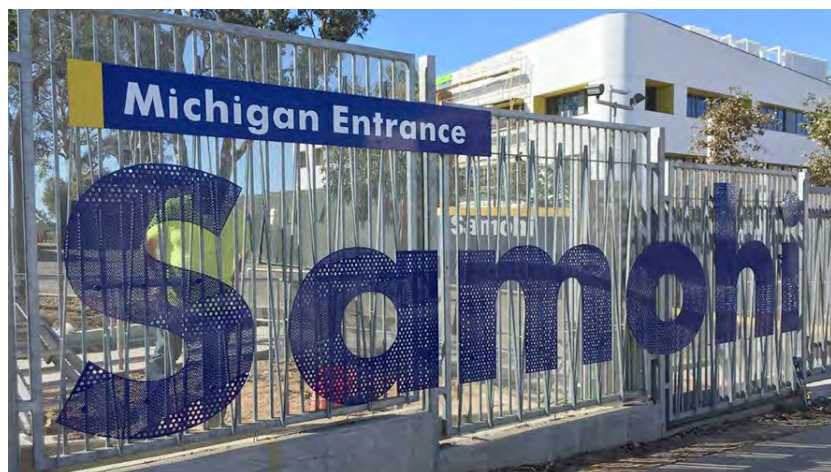




Photo by Martin Ledford

Santa Monica High School 2023-2024 Course Catalog



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• Courses marked P – A college preparatory class that prepares students for their future college coursework while attending high school.	
• Courses marked HP –A honors preparatory class that is accelerated to boost student preparedness for college. The honors classes will offer more challenging content.	
• AP - Advanced placement is a class developed by the college board to give high school students an introduction to college-level classes and also gain college credit before even graduating high school.	
• Courses marked ACES fulfill the Santa Monica-Malibu Board of Education’s American Culture & Ethnic Studies graduation requirement that all students starting with the class of 2024 complete 10 units of an ACES designated course.	
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The purpose of this catalog is to assist students and parents in selecting an educational program. Course selection should be based on individual goals, keeping in mind graduation and college requirements. Review the course descriptions carefully; be mindful of course title, grade level, and prerequisites. Course selections made in the spring are binding. Santa Monica HS creates its master schedule based on these choices. All students will be asked to select alternate course choices; in some cases, first choice selections may be canceled due to low student sign-up or irresolvable scheduling conflicts. In this case alternate choices are used.

General Policies

- **Drop/Add/Transfer Policy**

Courses are year-long. Students are expected to remain in the courses selected. Changes to class schedule will be done only for the following reasons:

- 1) Computer/ school error
- 2) Course work completed in the summer (with counselor approval)
- 3) Student does not have prerequisite for the class

Courses are never changed for period or teacher preference. Requests for a schedule change MUST be turned in during the first three weeks of each semester. Within the first two weeks of the semester, students may drop a course by meeting with their advisor to discuss the impact of such a decision.

Dropping a class during the third week of the semester may only be done with Admin review. No changes will be made after this period.

- **Repeating Courses**

Students are allowed to repeat courses to raise their grade; counselor approval is required. Please note: Cs or better cannot be repeated to improve the grade because it is considered passing for graduation and when applying to a 4-year university. When a course is repeated both grades appear on the official transcript. Please also note: Credit is awarded for the course only once. Four-year colleges recommend that any grade of 'D' or 'F' at the semester in a core course should be REPEATED. D's and 'F' in core courses do not count and may affect admission.

- **Minimum Course Load**

All ninth, tenth, eleventh, and twelfth graders are required to sign up for six courses (30 credits). Only twelfth graders in good academic standing may request a shortened day of five periods.

- **Attendance Policy**

Students must attend class unless excused by an administrator at the request of a parent or teacher, or the student is participating in a school-related activity. Students are responsible for attending all classes, being on time, and for getting prepared for instruction.

Samohi's attendance policy requires students to restore unexcused absences to participate in school-related activities, once they accrue 18 or more period absences. To participate in graduation, a student cannot accrue 120 or more unexcused class absences. They can restore these absences by attending Super Saturday/Tutoring/On Campus Community Service etc. Restoring unexcused absences does not clear attendance from Aeries as this is legal documentation of classroom attendance. Due to state and district policies, students will continue to receive notifications from the district regarding excessive absences/truancy. Unrestored absences carry over from one year to the next. Consult the school website for further information on what is considered excused and unexcused absences.

- **Summer School**

Students are encouraged to attend summer school for credit recovery. Required courses for graduation should be taken at Samohi during the school year. Counselor approval is required for all Summer School course work.

- **Independent Study PE**

Students may apply for independent study PE. Requests are accepted during the month of April and decisions are made in May of the previous academic year. No requests are considered after this period. Students need to complete an application and meet ALL criteria in order to be approved for Independent Study PE.

- **Independent Study**

Independent Study Program. Samohi ISP is an alternative educational program with limited availability for students. Students that are interested must meet with their counselor.

- **High School Graduation**

Students must complete 220 credits of required and elective course work. Students who fall short will not be allowed to participate in graduation ceremonies. To participate in graduation, a student cannot accrue 120 or more unexcused class absences.

The diploma is withheld pending completion of all requirements and obligations.

- **Credit Deficiency**

At the completion of the 1st semester of the junior year, students who have a credit deficiency will be advised to enroll at Olympic High School to catch up in course work; upon verification of work completed, students may return to Samohi to graduate.

- **Advanced Placement Courses**

Students enrolled in an AP Class are expected to take an AP exam in May.

For additional information on Samohi Policies related to academics visit the following links:

[Academic Honor Societies](#)
[Academic Planning](#)
[Advanced Placement Program](#)
[Attendance Policy](#)
[College and Career Center](#)
[English Learner Services](#)
[Homework Policy](#)
[Immersion](#)
[Incoming 9th Graders](#)
[Project Lead the Way](#)
[PBL \(Project Based Learning\) Pathway](#)

Graduation Requirements

Subject	SAMOHI Graduation Requirements	University of California and Cal State University	NCAA Division I Academic Requirements
Social Studies UC requirement "A"	10 credits World History 10 credits US History ACES 5 credits US Government 5 credits Economics	Two years required: <ul style="list-style-type: none"> One year World History One year of US History or 1/2 year of US History and 1/2 year of Civics or American Government 	Two years required
English UC requirement "B"	<ul style="list-style-type: none"> 10 credits English 9 10 credits English 10 10 credits English 11 10 credits English 12 (elective) 	Four years required of College Prep English	Four years required
Mathematics UC requirement "C"	30 credits	Three years required Four years recommended <ul style="list-style-type: none"> Algebra I Geometry Algebra II OR Higher Math	Three years required
Science UC requirement "D"	10 credits Physical Science 10 credits Life Science	Two years required Three years recommended One year of laboratory Biological Science One year of laboratory Physical Science	Two years required (one year of lab)
Foreign Language UC requirement "E"	10 credits in a foreign language or fine art (see fine arts)	Two years required Three years recommended (must be in the same language)	Counts as an additional course
Fine Arts UC requirement "F"	10 credits in a visual or performing art OR foreign language (see foreign language)	One year required Visual or performing art (must be in same subject area)	
Physical Education	20 credits	No requirement	
Electives UC requirement "G"	60 credits	One year required: In addition to those required in the "A-F" categories, chosen from the UC/CSU approved courses	4 yearlong additional courses in <ul style="list-style-type: none"> Foreign language Social Studies English Math, and/or Science. 1 additional yearlong course <ul style="list-style-type: none"> English Math Science
Other	10 credits Freshman Seminar OR 5 credits of Health (students who do not pass Freshman Seminar or are new to Samohi after 9 th grade, must complete a semester of Health to graduate.	Check College websites for testing requirements	Earn a core-course of at least 2.0 Earn the ACT/SAT score matching the core-course GPA on the D1 sliding scale Graduate HS
Total	220 credits Including all subject requirements	Completion of required courses with a "C" or better	Complete 16 core courses. 10 of the 16 cores must be completed by the 7th semester (senior year) of high school. 7 of the 10 cores must be in English, Math or Science.

Private Colleges/Out of State Universities (Stanford, Pepperdine, USC, Yale, Smith, Harvard, NYU, Boston...)

Subject Requirements

Requirements will vary from school to school. Generally, students are best advised to complete the same pattern of course work required of the UC or CSU systems. Consult the school website for specific requirements.

California Community Colleges (Santa Monica City College)

Other than a high school diploma or being 18 or older, there are no specific course, grade point, or examination requirements for admission. Students can pursue a terminal Associate Degree program (2 years) or complete a specific sequence of coursework in order to transfer after 2 years to a university. Many community colleges have math and English placement tests.

United States Service Academies (West Point, Naval Academy, Air Force Academy, Merchant Marine Academy, Coast Guard Academy)

These are some of the most selective academic institutions in the country. Only students who have taken the most rigorous academic programs are considered. Application procedures begin in the spring of the junior year. Consult the College Counselor for more specific information.

Websites:

- Cal State Universities: <https://www.calstate.edu/apply>
- UC Schools: www.universityofcalifornia.edu
- NCAA: <http://www.ncaa.org/student-athletes>

English

ENGLISH 9 P	E050160	Grade 9	Length/Credit Y10	Prerequisite	A - G Status B
Students pursue a balanced literacy program with an emphasis on writing. Writing activities will be based on literature and non-fiction to provide a highly motivated curriculum. Students will receive instruction in the conventions of standard edited English and research techniques. Students will demonstrate the writing process, applying the process to composing texts in various genres including narrative/autobiographical, literary analysis, expository, and persuasive.					

ENGLISH 10 P	E060160	Grade 10	Length/Credit Y10	Prerequisite	A - G Status B
Students pursue a balanced, integrated literacy program of literature and language study. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Writing activities are extensions of experiences developed through reading literary and nonfiction works. Students will engage in a variety of expository and creative writing tasks which connect literature and their life experiences. Students will use writing process activities in a variety of genres including persuasive, expository, narrative, and literary analysis of texts. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.					

ENGLISH 11 P	E070160	Grade 11	Length/Credit Y10	Prerequisite	A - G Status B
Students will engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students will use writing process activities in a variety of genres; persuasive, expository, narrative, reflective and literary analysis of texts. Students also receive instruction in the conventions of written language and effective oral communication. Students explore themes found in American literature and the American experience through a balanced, integrated program of literature and language study. Students read and respond to historically and/or culturally significant works of American and non-fiction texts tracing the development of American writing from the colonial period forward. In addition, students write a research paper with an annotated bibliography taken through the writing process.					

ENGLISH 11 AP	E070180	Grade 11	Length/Credit Y10	Prerequisite	A - G Status B
The AP English Language and Composition course trains students to become skilled readers and writers in diverse genres and modes of composition. As stated in the Advanced Placement Course Description, the purpose of the Language and Composition course is "to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." These skills will allow students to read critically and write effectively in different modes in the college classroom and beyond. Previous high school English courses have focused heavily on literature, on reading important works of fiction, drama, and poetry from around the world. The English Language and Composition course takes a different focus, opening up the world of non-fiction in all its varied forms - essays, memoirs, biographies and autobiographies, letters, diaries, speeches, journalism, literary criticism, etc. Non-fiction is a literature of fact, but it is also a literature of great variety and creativity. In this course, students will look closely at a wide range of short and long non-fiction writing, studying what the writers say and, just as importantly, how they say it.					

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Senior English Electives Course Descriptions

AFRICAN AMERICAN LITERATURE/HARLEM RENAISSANCE P (ACES)	E080460	Grade 12	Length/Credit Y10	Prerequisite Must have a passing score on the 11 th grade CAASPP	A - G Status B
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Students will receive an introduction to the role of the African oral tradition and New World slave narratives in the creation of African American literary tradition. Through class discussions, reading, videos and collaborative workshops, students will explore the history and issues revealed through slave narratives, modern autobiographies and contemporary literature. Students will work throughout the semester toward exploring their own issues of identity in contemporary American society. Second semester, students will take knowledge from first semester to transition into the movement known as the Harlem Renaissance and its influence on the Civil Rights Movement and contemporary American literature and poetry.

CALIFORNIA LITERATURE P	E080860	Grade 12	Length/Credit Y10	Prerequisite Must have a passing score on the 11 th grade CAASPP	A - G Status B
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This course follows two major perspectives about California that have evolved throughout the 19th and 20th centuries. One perspective focuses on California as a tropical paradise: end point of Manifest Destiny, land of sunshine and surf, a place where people find stardom, where people reinvent themselves, a place of refuge and sanctuary, cultural synthesis, and ideal opportunity. In contrast, California also emerges as a dystopia: site of earthquakes, El Nino, environmental pollution, race riots, unwanted immigration, poor public education, superficial celebrities, fiscal irresponsibility, overcrowded prisons, and popular fads. We will examine primarily the field of literature, but also the realms of history, geography, politics, urban development, public policy, popular culture, food, language, advertising, television, and film. In addition to these two major perspectives, this course continues to be an ongoing examination of newer experiences and definitions of California as manifested in the changing voices, places, myths, policies, and trends of our golden state.

CHICANX/LATINX AMERICAN LITERATURE P (ACES)	E080560	Grade 12	Length/Credit Y10	Prerequisite Must have a passing score on the 11 th grade CAASPP	A - G Status B
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A two-semester course that provides an engaging introduction to a rich and complex literature and set of cultures. The literary imagination studied in this course will be represented by core works of literature, classic and contemporary, along with the examination of corresponding history, mythology, visual art, film, and music. While the course aims to explore the great themes and preoccupations that have helped shape the Chicana/o and wider Latin American experience throughout history, it also takes on the task of examining contemporary reiterations of those themes through the diversity of newer voices. Some of the topics discussed in class include conquest and colonialism; writing as a tool of empire and resistance; authorship and authority; immigration, migration and exile; the contentious relationship between art and political engagement; cultural hybridity; challenges to gender; and the ideas of modernism and postmodernism. This course will be characterized by traditional studies of literature along with more experiential pathways for discovery.

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AP ENGLISH LITERATURE AND COMPOSITION (ENGLISH 12 AP)	E080180	Grade 12	Length/Credit Y10	Prerequisite	A - G Status B
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The AP Literature & Composition course seeks to build mature readers, thinkers, and writers through a study of some of the best works in the English canon, along with more contemporary works of literary merit. AP Language is not a prerequisite, though we will build on essay skills learned in previous years. The course is not strictly exam preparation, but allows for creative expression, rich discussion, and analytical writing in response to great works of literature. Fall semester projects include the college essay and an in-depth, fully processed literary analysis paper. Spring includes a longer research project on a poet's life and works. Timed essays, independent reading journals, and AP exam preparation are ongoing throughout the year.

SHAKESPEARE LITERATURE	E080260	Grade 12	Length/Credit Y10	Prerequisite Must have a passing score on the 11 th grade CAASPP	A - G Status B
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This course explores the timeless works of William Shakespeare - an influential author whose texts have impacted the literary, social, and cultural milieus the world over. Students will examine the modern relevance of Shakespeare's everlasting, universal themes and motifs by analyzing significant characters and moral thematic elements throughout his plays and poetry. This college preparatory course is designed to investigate, discuss, and thoroughly analyze the many complexities and layers of Shakespeare's famous pieces of dramatic literature, ranging from revenge tragedies to problem comedies. Moreover, the class will focus on 'enacting the text' to help bring Shakespeare's words to life by harnessing the eloquence and dramatic qualities of his diction and syntax. Students will have the hands-on opportunity to recite, practice speaking and performing both Shakespearean prose and poetry. By reinforcing literary and dramatic terminology, students will compare and contrast characters and language. Ultimately, we will prioritize engagement through multiple creative mediums (skits, reader's theatre, scenes, debates, Socratics, discussions, etc.), all the while learning how Shakespeare connects to students' modern day lives through influential pop culture--song, art, dance, theater, television, and movies. In addition, students will have the opportunity to partake in watching a full professional play at the local Santa Monica Broad Stage theater.

CSU EXPOSITORY READING AND WRITING COURSE (ERWC)	E050000	Grade 12	Length/Credit Y10	Prerequisite	A - G Status B
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The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course - the assignment template - presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of "C" or better in the course will be deemed ready for college level coursework in English by the CSU. Meets the CSU English proficiency exam requirement.

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FOLKTALES/ MYTHOLOGY	E080660	Grade 12	Length/Credit Y10	Prerequisite Must have a passing score on the 11 th grade CAASPP	A - G Status B
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The first semester of Folktales and Mythology is dedicated to the reading and studying of classical Mythology. We focus on learning about, identifying, and understanding key mythological characters in order to explore what these Greek and Roman myths reveal about their culture as well as how they connect to our society today. In Folktales, second semester, we explore multicultural tales through various critical approaches, such as psychological, archetypal, feminist, and more. This class is devoted to helping students expand upon the skills garnered in previous English classes while refining the students' personal style as a writer, reader and critical thinker along with preparing them for life after high school.

