



# **Del Norte High School**

## **2019 – 2020**

### **Course Catalog**

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## ENGLISH

COURSE TITLE	COURSE NUMBER
<b>HIGH SCHOOL ENGLISH 1-2</b>	<b>000301 - 000302</b>
Recommended Completion of:	None
Grade	9

HS English 1-2 is a course to build on English knowledge and skills developed in the middle school. A variety of writings will promote sophistication of previously studied domains and introduce new styles of writing. Literature integrates with the writing process to broaden knowledge of literary techniques and to connect their own personal experience with the human condition. This college-preparatory course takes an integrated approach to the reading, writing, listening, and speaking curriculum. Students will develop depth and complexity in their writing of narrative, informative, argumentative, and analytical pieces while they comprehend, respond to, and critique both expository and literary texts. Students will improve their understanding and use of English conventions while developing their understanding of paragraph and essay structure as they respond to the varying demands of audience, task, and purpose. Concurrently, students will enhance their vocabulary as well as their reading comprehension, research and study skills. This course is designed to address the Common Core Standards for English Language Arts and Literacy (Grade 9/10). This course has been approved to meet the UC/CSU "b" or "g" requirement.

<b>HONORS HIGH SCHOOL ENGLISH 1-2</b>	<b>000303 - 000304</b>
Recommended Completion of:	Teacher Recommendation
Grade	9

Honors High School English 1-2 is an advanced version of High School English 1; therefore, it accelerates students' exposure to the short story and the novel and teaches them to write fluent descriptive, narrative, and expository paragraphs which have a controlling idea, adequate development, a sense of closure, unity, coherence and transition. It will also introduce students to multi-paragraph compositions and skills for advanced literary analysis. The course will improve students' spelling, vocabulary, usage, and grammar. It will prepare them to pass the proficiencies. This "pre-AP" or honors level version of High School English 1-2 prepares students for the rigors of advanced courses in high school, especially in language arts. Students will experience an integrated approach to the reading, writing, listening and speaking curriculum with the aim of mastery of paragraph and essay structure, as well as language usage and conventions. Great emphasis is placed on close and critical reading as students engage with both literary and expository texts that meet the quality, range and complexity required by the Common Core Standards for English Language Arts and Literacy (Grade 9/10). Students will conduct both short and long term research projects, will engage in a variety of collaborative discussions and speaking activities, and will develop their study skills, organization, and vocabulary. This course is designed to address the Common Core Standards for English Language Arts and Literacy (Grade 9/10). This course has been approved to meet the UC/CSU "b" or "g" requirements.

<b>HIGH SCHOOL ENGLISH 3-4</b>	<b>000310 - 000311</b>
Recommended Completion of:	High School English 1-2
Grade	10

High School English 3-4 presents a thematic and integrated study of literature and both oral and written composition. Students will focus on the expository, evaluative and interpretive modes of writing in conjunction with reading for information, application, interpretation, and analysis. Students will respond to literature in formal speeches and written essays identifying personal relevancy in course readings, developing writing and thinking skills, honing punctuation and grammar skills, and further improving

listening and speaking skills. This college preparatory course takes an integrated approach to the reading, writing, listening and speaking curriculum as students extend and strengthen the knowledge, skills and abilities gained in High School English 1-2. Students will write informative, analytical and argumentative/persuasive essays with an emphasis on mastering writing thesis statements, supporting with evidence and organizing for coherence. Additionally, students will develop their ability to conduct short and long research projects and to use language and conventions precisely. Students will also strengthen their close and critical reading with both literary and expository texts, and will apply their understanding of rhetoric to a variety of speaking situations. This course is designed to address the Common Core Standards for English Language Arts and Literacy (Grade 9/10). This course may be used to meet the UC/CSU “b” or “g” requirements.

<b>HONORS HUMANITIES 1-2</b>	<b>000313 - 000314</b>
Recommended Completion of:	HSE 1-2 or Honors HSE 1-2
Grade	10

Honors Humanities 1-2 begins a year-long study of man’s relationship with society, nature and himself. At the same time the course will emphasize expository expression, both written and oral, in line with the PUSD’s Academic Standards. Through literary exploration, classroom activities and by accessing outside resources the students will gain and be able to demonstrate an understanding of the development and influences on Western Humanities. This is a “pre-AP” or honors level course with an interdisciplinary curriculum meant to prepare students for and/or support students with the rigorous reading, writing, and thinking of advanced placement courses, especially in the humanistic disciplines. Through methods of analysis, evaluation, and speculation, students will thoughtfully and critically examine the arts (with a heavy emphasis on literature) in western culture as they consider context, philosophy, aesthetics, and criticism. With this examination, students will explore aspects of human nature, human behaviors, and human ideals, beliefs and values through the ages, beginning with Ancient Greece and progressing to contemporary times. Students will experience a variety of texts and assignments that will develop their ability to read closely and analytically, to write insightfully and skillfully, and to speak thoughtfully and articulately. Additionally, students will develop their ability to conduct both short and long research projects; to compose informative, analytical and argumentative/persuasive pieces that go “beyond the formula” in their writing; and to demonstrate a command of English conventions and usage. This course is designed to address the Common Core Standards for English Language Arts and Literacy (Grade 9/10). This course may be used to meet the UC/CSU “b” or “g” requirements.

