designed to give the students basic IT Essentials and Computer Networking. The IT Essentials section will give the student experiences in how Computers Work, Electronics, Operating System Fundamentals, Windows 9x Operating Systems, Multimedia Capabilities and Troubleshooting PC Hardware and Software.

Design and Fabrication 1-2  
Design and Fabrication 3-4

Length of Course: 2 semesters  
Grade Level Options: 10, 11, 12  
Prerequisite: Design and Fabrication 1-2

Students will learn the basic materials and processes used in the design and construction of products made from modern wood and plastic-based raw materials. They will learn basic design concepts, production planning, and construction/manufacturing methods. Classroom activities will include cooperative projects involving interdisciplinary teamwork. Students will be encouraged to design and construct “interdisciplinary” projects, (i.e. build stereo speakers with electronics students).

Digital Design 101

Length of Course: 2 semesters  
Grade Level Options: 11-12  
Prerequisite: Algebra 1-2 and Electronics 1-2 with a “B” or better

This course presents the foundation of basic elements employed in the design of electronic digital systems as used in communications, control systems and computers. The use of logic and physics concepts and electronic tools and components will be used to design, apply and implement digital logic circuits. This course will serve as the foundation for students pursuing careers in electrical, computer engineering and related fields. The material will be presented in a sequential manner and class time will be divided between lectures and labs, 50% for each.

Drafting Technology 1-2

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

This class is an introductory course into the exciting world of graphic representation within the manufacturing field. Students learn how ideas are turned into drawings so that those ideas can be manufactured. This class is a must for anyone thinking about becoming an engineer or manufacturing technologist.
Electronics 1-2 2615
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

Students study basic principles of electricity and electronics. They learn composition and functions of various electronic systems and subsystems and the general operating principles and applications of each. Testing procedures will be learned through the use of skill trainers and test equipment as modern as the equipment being used in industry. This course lays the groundwork for advanced work in electronics technology. This course addresses the Physical Science Content Standards only. Earth Science Standards, normally covered in a Physical Science course, are not addressed in this class.

Electronics 3-4 2617
Length of Course: 2 semesters
Grade Level Options: 10, 11, 12
Prerequisite: Electronics 1-2

Study of theory and experiences in the laboratory give students a thorough understanding of direct current, alternating current, semiconductors, and advanced electronic circuits. New components and circuits are introduced as students progress. Emphasis is on use of testing equipment. This course addresses the Physical Science Content Standards only. Earth Science Standards, normally covered in a Physical Science course, are not addressed in this class.

Electronics 5-6 2618
Length of Course: 2 semesters
Grade Level Options: 11, 12
Prerequisite: Electronics 1-2 and/or 3-4

Provides students with opportunities to work on appropriate laboratory projects involving amplitude modulated (AM) and frequency modulated (FM) broadcast receivers, television receivers, and high fidelity music systems. This course addresses the Physical Science Content Standards only. Earth Science Standards, normally covered in a Physical Science course, are not addressed in this class.

Engineering Core 1-2 2702
Length of Course: 2 semesters
Grade Level Options: 10
Prerequisite: Algebra 1-2 with minimum grade of “C” and Computer Applications with a minimum grade of “B”

Engineering Core is designed to introduce the students to powerful, motivating high tech modules used throughout the field of engineering. Using a hands-on approach, the students will integrate math and science with technology for the applications used in engineering covered, but not limited to: mechanical, electrical, structural, architectural, civil, transportation and manufacturing. A prerequisite for this course is completion of algebra and a computer applications course or demonstration of computer literacy to the instructor.

Engineering Technology 2708
Length of Course: 2 semesters
Grade Level Options: 10-11
Prerequisite: Engineering Graphics 1-2

Fundamental concepts of computer-aided design/drafting (CADD) are introduced. In this course, students learn to operate the system and different types of software and equipment actually used by industry today. This class integrates theories, practices, and skills learned in mathematics and Principles of Engineering 1-2.

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

NCAA approved.

Graphic Arts 1-2 2623
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

Most of what we learn, we learn through our eyes. Therefore, visual communication skills, coupled with computer proficiency are vital in the 21st century. This class covers the fundamentals of graphic design, electronic imagery, offset printing, screen-process printing, and finishing operations. Students will create camera-ready graphic artwork using software titles such as Adobe PageMaker® and PhotoShop®. Students will learn: elements of art and principles of design; reproduction methods, including offset and screen printing; layout and design techniques; platemaking; operating the offset press; screen printing; and post-production operations. Typical projects will include screen-printed T-shirts, stickers, business cards, memo pads, greeting cards and posters. Students will also be informed about industry trends, postsecondary education, and career opportunities with further training.

Graphic Arts 3-4 2625
Length of Course: 2 semesters
Grade Level Options: 10, 11, 12
Prerequisite: Graphic Arts 1-2

For students with previous experience in Graphics, this course continues to develop proficiency in the use of graphics software, and adds the production of multiple color graphics and printed projects. Emphasis is placed on understanding and appreciating good design, designing and creating material to be printed, multi-color screen printing, page layout, and a knowledge of vocational possibilities in the graphic arts.
Graphic Arts 5-6 —— 2626
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Graphic Arts 1-2 and/or 3-4
Building on skills learned in previous graphics courses, Graphic Arts 5-6 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. As well as personal student projects, students will work on production printing jobs to be used within the school community.

Graphic Design and Printmaking —— 2639
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None
In this course, students will visually express their original creativity and develop and showcase their ability to communicate ideas through a variety of graphic media. Students learn the basics of graphic design in preparation of original art combining typography, page layout, and integrated graphic elements. Instruction will be given in the following areas: elements of art and principles of design; mechanical and computer design methods; printmaking; finishing of graphic products; and historical and cultural development of graphics and the printing industry. The course will give the students confidence in organizing ideas, creating meaning in their original work, and the ability to work ideas into new and useful creations.

Interactive Multimedia —— 2668
Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: None
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.

Introduction to Drafting/Computer Graphics —— 6318
Length of Course: 2 semesters
Grade Level Options: 9, (10, 11, 12)
Prerequisite: None
Students will build skills using application software for: desktop publishing, computer art and animation, computer aided design, telecommunications, networking and computer generated simulations. Intro to Drafting students learn basic skills and techniques used in the mechanical and architectural drafting industry. Using current drafting equipment, students produce sketches and multi-view architectural drawings.

Introduction to Engineering —— 2716
Length of Course: 2 semesters
Grade Level Options: 9-10
Prerequisite: Concurrent enrollment in Algebra 1-2 or Algebra AB
Introduction to Engineering is a physical science course targeted to 9th and 10th grade students interested in an engineering career. Because engineering is a field of many disciplines, the course will address those physics concepts which are universal to all disciplines. These concepts include: force, work, rate of change, energy, amplifiers and controllers. Connections and applications will be made to the engineering disciplines of: mechanical, civil, mineral and mining, industrial, manufacturing, electrical, computer, optical, acoustical, aerospace, chemical, metallurgy, materials and ceramics.

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

Macintosh Education/Computer Graphics —— 6316
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None
Macintosh Education will introduce students to the Graphic User Interface of the Macintosh Computer, and provide necessary computer literacy skills. No computer experience is required, but keyboarding skills are recommended. Students will learn the history and workings of the computer. In addition, students will learn word processing skills necessary to produce college level writing projects. Computer Graphics surveys a variety of topics within the discipline of computer graphics. Students will complete projects in the areas of 2D computer aided design, 3D animations graphics, distributive computing, graphics programming and computer simulations.

Tech Challenge - Electronics —— 2620
Length of Course: 2 semesters
Grade Level Options: 9-11
Prerequisite: None
Skillbuilding in fundamental mathematics, application of logic concepts, career exploration, benchmarks of computer familiarity, and elective activities in a career subject (electronics). Emphasizes work habits, skill proficiencies required for technical careers, and development of attitudes supportive of success. Course is intended to motivate students to pursue further studies in technology and to provide a means of raising math scores for those who receive Grade-Level Equivalent scores below 9th grade on the STAR MathTM computer-adaptive placement exam.
Technology Core

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

Students work in pairs using a set of self-directed instructions that guide the student through a series of learning activities. Some of the activities in this program include desk top publishing, computer assisted drafting, audio and video production, plastics, small engine technology, computer applications, robotics, biomedical, and electronics. Students rotate from one activity to the next every eight days, changing partners with each rotation. Emphasis is on exploration. As a result of participation in this class, the student will be able to make more informed career, occupational, and educational decisions. This class is highly recommended for 9th graders.

Video Production 1-2

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

Video Production is designed as a Technology elective to instruct students in using video as a form of creativity and communication. The emphasis of the course will be on learning and using the technical, verbal and written skills necessary to produce viable video projects; utilization of these tools and skills contributing to possible future careers in media production.

Woods 1-2

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

Fundamental hand tool skills and processes are emphasized with an introduction to portable power tools and woodworking machine processes. Students plan and develop useful objects; learn to know common woods, their characteristics, and uses; do simple finishing on wood projects; learn to sharpen and care for tools.

Woods 3-4

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Woods 1-2

This course develops accuracy in layout and practice of skills previously acquired. New skills and processes on woodworking machines, simple machine setups, planning, good proportion and design, detailing and laying out work, and figuring costs are emphasized as projects are made. Application of stain, filler, shellac, oil, wax, varnish, and other special finishes are also included.

Video Production 3-4

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: A grade of "C" or better in English and Keyboarding class OR permission of instructor

Woods 5-6

Length of Course: 2 semesters
Grade Level Options: 10, 11, 12
Prerequisite: Woods 3-4

The course provides development of skill in use of hand tools, woodworking machinery, furniture and cabinet making, carpentry, and pattern making. New methods of construction, new tools, wood carving, inlaying, veneering, and modern finishes are introduced. Emphasis is placed on use of jigs, fixtures, and other devices. Students are acquainted with related trades and occupations.
## Student Support

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## Student Activity

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### Course offered

- **AHS**: Avalon High School
- **CHS**: Cabrillo High School
- **CAMS**: California Academy of Math & 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

*Updated 2009-2010*
**STUDENT SUPPORT**

**Advancement Via Individual Determination (AVID) 9**

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<td>Prerequisite:</td>
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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 AB, CD or 1/2), history, and 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 a C or higher in all courses in order to meet four year college entrance requirements.