FEMINIST LITERATURE (ACES)	E81060	Grade 12	Length/Credit Y10	Prerequisite Must have a passing score on the 11 th grade CAASPP	A - G Status B
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In Feminist Literature, students will receive an introduction to feminist thought throughout history and the feminist critical lens as an approach to literature. Through class discussions, reading, videos, and collaborative writing workshops, students will explore the history and issues revealed through various nonfiction texts on feminism, and apply the lens to fiction and poetry. Additionally, students will reflect on modern feminism's reach in their own lives, how it relates to their personal values and identity, and how feminist ideology has changed over time. Course pending BOE approval*

GRAPHIC NOVELS IN LITERATURE (ACES)	E81160	Grade 12	Length/Credit Y10	Prerequisite Must have a passing score on the 11 th grade CAASPP	A - G Status B
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This course will explore the relationship between "classical" literature and graphic novels. Students will critically analyze the ways in which graphic novels and comic narratives are a means of exploring our own stories and identities in a cultural and socio-political context. We will relate the study of graphic novels to interdisciplinary fields of study, including but not limited to literature, history, political science, gender studies, ethnic studies, sociology, etc. What are the unique literary characteristics of Graphic Novels and how do they compare to traditional novels? What do Graphic Novels add to the literary canon? How do Graphic Novels function structurally to tell a story? How do we deconstruct graphic novels and comics and analyze them as a literary medium? Students will complete a Capstone project at the end of second semester to showcase their work throughout the year. *Course pending BOE approval*

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All Pathways fulfill math requirements for graduation and 4-year colleges/universities

Grade	Pathway A	Pathway B	Pathway C
9	Algebra P	Geometry P	Algebra II HP
10	Geometry P	Algebra II P/HP	Precalculus/Trig P Precalculus/Calculus A HP
11	Algebra II P/HP	Precalculus/Trig P Precalculus/Calculus A HP	Calculus AB AP Calculus BC AP
12	Precalculus/Trigonometry P Precalculus/Calculus A HP Statistics AP Intro to Data Science	Calculus AB AP Calculus BC AP Statistics AP Intro to Data Science	Multivariable Calculus Statistics AP Intro to Data Science

ALGEBRA P	M040160	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status C
<p>The main purpose of Algebra I is to develop students' fluency with linear, exponential, and quadratic functions. The course formalizes and extends the mathematics learned in middle grades. This is a student-centered and standards-based course using the CME Project Algebra I textbook. Within each chapter are several investigations (which are clusters of related lessons), section reflections, and embedded mid-chapter and end-of-chapter assessments. The text takes an investigative approach, encouraging students to develop strategies to solve various types of challenging problems. Students will investigate, conjecture, validate, generalize, extend, connect, communicate and reflect upon mathematical ideas. Implementing the "Habits of Mind" is prevalent throughout the book, thus focusing on the students' use of the Mathematical Practices. In Algebra I, instruction should focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Some of the overarching ideas in the Algebra I course include: the notion of function, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.</p>					

GEOMETRY P	M050160	Grade 9 - 12	Length/Credit Y10	Prerequisite Algebra I	A - G Status C
<p>The fundamental purpose of the Geometry course is to introduce students to formal geometric proof and the study of plane figures, culminating in the study of right triangle trigonometry and circles. The course formalizes and extends students' geometric experiences from middle grades. Students begin to prove results about the geometry of the plane by using previously defined terms and notions. Similarity is explored in greater detail, with an emphasis on discovering trigonometric relationships and solving problems with right triangles. This course uses the Big Ideas Math Geometry textbook. Each lesson begins with an Essential Question and is followed by Explorations. Students investigate, conjecture, validate, generalize, extend, connect, communicate and reflect upon mathematical ideas. A key difference in this course and the historical approach to teaching geometry is emphasis on transformations. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with subject matter as they grow in mathematical maturity and expertise throughout their years at the secondary level. In Geometry, instructional time focuses on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability.</p>					

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ALGEBRA II P	M060160	Grade 9 - 12	Length/Credit Y10	Prerequisite Algebra I	A - G Status C
<p>The fundamental purpose of the Algebra II course is to extend students' understanding of functions and the real numbers, and to increase the tools students have for modeling the real world. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions. This course uses the Big Ideas Math Algebra 2 textbook. Each lesson begins with an essential question and is followed by explorations. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Standards that were limited in Algebra I no longer have those restrictions in Algebra II.</p> <p>In Algebra II, instructional time should focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions—extended to all real numbers and their graphs and properties are studied; (3) synthesize and generalize functions and extend understanding of exponential functions and their inverses to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of normal distribution, and they are challenged to make inferences based on sampling, experiments, and observational studies.</p>					

ALGEBRA II HP	M060170	Grade 9 - 12	Length/Credit Y10	Prerequisite Algebra I	A - G Status C
<p>Units of study in Honors Algebra II are the same as described in Algebra II P. The Honors Algebra II class includes the study of conics, rational functions, quadratic regression, and trigonometric identities in preparation for the next course in the progression, Honors Precalculus/Calculus A. Non-routine problems are incorporated throughout the course.</p>					

PRECALCULUS/ TRIG P	M070160	Grade 10-12	Length/Credit Y10	Prerequisite Geometry/Algebra II	A - G Status C
<p>In Precalculus, students extend their work with complex numbers begun in Algebra II to see that the complex numbers can be represented in the Cartesian plane and that operations with complex numbers have a geometric interpretation. They connect their understanding of trigonometry and the geometry of the plane to express complex numbers in polar form. Students begin working with vectors, representing them geometrically and performing operations with them. They connect the notion of vectors to complex numbers. Students also work with matrices, their operations, and find inverse matrices. They see the connection between matrices and transformations of the plane. Students use matrices to represent and solve linear systems. Students extend their work with trigonometric functions, investigating the reciprocal functions secant, cosecant, and cotangent and their graphs and properties. They find inverse trigonometric functions by appropriately restricting the domains of the standard trigonometric functions and use them to solve problems that arise in modeling contexts. Although students have worked previously with parabolas and circles, they now work with ellipses and hyperbolas. They also work with polar coordinates and curves defined parametrically and connect these to their other work with trigonometry and complex numbers. Finally, students work with more complicated rational functions, graphing them and determining zeros, y-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, and maximum or minimum points.</p>					

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PRECALCULUS/ CALCULUS A HP	M070270	Grade 10- 12	Length/Credit Y10	Prerequisite Geometry/Algebra II	A - G Status C
Students will complete the course material as described in the Precalculus course during semester one. During the second semester of this course, the Calculus A portion, the content includes limits, continuity, and differentiation techniques of both algebraic and transcendental functions, curve sketching, and the relationships among position, velocity, and acceleration. Antidifferentiation and the Fundamental Theorem of Calculus are introduced. The course incorporates non-routine problems. A high level of proficiency in Algebra II HP is a must in this fast-paced course that begins the study of calculus in second semester.					

CALCULUS AB AP	M080280	Grade 11-12	Length/Credit Y10	Prerequisite Precalculus	A - G Status C
This course is designed to prepare students for the Advanced Placement Examination in Calculus AB and teaches the curriculum typical of the first semester of a college level Calculus course. Students who are enrolled in AP Calculus AB are expected to work with functions represented in multiple ways: graphical, numerical, analytical, or verbal, and understand the connections among these representations. They will examine the meaning of the derivative in terms of a rate of change and local linear approximation and use derivatives to solve problems, as well as the meaning of the definite integral as a limit of Riemann sums and as the net accumulation of change and use integrals to solve problems. They will develop an understanding of the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.					

CALCULUS BC AP	M080380	Grade 11 - 12	Length/Credit Y10	Prerequisite Calculus A	A - G Status C
This course is designed to prepare students for the Advanced Placement Examination in Calculus BC and teaches the curriculum typical of two semesters of college level Calculus. This course builds from and extends all content described in Calculus AB, plus additional content including sequences and series, vectors, improper integrals, and functions in polar and parametric form. This course assumes a high-level of understanding of mathematical concepts in Precalculus/Calculus A HP and incorporates non-routine problems.					

STATISTICS AP	M080580	Grade 12	Length/Credit Y10	Prerequisite	A - G Status C
This course is designed to prepare students for the Advanced Placement Examination in Statistics and covers the curriculum typical of the first semester of a college level Statistics course. The course is divided into four skill categories: selecting statistical methods, data analysis, using probability and simulation, and statistical argumentation. In the selecting statistical methods category, students will select methods for collecting and/or analyzing data for statistical inference. In the data analysis category, students will describe patterns, trends, associations, and relationships in data. In the using probability and simulation category, students will explore random phenomena. In the statistical argumentation category, students will develop an explanation or justify a conclusion using evidence from data, definitions, or statistical inference.					

INTRO TO DATA SCIENCE	M070370	Grade 12	Length/Credit Y10	Prerequisite	A - G Status C
Introduction to Data Science, IDS, is designed to introduce students to the exciting opportunities available at the intersection of data analysis, computing, and mathematics through hands-on activities. Data is everywhere, and this curriculum will help prepare students to live in a world of data. The curriculum focuses on practical applications of data analysis to give students concrete and applicable skills. Instead of using small, tailored, curated data sets as in traditional statistics curriculum, this curriculum engages students with a wider world of data that falls into the "Big Data" paradigm and is relevant to students' lives. The course provides a rigorous but accessible introduction to data science and statistics with some computer science coding. Mathematical modeling is applied throughout the course.					

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MULTIVARIABLE CALCULUS	M090461	Grade 12	Length/Credit Y10	Prerequisite Calculus BC	A - G Status C
Multivariable Calculus corresponds to the university level calculus course that follows the courses in Calculus of a Single Variable. These mathematical tools and methods are used extensively in the fields of physical sciences, engineering, economics and computer graphics. This is a first course in multivariable calculus. The topics include the differential and integral calculus of several variables, as well as the calculus of vector-valued functions.					

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Science

Samohi Science Pathways All Pathways fulfill math requirements for graduation and 4-year colleges/universities			
Grade	Pathway A	Pathway B	Pathway C
9	Physics of the Universe P	Physics of the Universe P	Physics of the Universe P
10	Chemistry in the Earth System P	Chemistry in the Earth System HP	Chemistry in the Earth System HP <i>AND</i> Biology AP
11	Biology of the Living Earth P	Biology of the Living Earth P Biology AP	Chemistry AP Physics 1 AP Physics C AP
12	Marine Biology P Physiology P Biology AP Environmental Science AP Chemistry AP Physics 1 AP Physics C AP	Marine Biology P Physiology P Biology AP Environmental Science AP Chemistry AP Physics 1 AP Physics C AP	Marine Biology P Physiology P Environmental Science AP Chemistry AP Physics 1 AP Physics C AP Physics E+M AP

PHYSICS OF THE UNIVERSE P	S080060	Grade 9 - 12	Length/Credit Y10	Prerequisite	A-G Status D
<p>Physics of the Universe is a year-long, laboratory-based college preparatory class. The class integrates Earth and Space Science and Engineering Practices as based upon the California Science Framework and Next Generation Science Standards (NGSS). The course is divided into 7 units in Motion, Forces, Energy, Momentum, Waves, Electricity and Magnetism and Astronomy. Each unit is anchored by relevant phenomena and several student-centered labs and/or investigations.</p> <p>As students investigate the Performance Expectations (PEs) within each unit, they uncover Disciplinary Core Ideas (DCIs) from Life Science, Earth and Space Science, and Engineering. Using Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs), students will build upon their knowledge and develop modelE70180s to explain the phenomenon as presented.</p> <p>Physics of Universe satisfies the A-G and District graduation requirements for laboratory physical science.</p>					

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CHEMISTRY IN THE EARTH SYSTEM P	S060060	Grade 9- 12	Length/Credit Y10	Prerequisite Physics Recommended Math Corequisite Geometry	A - G Status D
<p>Chemistry in the Earth System is a yearlong, laboratory-based college preparatory class. This class integrates Chemical Science, Earth and Science and Engineering Practices as based upon the California Science Framework and Next Generation Science Standards (NGGS). The course is divided into 6 units covering Structure of the Atom, Structure of Molecules and Interactions, Chemical Reactions, Gases and Climate Change, Solutions and Ocean Acidification, and Heat and Energy in the Earth System. Each unit includes a laboratory investigation that is evidence based and connects to a real-world application or phenomenon. As students investigate the Performance Expectations (PEs) within the unit, they uncover Disciplinary Core Ideas (DCIs) from Chemical Science, Earth and Space Science, and Engineering. Using Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs), students will build upon their knowledge and develop models to explain the phenomenon as presented.</p> <p>Chemistry in the Earth System satisfies the A-G and District graduation requirements for laboratory physical science.</p> <p>Minimum math co-requisite: Algebra 1/Geometry</p>					

CHEMISTRY IN THE EARTH SYSTEM HP	S060070	Grade 9- 12	Length/Credit Y10	Prerequisite Physics Recommended Math Corequisite Algebra II	A - G Status D
<p>Chemistry in the Earth System HP is a yearlong, laboratory-based college preparatory class. The honors course is accompanied by work in the mathematical solution of chemical problems and laboratory use of experimental data. This class integrates Chemical Science, Earth and Science and Engineering Practices as based upon the California Science Framework and Next Generation Science Standards (NGGS). The course is divided into 6 units covering Structure of the Atom, Structure of Molecules and Interactions, Chemical Reactions, Gases and Climate Change, Solutions and Ocean Acidification, and Heat and Energy in the Earth System. Each unit includes a laboratory investigation that is evidence based and connects to a real-world application or phenomenon.</p> <p>As students investigate the Performance Expectations (PEs) within the unit, they uncover Disciplinary Core Ideas (DCIs) from Chemical Science, Earth and Space Science, and Engineering. Using Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs), students will build upon their knowledge and develop models to explain the phenomenon as presented.</p> <p>Chemistry in the Earth System satisfies the A-G and District graduation requirements for laboratory physical science.</p> <p>Minimum math co-requisite: Geometry/Algebra II is HIGHLY recommended.</p>					

BIOLOGY IN THE LIVING EARTH P	S050260	Grade 10 - 12	Length/Credit Y10	Prerequisite	A - G Status D
<p>Biology in the Living Earth is a yearlong, laboratory-based college preparatory class. This class integrates Life Science, Earth and Space Science and Engineering Practices as based upon the California Science Framework and Next Generation Science Standards (NGSS). The course is divided into 6 units covering Investigation and Science Practices, Ecosystem Dynamics, Evolution of Earth and Life, Building Life, Energy and Feedback Loops, and DNA/Inheritance and Variation. Each unit is driven by an observable, natural phenomenon followed by a student centered, modeling approach.</p> <p>As students investigate the Performance Expectations (PEs) within the unit, they uncover Disciplinary Core Ideas (DCIs) from Life Science, Earth and Space Science, and Engineering. Using Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs), students will build upon their knowledge and develop models to explain the phenomenon as presented.</p> <p>Biology of the Living Earth satisfies the A-G and District graduation requirements for laboratory life science.</p>					

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BIOLOGY AP	S050180	Grade 10 - 12	Length/Credit Y10	Prerequisite Biology and/or Chemistry	A - G Status D
<p>AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes & energy and communication, genetics, information transfer, ecology, and interactions. There is a great emphasis placed on critical thinking and data analysis as students engage in laboratory experiments. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. This course is demanding in both the time commitment and level of work required of the students. The course culminates in May with the College Board AP Biology exam.</p> <p>Prerequisite: Successful completion of Biology and/or Chemistry</p>					

CHEMISTRY AP	S060180	Grade 10 - 12	Length/Credit Y10	Prerequisite Chemistry Recommended Math Corequisite Algebra II	A - G Status D
<p>AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. This course is demanding in both the time commitment and level of work required of the students. In AP Chemistry, students learn about the fundamental concepts of chemistry such as structure and states of matter, intermolecular forces, reactions, and how to use chemical calculations to solve problems. The main topics covered in this course include equilibrium, electrochemistry, thermodynamics, reaction kinetics, chemical bonding, properties of light and quantum mechanics, and the phases of matter. Students also complete AP Chemistry labs, which focus on the ability to express ideas with clarity and logic. Students work with classmates to conduct laboratory investigations that involve observing chemical reactions and substances, interpreting findings, and communicating experimental results. Students are expected to take the AP Chemistry exam in May. A link to the College Board's official AP Chemistry website can be found here.</p> <p>Prerequisite: Chemistry (an A or a B in Chemistry HP is HIGHLY recommended).</p> <p>Minimum math co-requisite: Algebra II (Precalculus/Calculus A is HIGHLY recommended).</p>					

ENVIRONMENTAL SCIENCE AP	S070480	Grade 11 - 12	Length/Credit Y10	Prerequisite Biology and/or Chemistry	A - G Status D
<p>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. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study: biology, chemistry, physics, geology, oceanography, economics and political science. APES has a required laboratory and field component. A transportation fee is requested.</p> <ul style="list-style-type: none"> o In AP Environmental Science, students study 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. o Topics of study include earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. o Students also complete AP Environmental Science labs and field investigations to collect and analyze data and communicate observations and results. <p>Prerequisites: Biology P; Chemistry P or Chemistry HP highly recommended (B or better highly recommended)</p>					

MARINE BIOLOGY P	S070160	Grade 11 - 12	Length/Credit Y10	Prerequisite Junior/Senior Status	A - G Status D
<p>Marine biology is the scientific study of plants, animals, and other organisms that live in the ocean. In addition to examining the chemical, physical, and biological components of the sea, there is an ecological focus on the interplay between humans and aquatic ecosystems. Special attention is given to studying Santa Monica Bay habitats and biota. The Santa Monica pier and beach are used for field observations and sampling from the marine environment. The laboratory portion of this course will cover the physical and chemical properties of seawater, specimen observation/collection and analysis, as well as the taxonomy and physiology of marine fauna and flora. Students have multiple opportunities to engage in the class themes of conservation and stewardship by attending diverse community events, taking part in real research, and/or conducting service learning and civic engagement projects. Students will complete at least one longer term inquiry-based project related to the ocean and sustainability. Field trips include some or all of the following: local aquaria, tide pools, sandy beach and pier walks, whale watching, camping trips to Morro Bay, monitoring marine protected areas, and grunion runs. This course is offered as an elective for junior and senior students.</p>					

AP PHYSICS 1	S080180	Grade 11 -12	Length/Credit Y10	Recommended Math Corequisite Precalculus	A - G Status D
<p>AP Physics 1 is an algebra-based course equivalent to a first semester college physics course for non-science majors. High school students with a strong interest in science can take this AP Physics class without currently taking calculus. AP Physics 1 requires a strong foundation in trig functions and has a significant writing component. This course covers Newtonian mechanics, waves, rotational motion, and circuits. Recommended math co-requisite: Precalculus (with a very strong Algebra II foundation)</p>					

AP PHYSICS C: MECHANICS	S080460	Grade 11-12	Length/Credit Y10	Recommended Math Corequisite Calculus	A - G Status D
<p>AP Physics C: Mechanics is the equivalent of a first semester calculus-based college physics course. Most colleges will give credit for this course if you pass the AP exam. If you plan on studying physical science or engineering in college, you will need to take calculus-based physics as part of that major. This course covers Newtonian mechanics, including simple harmonic motion and rotations. Recommended math Co-requisite: Calculus AB, Calculus BC, or Multivariable Calculus AP</p>					

AP PHYSICS C: ELECTRICITY & MAGNETISM	S080560	Grade 11 - 12	Length/Credit Y10	Recommended Math Corequisite Calculus	A - G Status D
<p>AP Physics C: E&M is the equivalent of a second semester calculus-based college physics course. Most colleges will give credit for this course if you pass the AP exam. This course covers electrostatics, circuits, magnetic fields, and electromagnetism. It is meant to be taken after completing AP Physics C: Mechanics, but students may decide to take C: Mechanics and C: E&M concurrently. This course should not be taken instead of C: Mechanics.</p> <p>Recommended math Co-requisite: Calculus AB, Calculus BC, or Multivariable Calculus</p> <p>Notes:</p> <ul style="list-style-type: none"> ○ A student may take more than one physics course during high school. For instance, a student may choose to take AP Physics 1 as a junior and AP Physics C as a senior. ○ AP Physics 1 is being introduced so that SAMOHI students have an opportunity to take an AP Physics course even if they are not taking calculus. 					