<b>AMERICAN LITERATURE 1-2</b>	<b>000387 – 000388</b>
Recommended Completion of:	HSE 3-4
Grade	11

American Literature 1-2 is comprised of two nine-week units, the American Short Story and Coming of Age in America novels. The American Short Story presents an overview of the development of the short story as a literary form in America from colonial times to the present. Possible choices of writers included are Irving, Hawthorne, Poe, Melville, Crane, Bierce, James, Thurber, Twain, O’Henry, Anderson, Faulkner, Fitzgerald, Hemingway, Steinbeck, Updike, McCullers, and others. Coming of Age in America presents the writings of authors who deal with the idea of growing up in America. Possible choices of writers included are Crane, Melville, Twain, Anderson, Hemingway, Faulkner, McCullers, and others. This is a survey course designed for college-bound students. Students will study foundational American literature and seminal U.S. texts from the 17th, 18th, 19th and 20th centuries, through a genre approach. Texts include non-fiction/expository, short story, poetry, novel and drama and represent a range of styles and philosophies from Colonialism to Modernism with diverse cultural perspectives. Through this range of texts, students will develop their abilities to read critically and closely, as well as their ability to identify the personal, political, philosophical, and/or sociological factors which influence a writer’s message and style. In addition, students will write argumentative, analytical, and narrative pieces, will participate in a wide range of collaborative discussions and speaking activities, will develop their ability to use language skillfully, and

will hone their research skills. American Literature 1-2 is designed to address the Common Core Standards for English Language Arts and Literacy (Grade 11/12). This course may be used to meet the UC/CSU “b” or “g” requirement.

<b>AP ENGLISH LANGUAGE 1-2</b>	<b>000372 – 000373</b>
Recommended Completion of:	Teacher recommendation
Grade	11

In this class students will read, discuss, and write about American fiction and non-fiction, from Colonial to modern times, focusing on text analysis, rhetorical strategies, and vocabulary development to prepare them for the AP Language Exam. As an advanced reading and composition course, students should be familiar with the use of concrete details and commentaries to support a thesis driven essay. Students will carefully review the essay form before moving on to develop a more specific understanding of audience and style for persuasive writing. Students will focus on academic writing and the research process. This course also emphasizes the development of research skills and the preparation of a persuasive research paper. This course aligns to college-level rhetoric and writing curriculum and emphasizes the refinement of reading and writing skills. Students will have numerous opportunities to analyze the strategies of accomplished writers so that they can refine their ability to skillfully write using effective diction, a variety of sentence structures, illustrative detail, logical organization, and a controlling tone. Additionally, students will develop their understanding of writing as a process by composing a number of in-class and polished essays. Since there is an inherent connection between reading and writing, this AP course will also develop the ability to read critically and analyze fine nuances of meanings, as students become skilled readers with a variety of prose. Because AP English Language and Composition address the Common Core Standards for English Language Arts and Literacy (Grade 11), students will also study American literature beginning with the Colonial period and moving toward modern times. This course has been approved to meet the UC/CSU “b” or “g” requirement.

<b>AP ENGLISH LANGUAGE &amp; COMPOSITON SEMINAR</b>	<b>001702</b>
Recommended Completion of:	AP English Language 1-2
Grade	11 or 12

AP English Language and Composition Seminar will be offered during the third trimester. The course will offer students the opportunity to partake in project-based learning and apply learning acquired during the Advanced Placement class. Students will design their own projects that may involve creation of videos, distribution of surveys, publication of art, or multimedia. Student learning will become active as student’s complete projects that demonstrate their learning and understanding and/or show how this learning translates into an action or a product. Additionally, the course will allow students to earn elective credit as they review and continue to develop an understanding of the elements of effective rhetoric and argumentation. This includes, but is not limited to, the study of logos, ethos, pathos, and other stylistic tools. This course serves as elective credit

<b>EXPOSITORY READING AND WRITING</b>	<b>000315-000316</b>
Recommended Completion of:	English 3-4
Grade	11-12