**Advancement Via Individual Determination (AVID) 10**

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<td>Prerequisite:</td>
<td>AVID 9 is recommended</td>
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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 concurrently enroll in regular or accelerated English, mathematics (algebra CD or algebra 1/2 or higher), history, and 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 a C or higher in all courses in order to meet four year college entrance requirements.

**Advancement Via Individual Determination (AVID) 11**

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<td>Prerequisite:</td>
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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**

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<th>Length of Course:</th>
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<td>Prerequisite:</td>
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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 cooperative groups, to support them building a strong learning foundation in all core content areas, and to assist students with understanding rigorous curriculum.

**AVID Senior Seminar**

*Length of Course:* 2 semesters  
*Grade Level Option:* 12  
*Prerequisite:* AVID 11 and concurrently enrolled in at least one Honors, AP or IB Course or in a college transferable course accepted by UC/CSU

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 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 of materials are in development and 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 aide 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.

**Study Lab**

*Length of Course:* 2 semesters  
*Grade Level Option:* 9-12  
*Prerequisite:* Student’s GPA has fallen below a 2.0 for the previous two semesters

This course is designed for high school students who are struggling academically. The course offers support in the following areas: study skills (including note taking, materials organization, time management, test taking strategies, reading with a purpose, improving memory, and understanding the writing process), communicating effectively, accepting responsibility, setting and achieving goals, and problem solving. Short, daily instruction in these specific areas is combined with a supervised study lab during which students work quietly on achieving the key content standards in the core academic classes: math, science, English and social studies.

**STUDENT ACTIVITY**

**Academic Decathlon**

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

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 to conduct themselves properly in an interview. The culminating event of the course is the Los Angeles County Academic Decathlon competition, at 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
Length of Course: 2-4 semesters
Grade Level Option: Open only to students selected by the advisor
Prerequisite: None

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 periods (4 semesters).

School Annual 3-4 2834
See above.

Student Council 2800
Length of Course: 2-4 semesters
Grade Level Options: Open to elected and appointed officers of the student body, class presidents and presidents of school clubs
Prerequisite: None

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

STUDENT SERVICE

Exploring Teaching 1-2, 3-4 2804,2806
Length of Course: 2-4 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

Exploring Teaching provides an opportunity for interested high school students to be introduced to the teaching profession through instruction in the theory and practice of teaching and actual teaching experience in elementary and/or middle schools. Students participating in this class will have a “head start” in developing the knowledge and skills necessary to become successful teachers.

Library/Media Education 2801
Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Librarian’s and counselor’s approval

This course is designed to help students extend their knowledge of the resources of a library/media center in areas of print and nonprint 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
Length of Course: 1-2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: One course in business education or counselor’s approval

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
Length of Course: 1-2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

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

- **Length of Course:** 1-2 semesters
- **Grade Level Options:** 10, 11, 12
- **Prerequisite:** Approval of counselor and teacher required and completion of one course in the teacher’s dept.

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

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**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.

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**General Work Experience (Reg) — 4601**

- **Length of Course:** 1-2 semesters
- **Grade Level Options:** 9, 10, 11, 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.

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**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 Education 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 actively participate in their individual education Plan (IEP) meeting and help design and Individualized Transition Plan (IP) that reflects their goals for the future.

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**School to Career Internship — 8525**

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

High School Juniors and/or Seniors will participate in workplace internships with local Long Beach businesses where they will experience the world of work. Concurrently, students will be enrolled in a class where they will work through a curriculum designed to support the workplace experience. The internship requires that students: (1) work on a work site 4 days/week and (2) attend a workability class 1 day/week. The course curriculum will teach workplace readiness skills. Placement of students into worksites will attempt to consider, where possible, student interest, abilities, and skills. Oversight of the worksite experience will be the responsibility of the School-to-Career Office.
Introduction to Philosophy — 2300

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

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 critically evaluate 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.

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

### Course Descriptions

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- **Course offered**: Avalon High School (AHS), Cabrillo High School (CHS), California Academy of Math & Science (CAMS), David Starr Jordan High School (JHS), Lakewood High School (LHS), Robert A. Millikan High School (MHS), Polytechnic High School (PHS), Renaissance High School for the Arts (RHSA), Will J. Reid High School (RHS), Woodrow Wilson Classical High School (WHS)

*Updated 2009-2010*
Each math course offered will satisfy one of the two years of mathematics required for graduation, unless otherwise noted.

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

### Accelerated Geometry 1-2

**3023**

**Length of Course:** 2 Semesters  
**Grade Level Options:** 9, 10  
**Prerequisite:** "B" or better in Algebra 1-2 or equivalent course

This course uses a basic philosophy of a guided discovery approach with an emphasis on theory and requires the higher level thinking skills such as analysis. The content and application of the course goes beyond the basic geometry course to develop knowledge of the fundamental structure of mathematics and logical thinking.

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

NCAA Approved

### Algebra AB/CD

**3007/3010**  
**Algebra AB/CD SDAIE**  
**3016/3020**  
**Algebra AB/CD SDAIE/PLS**

**3062/3074**  
**(**Algebra AB**

**30741)**  
**(**Algebra CD**

**5742)**

**Length of Course:** 4 Semesters  
**Grade Level Options:** 9, 10, 11, 12  
**Prerequisite:** None

The course content of this four semester class is the same as Algebra 1-2. 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 requirement.

This two year course will meet one year of the "c" entrance requirement for the University of California and California State University systems upon completion of Algebra CD with a "C" or better.

NCAA Approved

The entire two year sequence of Algebra ABCD satisfies two years of the mathematics graduation requirement.

### Calculus A/B (AP)

**3073**

**Length of Course:** 2 Semesters  
**Grade Level Options:** 11, 12  
**Prerequisite:** "C" or better in Pre Calculus 1-2, or Pre Calculus/Trigonometry

This course consists of a full year of work in calculus and related topics comparable to courses in colleges and universities. The course includes the study of elementary functions and introductory calculus, placing primary emphasis on an intuitive understanding of the concepts of differential and integral calculus and on experience with its basic techniques and applications.

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

### Calculus B/C (AP)

**3075**

**Length of Course:** 2 Semesters  
**Grade Level Options:** 11, 12  
**Prerequisite:** Calculus AP or equivalent

This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry and trigonometry. Considerably more extensive than Calculus A/B, it is an intensive full year course in the calculus of functions of a single variable and includes topics such as infinite 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

NCAA Approved

### Career Mathematics

**3002**  
**Career Mathematics SDC**

**5412**

**Length of Course:** 2 Semesters  
**Grade Level Options:** 10, 11, 12  
**Prerequisite:** None

This course is designed to help students develop appropriate consumer and career mathematical skills. Course content will cover such topics as review of basic operations, ratio, percent, equations, measurements, and many consumer topics. It will also include test-taking strategies.

This course will meet the math graduation requirement.
Finite Math  
Length of Course: 2 semesters  
Grade Level Options: 11-12  
Prerequisite: “C” or better in Intermediate Algebra  
This course is a one year program in advanced mathematics. It is comparable to the Finite Mathematics courses taught at the college level. The course is designed for students as a senior level mathematics course. It is recommended for students who plan to pursue a college major that does not require calculus and the higher levels of mathematics.

Functions, Statistics and Trigonometry  
Length of Course: 2 Semesters  
Grade Level Options: 10, 11, 12  
Prerequisite: A grade of “C” or better in Intermediate Algebra  
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.

Geometry AB/CD  
Length of Course: 4 Semesters  
Grade Level Options: 9, 10, 11, 12  
Prerequisite: “C” or better in Algebra 1-2 or Algebra CD  
The course content for this class is the same as Geometry 1-2. The delivery system has been changed to provide extra time for students to meet course objectives. Students must fulfill all four semesters to meet university entrance requirements.

Mathematics IB SL  
Length of Course: 2 semesters  
Grade Level Options: 11-12  
Prerequisite: Precalculus  
This course 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 two year course will meet one year of the “c” entrance requirement for the University of California and California State University Systems.

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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

Interactive Mathematics
Program 1-2

Length of Course: 2 semesters
Grade Level Options: 9
Prerequisite: Algebra 1-2 (C or better)

Interactive Math Program 1-2 is the first year of a four-year integrated math program. Topics are drawn from algebra, (including use of variables, ratios and proportions, graphing, solving equations and systems of equations), geometry, (including angles, similarity; right triangle trigonometry), probability and statistics, (including calculating probabilities, expected value, planning and carrying out experiments, normal curves, simulations) and logic (including developing logical arguments, counter-examples, developing algorithms.) Generally, topics taught in a given year are reviewed and extended through the curriculum of subsequent years.

NCAA Approved

Interactive Mathematics
Program 2-3

Length of Course: 2 semesters
Grade Level Options: 9, 10
Prerequisite: Intermediate Algebra or Pre-Calculus/Trig with a "C" or better

Interactive Mathematics Program 2-3 is the second year of a four-year integrated math program. The curriculum was developed to embody the vision of the NCTM Standards. The course uses a problem-centered approach to explore secondary school mathematics. Topics are drawn from algebra, geometry, statistics, probability, discrete math, precalculus, and trigonometry. Generally, topics taught in a given year are reviewed and extended through the curriculum of subsequent years.