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PHYSIOLOGY P	S070360	Grade 11 - 12	Length/Credit Y10	Prerequisite 1 year of life science and 1 year of physical science	A - G Status D
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Students will explore the fascinating aspects of how the human body performs its vital functions. Students learn about ten body systems, the structures that make it up, and how these structures work together to carry out their functions. Students will learn about the interdependence among the systems, and how these systems interact with the environment. The course includes studying the major bones, muscles, and organs of the body, the learning of physiological concepts, the application of these concepts to practical situations and the performance of physiological assessment skills. Students also study each of the organ systems under the framework of health and disease, with a focus on how specific diseases affect homeostatic balance in the human body. Students perform dissections of the brain, heart, kidney, eye, and fetal pig to closer examine the interrelationships between structure and function. In addition, students learn practical skills such as performing urinalysis, measuring blood pressure, type blood and examining histologic slides under the microscope.

Prerequisite: Completion of two years of science: 1 year of life science and 1 year of physical science recommended.

INTRO TO ENGINEERING DESIGN P (PLTW)	S090160	Grade 9	Length/Credit Y10	Prerequisite Admittance to Program	A - G Status D
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Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work.

PROJECT LEAD THE WAY: AEROSPACE ENGINEERING	CT1521	Grade 10 -12	Length/Credit Y10	Prerequisite Algebra 1 Recommended Math Corequisite Geometry	A - G Status D
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This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

As the first course in the *CTE Engineering Pathway*, it also provides students with concepts and experiences required for career readiness and to pursue further education in the Engineering Design pathway.

Students in the PLTW Engineering Pathway leading to the Academy generally take this course after taking Intro to Engineering Design (IED) their freshman year.

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PROJECT LEAD THE WAY: DIGITAL ELECTRONICS	CT1522	Grade 11-12	Length/Credit Y10	Prerequisite PLTW Aerospace Engineering Recommended Math Corequisite Algebra II	A - G Status D
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From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used by electrical engineers in industry, including logic gates, integrated circuits, and programmable logic devices. (10th, 11th, and 12th grade, with priority to those who finish PLTW Aerospace Engineering.)

As the completion course (capstone) for the "*CTE Engineering Pathway*", it further builds upon skills obtained in Aerospace Engineering. Additionally, it provides content, skill development and leadership training which prepares students for the world of work and to pursue further education such as industry certifications and a postsecondary degree.

Students in the PLTW Engineering Pathway leading to the Academy take this course after taking Aerospace their sophomore year.

PROJECT LEAD THE WAY: AP COMPUTER SCIENCE PRINCIPLES	CT1741	Grade 10 - 12	Length/Credit Y10	Prerequisite	A - G Status D
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As the first course in the *CTE Computer Science Pathway*, it provides students with concepts and experiences required for career readiness and to pursue further education in the Computer Sciences. Furthermore, it provides students with the fundamental knowledge of computer programming for solving applied problems. Students are introduced to programming (Python), the Internet, cybersecurity, and simulations. Topics covered include using various programming languages, protocols, language syntax, data structures, object-oriented concepts, interfaces, sorting and searching algorithms, and developing reports. Also covered are software testing, debugging, and improvement, integrated development using object-oriented programming and sensory information from robots to solve problems and meet challenges integrating STEM subjects. (10th 11th 12th priority to 10&11).

This course prepares students for the AP Computer Science Principles exam.

Students in the PLTW Engineering Pathway leading to the Academy take this course after taking Intro to Engineering Design (IED) their freshman year.

PROJECT LEAD THE WAY: AP COMPUTER SCIENCE A	CT1742	Grade 11 - 12	Length/Credit Y10	Prerequisite	A - G Status D
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As the completion course (capstone) for the *CTE Computer Sciences Pathway*, it further builds upon skills obtained in PLTW AP Computer Science Principles. CSA is a year-long study of programming using Java, including classes, loops, conditionals, arrays, ArrayLists, inheritance, and recursion.

This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Students apply discrete programming skills to make a video game, a virtual pet, a sound editor, etc. and will explore careers in programming, including wireless applications for iPhone, Android, and applications. It also includes the study of data structures, design, and abstraction. Other topics might include developing databases and data modeling.

This course prepares students for the AP Computer Science A exam. (10th 11th 12th priority to 10&11).

Students in the PLTW Computer Science Pathway leading to the Academy take this course after taking AP Computer Science Principles their sophomore year.

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ENGINEERING DESIGN AND DEVELOPMENT (EDD) (PLTW)	S070260	Grade12	Length/Credit Y10	Prerequisite	A - G Status D
<p><i>This course is part of the Engineering Academy. Students enrolled in this course must also be enrolled in Applications of Physics in Engineering, and English in Engineering.</i></p> <p><i>Below is the course description for all three courses since the course is an integration of all three classes.</i></p> <p>Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an engineering research course in which students work in teams to research, design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. At the end of the course, student teams must submit a final written report as well as report and defend their final solution. In addition, students will complete smaller group projects during the first semester. In addition, this course is a look at the world of engineering while examining it through the lens of physics. In this course we will examine the tools and processes that engineers use in their work. We will work on design and building challenges which get students to go through the engineering process themselves while applying the laws of physics to help us understand how to design a working model and, later, to help us understand how our designs work. Lastly, this course will help you to hone the critical reading and thinking, research, and writing you will need to succeed in your career. This course is also preparing students to write as engineers in professional environments. You will learn to synthesize information, find answers, and present ideas to some of the different audiences you will encounter. Learning to write well will enable you to present yourself in an authentic and professional manner, as well as guide you through processing the work you complete with internal reflection. You will learn how to communicate your knowledge, plans, and ideas in a professional manner, but more importantly, you will learn to do so with intellect and advanced diction. By the end of the course, students should be confident in utilizing this knowledge in the construction and completion of a writing portfolio and self-assessment.</p> <p>Students in the PLTW Engineering Pathway leading to the Academy take this course after completing <u>two</u> courses in either the <i>CTE Computer Science Pathway</i> or the <i>CTE Engineering Pathway</i>.</p>					

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History

FRESHMAN SEMINAR	H050160	Grade 9	Length/Credit Y10	Prerequisite	A - G Status G
<p>Freshman Seminar is an interdisciplinary year-long course that blends a curriculum for healthy living with a historic social justice framework. A key goal of this course is to engage students of all backgrounds in an examination of self, community and the world at large. Freshman Seminar focuses on students' ability to make informed choices in their lives regarding academics, health, and community engagement. Students confront complex issues of identity, diversity and justice. Using Facing History and Ourselves' <i>Race and Membership in American History</i> and other resources students learn about historical decisions and their repercussions in order to better understand how past choices impact society today. The course culminates in a civic action project that challenges students to become upstanders in their school and community and to promote the development of a more humane citizenry.</p> <p>Essential Concepts/Skills/Outcomes</p> <ul style="list-style-type: none"> • Students develop the skills of asking higher-level questions, organization, focused note taking, effective study strategies, research, debate, seminar, presentation, analysis, and evidence-based writing. • Students explore the four domains of Social Justice: Identity, Diversity, Justice, and Action to help create a more just, equitable, and safe community. • Students will improve their understanding of racism, religious intolerance, gender bias, socio economic disadvantages and other prejudice. • Students acquire knowledge to make informed decisions for living a healthy life. • Students will make connections between history and current issues in society. • Students will develop a greater understanding of their roles and responsibilities in a democracy. 					

FRESHMAN SEMINAR AVID	H050260	Grade 9	Length/Credit Y10	Prerequisite	A - G Status G
<p>Freshman Seminar is an interdisciplinary year-long course that blends a curriculum for healthy living with a historic social justice framework. A key goal of this course is to engage students of all backgrounds in an examination of self, community and the world at large. Freshman Seminar focuses on students' ability to make informed choices in their lives regarding academics, health, and community engagement. Students confront complex issues of identity, diversity and justice. Using Facing History and Ourselves' <i>Race and Membership in American History</i> and other resources students learn about historical decisions and their repercussions in order to better understand how past choices impact society today. The course culminates in a civic action project that challenges students to become upstanders in their school and community and to promote the development of a more humane citizenry. In Freshman Seminar AVID students also continue with weekly tutorials to develop inquiry and collaboration skills, as well as binder and agenda organization.</p> <p>Essential Concepts/Skills/Outcomes</p> <ul style="list-style-type: none"> • Students develop the skills of asking higher-level questions, organization, focused note taking, effective study strategies, research, debate, seminar, presentation, analysis, and evidence-based writing. • Students explore the four domains of Social Justice: Identity, Diversity, Justice, and Action to help create a more just, equitable, and safe community. • Students will improve their understanding of racism, religious intolerance, gender bias, socio economic disadvantages and other prejudice. • Students acquire knowledge to make informed decisions for living a healthy life. • Students will make connections between history and current issues in society. • Students will develop a greater understanding of their roles and responsibilities in a democracy • Students further develop their AVID WICOR strategies of writing, inquiry, collaboration, organization and reading. 					

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FRESHMAN SEMINAR IMMERSION	H050170	Grade 9	Length/Credit Y10	Prerequisite	A - G Status G
<p>Freshman Seminar is an interdisciplinary year-long course that blends a curriculum for healthy living with a historic social justice framework. A key goal of this course is to engage students of all backgrounds in an examination of self, community and the world at large. Freshman Seminar focuses on students' ability to make informed choices in their lives regarding academics, health, and community engagement. Students confront complex issues of identity, diversity and justice. Using Facing History and Ourselves' <i>Race and Membership in American History</i> and other resources students learn about historical decisions and their repercussions in order to better understand how past choices impact society today. The course culminates in a civic action project that challenges students to become upstanders in their school and community and to promote the development of a more humane citizenry.</p> <p>Our Immersion classes follow the same state standards as their English-only courses. This course is taught in Spanish and incorporates the standards of dual language instruction providing both literacy and content instruction in the target language that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students.</p> <p>Essential Concepts/Skills/Outcomes</p> <ul style="list-style-type: none"> • Students develop the skills of asking higher-level questions, organization, focused note taking, effective study strategies, research, debate, seminar, presentation, analysis, and evidence-based writing. • Students explore the four domains of Social Justice: Identity, Diversity, Justice, and Action to help create a more just, equitable, and safe community. • Students will improve their understanding of racism, religious intolerance, gender bias, socio economic disadvantages and other prejudice. • Students acquire knowledge to make informed decisions for living a healthy life. • Students will make connections between history and current issues in society. • Students will develop a greater understanding of their roles and responsibilities in a democracy. 					

WORLD HISTORY P	H060160	Grade 10	Length/Credit Y10	Prerequisite	A - G Status A
<p>Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the causes and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students relate current world issues to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. Finally, students use their knowledge of history and current events to advocate for a country on a particular issue at the 10th grade Model United Nations.</p> <p>Essential Concepts/Skills</p> <p>Students will complete document-based essay assignments, which will develop social science analysis and reading skills. Digital literacy is also a part of the course; students will navigate popular media to determine source reliability, create presentations and graphs/charts, and research using up-to- date international sources. Additionally, the state of California emphasizes these skills for history classes:</p> <ul style="list-style-type: none"> • Students will compare, analyze and use data to develop chronological and spatial thinking. • Students will distinguish between types of evidence, identify bias and points of view, evaluate arguments in history, and construct and test hypotheses through historical research and evidence collection. • Students will improve their ability to interpret historical events, specifically cause and effect. • Students will improve their public speaking and ways to express their understanding of the material throughout the course. 					

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WORLD HISTORY P IMMERSION	H060140	Grade 10	Length/Credit Y10	Prerequisite	A - G Status A
<p>Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the causes and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students relate current world issues to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. Finally, students use their knowledge of history and current events to advocate for a country on a particular issue at the 10th grade Model United Nations.</p> <p>Our Immersion classes follow the same state standards as their English-only courses. This course is taught in Spanish and incorporates the standards of dual language instruction providing both literacy and content instruction in the target language that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students.</p> <p>Essential Concepts/Skills</p> <p>Students will complete document-based essay assignments, which will develop social science analysis and reading skills. Digital literacy is also a part of the course; students will navigate popular media to determine source reliability, create presentations and graphs/charts, and research using up-to-date international sources. Additionally, the state of California emphasizes these skills for history classes:</p> <ul style="list-style-type: none"> • Students will compare, analyze and use data to develop chronological and spatial thinking. • Students will distinguish between types of evidence, identify bias and points of view, evaluate arguments in history, and construct and test hypotheses through historical research and evidence collection. • Students will improve their ability to interpret historical events, specifically cause and effect. 					

WORLD HISTORY AP	H060180	Grade 10	Length/Credit Y10	Prerequisite	A - G Status A
<p>Students will learn about the people, culture, politics, economics, geography, environment, civilizations and events of World History focusing on the events from approximately 1200CE to the present day. Students will develop and improve their critical thinking, writing, speaking, and note-taking skills in preparation for college courses and the AP Exam. We will also develop the skills of a historian. This class is about the “big picture.” In order to see the big picture, we will study history through six major themes. Looking at history with these themes in mind makes it easier to see how events are linked. It also helps historians compare the past with the present.</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Students analyze primary and secondary sources to develop historical arguments. • Students make historical comparisons and utilize reasoning skills about contextualization, causation, and continuity and change over time. • Students write about interactions between humans and the environment, as well as how cultures develop and interact with each other over time. • Students explain how the creation, expansion and interaction of economic systems affected the development and transformation of social structures. • Students use context to explain the relative historical significance of a specific historical development or process, using charts, graphs and other documents as necessary. 					

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U.S. HISTORY (ACES) P	H070060	Grade 11	Length/Credit Y10	Prerequisite	A - G Status A
<p>In this year-long survey course, students will examine the major turning points in United States history. After a review of early U.S. History including the establishment of the colonies, the American Revolution, the Westward Movement, and the Civil War & Reconstruction, students begin exploration of major units of study which include the era of Industrialization, America's Rise as a World Power, World Wars I and II, the Cold War, Movements for Equality, and Contemporary American society. Throughout this course students will engage in primary source document analysis, traditional textbook and outside readings, a variety of classroom activities, and critical, analytical and interpretative writing assignments. These lessons encourage students to think conceptually about the American past and to focus on historical change over time. The traditional perspectives on historical events are interwoven with other historical perspectives using a social justice lens, integrating the experiences of diverse people from a range of ethnic, racial, gender, and socioeconomic backgrounds. All 20 of the Social Justice Standards (SJS) created by Teaching Tolerance, are woven throughout the course. The SJS include four domains (Identity, Diversity, Justice, and Action) and enrich the content of the U.S. History course by providing a framework for anti-bias education, rich engagement opportunities, and inclusionary pedagogical practices. The course aligns with the California History-Social Science Framework and investigates important essential questions about the expanding role of the federal government, what it means to be an American in modern times, the United States' development into a superpower, and the changing demographics and increased diversity of the nation during the 20th century. Students are expected to read and analyze primary and secondary source documents and write evidence based historical argumentative essays. The course culminates with a Project Based Learning activity in which students take on the role of historians, learn the process of conducting and writing research and engage in community action.</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Students will compose strong claim statements that answer the prompt and demonstrate higher level thinking skills. • Students will compose strong claim statements that answer the prompt and demonstrate higher level thinking skills. • Students will compose strong claim statements that answer the prompt and demonstrate higher level thinking skills. • Students will demonstrate key tenets of American democracy. • Students will demonstrate an understanding of the modernization of the U.S. in the late 19th and early 20th centuries. • Students will demonstrate an understanding of the modernization of the U.S. in the late 19th and early 20th centuries. 					