Expository Reading and Writing 1-2 prepares college-bound seniors for the literacy demands of higher education. Students in this rhetoric-based course will strengthen their abilities in expository, analytical, and argumentative reading and writing, increasing their awareness of the rhetorical strategies employed by authors and applying those same strategies to their own writing. Additionally, students will read closely: (1) to examine the relationship between an author’s argument or theme and his or her audience and purpose; (2) to analyze the impact of structural and rhetorical strategies on a reading



audience; and (3) to examine the social, political, and philosophical assumptions that underlie a specific text. Course texts include a variety of nonfiction, as well as selected fiction, that meets the quality, range and complexity required by the Common Core Standards for English Language Arts and Literacy (Grade 12). Students will also increase their facility with research methods and documentation in preparation for college-level research and writing. Expository Reading and Writing 1-2 is designed to address the Common Core Standards for English Language Arts and Literacy (Grade 11/12). This course meets the UC/CSU “a” requirement and English graduation requirements.

<b>WORLD LITERATURE 1-2</b>	<b>000393-000394</b>
Recommended Completion of:	None
Grade	12

World Literature – Students will develop their own voices and values on a journey of self-discovery through classic and contemporary World Literature. The course will expose them to literary works from a variety of cultures where they can experience the works of writers who view the world from perspectives different from their own. By visiting distant places and times, students will discover not only the riches of human experience and the universality of the human condition; they will also examine worldly and spiritual themes, all the while coming closer to becoming citizens of the world we live in and thinkers considerate of other peoples and their cultures. This course has been approved to meet the UC/CSU “b” or “g” requirement.

<b>AP ENGLISH LITERATURE 1-2</b>	<b>000370-000371</b>
Recommended Completion of:	Teacher recommendation
Grade	12

Advanced Placement English 1-2 is a college-level course designed to prepare students to take the Advanced Placement English examination. The course presents examples of western literary development from the Greeks through the twentieth century, acquainting students with various genres and themes. Emphasis will be placed on a close reading of the individual literary work. In addition, attention may be given to the historical and psychological characteristics of the authors. Students also will be expected to write expository, creative, and research papers. AP English Literature 1-2 addresses the Common Core Standards for English Language Arts and Literacy (Grade 11/12). This course has been approved to meet the UC/CSU "b" or "g" requirement.

<b>AP ENGLISH LITERATURE SEMINAR</b>	<b>001703</b>
Recommended Completion of:	AP English Literature 1-2
Grade	12

AP English Literature and Composition on Seminar will be offered during the third trimester. The course will afford students the opportunity to apply learning acquired during the Advanced Placement class. Students will complete a final project that demonstrates their learning and understanding and/or shows how this learning translates into an action or a product. The seminar will allow students to earn elective credit as they continue to develop their understanding of literary devices, their appreciation of a wide range of literary genres, and their understanding of how literary works are a reflection of historical moment’s values and culture.

# MATHEMATICS

COURSE TITLE	COURSE NUMBER
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INTEGRATED MATH 1a-1b	001012 – 001013
Recommended Completion of:	Math 8th
Grade	8-12

Integrated Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The critical areas organized into units deepen and extend understanding of linear relationships. The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course meets the UC/CSU “c” requirement.

INTEGRATED MATH 2a-2b	001016-001017
Recommended Completion of:	Integrated Math 1a-1b
Grade	9-12

The focus of Integrated Mathematics II is on quadratic expressions, equations, and functions. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles with their quadratic algebraic representations round out the course. The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course meets the UC/CSU “c” requirement.

INTEGRATED MATH 3a-3b	001018-001019
Recommended Completion of:	Integrated Math 2a-2b
Grade	9-12

In Integrated Mathematics III students apply the accumulation of learning from previous courses, with content grouped into four critical areas. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. Students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course meets the UC/CSU “c” requirement.

TRIGONOMETRY	001037
Recommended Completion of:	Algebra 3-4
Grade	9-12

In Trigonometry, the topics covered include special triangles, the unit circle, using the graphing calculator, proving trigonometric identities, solving equations, solving triangles, angular velocity, and the laws of sines and cosines. This course may be used to meet the UC/CSU "c" or "g" requirement.

<b>ADVANCE FUNCTIONAL ANALYSIS 1-2</b>	<b>001048 – 001049</b>
Recommended Completion of:	C or higher in Alg 3-4 or Trigonometry/Statistics
Grade	10-12

Advanced Functions Analysis is a college-preparatory course which will focus on the study of a variety of mathematical functions. The properties of fractal geometry, topology, pre-calculus, motion analysis, chaos, logic, and set theory will be explored. The application of these topics to business, science, and other disciplines will also be studied. This course has been aligned to national standards and expected competencies for entering freshmen. This course has been approved to meet the UC “c” or “g” requirement.