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

NCAA Approved

Interactive Mathematics
Program 3-4

Length of Course: 2 semesters
Grade Level Options: 9, 10
Prerequisite: Intermediate Algebra 1-2 (C or better)

Interactive Mathematics Program 3-4 is the second year of a four-year integrated math program. The curriculum was developed to embody the vision of the NCTM Standards. The course uses a problem-centered approach to explore secondary school mathematics. Topics are drawn from algebra, geometry, statistics, probability, discrete math, and trigonometry. Generally, topics taught in a given year are reviewed and extended through the curriculum of subsequent years.

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

NCAA Approved

Interactive Mathematics
Program 5-6

Length of Course: 2 semesters
Grade Level Options: 10, 11
Prerequisite: Intermediate Algebra 1-2 (C or better)

Interactive Mathematics Program 5-6 is the third year of a four-year integrated math program. The curriculum was developed to embody the vision of the NCTM Standards. The course uses a problem-centered approach to explore secondary school mathematics. Topics are drawn from algebra, geometry, statistics, probability, discrete math, precalculus, and trigonometry. Generally, topics taught in a given year are reviewed and extended through the curriculum of subsequent years.

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

NCAA Approved

Intermediate Algebra 1-2

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: "C" or better in Algebra 1-2 and Geometry 1-2

Reviews elementary algebra with increased emphasis on math models from real world applications. Language and symbolism are advanced to meet the needs of mathematical ideas and concepts. The content includes such topics as relations and functions, quadratic equations, theory of equations, matrices, transformations, logarithms, polynomials, polynomial equations, sequences, and series.

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

NCAA Approved

Mathematics 82
Updated 2009-2010
Intermediate Algebra/Trig Accelerated 3051
Length of Course: 2 Semesters
Grade Level Options: 10-12
Prerequisite: "C" or better in Algebra 1-2 and Geometry 1-2

This course intends to replace a traditional 3 semester sequence of two semesters of Algebra II and one semester of Trigonometry with a two semester course covering the same traditional material. The course reviews elementary algebra with increased emphasis on the properties of number systems, functions, structure, and proof. Language and symbolism are advanced to meet the needs of new mathematical ideas and concepts. The content includes such topics as relations and functions, quadratic equations, theory of equation, logarithms, and trigonometry.

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

NCAA Approved

Precalculus 3057
Precalculus Honors 3053
Length of Course: 2 Semesters
Grade Level Options: 9-12 (Precalculus) 11-12 (Honors)
Prerequisite: "C" or better in Int. Algebra; Honor: "B" or better in Intermediate Algebra

The course reviews and unifies mathematical experience and acts as a transition from secondary to higher mathematics. Topics include analytic geometry, circular and special functions, theory of equations, matrices, the derivative and the integral. The Honors section of this course expands the depth and complexity of the content and requires students to complete a comprehensive final exam.

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

NCAA Approved

Precalculus with Trigonometry 3055
Length of Course: 2 Semesters
Grade Level Options: 11-12
Prerequisite: "C" or better in Int. Algebra or Int. Algebra and Trigonometry 1-2

This course reviews and unifies mathematical experiences and acts as a transition from secondary to higher mathematics. Topics include analytic geometry, circular and special functions, theory of equations, matrices, the derivative, and trigonometry.

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

NCAA Approved

Statistics (AP) 3071
Length of Course: 2 Semesters
Grade Level Options: 11, 12
Prerequisite: "C" or better in Intermediate Algebra

In this course, students will analyze data in four frameworks: descriptive patterns, both one-and two-variable; planning for reliable data production; anticipating patterns by probability principles; and applying to a wider world through inferential methods. This course is the equivalent of a college introductory statistics 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 "c" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

Pre-Algebra 9 SDC 5607
Length of Course: 2 Semesters
Grade Level Options: 9
Prerequisite: IEP

Pre-Algebra 9 SDC is designed specifically for the needs of students with mild/moderate disabilities who are at the emergent, early and intermediate levels of listening, speaking, reading and writing proficiency. Students in this course cover the essential content and utilize the same basic textbook as their general education counterparts supplemented with content-parallel materials at a simplified reading level. Additionally, primary language materials will be provided for ELL students, when available and as needed, to facilitate the preview and review of essential content. The course delivery varies in pacing, instructional methodology, and supplemental materials. It is designed to provide depth versus breadth of the content standards, and provide more modified content, comprehensible input and literacy development in the content area.

The foundation for this course is the California Mathematics Content Standards. The course continues and extends a study of fundamental operations with the system of rational numbers. Concepts of algebra, discrete mathematics, functions and patterns, geometry, logic, numbers and probability and statistics are included. Attention is given to pre-algebra skills, geometric construction, volume, ratio, proportion, percent and coordinate graphing. Mathematical development is written in more formal style with each step requiring justification.

This course does not meet the two-year math graduation requirement. This course is for math elective credit.
Course Descriptions

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)

Military Science 1-2 ______________ 3218
Military Science 3-4 ____________ 3219
Military Science 5-6 ____________ 3220
Military Science 7-8 ____________ 3221

(Army Junior Reserve Officer Training)
Length of Course: 2-8 Semesters
Location of Course: Jordan, Millikan, Poly

Intro. 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:

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 1-2, 3-4, 5-6, 7-8

(Navy Junior Reserve Officer Training)

Length of Course: 2-8 semesters

Location of Course: Lakewood, Wilson, Cabrillo

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 be 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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- **Course offered**
  - AHS: Avalon High School
  - CHS: Cabrillo High School
  - CAMS: California Academy of Math & 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

*Physical Education 87*
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 of 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, and 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. Either indelible ink or embroidery is acceptable. During cold weather the student may wear a warm-up suit. 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. This requirement shall be fulfilled by participation in one or more swimming units and by passing a swimming proficiency test in the 10th 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 those 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 in-
Construction 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 10th grade instead of 9th 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.

**Adapted Physical Education**

Adapted 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 can not 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 9th 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: cardiorespiratory endurance; muscular strength; muscular endurance; flexibility; and body composition.

Students who do not meet the State Standards in five of the six Healthy Fitness Zones on the 9th 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 only participate in the school’s competitive athletic teams 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
- Crew (Starting Spring Semester)

**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 11th and 12th 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.

Introduction to Kinesiology/Physical Education _____________________ 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 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 with personal fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, nutrition, individual activities, aquatics, rhythms and dance, and dual activities.

Introduction to KPE/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, fitness (including fitness technology), individual and dual activities, rhythms/dance and aquatics.

Advanced Kinesiology/Physical Education ______________________3707
Length of Course: 2 semesters
Grade Level Options: 10, 11, 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 KPE, Personal Fitness Emphasis**

**Length of Course:** 2 semesters  
**Grade Level Options:** 10, 11, 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 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.

**Physical Education 9: Dance Emphasis**

**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 students analyzing skills for effective movement. Units of instruction include modern, ballet, and jazz dance, introduction to kinesiology and physical educations 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**

**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**

**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: Spirit Leaders Emphasis**

**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.
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
Special 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.

ELECTIVE PHYSICAL EDUCATION

Aerobics — 3713
Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Pass second year of high school physical education

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and techniques or drill team activities, as well as the appropriate team building, conditioning and preparations for safe participation in drill team training, practices, performances and competitions. With emphasis on safety, students will learn beginning to intermediate drill team progressions and the techniques to safely participate in drill team activities. Students will learn, practice, and perform routines with and without music, and cheers and chants for offense and defense for cheering at games and in competitions.

Basketball and 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 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.

Drill Team — 3686
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 or drill team activities, as well as the appropriate team building, conditioning and preparations for safe participation in drill team training, practices, performances and competitions. With emphasis on safety, students will learn beginning to intermediate drill team progressions and the techniques to safely participate in drill team activities. Students will learn, practice, and perform routines with and without music, and cheers and chants for offense and defense for cheering at games and in competitions.

Fitness and Conditioning — 3714
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 fitness concepts and conditioning 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.

Introduction to Latin Dance — 3722
Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: 2 years of Physical Education

This course is designed to teach students the basic elements of Latin Dance. Students will analyze dance’s role in improving and maintaining one’s health related physical fitness and then incorporate dance activities into their personal fitness program/plan. Students will learn basic steps as well as complex combinations in Merengue, Salsa, Bachata, and the Cha Cha. For each dance, the students will learn the historical and geographical roots, the music and the instruments associated with each one. This course will help students learn the dances of skill 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. As a course involving couples’ dances, it will allow students to develop an understanding of the social etiquette involved in couples dancing.
**Introduction to Yoga**

Length of Course: 2 semesters  
Grade Level Options: 9-12  
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 cardio respiratory 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 safely participate 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.
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* Course offered

Updated 2009-2010
The Regional Occupational Program (ROP) is a public education service that provides practical, hands-on career preparation through a well-established series of programs. Community-based workplace learning in local business and industry is offered in many classes. Every course offers a unit on employment seeking skills which includes the job application, resume and interview preparation.

The ROP is designed to respond to the changing needs of business and industry and to serve the communities of Long Beach, Signal Hill, and Lakewood.

The purpose of the ROP is to provide high quality vocational programs to prepare high school age youth and adults for full- or part-time employment, for advanced training and for higher education. Counseling and guidance, community-based training, job placement and basic skills reinforcement are additional benefits of the program. Priority enrollment is given to high school seniors and juniors.

BUSINESS AND MARKETING

Clerical Office Occupations
(Internship)

Length of Course: 1-2 Semesters
Grade Level Options: 11, 12, Adult
Prerequisite: Keyboarding or typing knowledge
Credit: 10-15 per semester

This course offers classroom training in computerized basic office skills. Course offers cross training for multiple office positions that meet current employment and self-employment requirements. This course can lead to an apprenticeship program with the school district or a local business. When taken concurrently with Computer Business Applications, a certificate demonstrating successful classroom and school-site based training may be applicable as six-month work experience for an Intermediate Office Assistant position with the Long Beach Unified School District.