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U.S. HISTORY (ACES) P IMMERSION	H070160	Grade 11	Length/Credit Y10	Prerequisite	A - G Status A
<p>The course is a chronological and thematic survey course in the United States covering the time period from the Colonial Era (1607) to contemporary America (present). The primary focus of the course will be upon the experiences and people of the twentieth century examining the major turning points in American history. Topics will include a brief overview of the founding and the United States through the Civil War and Reconstruction, followed by a more detailed analysis of Industrialization, Progressives, Immigration, World War One, the 1920's, the Great Depression, World War II, the Cold War and the Civil Rights Movement. Throughout this course students will engage in primary source document analysis, traditional textbook and outside readings, a variety of classroom activities, and critical, analytical and interpretative writing assignments. Lessons encourage students to think conceptually about the American past and to focus on historical change over time. The traditional perspectives on historical events are interwoven with other historical perspectives using a social justice lens, integrating the experiences of diverse people from a range of ethnic, racial, gender, and socioeconomic backgrounds. The Social Justice Standards (SJS) created by Teaching Tolerance, are woven throughout the course. The SJS enrich the content of the U.S. History course by providing a framework for anti-bias education, rich engagement opportunities, and inclusionary pedagogical practices.</p> <p>This course is taught in Spanish and incorporates the standards of dual language instruction providing both literacy and content instruction in the target language that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence.</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Students will compose strong claim statements that answer the prompt and demonstrate higher level thinking skills. • Students will compose strong claim statements that answer the prompt and demonstrate higher level thinking skills. • Students will compose strong claim statements that answer the prompt and demonstrate higher level thinking skills. • Students will demonstrate key tenets of American democracy. • Students will demonstrate an understanding of the modernization of the U.S. in the late 19th and early 20th centuries. • Students will demonstrate an understanding of the modernization of the U.S. in the late 19th and early 20th centuries. 					

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AP U.S. HISTORY (ACES)	H070180	Grade 11	Length/Credit Y10	Prerequisite	A - G Status A
<p>The course is a chronological and thematic survey course in the United States covering the time period from the Colonial Era (1491) to contemporary America (2012). The ultimate goal of this course is to provide college-level experience in preparation for the AP Exam. The traditional perspectives on historical events are interwoven with other historical perspectives using a social justice lens, integrating the experiences of diverse people from a range of ethnic, racial, gender, and socioeconomic backgrounds. The Social Justice Standards (SJS) created by Teaching Tolerance, are woven throughout the course. The SJS enrich the content of the U.S. History course by providing a framework for anti-bias education, rich engagement opportunities, and inclusionary pedagogical practices. Students will engage in primary source document analysis, traditional textbook and outside readings, a variety of classroom activities, and critical, analytical and interpretative writing assignments. Lessons will encourage students to think conceptually about the American past and to focus on historical change over time. While this course will be rigorous, through hard work, dedication and collaborative efforts it will also be enjoyable and extremely rewarding.</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> Students will acquire fundamental and advanced knowledge of United States political, social, economic, constitutional, cultural, and intellectual history. Students will develop mastery of the process skills: analysis, synthesis, evaluation and critical reading necessary for the mastery of the content of United States history. Students will demonstrate an advanced knowledge of the content, concepts and themes unique to United States history. Students will develop the ability to recognize the significance of change over time and cause and effect. Students will be able to develop historically accurate interpretations of the events of United States history. Students will develop the ability to think and reason analytically as demonstrated through essay and expository writing of document based and free response essay questions as well as article reviews, and book reviews. 					

U.S. GOVERNMENT P	H080260	Grade 12	Length/Credit Y10	Prerequisite	A - G Status A
<p>This course introduces students to various concepts of the study of American government and democracy that will ultimately enable them to participate effectively in civic life in America. Students will analyze the history and changing interpretations of the Constitution and the Bill of Rights, examine the evolution of the legislative, executive, and judiciary branches of government, and analyze the relationships among federal, state, and local governments. Students will also evaluate the rights and responsibilities of citizenship, the policy-making process, political parties and elections, foreign policy, and a sampling of historical and current sources of political news.</p> <p>Essential Concepts/Skills:</p> <ul style="list-style-type: none"> Interpret and summarize the ideal of the Declaration of Independence. Examine, identify and dissect the structure and application of the U.S. Constitution. Summarize and discuss the functions of the three branches of government. Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence. Learn to differentiate between credible sources of information and then accurately and appropriately formatting those sources for a research paper. Justify and defend a current political issue by writing a formal research paper utilizing strong and valid supporting documents. 					

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U.S. GOVERNMENT P IMMERSION	H080240	Grade 12	Length/Credit Y10	Prerequisite	A - G Status A
<p>This course introduces students to various concepts of the study of American government and democracy that will ultimately enable them to participate effectively in civic life in America. Students will analyze the history and changing interpretations of the Constitution and the Bill of Rights, examine the evolution of the legislative, executive, and judiciary branches of government, and analyze the relationships among federal, state, and local governments. Students will also evaluate the rights and responsibilities of citizenship, the policy-making process, political parties and elections, foreign policy, and a sampling of historical and current sources of political news.</p> <p>Our Immersion classes follow the same state standards as their English-only courses. This course is taught in Spanish and incorporates the standards of dual language instruction providing both literacy and content instruction in the target language that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students.</p> <p>Essential Concepts/Skills:</p> <ul style="list-style-type: none"> • Interpret and summarize the ideal of the Declaration of Independence. • Examine, identify and dissect the structure and application of the U.S. Constitution. • Summarize and discuss the functions of the three branches of government. • Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence. • Learn to differentiate between credible sources of information and then accurately and appropriately formatting those sources for a research paper. • Justify and defend a current political issue by writing a formal research paper utilizing strong and valid supporting documents. 					

AP U.S. GOVERNMENT	H080280	Grade 12	Length/Credit Y10	Prerequisite	A - G Status A
<p>AP United States Government is a challenging course that is equivalent of a freshman college course and can earn student's college credit. This year long course will give students an analytical perspective on government and politics in the United States. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents. A college textbook is used in the course. Students will also be expected to take extensive note-taking as most of the classes are lectures. Throughout the year, students will be introduced to typical questions used on the AP Exam, which is administered in May. All students enrolled in the course are required to take the AP Exam.</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Students will describe and compare important facts, concepts and theories pertaining to U.S. government and politics. • Students will explain typical patterns of political processes and behavior, including their consequences. • Students will explain components of political behavior, principles used to explain or justify various government structures and procedures, and political effects of those structures and procedures. • Students will interpret basic data relevant to U.S. government and politics in multiple formats. • Students will critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum. • Students will analyze political relationships and policy changes. 					

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ECONOMICS	H080160	Grade 12	Length/Credit Y10	Prerequisite	A - G Status G
<p>In this semester-long course, students have an opportunity to examine and analyze human behavior through an economic lens. Understanding how the economy functions and how economic reasoning can inform decision making will provide students with the tools to become financially literate and independent. Students will learn how to make informed decisions based on relevant economic information such as an analysis of costs and benefits; the trade-offs between consumption, investment, and savings; the availability and allocation of natural resources; the distribution of resources among investors, managers, workers, and innovation; the role of the government in supporting, taxing, and investing in industries; and human and physical capital. Students will delve into Fiscal and Monetary Policy and how they both play an essential role in our modern-day economy. They will close out the semester course by creating a financial literacy plan for their immediate future.</p> <p>This course is designed to provide the learner with a greater understanding of the economic system employed in the United States. Major themes to be studied include (but are not limited to) the following:</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Name & define the principles of economics and summarize the market structure of economics. • Appropriately label and analyze various graphs including but not limited to supply and demand. • Classify & contrast the public vs. private sector in our economy. • Distinguish the difference between monetary & fiscal policy and how the economy makes use of both policies in our economy. • Understand & dissect the United States' international trade policies. • Create & defend a financial plan for the students' immediate future living on their own. 					

ECONOMICS P IMMERSION	H080140	Grade 12	Length/Credit Y10	Prerequisite	A - G Status G
<p>In this semester-long course, students have an opportunity to examine and analyze human behavior through an economic lens. Understanding how the economy functions and how economic reasoning can inform decision making will provide students with the tools to become financially literate and independent. Students will learn how to make informed decisions based on relevant economic information such as an analysis of costs and benefits; the trade-offs between consumption, investment, and savings; the availability and allocation of natural resources; the distribution of resources among investors, managers, workers, and innovation; the role of the government in supporting, taxing, and investing in industries; and human and physical capital. Students will delve into Fiscal and Monetary Policy and how they both play an essential role in our modern-day economy. They will close out the semester course by creating a financial literacy plan for their immediate future. Our Immersion classes follow the same state standards as their English-only courses. This course is taught in Spanish and incorporates the standards of dual language instruction providing both literacy and content instruction in the target language that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students.</p> <p>This course is designed to provide the learner with a greater understanding of the economic system employed in the United States. Major themes to be studied include (but are not limited to) the following:</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Name & define the principles of economics and summarize the market structure of economics. • Appropriately label and analyze various graphs including but not limited to supply and demand. • Classify & contrast the public vs. private sector in our economy. • Distinguish the difference between monetary & fiscal policy and how the economy makes use of both policies in our economy. • Understand & dissect the United States' international trade policies. • Create & defend a financial plan for the students' immediate future living on their own. 					

AP ECONOMICS	H080180	Grade 12	Length/Credit Y10	Prerequisite	A - G Status G
<p>This course covers the content set forth by the College Board for the AP Macroeconomics curriculum. AP Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Macroeconomics is equivalent to a one-semester introductory college course in economics. There are four Big Ideas that serve as the foundation of the course, enabling students to create meaningful connections among concepts and develop deeper conceptual understanding: (1) economic measurements, (2) markets, (3) macroeconomic models, and (4) macroeconomic policies. This course also covers how to approach the AP Macroeconomics exam questions and succeed in assessments.</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Students will apply economic analysis to a variety of real-world situations to improve their personal and civic decision-making skills. • Students will determine cause and effect relationships between actions and outcomes in the economic sector. • Students will be able to graph and calculate a variety of economic outcomes. • Students will identify the variables affecting different economic actions and describe how those variables change typical economic interactions. • Students will interpret charts, graphs and diagrams accurately. 					

ETHNIC STUDIES	H090360	Grade 10-12	Length/Credit Y10	Prerequisite	A - G Status G
<p>Ethnic Studies operates from the consideration that race and racism have been and continue to be profoundly powerful social and cultural forces in American society. The major purpose of this course is to educate students to be politically, socially, and economically conscious about their connections to local and national history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. By studying the histories of race, ethnicity, nationality, sexuality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally, and globally to foster active social engagement and community building. Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically disadvantaged groups' ability to navigate and mitigate internal and external structures that influence their human experience. Particular focus will be given to the contributions and struggles of different racial and ethnic groups for liberty, equality, and justice in the United States. This course will also include an identity section where students will consider concepts related to their own personal, group, and/or national identity. This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation, which is imperative to creating a just society. {Adapted from LAUSD & SMUSD}</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Students will learn to apply a sociological lens in researching and discussing issues which include race and racism, classism, gender and sexism, oppression, and popular resistance. • Students will learn about how diverse populations remain on the margins of dominant social, cultural, linguistic, and economic landscapes. • Students will learn how diverse populations have struggled to adapt and respond to shifting hierarchies of power in American society. • Students will develop competencies in the understanding and application of the Social Justice Standards. 					

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AP HUMAN GEOGRAPHY	H090380	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status A
<p>AP Human Geography provides high school students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography.</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Students will develop skills to be more geoliterate, engaged in contemporary global issues, and multicultural in their viewpoints. • Students will become proficient in interpreting a variety of maps, graphs, charts and visual representations of human activity. • Students will understand associations and networks among phenomena in particular places and explain their implications. • Students will recognize and interpret the relationships among patterns and processes at different scales of analysis. • Students will define regions and evaluate the regionalization process. 					

PSYCHOLOGY	H090160	Grade 11-12	Length/Credit Y10	Prerequisite	A - G Status G
<p>In this course students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. Students will develop basic concepts of psychology and an historical perspective on psychology as the study of individual behavior. They will delve into the psychology of consciousness, memory, cognition, stress, social psychology, and close out the year researching disorders, and treatments. They will have opportunities to explore implications for everyday life from a scientific perspective on human behavior, and they will learn about various careers associated with the field.</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Increase knowledge of physiological psychology and increase student understanding of the relationship between biology and behavior. • Gain an understanding of the complexity of developmental psychology through the study of physical, intellectual, emotional, moral, and social growth over the life span. • Students should understand the major core concepts and theories of psychology. • Increase knowledge about the variety of treatment theories and classification systems for psychological disorders. • Students should be able to apply psychological concepts to their own lives. They should recognize psychological principles when they are encountered in everyday life. 					

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AP PSYCHOLOGY	H090180	Grade 12	Length/Credit Y10	Prerequisite	A - G Status G
<p>AP Psychology is a yearlong, college-level course that explores psychology as a science. AP Psychology is a course in which various different theoretical approaches to the study of human behavior are examined. These approaches/topics will be examined in many exciting and dynamic ways, such as lecture (PowerPoint format presentations), discussion, articles, videos, experiments and essays. Topics on which we focus include brain structure and function, consciousness, cognition, motivation, emotional, personality traits, and psychological disorders.</p> <p>Essential Concepts/Skills</p> <ul style="list-style-type: none"> • Students will familiarize themselves with and consistently utilize online resources for the class. • Students will learn the importance of properly defining and applying psychological terms. • Students become capable of analyzing and evaluating discussion topics/issues. • Students develop study skills with a particular emphasis on proper time spacing and distributed practice. • Students should identify and apply various types of research methods that psychologists utilize. • Students engage in retrieval practice via Kahoot review games, Quizlet, AP classroom materials, and feedback on exams. 					

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World Languages

CHINESE 1 P	F050160	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
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Chinese 1 is an introductory course to the Chinese language and culture. Students develop basic skills to use Chinese language (Mandarin) in highly predictable common daily settings. Oral communication will be stressed through listening and speaking activities. Basic reading and writing skills in Pinyin and the simplified Chinese character system will be introduced. Students will use formulaic language- learned vocabulary words- in communications. Pair work and small group work is frequently used. Class is conducted partly in Chinese at the beginning, and the use of Chinese in the classroom increases over time. Chinese culture is an integral part of the curriculum. The course content and structure will be aligned with the state's World Language Content Standards for California Public Schools and American Council on the Teaching of Foreign Languages (ACTFL). Students who successfully complete this course will develop their Chinese proficiencies at the Novice Low to Novice Mid-range of the ACTFL Proficiency Guidelines.

CHINESE 1 P	F050160	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
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Chinese 1 is an introductory course to the Chinese language and culture. Students develop basic skills to use Chinese language (Mandarin) in highly predictable common daily settings. Oral communication will be stressed through listening and speaking activities. Basic reading and writing skills in Pinyin and the simplified Chinese character system will be introduced. Students will use formulaic language- learned vocabulary words- in communications. Pair work and small group work is frequently used. Class is conducted partly in Chinese at the beginning, and the use of Chinese in the classroom increases over time. Chinese culture is an integral part of the curriculum. The course content and structure will be aligned with the state's World Language Content Standards for California Public Schools and American Council on the Teaching of Foreign Languages (ACTFL). Students who successfully complete this course will develop their Chinese proficiencies at the Novice Low to Novice Mid-range of the ACTFL Proficiency Guidelines.

CHINESE 2 P	F050260	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
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Suggested Prerequisite: Chinese 1 with a grade of "C" or better or teacher approval Chinese 2 is the continuation of the beginning level course in Chinese. The objective of the course is to use created language - sentences and strings of sentences- to address topics related to self and the immediate environment such as social relationships, school life, clothing and transportation. The emphasis continues to be primarily listening and speaking, and secondly reading and writing. Pair and group work are frequently used. Chinese culture is an integral part of the curriculum. The course content and structure will be aligned with the state's World Language Content Standards for California Public Schools and American Council on the Teaching of Foreign Languages (ACTFL). Students who successfully complete this course will develop their Chinese proficiencies at the Novice Mid to Novice High range of the ACTFL Proficiency Guidelines.

CHINESE 3 P	F050360	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
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Suggested Pre-requisite: Chinese 2 with a grade of "C" or better or teacher approval Chinese 3 is medium level course in Chinese. Students continue to develop abilities to use planned language - paragraphs and strings of paragraphs- to address concrete and factual topics related to the immediate and external environment such as extracurricular, renting & travel. Chinese is mostly used in entire class. Chinese culture continues to be an integral part of the curriculum. The course content and structure will be aligned with the state's World Language Content Standards for California Public Schools and American Council on the Teaching of Foreign Languages (ACTFL). Students who successfully complete this course will develop their Chinese proficiencies at the Novice High to the Intermediate Low range of the ACTFL Proficiency Guidelines.