<b>PRE-CALCULUS 1-2</b>	<b>001046 – 001047</b>
Recommended Completion of:	“A” or “B” in Algebra 3-4
Grade	9-12

Pre-calculus 1-2 is designed for the advanced college-preparatory student and will provide the foundation for students to proceed into Calculus. The major content will focus on: mathematical induction, vector algebra, function analysis, exponential and logarithmic functions, and circular and trigonometric functions. This course has been approved to meet the UC “c” or “g” requirement.

<b>AP CALCULUS AB 1-2</b>	<b>001060-001061</b>
Recommended Completion of:	Pre-Calculus
Grade	9-12

Advanced Placement Calculus AB 1-2 is designed for students who have completed the equivalent of four years of college preparatory mathematics. Students apply skills and information acquired in previous math courses. A review of functions (rational, logarithmic, exponential, and trigonometric) is given. Topics introduced include development of limits and derivative, differentials, integration, and applications of the derivative and integral. This course specifically prepares the student to take the College Boards Advanced Placement Exam for Calculus AB. This course has been approved to meet the UC “c” or “g” requirement.

<b>BRIDGE TO AP CALCULUS BC</b>	<b>001704</b>
Recommended Completion of:	AP Calculus AB 1-2
Grade	9-12

Bridge to AP Calculus BC will serve as a bridge from AP Calculus AB to AP Calculus BC. This course supports students in preparation for the AP Calculus BC Exam and extends learning in college-level Mathematics. During this course, students will take a more in-depth look at topics from AP Calculus AB 1 and AP Calculus AB 2, as well as specialty techniques for estimating integrals. Since the AP Calculus BC exam includes the material from the Calculus AB course, it is critical that the Calculus AB material is fully mastered before proceeding into the new Calculus BC material.

<b>AP CALCULUS BC 1-2</b>	<b>001062 – 001063</b>
Recommended Completion of:	"A" in Mathematical Analysis "B" in Calculus AB
Grade	9-12

Advanced Placement Calculus BC 1-2 is designed for students who have completed four years of college preparatory mathematics including Calculus AB. There is a review and extension of Calculus AB material. New topics include: definition of limits, parametric equations, vector functions, indeterminate



forms, polar curves, advanced techniques of integration, infinite series, and differential equations. This course specifically prepares the student to take the College Board's Advanced Placement Exam for Calculus BC. This course has been approved to meet the UC “c” or "g" requirements.

<b>STATISTICS</b>	<b>001039</b>
Recommended Completion of:	“C” or better in Algebra 3-4
Grade	9-12

Statistics is a college-preparatory one-semester course which will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will include the study of descriptive statistics, correlational relationships, the design of experiments and surveys, and probability. Students will be prepared for statistical applications in a wide-range of disciplines. A major theme will be to use real data through case studies, projects, technology, and community resources. This course has been approved to meet the UC “c” or “g” requirement.

<b>AP STATISTICS 1-2</b>	<b>001064 – 001065</b>
Recommended Completion of:	Honors Algebra 3-4 or Trigonometry/Statistics
Grade	9-12

Advanced Placement Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics introduced include the exploratory analysis of data and numerical techniques to study patterns; methods of valid data collection; probability as the tool for anticipating what distributions of data should look like; and confirming models through statistical inference. This course specifically prepares the student to take the Advanced Placement Exam for Statistics. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one semester college statistics course. This course has been approved to meet the UC “c” or “g” requirement.

<b>AP STATISTICS SEMINAR</b>	<b>001706</b>
Recommended Completion of:	AP Statistics 1-2
Grade	9-12

AP Statistics Seminar will serve as the culminating semester for the previous two semesters of AP Statistics based on the four major units: exploring data, sampling and experimentation, anticipating patterns, and special inference. There is a review and extension of AP Statistics and further preparation for college-level math. During this course, students will study units on statistical inference over Chi Square and Linear Regression and prepare extensively for probability and statistics content. Students will engage in development and investigation of the four major themes with added emphasis on student project-based learning. This course is designed to help enhance students’ understanding of the curriculum of both descriptive and inferential statistics. Students will use real-life situations to describe, analyze, and evaluate situations with statistics; use a variety of connections to the curriculum such as questioning for higher-level understanding, scaffolding from previous mathematical concepts, and the application of concepts within the course; combine technology with mathematical theory; make connections throughout the course by practicing design, analysis, and conclusion; demonstrate the use of simulation as well as experimentation; and decide how to best represent data graphically, explain relationships among variables, and describe trends, nuances, and distributions of data. Finally, students will need to infer from proper sampling techniques about parameters in the population. Students will be able to discuss and explain why inferences can be made about populations, and how probability helps make statistical decisions.