Computer Business Applications
(Internship)

Length of Course: 1-2 Semesters
Grade Level Options: 11, 12, Adult
Prerequisite: Keyboarding or typing knowledge
Credit: 10 per semester

This course offers classroom computer training in Microsoft Word, Excel, PowerPoint and Access. This is a self-paced, hands-on course leading to a Certificate of Completion upon successful completion of classroom training. This course may be taken concurrently with Clerical/Office Occupations to qualify you for on-the-job apprenticeship opportunities, if both courses are successfully completed, a certificate demonstrating successful classroom and school-site based training may be applicable as six-month work experience for an Intermediate Office Assistant position with the Long Beach Unified School District.

Cooperative Retail & Services
Careers (Work Experience)

Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: Currently employed in a retail position—high school students only
Credit: 10-15 per semester

Related instruction in commercial retail services includes work ethics, labor laws, terminology, tools and equipment, job growth, customer service and problem solving. All students must be employed before entering this class or be actively employed within two weeks of enrollment in any retail service business for a minimum of fifteen (15) hours per week. First class meeting is on the first Friday of the semester.

Retail Merchandising & Sales
(Internship)

Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 5 per semester

This course covers the retail and fashion industry with classroom and hands-on experience in selling techniques, visual display, wardrobe planning, and communication skills. The student will acquire job seeking skills and experience in training as a salesperson, stock clerk and/or a customer service representative. Students MUST meet industry standards that include attendance and dress code.

Small Business Management

Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 5 per semester

Students will learn how to create and manage a small business from start up through operation. Topics include business plans, marketing strategies, financial resources, accounting information, legal aspects and personnel relations. This course will also discuss computer and software applications used in operating a small business. Learn to be your own boss!

Virtual Enterprise

Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 5 or 10 per semester

This course teaches students the principles of starting and operating a business through an online business simulation. Students perform all the tasks of running a business by conducting transactions with other virtual enterprises throughout the world via the internet. Students also learn skills by interacting with real local business partners and attending virtual enterprise trade fairs.

This course meets the “g” entrance requirement for the University of California and California State University Systems.
HEALTH AND MEDICAL

Hospital Health Services (Internship)
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: CPR card will be required at some hospital placements. High school students only.
Course Credit: 10 per semester

This course provides training for entry-level positions in hospital support services and clerical areas. Included is classroom instruction and on-the-job training at local hospitals and health care facilities. Requirements include good attendance habits. All students must show proof of Measles, Mumps and Rubella and have a TB clearance dated within the past 6 months on the first day of class. To earn Life Science credit, students must complete both semesters. Wilson courses are available to high school students only; all students must wear Wilson uniforms. Block 5-6 Wilson course will require additional hours during internship.

Medical Occupations, Introduction to
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High School students only
Course Credit: 5 per semester

This course prepares students for a variety of medical career offerings while exploring specific career choices. Specific topics include medical terminology, infection control, universal precautions, safety, interpersonal relationships, anatomy and physiology, health careers, and the legal and ethical issues of being a health care worker. For classes at Jordan, the first semester covers Introduction to Medical Occupations and the second semester covers Medical Terminology. This class offers classroom instruction only. Upon completion of 2 semesters with a “C” or better, a Certificate of Participation is awarded.

Medical Assistant, Administration & Clinical (Internship)
Length of Course: 1 Semester
Grade Level Options: Adults only
Prerequisite: Adults only
Course Credit: 25 per semester

This course prepares students to work as a medical assistant in: doctor’s offices, clinics, health agencies, hospitals and health maintenance organizations. Course covers administrative and clinical skills. Clinical experience times TBA. Students must show proof of physical examination and have a TB clearance dated within the past 6 months. Varicella titer and Measles Mumps and Rubella titer required. Hepatitis B vaccine highly recommended. CPR for Healthcare Provider highly recommended.

Medical Billing
Length of Course: 1 Semester
Grade Level Options: 12, Adult
Prerequisite: High School senior or older
Course Credit: 5 per semester

This course prepares students with the knowledge, attitudes, and entry-level skill for employment in the field of insurance billing and/or coding. Upon successful completion of this course the student can carry out duties required for entry level positions, such as Insurance Biller, CPT and D coder and Insurance Claims Processor with an insurance company, medical office or hospital. Basic medical terminology is helpful for this course.

Medical Clerical Careers (Internship)
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: Basic typing skills and a CPR card will be required at some hospital placements
Course Credit: 10 per semester

This course prepares students for entry-level medical secretary positions. Course includes classroom instruction and on-the-job experience at local hospitals and clinics. Students who opt to take two semesters will have an opportunity to specialize in one of the following areas: admissions clerk, medical records clerk, or medical receptionist. Students must show proof of recent physical examination, TB clearance dated within the past 6 months by first day of class and proof of MMR prior to on-the-job experience.

Medical Core
Length of Course: 1 Quarter
Grade Level Options: 12, Adult
Prerequisite: Must be at least 18 years of age or in the last semester before high school graduation. Goodwill class enroll through Goodwill only.
Course Credit: 5 per quarter

This course includes (but is not limited to) anatomy and physiology, basic medical workplace skills, and introduction to body systems. Students successfully completing this course will have priority enrollment for a LBUSD ROP medical class of your choice.

Medical Terminology
Length of Course: 1-2 Semesters
Grade Level Options: High school students only. Must have a 2.5 GPA or higher
Prerequisite: 2.5 GPA or higher
Course Credit: 5 per semester

This course helps prepare students to work in a variety of medical careers. Introduction to basic principles of medical terminology and vocabulary needed to work in the healthcare field with emphasis on spelling, pronunciation, abbreviations and definition of medical terms. Comprehensive medical vocabulary will be related to the body systems and medical specialties. Upon completion of 2 semesters with a “C” or better, a Certificate of Participation is awarded.
Nursing Assistant (Internship) with an option for Home Health Aide

Length of Course: 1 Quarter
Grade Level Options: 12, Adult
Prerequisite: Successful completion of Hospital Health Services (high school) or Medical Core (adults) class required for students with no medical training/education. All students must have a valid social security card. Successful completion of basic reading/comprehension test is required. Students must have a valid social security card.

Course Credit: 25 per quarter

Articulated units may be earned towards LVN/RN programs at Long Beach City College (LBCC). Due to this class being impacted, high school students must successfully complete the Hospital Health Services course and adults must successfully complete the Medical Core course. Individuals with experience in the medical field and/or have taken classes related to the Individuals with convictions other than a minor traffic violation must have a criminal clearance before registering in this class (contact the instructors at (562) 492-6612 for more information).

Optional: Home Health Aide training is offered in conjunction with this class; class hours for Home Health Aide are Monday thru Friday, 12:00 - 1:00 p.m. Home Health Aide students must purchase an additional textbook and workbook. Call the ROP office for more enrollment information.

Pharmacy Technology (Internship)

Length of Course: 2 Semesters
Grade Level Options: 12
Prerequisite: High school students only
Course Credit: 15 per semester

Through classroom instruction and workplace experiences, students will develop a knowledge and understanding of practice settings, standards, laws and ethics, identification of drugs, calculation of dosages, record keeping techniques, and the packaging and labeling of pharmaceutical products. Course content is aligned with national Pharmacy Technician Certification Board examination competencies.

CONSUMER & HUMAN SERVICES

Business Career Internship (Internship)

Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: Must have a 2.0 GPA, high school students only
Course Credit: 10 per semester

This course provides high school students with on-the-job internship opportunities at a variety of Long Beach area businesses. Emphasis will be in preparing students for entry-level business support positions. Also, leadership, career development, and workplace success skills will be taught.

Careers with Children (Internship)

Length of Course: 1-2 Semesters
Grade Level Options: 11, 12, Adult
Prerequisite: Proof of negative TB test for student over 18 prior to internship
Course Credit: 10-15 per semester

This course introduces students to careers in teaching, pediatrics, social work, psychology and other careers with children and families. Students can begin a career path by exploring a variety of opportunities in child-related occupations. Classroom instruction includes principles of child development, guidance techniques, age-appropriate curriculum, communication skills, lesson preparation, technology and career planning. Students will participate in an internship at a childcare, preschool, or elementary school setting. Upon completion of two semesters a certificate of completion can be earned, and 4-8 units at LBCC in Early Childhood Education.

Cooperative Food Services (Work Experience)

Length of Course: 1-3 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 10-15 per semester

Related instruction in commercial food services includes work ethics, labor laws, terminology, tools and equipment, job growth, customer service and problem solving. All students must be employed before entering this class or be actively employed within two weeks of enrollment in any food service business for a minimum of fifteen (15) hours per week.

Cosmetology

Length of Course: 4 Semesters
Grade Level Options: 12
Prerequisite: High school students only with 800 hours completed in 11th grade
Course Credit: 15 per semester

Students will prepare for the State of California Cosmetologist license and jobs as beauty operators, hair stylists, manicurists and beauty instructors. Attendance on Saturday is required. No class on Monday. Coursework includes practical work and theory studies which are both required to qualify to take the California State Board of Cosmetology examination.
Culinary Arts 1-2 (Internship)
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 10-15 per semester

This course provides the foundations for employment in food service including hotels, restaurants, airline, cruise ships, and private catering. Course covers international food preparation, use of industrial food preparation equipment, management and employability skills. Students must show proof of a negative TB test dated within the past year before being placed at site. For courses 8342 and 8343, up to 15 high school credits per semester can be earned. Upon completion of two semesters of this course, 11.5 college units can be earned.

Culinary Arts 3
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12, Adult
Prerequisite: None
Course Credit: 5 per semester

This one semester class focuses on the techniques used in the Professional Pastry Kitchen. The advanced culinary students will enhance their skills in preparing many desserts including the classics and new art form. Pastry doughs, creams, sauces, breads, cakes, pies and chocolate are the focus of this exciting course.

Law Enforcement
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 5 per semester

The ROP Law Enforcement Class prepares students for the transition from school to the real life criminal justice system. Students will learn how to take reports, handle simple investigations, and how to respond to citizens needing law enforcement assistance. Classroom instruction and working with local law enforcement agencies will help students to develop a professional attitude, which can lead to an exciting and challenging career.