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CHINESE 4 P	F050460	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Suggested Pre-requisite: Chinese 3 with a grade of "C" or better or teacher approval Chinese 4 continues to build on the language competencies established in Chinese 1, 2, and 3. Students will continue an in-depth development of listening, speaking, reading and writing skills. The class will be conducted entirely in Chinese. The course will include relevant dialogues, monologues, and plays that allow students to express their opinions in such areas as school life, gender equality, business, education and other events of both international and domestic importance. Students will gain a deeper understanding of Chinese culture, including the subtleties of cultural perspective. Chinese history continues to be embedded in the curriculum, with a new focus on the geography of China. At this level it is expected that students will be able to compare and contrast their world with the world of their Chinese-speaking counterparts, supporting a further goal of analyzing international situations based on that comparison. The course content and structure will be aligned with the state's World Language Content Standards for California Public Schools and American Council on the Teaching of Foreign Languages (ACTFL). Students who successfully complete this course will develop their Chinese proficiencies at the Intermediate Low to Intermediate Mid-range of the ACTFL Proficiency Guidelines.</p>					

FRENCH 1 P	F020160	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Students who successfully complete this course will develop their French proficiencies to the Novice Mid-range according to the ACTFL* Proficiency Guidelines. Students will also show proficiency in the "five C's" denoted in ACTFL's Standards for Foreign Language Learning in the 21st Century: Communication, Cultures, Connections, Comparisons, and Communities. By the end of French 1, students will be able to speak, read, and write short sentences about a variety of familiar topics.</p>					

FRENCH 2 P	F020260	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Students who successfully complete this course will develop their French proficiencies to the Novice High-Intermediate Low range according to the ACTFL* Proficiency Guidelines. Students will also show proficiency in the "five C's" denoted in ACTFL's <i>Standards for Foreign Language Learning in the 21st Century</i>: Communication, Cultures, Connections, Comparisons, and Communities. By the end of French 2, students will be able to use strings of sentences including some complex sentences with emphasis on vocabulary acquisition and broadening their repertoire of grammatical structures with which to express themselves.</p>					

FRENCH 3 P	F020360	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Students will advance their oral and written communication skills in French from strings of sentences to paragraphs of both simple and complex sentences and some strings of paragraphs with emphasis on vocabulary acquisition and broadening their repertoire of grammatical structures with which to express themselves. Students will participate in oral presentations, class discussions, and write original compositions. At level three, students will be introduced to Francophone literature and authentic texts in the form of short stories and articles. Students are encouraged to do original thinking and to contribute to classroom discussions. This class is taught 80% to 90% in the target language. The following are some of the many concepts of which students should have mastery entering into level three as well as the new concepts and topics we will explore throughout the year.</p>					

FFRENCH IDEAS HP	F022470	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>This course is taught entirely in French. Students will advance their oral and written communication skills in French from paragraphs to strings of paragraphs of complex sentences, with emphasis on advanced level vocabulary acquisition and broadening their repertoire of grammatical structures with which to express themselves. Students will participate in oral presentations, class discussions, one on one interviews, and write original compositions. At level 4/5, students will read authentic texts and learn about French history from the time of Louis XV to the present day. Students are encouraged to do original thinking and to contribute to classroom discussions.</p>					

FRENCH GENRE HP	F021470	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
This course is taught entirely in French. Students will advance their oral and written communication skills in French from paragraphs to strings of paragraphs of complex sentences, with emphasis on advanced level vocabulary acquisition and broadening their repertoire of grammatical structures with which to express themselves. Students will participate in oral presentations, class discussions, one on one interviews, and write original compositions. At level 4/5, students will be immersed in French culture through an exploration of different literary genres (plays, novels, short stories, poetry, etc.). Students are encouraged to do original thinking and to contribute to classroom discussions.					

JAPANESE 1 P	F040160	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
Students who successfully complete this course will develop their Japanese proficiencies to the Novice Mid-range according to the ACTFL* Proficiency Guidelines. Students will also show proficiency in the "five C's" denoted in ACTFL's <i>Standards for Foreign Language Learning in the 21st Century</i> : Communication, Cultures, Connections, Comparisons, and Communities. By the end of Japanese 1, students will show complete proficiency in the hiragana syllabary and developing proficiency in the katakana syllabary. Students will also show proficiency in reading/writing/pronouncing approximately 100 kanji characters. They will be able to speak, read, and write short sentences about a variety of familiar topics.					

JAPANESE 2 P	F040260	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
Students who successfully complete this course will develop their Japanese proficiencies to the Novice High to Intermediate Low range according to the ACTFL* Proficiency Guidelines. Students will also show proficiency in the "five C's" denoted in ACTFL's <i>Standards for Foreign Language Learning in the 21st Century</i> : Communication, Cultures, Connections, Comparisons, and Communities. By the end of Japanese 2, students will show complete proficiency in the katakana syllabary. Students will also show proficiency in reading/writing/pronouncing approximately 200 kanji characters (100 new + 100 from Japanese 1). They will be able to speak, read, and write somewhat sophisticated sentences about a variety of familiar and general topics.					

JAPANESE 3 P	F040360	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
Students who successfully complete this course will develop their Japanese proficiencies to the Intermediate Low to Intermediate Mid-range according to the ACTFL* Proficiency Guidelines. Students will also show proficiency in the "five C's" denoted in ACTFL's <i>Standards for Foreign Language Learning in the 21st Century</i> : Communication, Cultures, Connections, Comparisons, and Communities. By the end of Japanese 2, students will show complete proficiency in the katakana syllabary. Students will also show proficiency in reading/writing/pronouncing approximately 330 kanji characters (130 new + 200 from Japanese 1 & 2). They will be able to speak, read, and write fairly sophisticated sentences about academic and social topics.					

JAPANESE 4 HP/ JAPANESE 5 AP	F040470 F040580	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
Students who successfully complete this course will develop their Japanese proficiencies to the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guideline range according to the ACTFL Proficiency Guidelines. Students will also show proficiency in the "five C's" denoted in ACTFL's <i>Standards for Foreign Language Learning in the 21st Century</i> : Communication, Cultures, Connections, Comparisons, and Communities. The 4HP course and 5AP course will be differentiated by the assessments they take. 5AP assessments will reflect the unspecified nature of the AP exam. By taking the 5AP course, students are expected to pass the AP Japanese Language and Culture exam with a score of 3 or higher.					

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LATIN 1 P	F030160	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Latin 1 is an introductory course to the language of the ancient Romans and the cultures that have used it throughout the centuries. Students will focus on acquiring the fundamental vocabulary and grammatical structures needed to advance in the language. By the end of this course, students will be able to speak and write on a variety of topics. A heavy emphasis will also be placed on acquiring reading skills, as the ultimate goal of Latin is to prepare students to interpret authentic texts from antiquity, the Middle Ages, and the Renaissance. Suggested Prerequisite Minimum grade of C or better in English/Language Arts class the previous semester.</p>					
LATIN 2 P	F030260	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Latin 2 is a continuation of the study of Latin and the cultures that have used it through the centuries. Latin has been the STEM language of Western culture for two millennia. Learning Latin empowers students to unlock the vast treasure of knowledge and wisdom upon which our rational and progressive governmental, legal, societal, and scientific systems are based. Students improve their vocabulary and syntax in order to ask and respond to questions and to express themselves in Latin sentences and paragraphs. Reading comprehension will be particularly emphasized, as the ultimate goal of the study of Latin is to interpret authentic texts from antiquity, the Middle Ages, and the Renaissance.</p>					
LATIN 3 P	F030360	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Latin 3 is a continuation of the study of Latin and the cultures that have used it through the centuries. Latin has been the STEM language of Western culture for two millennia. Learning Latin empowers students to unlock the vast treasure of knowledge and wisdom upon which our rational and progressive governmental, legal, societal, and scientific systems are based. Students improve their vocabulary and syntax in order to ask and respond to questions and to express themselves in Latin sentences, paragraphs, and strings of paragraphs. In Latin 3, students move beyond the word-level morphological endings from Latin 1 and 2 and learn how to use more complicated sentence-level syntax in order to express higher-level ideas through the use of subjunctive verbs and other constructions. Reading comprehension is the primary emphasis of the course, and students will read excerpts from authentic Latin literature from Roman Antiquity, from the Middle Ages, and from the Renaissance.</p>					
LATIN 4 P	F030460	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Latin 4 is a continuation of the study of Latin and the cultures that have used it through the centuries. Latin has been the STEM language of Western culture for two millennia. Learning Latin empowers students to unlock the vast treasure of knowledge and wisdom upon which our rational and progressive governmental, legal, societal, and scientific systems are based. Students will advance their oral and written communication skills in Latin in order to ask and respond to questions and to express themselves in strings of paragraphs. A great emphasis will be placed on developing the use and understanding of advanced grammatical structures, sequence of tenses, hypothetical discourse, and reported speech. Although students will participate in class discussions, presentations, and written composition, reading comprehension is the primary emphasis of the course, and students will read excerpts from authentic Latin literature from all eras and countries from which Latin was used.</p>					
LATIN 5 HP	F030570	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Latin 5 HP is a UC approved honors class with an emphasis on reading the AP Latin syllabus. In the first semester, students will focus on reading the first six books of the epic poem the Aeneid. In the second semester, students will focus on reading Caesar's commentaries on the Gallic Wars. Throughout the entire academic year, students will also continue to improve their conversational Latin skills. Students who take this course may choose to take the AP Latin exam. Suggested Prerequisite Minimum grade of C or better in previous semesters of Latin.</p>					

SPANISH 1 P	F010160	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Spanish 1AB is a college preparatory course and is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside of the classroom setting when possible. Grammar is integrated throughout the course and is selected according to the language needs. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.</p>					

SPANISH 1 P SS (SPANISH SPEAKERS)	F010140	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>A communicative approach to language learning is used to improve and increase students' listening, speaking, reading, writing, and study skills. Students explore the diverse cultures and peoples of the Spanish-speaking world. Students complete several projects pertaining to Spain and Latin America. In class, Spanish is the primary language spoken by both teacher and students. This course is taught in Spanish and incorporates the standards of dual language instruction providing both literacy and content instruction in the target language that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students. Suggested Requirements: Immersion or Spanish spoken at home.</p>					

SPANISH 2 P	F010260	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>In this course, students will advance their oral and written communication skills in Spanish from formulaic language and simple sentences to strings of sentences including some complex sentences with emphasis on vocabulary acquisition and broadening their repertoire of grammatical structures with which to express themselves. Students will participate in oral presentations, class discussions, and write original compositions. Students are encouraged to do original thinking and to contribute to classroom discussions. This class is taught 75% to 90% in the target language. The following are some of the many concepts of which students should have mastery entering into level two, as well as the new concepts and topics we will explore throughout the year.</p>					

SPANISH 2 P SS (SPANISH SPEAKERS)	F010240	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>This course is designed for students demonstrating the interest and motivation to pursue the study of Spanish at a more accelerated pace. Designed for native Spanish Speakers and Spanish Immersion students. Students develop all modes of communication (interpretive, interpersonal, and presentational). Student learning centers on audio, visual, and written sources intended for native speakers. Students move beyond talking about themselves and their immediate community to talking about ideas and problems that affect society and the world. They develop strategies for communicating exclusively in Spanish and increase their knowledge of the Spanish-speaking world and its cultures.</p> <p>This course is taught in Spanish and incorporates the standards of dual language instruction providing both literacy and content instruction in the target language that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students.</p> <p>Suggested Requirements:</p> <ul style="list-style-type: none"> • Placement by instructor recommendation after interview and placement assessment. • Spanish 1SS, grade C or better 					

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SPANISH 3 P	F010360	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
This course guides students toward formal communications in reading, writing and speaking while building on Spanish II proficiency. In addition to expanding conversational skills for various audiences and mastering in-depth grammatical structures and cross-cultural competencies, this course prepares students for the advanced study of Spanish in the 4th and 5th (Advanced Placement) years.					

SPANISH 3 P SS (SPANISH SPEAKERS)	F010340	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>This course is designed for students demonstrating the interest and motivation to pursue more in-depth Spanish studies. Designed for native Spanish Speakers and Spanish Immersion students, the program proceeds at a faster pace than Spanish III and is conducted entirely in Spanish. Students practice the skills of spoken and written Spanish (interpretive, interpersonal, and presentational) using materials from Spanish television, movies, literary works, news articles, and songs by contemporary artists. Students develop and refine their command of grammar, syntax, and vocabulary. This course is recommended for students interested in enrolling in Advanced Placement Spanish Language and Culture because it provides specific tools needed for that course, such as how to interpret authentic sources and write persuasive essays in Spanish.</p> <p>This course is taught in Spanish and incorporates the standards of dual language instruction providing both literacy and content instruction in the target language that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students.</p> <p>Suggested Requirements:</p> <ul style="list-style-type: none"> • Prerequisite: Spanish 2SS, grade C or better • Placement by instructor recommendation after interview and placement assessment. 					

SPANISH 4 P	FF010460	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
This course is taught entirely in Spanish. Students will advance their oral and written communication skills in Spanish from paragraphs to strings of paragraphs of complex sentences, with emphasis on advanced level vocabulary acquisition and broadening their repertoire of grammatical structures with which to express themselves. Students will participate in oral presentations, class discussions, one on one interviews, and write original compositions. At level four, students will read authentic texts and news articles. Students are encouraged to do original thinking and to contribute to classroom discussions.					

SPANISH 4 P SS (SPANISH SPEAKERS)	F010440	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>This course emphasizes an interactive and communicative approach to learning the Spanish language and about Spanish cultures. Designed for native Spanish Speakers and Spanish Immersion students, this course strengthens their language skills by communicating orally and in writing with other Spanish speakers, listening to and reading Spanish texts, viewing and interpreting works of art, and presenting their ideas to an audience. A curriculum emphasizing Hispanic culture reflects issues of interest to today's high-school students, providing them with opportunities to exchange opinions, make connections to content from other courses, and compare cultural elements from different Spanish-speaking societies. The course stimulates creative, critical thinking through activities that require students to argue, persuade, analyze, and interpret other points of view. Practice of grammatical structures and vocabulary focus on communication in meaningful contexts.</p> <p>This course is taught in Spanish and incorporates the standards of dual language instruction providing both literacy and content instruction in the target language that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students.</p> <p>Suggested Requirements:</p> <ul style="list-style-type: none"> • Prerequisite: Spanish 3SS, grade C or better • Placement by instructor recommendation after interview and placement assessment. 					

SPANISH 5 AP	F010580	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>This accelerated course develops creative and critical thinking skills, while studying complex thematic units as outlined by the College Board. There is a comparative cultural component as these themes are explored in twenty-one Spanish-speaking countries throughout the world. The course focuses on speaking, listening, writing, and reading in formal and informal contexts. The reading- and listening- comprehension sections feature materials that include articles from newspapers and magazines and excerpts from books, literary works, and short stories. Formal persuasive essays and oral presentations, short paragraphs responding to emails, and simulated conversations also use materials created by and for native speakers. The goal is to develop students' interpretive, interpersonal, and presentational communication skills in the Spanish language. This course may be taken in the fourth or fifth year of study and prepares students for the Advanced Placement Spanish Language and Culture examination in May.</p> <p>Suggested Requirements:</p> <ul style="list-style-type: none"> • Prerequisite: Spanish 4SS, Spanish 4P, grade C or better • Placement by instructor recommendation after interview and placement assessment. 					

SPANISH 6 / Lit AP	F010680	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status E
<p>Course Description for AP Spanish Literature and Culture</p> <p>The AP Spanish Literature and Culture course is a survey course which covers the six AP Spanish Literature themes and the entire reading list outlined within the AP Spanish Literature and Culture curriculum. The course is conducted entirely in Spanish and covers Spanish and Latin American authors, their works, from the medieval period to the present day. The works are presented in chronological order with the aim of integrating the historical themes and literary movements of the different time periods and highlighting the schools of literature to which each piece belongs as well as the author's style and the characteristics of each selection. The textbook and class lessons will provide students with the socio-culture context necessary to fully comprehend each piece. Abridged versions of the text are not used; the instructor provides the students with the full text in its original version. The two-semester course and its activities are intended to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of literary works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the time. The lessons are designed to help interpret the figures of speech, tone, genre, style, characters, themes and literary symbols in an effort to develop their analytical and interpretative skills.</p> <p>Suggested Requirements:</p> <ul style="list-style-type: none"> • Prerequisite: Spanish 5 AP, grade C or better • Placement by instructor recommendation after interview and placement assessment. 					

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Performing Arts

CONCERT BAND P	K020760	Grade 9 - 12	Length/Credit Y10	Prerequisite	A-G Status F
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Prerequisite: Teacher recommendation. This ensemble addresses performance/rehearsal skills and rudiments that form the foundation for musical growth and participation in more advanced ensembles. Students in this ensemble require fundamental skills (knowledge of scales, reading ability, rehearsal procedure, etc.) to move on to more advanced literature. Students should expect to perform grade 2 and 3 literature throughout the year (written for intermediate ensembles). Performances include but are not limited to two concerts per semester. Students who do not audition may be assigned to this ensemble regardless of playing ability.