## SCIENCES

COURSE TITLE	COURSE NUMBER
<b>BIOLOGY 1-2</b>	<b>001230 – 001231</b>
Recommended Completion of:	Concurrent enrollment in <b>Algebra 1-2</b>
Grade	9-12

This course provides students with the core concepts of plant and animal biology. There is a strong emphasis on quantitative and qualitative laboratory activities including internet-based study. This course may be used to meet the UC/CSU “d” or “g” requirement.

<b>FUNDAMENTALS OF PHYSICS &amp; CHEMISTRY 1-2</b>	<b>001214-001215</b>
Recommended Completion of:	Concurrent enrollment in <b>Algebra 3-4</b> or higher
Grade	10-12

Fundamentals of Physics and Chemistry 1-2 is a college preparatory elective science course. Using a strictly computational and mathematical approach, the course has embedded state standards into key topics of high school physics and chemistry including projectiles, free fall, momentum, energy, electricity/magnetism, circuits, spectral analysis, heat transfer, solution chemistry, bonding, and chemical reactions. The key component of the course is the extensive review and constant use of the necessary computational and mathematical skills essential for the study of these topics. These skills include constant graphical and mathematical modeling of experimental data, on-going review of scientific notation, slope, ratios, unit conversions, etc. The use of technical reading and writing runs throughout the course. Fundamentals of Physics and Chemistry 1-2 is designed to make high school chemistry and physics courses accessible as well as provide a solid coverage of topics in the physical sciences. This course will not be implemented until after UC approval for “g” college prep elective credit. \*Please note that the yearlong Chemistry or Physics (Fundamentals of Physics & Physics 1/Chemistry 1-2 or Fundamentals of Physics & Physics 2/Physics 1-2) has the same curriculum as the traditional Chemistry or Physics, just taught at a slower pace. Earns two trimesters of lab science and one trimester of elective science credit.

<b>CHEMISTRY 1-2</b>	<b>001240 – 001241</b>
Recommended Completion of:	Concurrent enrollment in <b>Algebra 3-4</b> or higher
Grade	9-12

This course is a rigorous, in-depth introduction to the fundamental principles, concepts, and techniques of chemistry, using a problem-solving approach. This course may be used to meet the UC/CSU “d” or “g” requirement.

<b>PHYSICS 1-2</b>	<b>001250 – 001251</b>
Recommended Completion of:	Concurrent enrollment in <b>Algebra 3-4</b> or higher
Grade	9-12

Physics 1-2 is a study of the fundamental concepts in nature. The Physics curriculum integrates writing skills, mathematical calculations, laboratory skills, and critical thinking skills as they apply to developing an understanding of the interactions of matter and manifestations of energy. The course will emphasize mechanics, electricity and magnetism. Other areas such as heat, light, astronomy, thermodynamics, nuclear physics, and optics may also be investigated. Through lab activities students will become familiar with scientific investigations including observing, organizing, comparing, relating, communicating, defining a

scientific problem, proposing and testing hypotheses, analyzing results, and measuring variables. This course has been approved to meet the UC “d” requirement.

<b>AP BIOLOGY 3-4</b>	<b>001232 – 001233</b>
Recommended Completion of:	Bio 1-2, Chem 1-2, and/or permission of teacher
Grade	10-12

AP Biology is intended to be equivalent to an introductory Biology course found at the freshman university level, and reflects the outline provided by the College Board. This course features a biochemical approach to the study of life with three major areas of study; (1) molecules and cells, (2) genetics and evolution, and (3) organisms and populations. The aim of this course is to provide the conceptual framework and analytical skills necessary to understand and assess the rapidly growing science of biology. This course has been approved to meet the UC “d” requirement.

<b>AP BIOLOGY SEMINAR</b>	<b>001714</b>
Recommended Completion of:	AP Bio 3-4
Grade	10-12

AP Biology Seminar is an extension of AP Biology and is intended to provide the content knowledge and skills required in an introductory Biology course at the university level. Primary emphasis in the course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. In addition, it will provide students with a deeper understanding of the key foundational ideas and concepts from the core academic area of study in biology and expand their skill in applying this content knowledge to a variety of lab experiences.

<b>AP CHEMISTRY 3-4</b>	<b>001242 – 001243</b>
Recommended Completion of:	“B” or better in Chemistry 1-2
Grade	11-12

Chemistry 3-4 is an advanced placement course, college freshman level, which continues the students' study of chemistry with additional qualitative and quantitative study. There is a greater reliance and emphasis on quantitative study and the use of electronic equipment to gather data. This course has been approved to meet the UC “d” requirement.