School Age Care/Recreation Aide (Internship)
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 5 per semester

This course prepares students to work with children in after school programs at elementary schools, child development centers, private schools, parks, and recreation centers. The course covers principles in school age development, effective guidance, discipline, techniques in tutoring, games and recreational activities. Students will meet for class instruction the first 6 weeks and after placement in internships, students will meet 1 day each week for approximately ½ hours in class and spend 3½ hours in internship. After successful completion of 2 semesters, students may earn a Certificate of Completion and/or 3 units from LBCC in Child Development.

INDUSTRY & TECHNOLOGY

Animal Care 1-2 (Internship)
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 10 per semester

This class offers instruction in animal behavior, disease, safety, nutrition, handling and vocabulary regarding animals and breed identification. Training will be available in public and private animal care facilities. Students must complete two (2) semesters to earn a Certificate of Completion.

Animal Care 3-4 (Internship)
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 15 per semester

This class offers advanced instruction in animal behavior, disease, safety, nutrition, handling and vocabulary regarding animals and breed identification. Training will be available in public and private animal care facilities. Students must complete two (2) semesters to earn a Certificate of Completion.

Auto Collision Repair 1-2
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 10 per semester

The Auto Collision Repair and Painting class prepares the student for work in autobody repair shops, dealerships, insurance companies, parts departments, detail shops and paint retail sales. 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, spraygun usage, replacing bolt 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.

Auto Collision Repair 3-4
Length of Course: 1-2 Semesters
Grade Level Options: 11, 12
Prerequisite: High school students only
Course Credit: 10 per semester

The Auto Collision Repair and Painting class prepares the student for work in autobody repair shops, dealerships, insurance companies, parts departments, detail
shops and paint retail sales. 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, spraygun usage, replacing bolt 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. Second year students do several overall paint jobs as well as formulating and mixing paint. Other skill areas include welding in panels, advanced dent repair methods, advanced painting techniques as well as career opportunities and placement assistance.

**Careers in Auto Collision Repair, Introduction to**

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<td>Prerequisite:</td>
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<td>Course Credit:</td>
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The introduction to careers in auto collision repair and painting class introduces the student to work in auto body repair shops, dealerships, insurance companies, parts departments, detail shops, and paint retail sales and prepares students for the auto collision repair class. This class covers the fundamental areas: vehicle construction, collision repair, damage analysis, estimate writing, technical aspects of painting, and career opportunities in the automotive field.

**Construction**

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<td>Prerequisite:</td>
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<td>Course Credit:</td>
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This course will provide entry-level training in framing, electrical and plumbing. Students will acquire knowledge in use, care and upkeep of equipment. Attendance will play a major part in a student successfully completing this course. A safety test must be passed prior to operation of equipment.

**Graphic Design**

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<td>Prerequisite:</td>
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<td>Course Credit:</td>
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Students receive training in graphic design including computer graphics, graphic design principles and computer typography. Students can learn design and layout skills, photographic manipulation, and vector based drawing skills. Skills in Adobe Creative Suite 2 programs including InDesign, Illustrator and Photoshop can also be developed. A certificate of completion may be given upon successful completion of the class.

**Landscape/Floral Occupations (Internship)**

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<td>Prerequisite:</td>
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<td>Course Credit:</td>
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Learning opportunities include landscape installation, plant production and floral basics. Student training sites include retail and wholesale nurseries, parks, gardens, and florist shops. Two semesters of this class provide one semester credit in Life Science or Physical Science credit. This course articulates with LBCC horticulture program.

**Landscape/Plant Technician**

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<tbody>
<tr>
<td>Grade Level Options:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>5 per semester</td>
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</tbody>
</table>

This course is designed to prepare students for work in retail and wholesale nurseries, landscape maintenance companies, parks and related industries. Course will cover skills associated with maintaining plants in retail and wholesale outlets and learning to start your own business in the maintenance of commercial and residential landscapes.

**Sports Turf**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>1-2 Semesters</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Options:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Strong desire to pursue career in equipment operation, high school students only</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>5 per semester</td>
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</tbody>
</table>

Use, maintenance and operation of heavy and light equipment will be emphasized such as tractors and lawn mowers. The many careers in this field will be explored.

**Television/Media Production 1-2 (Internship)**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>1-2 Semesters</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Options:</td>
<td>11, 12</td>
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<tr>
<td>Prerequisite:</td>
<td>High school students only</td>
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<tr>
<td>Course Credit:</td>
<td>10 per semester</td>
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</table>

This course prepares students for entry-level positions in the broadcast industry. Course covers aspects of video and audio production. Areas covered include: writing for television, studio setup, lighting, camera, audio and props. Students will produce a variety of video formats including commercial, talk/variety, news, and music videos. Students will participate in the production of student-produced television programs.
## Science

### BIOLOGICAL/LIFE COURSES

<table>
<thead>
<tr>
<th>Course Title</th>
<th>AHS</th>
<th>CHS</th>
<th>CAMS</th>
<th>JHS</th>
<th>LHS</th>
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### PHYSICAL/EARTH COURSES

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<td>PLTW: Engineering Design &amp; Development</td>
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<td>Principles of Engineering 1-2</td>
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<tr>
<td>Directed Research in Science</td>
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</table>

- Course offered
- IB
- Int’l Bac
- Biotechnology

### High Schools

- **AHS**: Avalon High School
- **CHS**: Cabrillo High School
- **CAMS**: California Academy of Math & 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

Updated 2009-2010
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

<table>
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<tr>
<th>Course</th>
<th>Code</th>
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<tbody>
<tr>
<td><strong>Anatomy and Physiology</strong></td>
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<td><strong>Anatomy and Physiology (Honors)</strong></td>
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<td><strong>Length of Course:</strong></td>
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<tr>
<td><strong>Grade Level Options:</strong></td>
<td>10, 11, 12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>A grade of “C” or better in Biology, SSC 5-6 or teacher recommendation (Honors requires science grade of “B” and science teacher recommendation.)</td>
</tr>
</tbody>
</table>

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&10

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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<tbody>
<tr>
<td><strong>Biology 1</strong></td>
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<tr>
<td><strong>Biology 1 SDAIE</strong></td>
<td>3862</td>
</tr>
<tr>
<td><strong>Length of Course:</strong></td>
<td>2 Semesters</td>
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<tr>
<td><strong>Grade Level Options:</strong></td>
<td>9-12</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Algebra 1-2 or CD (can be concurrently enrolled)</td>
</tr>
</tbody>
</table>

This course is the first year of a two year course that studies the origins, structures, functions, reproduction, growth, development, interactions and behaviors of living things. Content is built around major biological concepts which include: historical perspectives, mathematical and analytical skills, and interdisciplinary approaches to discovery. The major biological concepts explored include the classification of organisms, cell structure and function, the change and diversification of organisms, ecosystems and their interactions, and the influence of humankind on ecosystems. Concepts are reinforced with a strong emphasis on laboratory experiences and the integration of all sciences. Applications of concepts to society, individuals, and technology are included.

*This course will meet one semester of the “d” or “g” entrance requirement for the University of California and California State University systems.*

NCAA Approved – .5 CR/YR Max

<table>
<thead>
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<th>Code</th>
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<tbody>
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<td><strong>Biology 2</strong></td>
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<tr>
<td><strong>Biology 2 SDAIE</strong></td>
<td>3866</td>
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<td><strong>Length of Course:</strong></td>
<td>2 Semesters</td>
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<tr>
<td><strong>Grade Level Options:</strong></td>
<td>9-12</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Algebra 1-2 or CD (can be concurrently enrolled with a C or better, and Biology 1)</td>
</tr>
</tbody>
</table>

This course is the 2nd year of the Biology 1-2 sequence which studies the origins, structures, functions, reproduction, growth, development, interactions and behaviors of living things. Content is built around major biological concepts which include: historical perspectives, mathematical and analytical skills, and interdisciplinary approaches to discovery. The major biological concepts explored include the classification of organisms, cell structure and function, the change and diversification of organisms, ecosystems and their interactions, and the influence of humankind on ecosystems. Concepts are reinforced with a strong emphasis on laboratory experiences and the integration of all sciences. Applications of concepts to society, individuals, and technology are included.

*This course will meet one semester of the “d” or “g” entrance requirement for the University of California and California State University systems.*

NCAA Approved – .5 CR/YR Max

<table>
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<td><strong>Grade Level Options:</strong></td>
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<tr>
<td><strong>Prerequisite:</strong></td>
<td>Algebra 1-2 or CD (can be taken concurrently), or Science teacher recommendation (Accelerated requires Algebra completed with a “C” or better)</td>
</tr>
</tbody>
</table>

This course is a study of the origins, structures, functions, reproduction, growth, development, interactions and behaviors of living things. Content is built around major biological concepts which include: historical perspectives, mathematical and analytical skills, and interdisciplinary approaches to discovery. The major biological concepts explored include the classification of organisms, cell structure and function, the change and diversification of organisms, ecosystems and their interactions, and the influence of humankind on ecosystems. Concepts are reinforced with a strong emphasis on laboratory experiences and the integration of all sciences. Applications of concepts to society, individuals, and technology are included. 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. It also utilizes a college level textbook to help facilitate these differences.

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

NCAA Approved

This course is also available as a four semester course (2 semesters Biology 1, 2 semesters Biology 2)
Biology (AP)  3807
Length of Course:  2 Semesters
Grade Level Options:  10, 11, 12
Prerequisite:  Biology 1-2 with a “B” or better & parents 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 HL 1  3861
Length of Course:  2 Semesters
Grade Level Options:  11
Prerequisite:  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 HL 2  3863
Length of Course:  2 Semesters
Grade Level Options:  12
Prerequisite:  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.

NCAA Approved

Biomedical Research  3799
Length of Course:  2 Semesters
Grade Level Options:  12
Prerequisite:  Lab Physical Science, Biology, Honors Chemistry 1-2, Algebra 1-2, or Algebra CD, 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 researcher/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 research physicians, 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.