CONCERT BAND II P	K020360	Grade 9 - 12	Length/Credit Y10	Prerequisite	A-G Status F
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Prerequisite: Selection by director based on audition. Concert Band II is an advanced intermediate performance ensemble. Students should expect to perform grade 3 and 4 literature (written for intermediate to advanced high school ensembles). Special focus will be given to developing advanced skills to prepare for more advanced ensembles. Performances include but are not limited to two concerts per semester. This ensemble is by selection and is open to all grade levels.

CONCERT BAND III P	K020460	Grade 9 - 12	Length/Credit Y10	Prerequisite	A-G Status F
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Pre-requisite: Selection by director based on audition. This is an advanced ensemble capable of performing grade 4 and 5 literature. The focus is on an introduction to advanced literature and development of skills needed to perform advanced literature. Performances include but are not limited to two concerts per semester. Membership is by selection only, however, this ensemble is open to all grade levels.

WIND ENSEMBLE P	K020560	Grade 9 - 12	Length/Credit Y10	Prerequisite	A-G Status F
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Prerequisite: Selection by director based on audition. One of the most outstanding high school bands in California, meeting the highest national and world standards for wind & percussion music. This ensemble is reserved for the most advanced music students. Freshmen are generally not accepted into this ensemble, absent special circumstances. Seniors are given special consideration but are not automatically admitted. Students should expect to perform grade 5 and 6 literature on a regular basis (literature written for college & professional ensembles.) (Literature is graded on a scale of 1 - 6, 6 being the most challenging.) May be repeated for credit up to eight semesters.

BAND MARCH 1-4	P051050	Grade 9 - 12	Length/Credit S5	Prerequisite	A - G Status
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Meets Physical Education credit. Students should maintain a high level of musicianship and behavior as members of this ensemble and expect to spend extra time and energy during the marching season at parades, football games and half-time tournaments, as well as weekend competitions. Marching Band meets fall semester and fulfills 1 semester of Physical Education credit. Freshmen Grade Physical Education class the second semester. Grade Physical Education class the second semester.

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COLOR GUARD	A201050	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status
<p>Pre-requisite: Membership is determined by auditions (usually in May). Workshops and clinics will be provided prior to auditions. No dance training is required.</p> <p>This class is for PE credit only.</p> <p>The Color Guard class is a yearlong performance class and provides students with the opportunity to develop musical/visual concepts and skills. These concepts will be used in conjunction with the marching program. In the Fall Semester the color guard will perform and rehearse with the marching band. Performances include but are not limited to home football games, and Marching Band competitions. In the Spring Semester, the Color Guard performs on their own at indoor venues. Spring performances consist of 5 to 6 guard tournaments that occur throughout Southern California. Evaluation will be provided by the Southern California School Band and Orchestra Association in the Fall Semester and the Southern California Winter Guard Association in the spring Semester. In addition to teacher observation.</p>					

THEATER ORCHESTRA P	V060960	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status G
<p>Prerequisite: Selection by director-based audition or music teacher recommendation Must be concurrently enrolled in a Concert Band, Orchestra, or Choir. This is an advanced ensemble tasked with providing instrumental accompaniment for the Samohi Spring Musical. The ensemble will collaborate with Stage performers, and technical crew to perform professional quality musicals encompassing a diversity of musical styles.</p>					

TENOR-BASS CHORUS P	K030260	Grade 9 - 12	Length/Credit Y10	Prerequisite	A-G Status
<p>Pre-requisite: Selection by director based on audition. This is an intermediate course in which students will study and perform choral literature for mixed voices from the Renaissance to 20th Century periods. Students will strengthen their knowledge of the pronunciation of Latin, German, French and English. They will learn more intricate aspects of music theory and notation and will become proficient with the "movable do" system of solfege sight-singing. Students will perform at Winter and Spring Concerts, alone once in front of class and at Graduation.</p>					

TREBLE CHORUS P	K030360	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status
<p>Prerequisite: Selection by director based on audition. This is an intermediate course in which students will study and perform choral literature for mixed voices from the Renaissance to 20th Century periods. Students will strengthen their knowledge of the pronunciation of Latin, German, French and English. They will learn more intricate aspects of music theory and notation and will become proficient with the "movable do" system of solfege sight-singing. Students will perform at Winter and Spring Concerts, alone once in front of class and at Graduation.</p>					

H.S. CHORALE P	K0305060	Grade 10 - 12	Length/Credit Y10	Prerequisite	A-G Status
<p>Prerequisite: Previous choral experience, usually Tenor-Bass or Treble Chorus, audition Intermediate to advanced ensemble course. Students will study and perform choral literature for large mixed choirs from the Renaissance to 20th Century periods and will begin to study more extended choral works. They will become moderately proficient in the pronunciation of Latin, Italian, German, French, and English. Students will learn more intricate aspects of music theory and notation. Students will become proficient with the "movable do" system of solfege sight-singing. Students will perform with the ensemble four times each year and once alone in front of the class.</p>					

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MADRIGAL ENSEMBLE P	K030660	Grade 11 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Prerequisite: Previous choral experience at Samohi, audition. This is an advanced ensemble; audition required. Students will study and perform advanced choral literature for mixed chamber choirs from the Renaissance to the 20th Century periods and will study more extended choral works. They will become proficient in the pronunciation of Latin, Italian, German, French, and English. Students are expected to be proficient with the "movable do" system of solfege sight-singing. Students will perform with the ensemble at least four times each year and once alone in front of the class.					

CHAMBER SING P	K030460	Grade 11 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Prerequisite: Previous choral experience at Samohi, audition. This is an advanced ensemble; audition required. Students will study and perform advanced choral literature for treble choirs from the Renaissance to the 20th Century periods and will study more extended choral works. They will become proficient in the pronunciation of Latin, Italian, German, French, and English. Students are expected to be proficient with the "movable do" system of solfege sight-singing. Students will perform with the ensemble at least four times each year and once alone in front of the class.					

INTRODUCTION TO STRINGS P	K010160	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Prerequisite: none. Beginning instruction in the playing of violin, viola, cello and string bass.					

STRING ORCHESTRA P	K010260	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Meets UC/CSU subject requirement for performing arts; year course (5 credits per semester); may be repeated for credit. This course develops techniques associated with playing a string instrument. Students will rehearse, analyze and perform string ensemble music. There will be public performances by the entire orchestra throughout the year.					

CONCERT ORCHESTRA P	K010360	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Meets UC/CSU subject requirement for performing arts; year course (5 credits per semester); may be repeated for credit. Admission by audition only. This intermediate-level orchestra utilizes increasingly complex scales and repertoire to further develop technique. There will be public performances by the entire orchestra throughout the year.					

SINFONIA ORCHESTRA P	K010760	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Meets UC/CSU subject requirement for performing arts; year course (5 credits per semester); may be repeated for credit. Admission by audition only. Sinfonia is an intermediate/advanced-level orchestra. Musicians in this ensemble will study pieces from various musical periods. There will be public performances by the entire orchestra throughout the year. Solo and small ensemble performances are also highly encouraged. In addition to the regular class period, the orchestra will occasionally meet once per week outside of class time.					

INTERMEZZO ORCHESTRA P	K010960	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Meets UC/CSU subject requirement for performing arts; year course (5 credits per semester); may be repeated for credit. Admission by audition only. Intermezzo is an advanced-level string orchestra. Musicians will continue to improve their technique while studying music from many musical genres. Solo and Small Ensemble participation is required. In addition to the regular class period, the orchestra will meet once per week to rehearse on Wednesdays from 3:30-4:30pm.					

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PHILHARMONIC ORCHESTRA P	K010460	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Meets UC/CSU subject requirement for performing arts; year course (5 credits per semester); may be repeated for credit. Admission by audition only. Philharmonic is an advanced-level full orchestra. Musicians in this ensemble will study pieces from various musical periods. Solo and small ensemble performances are required. In addition to the regular class period, the orchestra will meet once per week to rehearse on Wednesdays from 5:00-7:00pm.					

SYMPHONY ORCHESTRA P	K010660	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Meets UC/CSU subject requirements for performing arts; year course (5 credits per semester); may be repeated for credit. Admission by audition only. Symphony is Samohi's most advanced full orchestra. The repertoire is varied as well as challenging. In addition to performing as a large symphonic orchestra, students prepare solos and small ensemble performances throughout the year. In addition to the regular class period, the orchestra will meet once per week to rehearse on Tuesdays from 5:00-7:00pm.					

CHAMBER ORCHESTRA P	K010560	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Meets UC/CSU subject requirements for performing arts; year course (5 credits per semester); may be repeated for credit. Admission by audition only. The Chamber Orchestra is the most advanced string ensemble at Samohi, composed of the most advanced string members. This ensemble performs a highly advanced repertoire. The Samohi Chamber Orchestra meets after school twice a week for two hours at each rehearsal. There are many public performances throughout the year.					

PIANO P	K040360	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Students will learn to read basic musical notation and perform Level 1 solo compositions. Students will learn correct fingering, major scales, exercises and chord structure, as well as time signature, note values, pitch names, dynamic markings and musical terms.					

ACTING P	V060260	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
The dual focus of this course is to acclimate students to the language of theatre and to introduce scenes from classic and modern plays, specifically when breaking down an acting scene, as well as using theater activities to establish a strong sense of who, what, and where alongside an imaginative and playful unity within the ensemble. Students will engage in a variety of theatre activities to develop the actors' physical, vocal and emotional skills. There will be a strong focus on developing the actor's ability to work with other actors in a scene as well as taking direction. Students will also be expected to write their own scenes. Students will critique their own and other's acting performances on an ongoing basis.					

ACTING II P	V060360	Grade 9 - 12	Length/Credit Y10	Prerequisite Acting P, Audition	A - G Status F
The focus of this class is to create an ensemble group full of focused and committed actors. Students will become advanced in the practice of performances with the following qualities; strong commitment and focus, compelling character voice, strong character development and clear relationships with other characters in the scene and performances that are believable and engaging to an audience. Acting II students will have multiple opportunities to compete in theater festivals, poetry and improvisation competitions. Students will use their creative skills to create theater for a purpose and will be expected to write devised work either in a group or as an individual and these scenes will be presented before an audience. Students will be given instruction in many aspects of theater.					

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THEATER PRODUCTION	V060800	Grade 9 - 12	Length/Credit Variable	Prerequisite Audition Only	A - G Status F
<p>The course is audition only. The purpose of this course is to give students the experience of a full-length production. Students will be cast as an actor, dancer, musician or technical theater participant. Students will engage in a rigorous rehearsal process where they will develop their characters physically, vocally and emotionally. Students will be taught the specific needs of the production for example; the dances for the musical or stage combat or accent work, if necessary. In addition, they will be guided through a process to understand the historical and cultural context of the produced play or musical. Students will be led through a series of character workshops to develop their character and how the character relates to others. This process will be done in an engaging and supportive ensemble environment. The specific production will be produced and performed for the public. Students will be exposed to all aspects of the production process.</p> <p>The only unit of study is the play or musical that is being produced. The rehearsal schedule will be given out after the casting of the production. Auditions will be in mid-late November</p>					

DIRECTING	TBD	Grade 11 - 12	Length/Credit Y10 or S5	Prerequisite: Acting P or Acting II	A-G Status
<p>This one-year course will be layered with either Acting P or Acting II. Students will examine basic directorial principles and vision of play production to include pre-production, analysis, casting, rehearsal procedures and storytelling. They will develop the relationship of director to actor, playwright and design team and they will integrate the technical aspects of a production.</p> <p>The focus of this course will be a hands-on experience in developing strength and confidence in the areas of communication, collaboration and leadership skills. Throughout this course, students will learn to discuss the basic principles and procedures required of a stage director to mount a theatrical production, students will cultivate leadership skills necessary in the creation of an ensemble brought together for the purpose of play production. Students will discover the role of the director as a collaborative individual able to articulate and shape the vision while embracing the creativity of the design team and actors. Students will facilitate practical experience in the role of director through classroom exercises, in collaboration with designers and scene work with actors. Students will become familiar with other aspects of productions such as setting and sticking to a clear schedule. In addition, students will learn to meet the individualized needs of each actor whom they are directing. Applications will be via Google Form</p>					

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Physical Education and Athletics

9 th GRADE PE	P959350	Grade 9	Length/Credit Y10	Prerequisite	A - G Status
<p>Physical Education emphasizes on fitness, team and individual sports. In learning about fitness, the students become familiar with new concepts related to the physiology of exercise; become knowledgeable consumers in relation to fitness; and experience a wide variety of exercises for flexibility, muscular strength and endurance. In team sports, students learn history, rules, and strategies of the sport and become proficient in the appropriate skills. Students will also begin to identify preference for types of physical activity that can be pursued over the long term for fitness and recreation. The course includes the eight areas of PE instruction: 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.</p>					

WEIGHT TRAINING	P063050	Grade 10 - 12	Length/Credit Y10	Prerequisite	A - G Status
<p>The course is designed to develop strength, flexibility and endurance. Students will better understand the muscular system and the relationship of each muscle or set of muscles to various lifts. Participation will be a significant portion of the student assessment, as well as written and practical exams, and an understanding of the dangers of performance-enhancing drugs.</p>					

GENERAL PE	P060050	Grade 10 - 12	Length/Credit Y10	Prerequisite	A - G Status
<p>The emphasis of study are effects of physical activity upon dynamic health, mechanics of body movement, individual and dual sports, team sports and combatives. The individual or dual sports may be of the students' own choosing. The class also prepares students to be informed consumers in physical and recreational activities they plan to pursue outside of school. Students are taught to analyze physiological and mechanical principles involved in human movement and make adjustments in physical exercise to achieve personal goals for fitness or motor performance or both.</p>					

BAND MARCH 1-4	P051050	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status
<p>Meets Physical Education credit. Students should maintain a high level of musicianship and behavior as members of this ensemble and expect to spend extra time and energy during the marching season at parades, football games and half-time tournaments, as well as weekend competitions. Marching Band meets fall semester and fulfills 1 semester of Physical Education credit. Freshmen Grade Physical Education class the second semester.th Grade Physical Education class the second semester.</p>					

YOGA	P061050	Grade 10 - 12	Length/Credit Y10	Prerequisite	A - G Status
<p>This course focuses on building flexibility, strength, and mindfulness with Yoga-based movement and slow, conscious breathing. The first semester covers the basics, providing time for students to build their deep breathing application and scope of Yoga pose knowledge. The second semester furthers that work, while challenging students to create their own sequences and emphasizing the development of a seated meditation practice.</p> <p>Topics include Biomechanical principles, anatomy, social emotional development, sequencing & grouping poses, comparative philosophy, Yoga history, and calisthenics.</p>					

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INDEPENDENT PE	P000000	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status
<p>Independent Study in Physical Education (ISPE) is an educational option designed by the California Department of Education (CDE) and approved by the Santa Monica-Malibu Unified School District (SMMUSD). ISPE affords students the opportunity to extend physical education learning activities beyond the school campus and regular school hours. ISPE allows the student advanced study in activities not normally available in the District's physical education program. ISPE is an instructional strategy for delivering California's standards-based, grade-level content; not an alternative curriculum, and is expected to be equal in quality to classroom instruction. EC Section 51745(a)(3). ISPE typically involves a physical activity in which the applicant has become highly competitive at a state, regional, or local level. ISPE is available to new or continuing students entering grades 9- 12. The application process needs to be approved by the site administrator prior to enrollment of this course. ISPE application/agreements are available at all secondary school sites. The school site administrator is responsible for informing new and returning students of the availability of ISPE as part of the orientation process. Site administrators authorize, supervise and monitor all ISPE activities and contracts. A major factor in determining acceptance or rejection of this request will be the difference between a recreational and a competitive program.</p>					

For information on Athletic teams, coaches, and try-out time windows for the 2023-2024 school year, click this [link](#).

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Visual Arts

CERAMICS I	V040160	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Introduction to the fundamentals of ceramics. Students will focus on hand-building techniques and sculptural elements. Students will be able to critique and assess their own artwork and that of other artists. Students will learn principles of design and ceramics vocabulary through a variety of clay projects.					

CERAMICS II	V040260	Grade 10 - 12	Length/Credit Y10	Prerequisite Ceramics I	A - G Status F
In this advanced course students will continue to develop their technical skills while exploring their own personal interests in specific techniques and themes. Students gain knowledge of complicated firing processes, wheel throwing and are encouraged to take ownership of the studio space and create a portfolio of work that shows depth in this medium. Students will have an opportunity to work on independent projects.					

CERAMICS III	TBD	Grade	Length/Credit Y10	Prerequisite Ceramics II	A - G Status F
Students who enroll in a third year of ceramics will continue to explore the breadth and depth of this medium. Ceramics III students gain advanced knowledge of glazing techniques. Ceramics III students will further develop their studio portfolios and demonstrate mastery of multiple techniques. Students enrolled in this course are leaders of the program, gaining technical studio knowledge such as glaze preparation and firing.					

DRAWING I	V020160	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
This is an entry level drawing class designed for students who are interested in developing basic drawing skills and demonstrating basic drawing techniques. Students will learn a variety of tips and tricks in order for all learners to be successful in their art journey. First semester is focused on fundamental drawing and observational skills so that they will be able to apply values in a variety of techniques as well as materials to begin more realistic interpretations of given subjects. Second semester will introduce color that will build on and enhance what they have already mastered in First semester. The second semester will also challenge the students with more creativity as they progress further in the year. Throughout the year students will also design and complete a Digital Portfolio that will keep a record of their work as well as apply a written component answering questions pertaining to the main objective while using learned art vocabulary.					