<b>AP CHEMISTRY SEMINAR</b>	<b>001716</b>
Recommended Completion of:	Semester 1 and 2 of AP Chemistry
Grade	11-12

AP Chemistry Seminar will serve as the culminating semester for the previous two semesters of AP Chemistry. This course continues to support students in preparation for the AP Exam and extends learning for college readiness. The course provides additional opportunities for laboratory experience in the core content areas and extends the core curriculum to include applications of organic chemistry and electrochemistry.

<b>AP ENVIRONMENTAL SCIENCE 1-2</b>	<b>001244-001245</b>
Recommended Completion of:	Biology 1-2 and Chemistry 1-2
Grade	11-12

AP Environmental Science is a course which will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and man-made, and evaluate the relative risks associated with these problems. Students will also examine alternative solutions for resolving and/or preventing these problems. This course has been aligned to College Board Guidelines for Advanced Placement Environmental Science. This course has been approved to meet the UC “d” requirement

<b>AP ENVIRONMENTAL SCIENCE SEMINAR</b>	<b>001713</b>
Recommended Completion of:	AP Environmental Science 1-2
Grade	11-12

Seminar for AP Environmental Science will serve as the culminating semester for the previous two semesters of AP Environmental Science. This course continues to support students in preparation for the AP Exam and extended learning for college readiness. The course provides additional opportunities for laboratory experience in the core content areas and extends the core curriculum to include a deeper understanding in the areas of local air and water pollution.

<b>AP PHYSICS C MECHANICS 1A-1B</b>	<b>001262-001263</b>
Recommended Completion of:	Concurrent enrollment in AP Calc AB, although AP Calc BC is preferred. Physics strongly recommended.
Grade	11-12

The Advanced Placement Physics C 1A-1B course forms the first part of the college sequence that serves as the foundation in physics for college physics students. The topic of mechanics will be the emphasis of the course; however, other related topics may be covered. Methods of calculus will be taught and used in conjunction with the course work. Strong emphases are placed on laboratory experience and problem solving. This course has been approved to meet the UC “d” requirement.

<b>AP PHYSICS C MECHANICS SEMINAR</b>	<b>001708</b>
Recommended Completion of:	AP Physics C 1A-1B
Grade	11-12

AP Physics ( C ) Mechanics Seminar extends the study of mechanics as it is manifested in the form of waves. The characteristics and behaviors of waves will be the underlying principles upon which laboratory investigations are based. The course provides additional opportunities for laboratory experiences in the core content areas of mechanics and extends the core curriculum to include content selected from the following topics: sound, fluid mechanics, and special relativity. This course extends learning that supports college-level literacy in the sciences.



<b>AP PHYSICS (C) ELECTRICITY&amp;MAGNETISM</b>	<b>001264-001265</b>
Recommended Completion of:	Concurrent enrollment in Calc AB; Calc BC preferred AP Physics C Mechanics strongly recommended
Grade	11-12

The Advanced Placement Physics C 2A-2B course forms the second part of the college sequence that serves as the foundation in physics for college physics students. The topics of electricity and magnetism will be the emphasis of the course; however, other related topics may be covered. Methods of calculus will be taught and used in conjunction with the course work. Strong emphases are placed on laboratory experience and problem solving. This course may be used to meet the UC "D" or "G" requirement.

<b>AP PHYSICS (C) ELECTRICITY&amp;MAGNETISM SEMINAR</b>	<b>001707</b>
Recommended Completion of:	AP Physics C Electricity & Magnetism
Grade	11-12

AP Physics (C) Electricity and Magnetism Seminar extends the study of electricity and magnetism as it manifests itself as electromagnetic waves. The characteristics and behaviors of light and the study of optics will be the underlying principles upon which laboratory investigations are based. The course provides additional opportunities for laboratory experience in the core content areas of electricity and magnetism. This course extends learning that supports college-level literacy in the sciences.

<b>PRINCIPLES OF BIOMEDICAL SCIENCES 1-2</b>	<b>000880-000881</b>
Recommended Completion of:	Biology 1-2
Grade	10-12

The activities and projects introduce students to human physiology, medicine, research processes, and bioinformatics. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course has been approved to meet the UC "d" requirement.

<b>HUMAN BODY SYSTEMS 1-2</b>	<b>000912-000913</b>
Recommended Completion of:	Principals of Biomedical Science & Chem1-2
Grade	10-12

This course will offer students the opportunity to examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal Manikin®, and work through real world cases. This course has been approved to meet the UC "d" requirement.