Forensic Science  4062
Length of Course:  2 Semesters
Grade Level Options:  11, 12
Prerequisite:  Biology or Chemistry 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 SDAIE** 4003
**Life Science SDAIE/PLS** 4005
(**Life Science SDC** 5000)

Length of Course: 2 Semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

This course studies 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. Laboratory activities are used whenever possible.

*Meets the Life Science graduation requirement*

**Marine Biology 1-2** 3809
**Marine Biology 1-2 Accelerated** 3811
**Marine Biology Access** 3812

Length of Course: 2 Semesters
Grade Level Options: 10, 11, 12
Prerequisite: 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.*

**Chemistry 1-2** 3831
**Chemistry 1-2 SDAIE** 3836
**Chemistry 1-2 Access** 3830

Length of Course: 2 Semesters
Grade Level Options: 10, 11, 12
Prerequisite: Algebra 1-2 or Algebra CD with a “C” or better or science teacher recommendation

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 will meet the “d” or “g” entrance requirement for the University of California and California State University systems.*

**Zoology** 3842

Length of Course: 2 Semesters
Grade Level Options: 11, 12
Prerequisite: 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.*

**Chemistry 1-2 (Honors)** 3832

Length of Course: 2 Semesters
Grade Level Options: 10, 11, 12
Prerequisite: Algebra 1-2 or Algebra CD and Geometry 1-2 with a “B” or better and concurrent enrollment in 3rd year math

In Chemistry 1-2 Honors, the same concepts will be covered as in Chemistry 1-2, but in greater depth and will be supplemented by additional laboratory experiences using more advanced instrumentation and tech-
nology. Also, in Chemistry 1-2 Honors, there is a greater emphasis on mathematical formulation of principles, and the application of mathematical interpretation of chemistry concepts. A college level textbook and supplemental materials facilitate these differences.

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

NCAA Approved

Chemistry (AP) 3835
Length of Course: 2 Semesters
Grade Level Options: 10, 11, 12
Prerequisite: Chemistry 1-2 with a grade of "C" or better or science teacher recommendation

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

Chemistry IB HL 1 3824
Length of Course: 2 Semesters
Grade Level Options: 11
Prerequisite: Biology 1-2 and Chemistry 1-2 with a "B" or better or science teacher recommendation

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

Chemistry IB HL 2 3822
Length of Course: 2 Semesters
Grade Level Options: 12
Prerequisite: IB Chemistry HL1 with a "C" or better

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 4008
Earth Science SDC 5411
Length of Course: 2 Semesters
Grade Level Options: 9-12
Prerequisite: None

Earth Science 1-2 is 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.

Meets Physical/Earth Science graduation requirements

Environmental Science (AP) 4030
Length of Course: 2 Semesters
Grade Level Options: 10-12
Prerequisite: Biology and Algebra 1-2 or CD with a "C" or better and a UC "g" or "d" 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 nations 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 4031
Length of Course: 2 Semesters
Grade Level Options: 11-12
Prerequisite: 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.

**Geology**

**Length of Course:** 2 Semesters  
**Grade Level Options:** 10-12  
**Prerequisite:** Previous science course with a “C” or better, or science teacher recommendation

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.

NCAA Approved

**Introduction to Digital Circuits and Robotics**

**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

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 Engineering**

**Length of Course:** 2 Semesters  
**Grade Level Options:** 9-10  
**Prerequisite:** Algebra 1-2 or Algebra AB (can be concurrently enrolled)

Introduction to Engineering is a physical science course targeted to 9th and 10th grade students interested in an engineering career. Because engineering is a field of many disciplines, the course will address those physics concepts which are universal to all disciplines. These concepts include: force, work, rate of change, energy, amplifiers and controllers. Connections and applications will be made to the engineering disciplines of: mechanical, civil, mineral and mining, industrial, manufacturing, electrical, computer, optical, acoustical, aerospace, chemical, metallurgy, materials and ceramics.

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

**Laboratory Earth Science 1-2**

**Length of Course:** 2 Semesters  
**Grade Level Options:** 9-12  
**Prerequisite:** 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

Laboratory Physical Science

Length of Course: 2 Semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Previous science and Algebra 1-2 or Algebra CD (can be concurrent) with a "C" or better, or science teacher recommendation

This course is designed to meet the needs of students who are strong in science, yet seek preparation for chemistry or physics coursework. It enables students to achieve understanding of the most fundamental physical processes and scientific thought through laboratory-based experiences as well as classroom instruction. The content emphasizes conceptual physics, chemistry, and geoscience that relates to everyday life. Application of these areas to technology and social concerns are also included. The course represents a practical, rather than theoretical approach to the physical sciences.

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

NCAA Approved

Physical Oceanography

Length of Course: 2 Semesters
Grade Level Options: 10, 11, 12
Prerequisite: 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

Length of Course: 2 Semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

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 re-
quired; 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

Physics “C”: Mechanics AP——— 3840

Length of Course: 2 Semesters
Grade Level Options: 11, 12
Prerequisite: 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

Physics “C”: Electricity & Magnetism AP——— 3843

Length of Course: 2 Semesters
Grade Level Options: 11, 12
Prerequisite: Calculus or concurrent enrollment

AP Physics C is a national calculus-based course in physics. This course is equivalent to the pre-engineering introductory Physics course for the 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

Principles of Engineering 1-2

Length of course: 2 Semesters
Grade Level Option: 11-12
Prerequisite: 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 will meet the “d” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

PLTW: Introduction to Engineering Design ———— 2501

Length of course: 2 Semesters
Grade Level Option: 9-12
Prerequisite: None

Project Lead the Way (PLTW) Introduction to Engineering Design course includes the following topics: introductory design, student portfolio development, sketching and visualization, geometric relationships, modeling, assembly modeling, model analysis and verification, model documentation, presentation, production, and marketing. These units represent a comprehensive introduction to the field of engineering design using computer aided design (CAD) tools.

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

NCAA Approved

PLTW: Principles of Engineering ———— 2632

Length of course: 2 Semesters
Grade Level Option: 9-12
Prerequisite: None

Project Lead the Way (PLTW) Principles of Engineering course includes the following topics: definitions and types of engineering, communication and documentation, design process, engineering systems, statics and strengths of materials, materials and strength of materials, engineering for reliability, and kinematics. These topics represent a comprehensive introduction to the field of engineering.

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

NCAA Approved
PLTW: Digital Electronics — 2507

Length of course: 2 Semesters
Grade Level Option: 10-12
Prerequisite: None

Project Lead the Way (PLTW) Digital Electronics course includes the following topics: electronics fundamentals, number systems, logic gates, Boolean algebra, combinational circuit design, binary addition, flip-flops, shift registers and counters, logic families and microprocessors. These topics represent a comprehensive introduction to the field of digital electronics.

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

NCAA Approved

PLTW: Computer Integrated Manufacturing — 4060

Length of course: 2 Semesters
Grade Level Option: 10-12
Prerequisite: PLTW Intro. to Eng. Design and PLTW Prin. of Eng.

Project Lead the Way (PLTW) Computer Integrated Manufacturing is an industry specialized course that enhances computer modeling skills by applying principles of robotics and automation to the creation of models of three-dimensional designs.

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

NCAA Approved

PLTW: Engineering Design and Development — 2509

Length of course: 2 Semesters
Grade Level Option: 11-12
Prerequisite: PLTW Intro. to Eng. Design and PLTW Prin. of Eng.

Project Lead the Way (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.

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
Prerequisite: 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.
## Course Descriptions

### Visual/Performing Arts

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| Piano 1-2 | * | | | | | * | | | | *
| Piano 3-8 | * | | | | | * | | | | |
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| Symphonic Winds 1-2, 3-8 | | * | * | | | | | | | |

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| Chorus 1-2 | * | * | | | * | * | * | * | * | * |
| Chorus 3-8 | * | * | | | * | * | * | * | * | * |
| Concert Choir 1-2 | * | | | | | * | | | | *
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| Concert Choir 5-6 | * | * | | | | | | | | *
| Concert Choir 7-8 | * | * | | | | | | | | *
| International Choir | * | | | | | | | | | *
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**Visual/Performing Arts 111**

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- Course offered
- IB Int’l Bac
- Biotechnology

| AHS | Avalon High School |
| CHS | Cabrillo High School |
| CAMS | California Academy of Math & 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 |
Each visual/performing arts course that is offered will satisfy the graduation requirement for fine arts, unless otherwise noted.

**DANCE**

**Ballet Folklorico**

- **Length of Course:** 2 semesters
- **Grade Level Options:** 9, 10, 11, 12
- **Prerequisite:** 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 instrument 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.*

**Dance 1-2**

- **Length of Course:** 2 semesters
- **Grade Level Options:** 9, 10, 11, 12
- **Prerequisite:** 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.*

**Dance 3-4**

**Dance 5-6**

**Dance 7-8**

- **Length of Course:** 2 semesters
- **Grade Level Options:** 9, 10, 11, 12
- **Prerequisite:** 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.*

**MUSIC - GENERAL**

**Exploring Music**

- **Length of Course:** 2 semesters
- **Grade Level Option:** 9, 10, 11, 12
- **Prerequisite:** Approval of Instructor

Exploring Music is a course designed to increase the nonperformer’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.

**Music Theory (AP)**

- **Length of Course:** 2 semesters
- **Grade Level Option:** 9, 10, 11, 12
- **Prerequisite:** Music reading ability is recommended

Music Theory is a course designed for to develop the ability to recognize, understand, and describe the basic materials and processes of music. Students will extend their technical skills involved in 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 Standards—Advanced 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.