DRAWING II	V020260	Grade 10 - 12	Length/Credit Y10	Prerequisite Drawing 1	A - G Status F
Drawing I is a prerequisite for Drawing II. However, the prerequisite can be waived with a portfolio review. This class will expand on the skills and techniques mastered in Drawing I. Students will be challenged with ideas, compositions, materials and subject matter that they will need to come up with on their own to fit each project requirement. Students will be expected to perform at a higher level since knowing the basic fundamental skills and techniques prior to entering the class. This class will also be expanding on students' Digital Portfolios and will also be required to discuss their artistic choices through the use of art vocabulary.					

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PAINTING 1	V020460	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
In Painting, students learn fundamental skills with acrylic paint. The basics of painting include drawing techniques, value, color mixing, texture, still life, landscape, portraiture. Students will also learn about contemporary and historical artists working with paint. In the second semester of Painting, students continue to build on their new skills while developing new ones. Artists further expand their styles and technical expertise while enjoying more freedom with subject matter and interpretation. Students begin to discover and express their own artistic vision.					

PAINTING II	V020460	Grade 10 - 12	Length/Credit Y10	Prerequisite Painting 1	A - G Status F
In Painting 2-4, students work on independent projects, developing and refining their individual styles and techniques.					

STUDIO ART AP	V020680	Grade 10 - 12	Length/Credit Y10	Prerequisite	A - G Status
Advanced Placement Studio Art is a college level course for students who pass the portfolio application (usually the last week of February). Students will develop both technical and creative skills in this class. The course is exclusively 2-D work. The two primary goals of this class are to (1) prepare a portfolio of 29 excellent works that will be submitted to the college board and (2) develop your art and yourself as an artist. The primary focus is on the AP exam, but the AP structure allows for a great deal of personalization and independent study. The AP Art portfolio consists of three sections: Quality (Excellence demonstrated in original artwork), Concentration (An in-depth, personal commitment to a particular artistic concern) and Breadth (A variety of experiences in using the formal, technical and expressive means available to an artist).					

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Career and Technical Education

AUTO TECH	CT2211	Grade 10 - 12	Length/Credit Y10	Prerequisite	A - G Status
Concentrate on but will not be limited to the fundamentals of shop safety, tool identification and proper use along with basic repairs and maintenance of modern vehicles. Priority to 10th.					

AUTO TECH II	CT2212	Grade 10 - 12	Length/Credit Y10	Prerequisite Auto Tech I	A - G Status
Concentrate on support systems such as engine performance, braking, steering, cooling, and electrical/electronic components. The student will also be exposed to transmissions and differentials. Priority to 10-11th.					

AUTO TECH III	CT2213	Grade 11 - 12	Length/Credit Y10	Prerequisite Auto Tech II	A - G Status
This capstone level course will provide students with the opportunity to function in a variety of roles within this pathway. Students will demonstrate competency in the skills and knowledge acquired in introductory and concentration level courses. Students will participate in work-based learning opportunities which can lead to internships. Students that successfully complete the course of study will qualify for industry recognized certifications. Priority to 11th.					

GRAPHIC DESIGN (formerly Digital Design II P)	CT1112	Grade 10 - 12	Length/Credit Y10	Prerequisite none	A - G Status F
Digital Design II is an intermediate course in CTE Graphic Design intended to prepare students for further mastery of key CTE Standards for graphic design. The course will help students develop more critical skills in Photoshop, Illustrator and InDesign. Content will include retouching, logo design, layout, poster design, brochure design, identity packages, presentations and group projects.					

ADVANCED GRAPHIC DESIGN (formerly Graphic Design III)	CT1113	Grade 11 - 12	Length/Credit Y10	Prerequisite	A - G Status G/Dual
Close examination of topics include printing enterprise, art and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction operations related to digital imaging, printing, and digital production. This course serves as the Capstone course to Graphic Design.					

FILM I	CT1131	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status F
Introduces students to the artistry and technical elements of filmmaking. Students will be introduced to the theory of films and filmmaking and be expected, in writing, to analyze, describe and breakdown the elements of a shot, a scene, and a sequence. Students will be introduced to major film genres including, but not limited to, the Western, Film Noir, Horror/Suspense, Documentary, and Action/Adventure. Students will study the styles of the various directors and actors best known for their influence on specific genres. Students will thoroughly learn the elements that make up pre-production, production and post-production. Students will learn scripting, story boarding, shot techniques, camera movements, sound and basic lighting techniques. Students will also learn the basics of directing and editing. Students will be responsible for the creation of a short film each quarter in a specific genre's style as well as entering into film festivals. Foundational elements of writing, photography, visual perception, and elements of design as they apply to cinematic expression. Students will analyze the use of film and video to share ideas and influence culture.					

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FILM II	CT1132	Grade 10-12	Length/Credit Y10	Prerequisite Film I	A - G Status F
<p>A course that will deepen students' comprehension of and experience with visual artistic communication, creative expression, historical and cultural context, and aesthetic valuing. Its hands-on components will provide opportunities for students to make connections and apply their learning across subject areas. With an emphasis on analyzing the changes that have taken place in film and special effects throughout the years, students will be taught the elements and principles of art and how to apply them to their film and video projects. Students will work collaboratively as they create film and video projects applying the artistic and technical knowledge they have acquired throughout the course including the use of Adobe Premiere, Adobe PhotoShop, and Adobe After Effects, and script writing software. Students will develop their ability to analyze and critique professional, peer and personal videos using the language of art and theater with the purpose of drawing conclusions about how to increase the impact and effectiveness of their own work. Students develop skills, including camera/recording operation, framing and composition, manipulations of space and time, idea development and communication, the mechanics and psychology of editing, script writing or text creation, light and sound, and impact.</p>					

PHOTOGRAPHY	CT1115	Grade 10 - 12	Length/Credit Y10	Prerequisite None	A - G Status F
<p>Foundational course in CTE Photography introduces students to the fundamentals (aperture, shutter speed, ISO, exposure) using B&W film, 35mm film cameras (provided by Samohi), chemical darkroom and darkroom enlargements. In the Spring students will use 35mm digital cameras (provided by Samohi) and learn how to process their digital files in Adobe Lightroom and Photoshop. All photo students are provided an Adobe Creative Cloud account. This class prepares students for a CTE Pathway in Advanced Photography.</p>					

ADVANCED PHOTOGRAPHY	CT1116	Grade 11 - 12	Length/Credit Y10	Prerequisite Photography	A - G Status F
<p>Building upon fundamentals learned in Photography, students learn basic and advanced lighting techniques (studio lighting, on-location lighting with portable light kits, flash, reflectors) and how to shoot tethered to professional cameras and lenses including medium format digital. Advanced Photoshop and Lightroom post-production of RAW digital files will be taught to prepare images for websites, social media, prints and gallery exhibitions. Students will work in production team environments to create actual work (brochures, websites, event photography and headshots). Students will learn how to install an exhibit and promote their work. Students with prior photography experience at a former school and have photo portfolios can submit their portfolios for review consideration to be accepted into Advanced Photography.</p>					

PROJECT LEAD THE WAY: AEROSPACE ENGINEERING	CT1521	Grade 10 - 12	Length/Credit Y10	Recommended Math Corequisite Geometry Prerequisite Algebra 1	A - G Status D
<p>This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. (10th, 11th, and 12th grade, with priority to those who complete PLTW Intro to Engineering Design).</p> <p>As the first course in the <i>CTE Engineering Pathway</i> it also provides students with concepts and experiences required for career readiness and to pursue further education in Engineering Design.</p> <p>Students in the PLTW Engineering Pathway leading to the Academy generally take this course after taking Intro to Engineering Design (IED) their freshman year.</p>					

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PROJECT LEAD THE WAY: DIGITAL ELECTRONICS	CT1522	Grade 11-12	Length/Credit Y10	Prerequisite PLTW Aerospace Engineering Recommended Math Corequisite Algebra II	A - G Status
<p>From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used by electrical engineers in industry, including logic gates, integrated circuits, and programmable logic devices. (10th, 11th, and 12th grade, with priority to those who finish PLTW Aerospace Engineering.)</p> <p>As the completion course (capstone) for the <i>CTE Engineering Pathway</i>, it further builds upon skills obtained in Aerospace Engineering. Additionally, it provides content, skill development and leadership training which prepares students for the world of work and to pursue further education such as industry certifications and a postsecondary degree.</p> <p>Students in the PLTW Engineering Pathway leading to the Academy take this course after taking Aerospace their sophomore year.</p>					

PROJECT LEAD THE WAY: AP COMPUTER SCIENCE PRINCIPLES	CT1741	Grade 10 - 12	Length/Credit Y10	Prerequisite	A - G Status D
<p>As the first course in the <i>CTE Computer Science Pathway</i>, it provides students with concepts and experiences required for career readiness and to pursue further education in the Computer Sciences. Furthermore, it provides students with the fundamental knowledge of computer programming for solving applied problems. Students are introduced to programming (Python), the Internet, cybersecurity, and simulations. Topics covered include using various programming languages, protocols, language syntax, data structures, object-oriented concepts, interfaces, sorting and searching algorithms, and developing reports. Also covered are software testing, debugging, and improvement, integrated development using object-oriented programming and sensory information from robots to solve problems and meet challenges integrating STEM subjects.</p> <p>This course prepares students for the AP Computer Science Principles exam. (10th 11th 12th priority to 10&11)</p> <p>Students in the PLTW Engineering Pathway leading to the Academy take this course after taking Intro to Engineering Design (IED) their freshman year.</p>					

PROJECT LEAD THE WAY: AP COMPUTER SCIENCE A	CT1742	Grade 11 - 12	Length/Credit Y10	Prerequisite	A - G Status D
<p>As the completion course (capstone) for the <i>CTE Computer Sciences Pathway</i>, it further builds upon skills obtained in PLTW AP Computer Science Principles. CSA is a year-long study of programming using Java, including classes, loops, conditionals, arrays, ArrayLists, inheritance, and recursion</p> <p>This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Students apply discrete programming skills to make a video game, a virtual pet, a sound editor, etc. and will explore careers in programming, including wireless applications for iPhone, Android, and applications. It also includes the study of data structures, design, and abstraction. Other topics might include developing databases and data modeling.</p> <p>This course prepares students for the AP Computer Science A exam. (10th 11th 12th priority to 10&11).</p> <p>Students in the PLTW Computer Science Pathway leading to the Academy take this course after taking AP Computer Science Principles their sophomore year.</p>					

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SPORTS MEDICINE AND PATIENT HEALTH CARE	CT1981	Grade 10-12	Length/Credit Y10	Prerequisite, Corequisite Biology	A - G Status G
<p>This course provides instruction in topics related to the field of Sports Medicine and patient driven health care. The course topics will include prevention, treatment, rehabilitation of athletic injuries, anatomy, cell and tissue structure and response to injury, body systems, exercise physiology, therapeutic modalities, therapeutic exercise, pharmacology, nutrition, and kinesiology. This rigorous academic course requires a high level of independent study and investigation. Training is divided into academic coursework and hands-on clinical experience. Qualified students may participate in job shadowing and/or an internship in a related field such as Exercise Physiology, Biomechanics, Sports Psychology, Sports Nutrition, Strength and Conditioning, Practice of Medicine, Athletic Training.</p>					

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Project Based Learning (PBL) Specialized Courses

PBL students take the core academics – English, Social Science, Math, Lab Sciences aligned with Samohi content but with a project based integrated instructional methodology. The below listed classes are specific and available only to students in the PBL program.

SENIOR THESIS	U050400	Grade 12	Length/Credit Y10	Prerequisite LTI preferred	A - G Status G
<p>The Senior Thesis Project is an innovative and self-motivated project that will be completed by all PBL Pathway high school seniors. They will have an opportunity to create a project of their choosing that somehow helps or benefits their community. Students will go through the process of brainstorming project ideas, creating and presenting an official project proposal, implementing the project, and then presenting their findings and reflections in a TED-style talk to their school and community.</p>					

LEARNING THROUGH INTEREST	U055016	Grade 10-12	Length/Credit S5	Prerequisite	A - G Status G
<p>The Learning Through Interest course is a semester long course requiring students to complete an innovative and self-motivated project. Students will create a project of their choosing that allows them to develop a skill, explore an interest or passion, and/or address a need in the community. Students will go through the process of researching social justice issues in the community, brainstorming project ideas, creating and presenting an official project proposal, implementing the project, and then presenting their findings and reflections in a presentation of learning to a panel of teachers, peers, and community members. This is a required course of the PBL Pathway.</p>					

Non-Departmental Electives

ASB LEADERSHIP	U040000	Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status
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The Associated Student Body (ASB) is a student government organization composed of elected positions and appointed members who serve the larger student body population on committees. ASB oversees the raising of income and spending of funds by approving or not approving group activities. Coordinating school events and planning programming to engage students. Continuous fundraising to fund programs and events. Holding dances and pep rallies to increase school spirit. Communicating with the student population and the community. Organizing blood drives in conjunction with UCLA medical. Serving as the liaison between students, faculty, and administration. Learning about various leadership styles and deepening understanding of decision-making processes in organizations.

Students who want to run for traditional class cabinet positions submit their interest in January to ensure approval and an equitable election process. There are five executive board positions composed of a student body president, vice president, secretary, treasurer, and student member of the board. There are four elected positions for class cabinets as well. Once the election process is complete, students are welcome and encouraged to apply to an appointed committee position. The committees are Activities, Spirit, Historians, Fundraising, Publicity, Clubs, and Community Service.

JOURNALISM		Grade	Length/Credit Y10	Prerequisite	A - G Status
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This is an elective class for students who produce the content for *The Samohi's* website and social media platforms, including Facebook, Instagram, Twitter and Snapchat. Students assume full responsibility for the development, production and marketing of the publication. Students will gain skills in reporting, writing, editing, layout and design, photography, photo editing, multimedia tools, selling advertising/subscriptions, marketing and audience engagement, leadership and team building, media literacy and AP style.

YEARBOOK		Grade 9 - 12	Length/Credit Y10	Prerequisite	A - G Status
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This is an elective class for the production of the Nautilus, Samohi's Yearbook. Student will gather and create content using and developing their graphic design, layout, photography, writing, and editing skills. Students will learn and participate in marketing, fundraising and promoting the Yearbook via Snapchat, Instagram, Facebook, as well as information releases and updates on internal and external school communication streams



AVID 10 P	U061000	Grade 10	Length/Credit Y10	Prerequisite	A - G Status G
<p>AVID 10 (Advancement Via Individual Determination) is designed to support and assist students with their college preparatory curriculum. The program goal is that every student reaches his or her potential, both as a student and as a citizen, to prepare them to attend a four-year institution of higher education in preparation for professional success. AVID 10 continues to build inquiry and collaboration skills in Socratic Seminars and twice weekly tutorials. Students continue to build organizational skills with a focus on maintaining organized binders and agendas, and communicating with teachers about grades. Students will also build their vocabulary and test taking skills in preparation for SAT and ACTs as well as their reading skills through annotation, note taking and deep reading strategies.</p> <p>Students develop the skills of asking higher-level questions, organization, focused note taking, effective study strategies, research, debate, seminar, presentation, analysis, and evidence-based writing. Students further develop their AVID WICOR strategies of writing, inquiry, collaboration, organization and reading.</p>					

AVID 11 P	U071000	Grade 11	Length/Credit Y10	Prerequisite	A - G Status G
<p>AVID is designed to prepare students for the rigor involved with succeeding at a four-year college. The curriculum places emphasis on college entrance and placement exams, college study skills, test taking, note taking, and research. Students will receive two periods of instruction per week in college entry-level skills, two periods per week in tutoring and study groups (tutorials), and one period per week in motivational activities and academic skills. AVID 11 is the third class in a 4-year sequence, and the final year student can enter the AVID program. Enrollment in rigorous and advanced courses will be highly recommended to promote college eligibility.</p> <p>Students develop the skills of asking higher-level questions, organization, focused note taking, effective study strategies, research, debate, seminar, presentation, analysis, and evidence-based writing. Students further develop their AVID WICOR strategies of writing, inquiry, collaboration, organization and reading.</p>					

AVID 12 P	U081000	Grade 12	Length/Credit Y10	Prerequisite AVID 11	A-G Status G
<p>AVID (Advancement Via Individual Determination) is a special program designed to support and assist selected students with their college preparatory curriculum. The program goal is that every student reaches his or her potential, both as a student and as a citizen, and that he or she attends a four-year institution of higher education in preparation for professional success. Senior AVID begins with calculating our GPAs, finalizing college lists, personal insight questions, personal statements, and other college application writing. The first semester focuses on applying to four-year institutions, completing the FAFSA/CADAA, and applying for scholarships. The second semester focuses and preparing for the transition to college and career life with a focus on reading college syllabi, scheduling classes, reading comparing financial aid packages, and college acceptances. Students continue to develop their WICOR skills with weekly tutorials, focused notes, grade checks, and binder and agenda checks.</p> <p>Students develop the skills of asking higher-level questions, organization, focused note taking, effective study strategies, research, debate, seminar, presentation, analysis, and evidence-based writing. Students further develop their AVID WICOR strategies of writing, inquiry, collaboration, organization and reading.</p>					