<b>MEDICAL INTERVENTIONS 1-2</b>	<b>000191-000192</b>
Recommended Completion of:	Principals of Biomedical Science and/or Human Body Systems, AP Biology or another Anatomy-based course. Completion of or concurrent enrollment in Chemistry and/or Physics.
Grade	11-12

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through cases, students learn about a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

## SOCIAL SCIENCE

<b>COURSE TITLE</b>	<b>COURSE NUMBER</b>
<b>WORLD HISTORY 1-2</b>	<b>001301 – 001302</b>
Recommended Completion of:	None
Grade	10

World History 1-2 is a course where students will examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with an introduction to current world issues and then continues with a focus on the expansion of the west and the growing interdependence of people and cultures throughout the world. Art, music, literature and primary source documents will be used as a basis for analysis of the historical periods. Students will demonstrate competency in questioning, critical thinking, research and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. This course may be used to meet the UC/CSU “a” or “g” requirement.

<b>AP EUROPEAN HISTORY 1-2</b>	<b>001316 – 001317</b>
Recommended Completion of:	Approval of teacher
Grade	10

Advanced Placement European History 1-2 covers the economic, political and cultural forces in Western civilization from the mid-Seventeenth to the Twentieth Century. This course meets the World History requirement for high school graduation. Students taking this course may take the A. P. exam in European History. This course may be used to meet the UC/CSU “a” or “g” requirement. UC approved for extra honors credit (A = 5, B = 4, C = 3).

<b>AP EUROPEAN HISTORY SEMINAR</b>	<b>001709</b>
Recommended Completion of:	AP European History 1-2
Grade	10

AP European History Seminar is a one trimester class. The course will allow students to refine their understanding of and writing skills in the Social Sciences. AP European History Seminar will further expose students to the issues of evidence, interpretation, methodology, and critique in social science research, applying these skills to an independent, long-range project. Academic research methods and techniques specific to the Social Science will also be included.

<b>US HISTORY 1-2</b>	<b>001376 - 001377</b>
Recommended Completion of:	None
Grade	11

U. S. History 1-2 is a two-trimester course in which students examine the economic, social, and political development of the United States during the twentieth century. During the year certain themes will be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. Throughout the course students will explore American culture, including religion, literature, the arts, and the mass media. Students will demonstrate competency in questioning, critical thinking, research, and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. This course has been approved to meet the UC “a” or “g” requirement.

<b>AP US HISTORY 1-2</b>	<b>001382 - 001383</b>
Recommended Completion of:	Approval of teacher
Grade	11

U. S. History (Advanced Placement) 1-2 is an advanced course which is meant to expose students to that level of learning associated with a four year university. It is designed for students who wish to take the Advanced Placement Examination administered by Educational Testing Service in the spring. Those passing the AP exam at the high level usually can receive college credit and a waiver of the college U. S. History requirement. The course emphasizes extensive reading research and problem solving, writing, historiography, and historical knowledge. This course has been approved to meet the UC “a” or “g” requirement.

<b>AP US HISTORY SEMINAR</b>	<b>001715</b>
Recommended Completion of:	AP US History 1-2
Grade	11

AP US History Seminar is a one trimester class which will allow students to refine their understanding of and writing skills in the Social Sciences as well as explore topics and concepts relevant to the United States in the global community of the 21<sup>st</sup> century. Academic research methods and techniques specific to Social Science will also be included.

<b>CIVICS</b>	<b>001393</b>
Recommended Completion of:	Completion of US History
Grade	12

Civics is designed to foster citizen involvement in the American political system through a thorough study of the theory, structure, function, and process of federal, state, and local government. This course fulfills the state requirement for graduation. This course has been approved to meet the UC “a” or “g” requirement.

<b>ECONOMICS</b>	<b>001398</b>
Recommended Completion of:	US History 1-2
Grade	12

Economics is a course in which students will deepen their understanding of the economic problems and institutions of the nation and world in which they live. They will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers. This course primarily is a course in social science, enriching students' understanding of the operations and institutions of economic systems, rather than a course in household or business management or budgeting. The course will deal with the following areas: (1) fundamental concepts (e.g., scarcity); (2) comparative economic systems (Communism, Socialism, etc.); (3) microeconomics (supply and demand, forms of competition, etc.); (4) macroeconomics (aggregate demand, monetary policy, etc.); (5) international economic concepts (e.g., comparative and absolute advantage, international trade, etc.). This course has been approved to meet the UC "g" requirement.

<b>AP US GOVERNMENT &amp; POLITICS 1-2</b>	<b>001395-001396</b>
Recommended Completion of:	Teacher Recommendation
Grade	12

U.S. Government and Politics (Advanced Placement) is designed to give students a critical perspective on government, politics, and economics in the United States. The class involves both the study of general concepts used to interpret American governmental, political, and economical systems and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. This course is intended to prepare students who wish to take the Advanced Placement Examination in U.S. Government and Politics. This course has been approved to meet the UC "a" or "g" requirement.