**MUSIC - INSTRUMENTAL**

**Advanced Chamber Orchestra**

- **Length of Course:** 2 semesters
- **Grade Level Options:** 9-12
- **Prerequisite:** 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. Stu-
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 performance outside of class time are required. California Visual and Performing Arts Standards 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

Length of Course: 2-8 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Teacher’s approval

Band 3-8

Length of Course: 3-8 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Teacher’s approval

Band is a course for students who have had previous experience in playing an instrument. Emphasis in this course is given to the students’ development of technique and musicianship. Standard band compositions are studied for performance at special school events such as assemblies, athletic contests, and at parades, concerts, and festivals. Students borrowing school instruments are expected to insure them. Rehearsals and performances outside of class time are required. California Visual and Performing Arts Standards are infused throughout the course.

Band 1-2 will meet the “f” entrance requirement for the University of California and California State University systems.
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.

Guitar 1-2

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Teacher’s approval

Guitar 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 Content Standards. The emphasis of this course is on the development of basic guitar techniques, music reading skills, comprehension of the fundamentals of music theory and harmony, as well as the development of personal practice habits and performance etiquette. Having a guitar 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.

Guitar 3-8

Length of Course: 3-8 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: Teacher’s approval

Guitar 3-8 is a course for students with previous formal training on the guitar. Students entering Guitar 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 guitar technique, music reading skills, comprehension of more advanced music theory and harmony concepts, 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 course addresses all five strands of the California Visual and Performing Arts Content Standards. 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.

This course meets the “f” or “g” entrance requirement for the University of California and California State University systems.

Instruments 1-2

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

Instruments is a course designed for students who wish to learn to play string, woodwind, brass, or percussion instruments. The emphasis of this course is on the development of proper playing techniques, theory, musicianship, and ensemble playing. The California Visual and Performing Arts Content Standards are infused throughout the course. Students who do not own an instrument may borrow one from the school with the understanding that the borrower insures the instrument. Each school may specialize in a particular instrument.

Instruments 1-2 meets the “f” entrance requirement for the University of California and California State University systems.
Instruments 3-4 meets the “f” or “g” entrance requirement for the University of California and California State University systems.

Intermediate String Orchestra

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Approval of instructor

Intermediate String Orchestra is a course students who have had some previous training and experience in playing a stringed 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. Students borrowing school instruments are expected to insure them. Rehearsals and performance outside of class time are required. Intermediate String Orchestra meets the “f” or “g” entrance requirement for the University of California and California State University systems.

**Jazz Band 1-2** 3443
**Jazz Band 3-8** 3444

**Length of Course:** 2-8 semesters  
**Grade Level Options:** 9, 10, 11, 12  
**Prerequisite:** Concurrent enrollment in Band or Orchestra and Teacher’s approval

Jazz Band is a course for experienced instrumentalists who wish to study and perform jazz compositions. The emphasis of this course is on the development of individual techniques, musicianship, performance skills, improvisational techniques, and stylistic interpretations, 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 Jazz Band may perform at school, civic functions and festivals. Students borrowing school instruments are expected to insure them. 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 will meet the “f” or “g” entrance requirement for the University of California and California State University systems.

**Orchestra 1-2** 3451  
**Orchestra 3-4** 3452  
**Orchestra 5-6** 3453  
**Orchestra 7-8** 3454

**Length of Course:** 2-8 semesters  
**Grade Level Options:** 9, 10, 11, 12  
**Prerequisite:** Teacher’s approval

Orchestra is a course for students with previous instrumental training and 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. Standard orchestral compositions are studied for performance at special school events such as assemblies, plays, and musical theatre productions and at concerts and festivals. The California Visual and Performing Arts Content Standards are infused throughout this course. Students borrowing school instruments are expected to insure them. 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 3-8 will meet the “f” or “g” entrance requirement for the University of California and California State University systems.

**Piano 1-2** 3473

**Length of Course:** 2 semesters  
**Grade Level Options:** 9, 10, 11, 12  
**Prerequisite:** Teacher’s approval

Piano 1-2 is a course for students with no previous experience or training on the piano. The emphasis of this course is on the development of basic piano techniques, music reading skills, comprehension of the fundamentals of music theory and harmony, as well as the development of personal practice habits and performance etiquette. The California Visual and Performing Arts Content Standards are infused throughout the course. Having a piano 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** 3475

**Length of Course:** 3-8 semesters  
**Grade Level Options:** 9, 10, 11, 12  
**Prerequisite:** Teacher’s approval

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** 3311

**Length of Course:** 2 semesters  
**Grade Level Options:** 9-12  
**Prerequisite:** 1 year of High School Music or by audition

This course is designed for students to develop and refine their ability to read, play, improvise and compose music on steel drums. Immersed in all aspects of music, they transcribe songs, 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. The California Visual and Performing Arts Content Standards are infused.
throughout the course. Rehearsals and performances outside of class time are required.

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

**Symphonic Winds 1-2**  
**Symphonic Winds 3-8**

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<tr>
<th>Length of Course:</th>
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<th>Grade Level Options:</th>
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<th>Prerequisite:</th>
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<td>Symphonic Winds 1-2 will meet the &quot;I&quot; entrance requirement for the University of California and California State University systems. Symphonic Winds 3-8 will meet the &quot;I&quot; or &quot;g&quot; entrance requirement for the University of California and California State University systems.</td>
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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.

**Concert Choir 1-2**

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<tr>
<th>Length of Course:</th>
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<th>Grade Level Options:</th>
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<th>Prerequisite:</th>
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<td>Concert Choir 1-2 will meet the &quot;I&quot; entrance requirement for the University of California and California State University systems. Concert Choir 3-4 will meet the &quot;I&quot; or &quot;g&quot; entrance requirement for the University of California and California State University systems.</td>
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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. 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. This ensemble performs for school and community events, concerts, and participates in festivals. Rehearsals and performances outside of class time are required.

**International Choir**

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<th>Length of Course:</th>
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<th>Grade Level Options:</th>
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<th>Prerequisite:</th>
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<tr>
<td>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 voicing of soprano, alto, tenor, and bass. The emphasis in this course is on the development of the singing voice, music reading skills, musicianship,</td>
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**Chorus Voice 1-2**

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<th>Grade Level Options:</th>
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<th>Prerequisite:</th>
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<td>Chorus Voice 1-2 will meet the &quot;I&quot; entrance requirement of the University of California and California State University systems. Chorus Voice 3-4 will meet the &quot;I&quot; or &quot;g&quot; entrance requirement of the University of California and California State University systems.</td>
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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.

**Cecilian Singers 1-2**

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<th>Length of Course:</th>
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<th>Grade Level Options:</th>
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<tr>
<td>Cecilian Singers 1-2 will meet the &quot;I&quot; entrance requirement for the University of California and California State University systems. Cecilian Singers 3-8 will meet the &quot;I&quot; or &quot;g&quot; entrance requirement for the University of California and California State University systems.</td>
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</tbody>
</table>

Cecilian Singers is a course designed for the study and performance of advanced glee repertory selected from many periods and styles arranged for soprano, second soprano, and alto voices. 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. Rehearsals and performance outside of class time are required.
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.

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**Studio/Vocal Jazz Singers 1-2**  
**Studio/Vocal Jazz Singers 3-4**  
**Studio/Vocal Jazz Singers 5-6**  
**Studio/Vocal Jazz Singers 7-8**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2-8 semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Options:</td>
<td>9, 10, 11, 12 (Freshmen and sophomores will be admitted in exceptional cases only)</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Teacher’s approval</td>
</tr>
</tbody>
</table>

Prerequisite:

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.*

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**Varsity Chorale 1-2**  
**Varsity Chorale 3-8**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2-8 semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Options:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Admission by tryout only</td>
</tr>
</tbody>
</table>

Prerequisite:

Varsity Chorale is a singing group which studies and performs standard glee repertory selected from many periods and styles, and is arranged for tenor, baritone, 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 Chorale performs at school and community events, concerts, and participates in festivals. Rehearsals and performances outside of class time are required.

*Varsity Chorale 1-2 will meet the “f” entrance requirement for the University of California and California State University systems.*

*Varsity Chorale 3-8 will meet the “f” or “g” entrance requirement for the University of California and California State University systems.*

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**Vocal Ensemble/Chamber Singers 1-2**  
**Vocal Ensemble/Chamber Singers 3-8**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2-8 semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Options:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Teacher’s approval</td>
</tr>
</tbody>
</table>

Prerequisite:

Vocal Ensemble/Chamber Singers is a course designed for advanced choral singers who study and perform technically difficult choral music from varied styles and periods 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. Rehearsals and performances outside of class time are required.

*Vocal Ensemble 1-2 will meet the “f” entrance requirement for the University of California and California State University systems.*

*Vocal Ensemble 3-8 will meet the “f” or “g” entrance requirement for the University of California and California State University systems.*

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**THEATER ARTS**

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**Advanced Theatre Arts**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Option:</td>
<td>9-12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Intermediate Theatre Arts with a grade of “B” or better and the teacher’s approval</td>
</tr>
</tbody>
</table>

Prerequisite:

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.

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

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**Cinema 1-2**

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

Prerequisite:

Cinema is a course in which students will study filmmaking as an art form from its earliest beginnings through modern times. Students will study and learn to appreciate the historical and cultural significance of the advance of film as an art medium in the modern world. Students will study and learn to appreciate acting techniques and the filming techniques of directors that create the art medium of film, as well as studying the individual significance of each director and film in the context of the historical progression of film art. Students will study and compare the films of each era with other
films of that genre or time, learning to ascertain and appreciate cinematic techniques. Students will study the different genres and types of film, comparing and contrasting them with foreign films and directors. Students will also apply their knowledge of film by creating and acting in their own films, following various stages of film production, such as scriptwriting, storyboarding, and application of film techniques in production. (Parental permission will be needed for selected films.)

These courses meet the “f” or “g” entrance requirement of the University of California and California State University systems.