FRESHMAN SEMINAR AVID	H050260	Grade 9	Length/Credit Y10	Prerequisite	A - G Status G
<p>Freshman Seminar is an interdisciplinary year-long course that blends a curriculum for healthy living with a historic social justice framework. A key goal of this course is to engage students of all backgrounds in an examination of self, community and the world at large. Freshman Seminar focuses on students' ability to make informed choices in their lives regarding academics, health, and community engagement. Students confront complex issues of identity, diversity and justice. Using Facing History and Ourselves' <i>Race and Membership in American History</i> and other resources students learn about historical decisions and their repercussions in order to better understand how past choices impact society today. The course culminates in a civic action project that challenges students to become upstanders in their school and community and to promote the development of a more humane citizenry. In Freshman Seminar AVID students also continue with weekly tutorials to develop inquiry and collaboration skills, as well as binder and agenda organization.</p> <p>Essential Concepts/Skills/Outcomes</p> <p>Students develop the skills of asking higher-level questions, organization, focused note taking, effective study strategies, research, debate, seminar, presentation, analysis, and evidence-based writing.</p> <p>Students explore the four domains of Social Justice: Identity, Diversity, Justice, and Action to help create a more just, equitable, and safe community.</p> <p>Students will improve their understanding of racism, religious intolerance, gender bias, socio economic disadvantages and other prejudice.</p> <p>Students acquire knowledge to make informed decisions for living a healthy life.</p> <p>Students will make connections between history and current issues in society.</p> <p>Students will develop a greater understanding of their roles and responsibilities in a democracy</p> <p>Students further develop their AVID WICOR strategies of writing, inquiry, collaboration, organization and reading.</p>					

Special Education Programs

<i>Math</i>			
Grade 9	Grade 10	Grade 11	Grade 12
<p><u>General Education Math Course Specific</u> This is a general education math course. The course is determined by what course the student has previously taken. This is taught by a general education teacher.</p> <p><u>Collaborative Math P (Algebra/Geometry)</u> This is a general education math course taught by a general education teacher and a special education teacher.</p> <p><u>Essentials of Algebra/Geometry SAI (may include PBS/STEP)</u> This is a modified math course that is for diploma bound students. This is taught by a special education teacher.</p> <p><u>SAI-IS /Social Skills Math</u> This is not a diploma track math class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills Math</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>	<p><u>General Education Math Course Specific</u> This is a general education math course. The course is determined by what course the student has previously taken. This is taught by a general education teacher.</p> <p><u>Collaborative Math P (Algebra/Geometry /Algebra II)</u> This is a general education math course taught by a general education teacher and a special education teacher.</p> <p><u>Essentials of Algebra/Algebra/Geometry SAI (may include PBS/STEP)</u> This is a modified math course that is for diploma bound students. This is taught by a special education teacher.</p> <p><u>SAI-IS /Social Skills Math</u> This is not a diploma track math class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills Math</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>	<p><u>General Education Math Course Specific</u> This is a general education math course. The course is determined by what course the student has previously taken. This is taught by a general education teacher.</p> <p><u>Collaborative Math P (Algebra/Geometry /Algebra II)</u> This is a general education math course taught by a general education teacher and a special education teacher.</p> <p><u>Essentials of Algebra/Algebra/Geometry SAI (may include PBS/STEP)</u> This is a modified math course that is for diploma bound students. This is taught by a special education teacher.</p> <p><u>SAI-IS /Social Skills Math</u> This is not a diploma track math class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills Math</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>	<p><u>General Education Math Course Specific</u> This is a general education math course. The course is determined by what course the student has previously taken. This is taught by a general education teacher.</p> <p><u>Collaborative Math P (Algebra/Geometry /Algebra II)</u> This is a general education math course taught by a general education teacher and a special education teacher.</p> <p><u>Essentials of Algebra/Algebra/Geometry SAI (may include PBS/STEP)</u> This is a modified math course that is for diploma bound students. This is taught by a special education teacher.</p> <p><u>SAI-IS /Social Skills Math</u> This is not a diploma track math class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills Math</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>

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<i>English</i>			
Grade 9	Grade 10	Grade 11	Grade 12
<p><u>General Education</u> <u>Options:</u> <u>English 9 P</u> Students may have accommodations to access the curriculum. Class is taught by a general education teacher.</p> <p><u>Collaborative English P</u> English 9 P Collab. A general education teacher and special education teacher teach this course together. Students are expected to complete general education curriculum.</p> <p><u>SAI English (may include PBS/STEP)</u> English 9 This is a diploma track English Course; however, the curriculum is modified. Classes are smaller in size and taught by a special education teacher. This is not a UC/CSU track course.</p> <p><u>SAI-IS /Social Skills English</u> This is not a diploma track English class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills English</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>	<p><u>General Education</u> <u>Options:</u> <u>English 10 P</u> Students may have accommodations to access the curriculum. Class is taught by a general education teacher.</p> <p><u>Collaborative English 10 P</u> English 10 P Collab. A general education teacher and special education teacher teach this course together. Students are expected to complete general education curriculum</p> <p><u>SAI English (may include PBS/STEP)</u> English 10 This is a diploma track English Course; however, the curriculum is modified. Classes are smaller in size and taught by a special education teacher. This is not a UC/CSU track course.</p> <p><u>SAI-IS /Social Skills English</u> This is not a diploma track English class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills English</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>	<p><u>General Education</u> <u>Options:</u> <u>English 11 (AP)</u> This is a college level English Course for those who want an advanced English course. This is taught by a general education teacher. Students are expected to take the Advanced Placement exam at the end of the course.</p> <p><u>English 11 P</u> Students may have accommodations to access the curriculum. Class is taught by a general education teacher.</p> <p><u>Collaborative English 11 P</u> English 11 Collab. A general education teacher and special education teacher teach this course together. Students are expected to complete general education curriculum.</p> <p><u>SAI English (may include PBS/STEP)</u> English 11 This is a diploma track English Course; however, the curriculum is modified. Classes are smaller in size and taught by a special education teacher. This is not a UC/CSU track course.</p> <p><u>SAI-IS /Social Skills English</u> This is not a diploma track English class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills English</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>	<p><u>General Education</u> <u>Options:</u> <u>English 12 (AP)</u> This is a college level English Course for those who want an advanced English course. This is taught by a general education teacher. Students are expected to take the Advanced Placement exam at the end of the course.</p> <p><u>English 12 P (Electives)</u> Students may have accommodations to access the curriculum. Class is taught by a general education teacher.</p> <p><u>Collaborative English ERWC P</u> English 12 Collab. A general education teacher and special education teacher teach this course together. Students are expected to complete general education curriculum</p> <p><u>SAI English (may include PBS)</u> English 12 This is a diploma track English Course; however, the curriculum is modified. Classes are smaller in size and taught by a special education teacher. This is not a UC/CSU track course.</p> <p><u>SAI-IS /Social Skills English</u> This is not a diploma track English class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills English</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>

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<i>History Social Science</i>			
Grade 9	Grade 10	Grade 11	Grade 12
<p><u>Freshman Seminar P</u> This is a general education course. This is taught by a general education teacher.</p> <p><u>Collab. Freshman Seminar P</u> This is a general education social studies course. This is taught by a general education teacher and special education teacher.</p> <p><u>SAI-IS /Social Skills</u> This is not a diploma track class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>	<p><u>General Education Social Studies: World History AP</u> This is a college level course taught by a general education teacher. Students are expected to take the Advanced Placement Course at the conclusion of the course.</p> <p><u>World History P</u> This is a general education course. This is taught by a general education teacher.</p> <p><u>Collab. World History P</u> This is a general education social studies course. This is taught by a general education teacher and special education teacher.</p> <p><u>SAI World/ U.S./ Govt/ Econ (may include PBS/STEP)</u> This is a special education social studies course taught by a special education teacher. Curriculum is modified.</p> <p><u>SAI-IS /Social Skills</u> This is not a diploma track class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>	<p><u>General Education Social Studies: U.S. History AP</u> This is a college level course taught by a general education teacher. Students are expected to take the Advanced Placement Course at the conclusion of the course.</p> <p><u>US History P</u> This is a general education course. This is taught by a general education teacher.</p> <p><u>Collab. US History P</u> This is a general education social studies course taught by a general education teacher and special education teacher.</p> <p><u>SAI World/ U.S./ Govt/ Econ (may include PBS/STEP)</u> This is a special education social studies course taught by a special education teacher. Curriculum is modified.</p> <p><u>SAI-IS Life</u> This is not a diploma track class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>	<p><u>General Education Social Studies: U.S. Government AP or Economics AP</u> This is a college level course taught by a general education teacher. Students are expected to take the Advanced Placement Course at the conclusion of the course.</p> <p><u>US Government & Economics P</u> This is a general education course. This is taught by a general education teacher.</p> <p><u>Collab.US Government & Economics P</u> This is a general education social studies course taught by a general education teacher and special education teacher.</p> <p><u>SAI World/U.S./Govt/ Econ (may include PBS/STEP)</u> This is a special education social studies course taught by a special education teacher. Curriculum is modified.</p> <p><u>SAI-IS</u> This is not a diploma track class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills</u> This is not a diploma track class. The focus of this class is needed for daily living. This class is taught by a special education teacher.</p>

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<p align="center"><i>Science</i></p> <p align="center">Must do 2 years, one Life Science and 1 Physical Science</p>			
Grade 9	Grade 10	Grade 11	Grade 12
<p><u>General Education Science:</u> <u>Physics of the Universe P</u> This is a general education class taught by a general education teacher.</p> <p><u>Collaborative Science:</u> <u>Biology P</u> This is a course taught by a general education teacher and special education teacher.</p> <p><u>Physical Science SAI (may include PBS/STEP)</u> This is a course taught by a special education teacher and is a modified course.</p> <p><u>SAI-IS /Social Skills</u> This is not a diploma track class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p>	<p><u>General Education Science:</u> <u>Honors or AP Science: (Biology AP, Chemistry HP/AP)</u> This is an advanced course taught by a general education teacher</p> <p><u>Biology P, Chemistry P, Physics P</u> This is a general education class taught by a general education teacher.</p> <p><u>Collaborative Science:</u> <u>Biology P</u> This is a course taught by a general education teacher and special education teacher.</p> <p><u>Collaborative Science:</u> <u>Physics P</u> This is a course taught by a general education teacher and special education teacher.</p> <p><u>Physical Science SAI (may include PBS/STEP)</u> This is a course taught by a special education teacher and a modified course.</p> <p><u>SAI-IS /Social Skills</u> This is not a diploma track class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living.</p>	<p><u>General Education Science:</u> <u>Honors or AP Science: (Chemistry HP/AP, Biology AP, Env. Science AP, Physics AP)</u> This is an advanced course taught by a general education teacher</p> <p><u>Marine Biology P, Physiology P, Chemistry P, Physics P</u> This is a general education class taught by a general education teacher.</p> <p><u>Collaborative Science:</u> <u>Biology P</u> This is a course taught by a general education teacher and special education teacher.</p> <p><u>Collaborative Science:</u> <u>Physics P</u> This is a course taught by a general education teacher and special education teacher.</p> <p><u>Physical Science SAI (may include PBS/STEP)</u> This is a course taught by a special education teacher and is a modified course.</p> <p><u>SAI-IS /Social Skills</u> This is not a diploma track class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living.</p>	<p><u>General Education Science:</u> <u>Honors Science or AP Science: Chemistry HP/AP, Biology AP, Env.Science AP, Physics AP)</u> This is an advanced course taught by a general education teacher</p> <p><u>Marine Biology P, Physiology P, Chemistry P, Physics P</u> This is a general education class taught by a general education teacher.</p> <p><u>Collaborative Science: Biology P</u> This is a course taught by a general education teacher and special education teacher.</p> <p><u>Collaborative Science: Physics P</u> This is a course taught by a general education teacher and special education teacher.</p> <p><u>Physical Science SAI (may include PBS/STEP)</u> This is a course taught by a special education teacher and is a modified course.</p> <p><u>SAI-IS /Social Skills</u> This is not a diploma track class. Curriculum is highly modified and taught by a special education teacher.</p> <p><u>SAI-Life Skills</u> This is not a diploma track class. The focus of this class is skills a student may need for daily living. This class is taught by a special education teacher.</p> <p><u>No Science</u></p>

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<i>Elective</i>			
Grade 9	Grade 10	Grade 11	Grade 12
<u>Tutorial</u> A course taught by a special education teacher to help with organizational skills as well as help prepare students with future life skills.	<u>Tutorial</u> A course taught by a special education teacher to help with organizational skills as well as help prepare students with future life skills.	<u>Tutorial</u> A course taught by a special education teacher to help with organizational skills as well as help prepare students with future life skills.	<u>Tutorial</u> A course taught by a special education teacher to help with organizational skills as well as help prepare students with future life skills.
Music Art Drama Reading Improvement Foreign Language	Music Art Drama Reading Improvement Photography Foreign Language	Music Art Drama Reading Improvement Photography Foreign Language	Music Art Drama Reading Improvement Photography Foreign Language

<i>Physical Education</i>			
Grade 9	Grade 10	Grade 11	Grade 12
<u>Sport/Athletics</u> Student must try out and make the team and compete with the team. <u>General Education PE (9th Grade PE)</u> This course is taught by a general education teacher and can be accommodated. <u>Marching Band</u> <u>Adaptive PE</u> This is a service as part of a student's IEP. The minutes are served during the general ed PE class. This is taught by a special education teacher and is an accommodated course. <u>ISPE (Independent Study PE)</u> This course requires an application to be completed and approved	<u>Sport/ Athletics</u> Student must try out and make the team and compete with the team. <u>General Education PE, Weight Training, Yoga, Tennis, Dance</u> This course is taught by a general education teacher and can be accommodated <u>Marching Band</u> <u>Adaptive PE</u> This is a service as part of a student's IEP. The minutes are served during the general ed PE class. This is taught by a special education teacher and is an accommodated course. <u>ISPE (Independent Study PE)</u> This course requires an application to be completed and approved	<u>Sport/Athletics</u> Student must try out and make the team and compete with the team. <u>General Education PE, Weight Training, Yoga, Tennis, Dance</u> This course is taught by a general education teacher and can be accommodated. <u>Marching Band</u> <u>Adaptive PE</u> This is a service as part of a student's IEP. The minutes are served during the general ed PE class. This is taught by a special education teacher and is an accommodated course. <u>ISPE (Independent Study PE)</u> This course requires an application to be completed and approved <u>No PE</u>	<u>Sport/Athletics</u> Student must try out and make the team and compete with the team. <u>General Education PE, Weight Training, Yoga, Tennis, Dance</u> This course is taught by a general education teacher and can be accommodated. <u>Marching Band</u> <u>Adaptive PE</u> This is a service as part of a student's IEP. The minutes are served during the general ed PE class. This is taught by a special education teacher and is an accommodated course. <u>ISPE (Independent Study PE)</u> This course requires an application to be completed and approved <u>No PE</u>

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English Language Development (ELD)

English learners Placement Criteria*	Course Name	Placement Description	Instructional Materials
ELs who are at the <i>Emerging or Early Expanding</i> language level and have... -scored Level 1 or Level 2(overall) on the Initial ELPAC -been enrolled in a US school for <i>less than one year</i>	ELD Beginning (Core ELA & ELD)	ELs receive standards-based instruction in ELA and ELD during a block period. ELD standards are taught in tandem with core ELA content using strategies and materials that support <i>Emerging</i> English learners.	<i>Edge (ELA)</i>
ELs who are at the <i>Emerging or Early Expanding</i> language level(s) and have... -scored Level 1 or Level 2 (overall) on the Initial or Summative ELPAC -scored a "1" on CAASPP ELA -been enrolled in a US school for <i>more than one year</i>	Core Content Classes (Clustered)	ELs are clustered by similar proficiency levels in core content areas and receive Integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.	<i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i>
	ELD Intermediate (Supplemental ELD)	In addition to Integrated & Designated ELD in core classes, ELs receive supplemental, standards-based instruction that focuses on Academic Language Development. ELD content includes high-leverage academic vocabulary, syntax and grammar with structured opportunities for reading, writing and speaking application.	<i>English 3D (ELD)</i>
ELs who are at the <i>Expanding or Early Bridging</i> language level(s) and have... -scored Level 3 or Level 4 (overall) on the Initial or Summative ELPAC -scored a "1" on CAASPP ELA -been enrolled in a US school for more than one year or are new to the US but scored Level 3 or Level 4 (overall) on the ELPAC	Core Content Classes (Clustered)	ELs are clustered by similar proficiency levels in core content areas and receive Integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.	<i>Content-specific adopted texts and related instructional materials for core content and ELD</i>
	Advanced Composition (Supplemental ELD)	In addition to Integrated & Designated ELD in core classes, ELs receive standards-based instruction in Academic Language Development. This class is designed to use ELD standards to accelerate academic language proficiency in speaking, listening, reading and writing.	<i>Perspectives (ELA & ELD)</i>
ELs who are at the <i>Bridging</i> language level(s) and have... -scored Level 3 or Level 4 (overall) on the Initial or Summative ELPAC -scored a "2" on CAASPP ELA	Core Content Classes (Clustered)	ELs are clustered by similar proficiency levels in core content areas and receive Integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.	<i>Content-specific adopted texts and related instructional materials for core content and ELD information)</i>