**Theater Arts IB HL** — 6795

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>1-8 semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Option:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Acceptance in the IB Magnet or at least 1 yr experience in theatrical studies and instructor’s approval</td>
</tr>
</tbody>
</table>

This course is taught in a workshop format. Emphasis is placed on projects that include all aspects of theatre studies. Students will apply their skills during rehearsals, performances, critical evaluations and historical studies of dramatic literature. Each year of study focuses on different periods of the development of world theatre.

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

**Improvisation for the Theatre 1-2** — 6682

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Option:</td>
<td>9-12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>One year of Theater Arts, Acting Experience or consent of instructor</td>
</tr>
</tbody>
</table>

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 and performance skills.

**Intermediate Theater Arts** — 3355

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Option:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Introduction to Theatre Arts with a grade of “B” or better and the teacher’s approval</td>
</tr>
</tbody>
</table>

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.

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

**Introduction to Theater Arts** — 3353

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Option:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
</tbody>
</table>

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.

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

**Introduction to Video Production 1-2** — 6696

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Option:</td>
<td>9-10</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>A grade of “C” or better in Computer Operations, Theater Arts or consent of instructor</td>
</tr>
</tbody>
</table>

Introduction to Video Production is designed to teach students to demonstrate and apply knowledge and skills in the video production process to performance, oral and written critical evaluations and hands on equipment operation in pre production, production and post production. The course will teach students to write scripts, utilize vocabulary, and operate technical equipment. Also, students will plan, create and edit video projects, as well as investigate careers in the television and industry.

**Play Production** — 3341

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Option:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Advanced Theatre Arts with a grade of “B” or better or the teachers approval</td>
</tr>
</tbody>
</table>

This course is designed to spotlight the talents of the student dedicated to theatre arts. The extent of their skills, ability and extensive training is showcased in seasonal play productions. Students will leave this class ready to participate in a variety of theatre settings.

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

**Production Stage Crew 1-6** — 6685

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Option:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>1 semester of Stagecraft and instructor’s approval</td>
</tr>
</tbody>
</table>

This course is taught in a workshop format. It is designed to provide students with the opportunity to practice the basic theories of technical theatre and their application.
through rehearsal and performances. Students will be required to design all on and off campus productions. This course does not meet the graduation requirement for Fine Arts.

**Stage Technology**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2-6 semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Options:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Teacher’s approval</td>
</tr>
</tbody>
</table>

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. Maximum credit 20 semester periods except for stage manager, assistant stage manager, and chief electrician. Maximum credit for these students, 30 semester periods. 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 Fine Arts.

**VISUAL ARTS**

**Advanced Costume Design**

<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, 10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Introduction to Costume Design, consent of instructor</td>
</tr>
</tbody>
</table>

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.

Advanced Costume Design will meet the “f” or “g” entrance requirement for the University of California and California State University systems.

**Architectural Design 1-2**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
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<tbody>
<tr>
<td>Grade Level Options:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Architectural Design 1-2</td>
</tr>
</tbody>
</table>

Students learn basic drafting and design skills necessary to prepare preliminary architectural drawings for a single-story wood frame residence. A study of architectural symbols, lettering, wood framing, career opportunities, area and room design, interior elevations, and color is included. This class may provide both computer assisted drafting (CAD) instruction and traditional drawing board, t-square, paper and pencil drafting instruction. Please check with the instructor for more details concerning the extent of CAD instruction within the class.

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

**Architectural Design 3-4**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Options:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Architectural Design 1-2</td>
</tr>
</tbody>
</table>

This course builds on the experiences of Architectural Design 1-2. Students design and develop a set of working drawings for a single-story residence. Areas of study include: plot and roof plan, foundation plan, floor plan, interior and exterior elevations, electrical plan, schedules details, and computer-aided design/drafting.

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.

**Architectural Design 5-6**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Options:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Architectural Design 1-2, 3-4</td>
</tr>
</tbody>
</table>

This course covers functional aspects of architectural drafting, stressing current practice in the field of domestic architecture. Drafting room procedure is followed with reference to handbooks, drafting room manuals, tables, and other reference materials. Architectural problems are developed in detail from preliminary sketch to complete set of working drawings. Independent study is emphasized at this level of work.

This course will meet the fine arts graduation requirement.

**Art & Animation 1-2**

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>2 semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Options:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Computer Applications and/or Art &amp; Imaging</td>
</tr>
</tbody>
</table>

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 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 State Visual Arts Content Standards are integrated into the curriculum.

This course will meet the “f” requirement for the University of California and California State University systems.
**Art & Animation 3-4**

**Length of Course:** 2 semesters  
**Grade Level Options:** 10-12  
**Prerequisite:** Art & 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 tradition animation techniques to make professional animations.

**Ceramics 1-2**

**Length of Course:** 2 semesters  
**Grade Level Options:** 9, 10, 11, 12  
**Prerequisite:** None

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. State Visual Arts Content Standards are integrated into the curriculum.  

*Ceramics 1-2 will meet the "f" entrance requirement for the University of California and California State University systems.*

**Ceramics 3-4/5-6**

**Length of Course:** 4 semesters  
**Grade Level Options:** 9, 10, 11, 12  
**Prerequisite:** None

Advanced Ceramics focuses on applying the skills learned in the beginning class with an emphasis on sculpture. Students work on developing a body of work, which shows their understanding of the media in depth. Students are exposed to the potter's wheel; wedging, centering, opening, pulling up, nd trimming. Students also explore different decorating techniques, such as glazing nd using stains and oxides, and firing principles used in the kilns. The world history of ceramic art is explored. State Visual Arts Content Standards are integrated into the curriculum.  

*Ceramics 3-6 will meet the "f" or "g" entrance requirement for the University of California and California State University systems.*

**Visual/Performing Arts 120**

Updated 2009-2010
This course continues to build on the skills and techniques learned in drawing and 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.

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

**Drawing/Painting 3-4**  
**Length of Course:** 2 semesters  
**Grade Level Options:** 10, 11, 12  
**Prerequisite:** Drawing and Painting 1-2 with a “B” or better or permission of the instructor

This course continues to build on skills and techniques learned in drawing and 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.

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**  
**Length of Course:** 2-4 semesters  
**Grade Level Options:** 11, 12  
**Prerequisite:** Drawing and Painting 1-2, 3-4 with a grade of “B” or better, or instructor’s permission

This course continues to build on skills and techniques learned in drawing and 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.

**Exploring Art**  
**Length of Course:** 2 semesters  
**Grade Level Options:** 9-12  
**Prerequisite:** 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 five components of the State Visual Arts Content Standards are integrated into the curriculum throughout the year.

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

**Film IB HL 1**  
**Length of Course:** 2 semesters  
**Grade Level Options:** 11-12  
**Prerequisite:** IB candidate or drama/video teacher recommendation

Through the study of film texts and exercises in filmmaking and analysis, this Film IB HL 1 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.

**Film IB HL 2**  
**Length of Course:** 2 semesters  
**Grade Level Options:** 11-12  
**Prerequisite:** IB candidate or drama/video teacher recommendation

After a year’s study in the basics of film appreciation and creation, the Film IB HL 2 course further explores film history, theory and expands student film production. This course aims to refine students’ skills so they become adept in both interpreting and making film texts. Through this course, students will develop an appreciation of internationalism within the world of film and to consider the theories and ideas from the points of view of different individuals, nations and cultures. Students will then use this understanding 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.

**Graphic Design and Printmaking**  
**Length of Course:** 2 semesters  
**Grade Level Options:** 9, 10, 11, 12  
**Prerequisite:** None

In this course students will communicate ideas through a variety of graphic media by learning the basics of graphic design using typography, printmaking techniques, page layouts, storyboards and computer applications. Students will use various printmaking processes; silkscreen, linoleum block, hand cut stencil, paper stencil, photographic stencil, and digital photography to reproduce graphic images. Students will study a variety of graphic design styles and methods to gain an understanding of the historical and cultural signifi-
Costume Design

**Introduction to Costume Design**

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

This one-year 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” requirement for the University of California and California State University systems.

Photography 1-2

**Photography 1-2**

**Length of Course:** 2 semesters  
**Grade Level Options:** 10, 11, 12  
**Prerequisite:** 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. State Visual Arts Content Standards are integrated into the curriculum.

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

Photography 3-4

**Photography 3-4**

**Length of Course:** 2 semesters  
**Grade Level Options:** 10, 11, 12  
**Prerequisite:** Photography 1-2

This course provides advanced photographic techniques using a 35mm camera and black and white enlarger. Advanced techniques in composition, lighting, portraiture and critical analysis will be highlighted. Techniques introduced will include medium format and view cameras, synchronized flash, color printing and alternative process printing. Further visual heritage and theories of aesthetic valuing will be stressed.

This course will meet the “f” or “g” entrance 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 informal 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. AP 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.

**Studio Art: Drawing (AP)**

**Length of Course:** 2 semesters  
**Grade Level Options:** 11, 12  
**Prerequisite:** Teacher approval

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.

**Studio Art: 2-D Design Portfolio (AP)**

**Length of Course:** 2 semesters  
**Grade Level Options:** 11, 12  
**Prerequisite:** 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
Three Dimensional Art 3-8

Length of Course: 2-6 semesters
Grade Level Options: 10, 11, 12
Prerequisite: Three Dimen. Art 1-2, 3-4 with a “B” or better, or permission of instructor

These courses extend and build on the exploration of three-dimensional design presented in the preceding sections. 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.

Three Dimensional Art 3-4, 5-6, 6-7 will meet the “f” or “g” entrance requirement for the University of California and California State University systems.

Visual Arts IB SL

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: Drawing and Painting 1-2

In the LBUSD, Visual Arts IB Standard Level is an elective course of the International Baccalaureate Program. The International Baccalaureate Visual Arts program is an art course, which promotes written communication and research skills, respect for the art and culture of the student, 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 they 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 trips, artist interviews, journaling, and creating experimental studio artworks of their own to create a portfolio. This course includes college level written assignments.

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.
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Updated 2009-2010
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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