<b>AP US GOVERNMENT SEMINAR</b>	<b>001710</b>
Recommended Completion of:	AP US Government & Politics 1-2
Grade	12

AP US Government Seminar is a one trimester class. The course will begin with an in-depth analysis of civil liberties and civil rights. After that, the emphasis will be on extending the content, knowledge, and skills that were introduced in the prerequisite courses. This course will also introduce students to career options and investment strategies.



## WORLD LANGUAGES

COURSE TITLE	COURSE NUMBER
<b>CHINESE 1-2</b>	<b>000401 - 000402</b>
Recommended Completion of:	None
Grade	9-12

Introduced to Chinese 1-2 (Mandarin) introduces students to the Chinese language. The course will help students develop the skills required to conduct basic conversations such as common greetings, naming objects, places, and people, and identifying persons and occupations. Conversational skills will be enhanced with lessons on giving and following directions, expressing and inquiring about likes and dislikes, describing ownership and possessions, and telling time. Chinese language cannot be separated from the culture and history that gives it life; therefore, culture and history must be integrated as the student learns the language. This course has been approved to meet the UC “e” or “g” requirement.

<b>CHINESE 3-4</b>	<b>000403 - 000404</b>
Recommended Completion of:	Chinese 1-2
Grade	9-12

This course is designed to further enhance foreign language skills acquired in Chinese 1-2 and to prepare students for living in a global society. Classroom instruction will be designed to increase the ability to communicate in Chinese by involving students in communicative tasks. The instruction will include reading, writing, listening, and speaking skills. Students speak Chinese in every class, refine the tones and pronunciation of Mandarin Chinese, and learn Chinese history, art, and culture. Learning as a class requires a great amount of cooperation. Students do culture-related topic reports and read modern Chinese literature. Evaluation is based on homework assignments, exams, and class participation. Chinese 3-4 is a year-long course offered to students at grades 9-12. This course has been approved to meet the UC “e” or “g” requirement.

<b>CHINESE 5-6</b>	<b>000417-000418</b>
Recommended Completion of:	Chinese 3-4
Grade	9-12

This course is designed to further enhance world language skills acquired in Chinese 3-4 and to prepare students for living in a global society. Classroom instruction will promote students’ ability to communicate in Mandarin Chinese by involving them in increasingly complex communicative tasks. The instruction will include listening, speaking, reading, writing, and typing skills. Students will speak Mandarin in every class, refining the tones and pronunciation of Mandarin, and learn about Chinese history, art, politics, customs, and culture. The course requires a significant amount of cooperative learning and critical thinking, employing the different levels of Bloom’s taxonomy. Students will complete culture-related reports and projects, and read modern Chinese literature. Evaluation is based on homework assignments, exams, quizzes, projects, presentations, and class participation. Activities include, but are not limited to, Chinese songs and movies, role play and skits, and field trips. Mandarin 5-6 is offered to students at grades 9-12. This course has been approved to meet the UC “e” or “g” requirement.

<b>CHINESE 7-8</b>	<b>000428-000429</b>
Recommended Completion of:	Chinese 5-6
Grade	9-12

This course is designed to further develop and refine knowledge, skills, and attitudes related to specific themes, including, but not limited to travelers' survival, Chinese in America, and history-geography. Within this context, appropriate emphasis will be placed on students' competency in the areas of listening, speaking, reading, and writing. This course will receive PUSD elective credit. This course is approved to meet the UC "e" or "g" requirement.

<b>AP CHINESE LANGUAGE 1-2</b>	<b>000478-000479</b>
Recommended Completion of:	"B" or better in Chinese 7-8 Teacher recommendation and/or testing desire to prepare for the AP exam
Grade	11, 12, or teacher recommendation

Advanced Placement Chinese language refines the skills required for advanced work equivalent to a third year college level course and for the AP Language examination. Extensive reading, writing, and speaking practice increases the competency level to that required on the AP examination. Selected literary works are analyzed. This course has been approved to meet the "e" or "g" requirement.

<b>AP CHINESE LANGUAGE SEMINAR</b>	<b>000480</b>
Recommended Completion of:	AP Chinese Language 1-2
Grade	11, 12 or teacher recommendation

The focus of AP Chinese Language Seminar is to continue to develop a student's ability to speak, read, write, and understand increasingly complex levels of the Chinese language and to function with people of Chinese culture. The course is conducted in the target language. Selected literary works, including texts, prose, and poetry, plus authentic materials, will be read and analyzed through student discussion, questioning, and theme-based writing. The course offers vocabulary development combined with grammar instruction to increase students' proficiency in the Chinese language. Themes will include current events specific to commerce and mankind, and an expansion of the themes included during AP Chinese: the home, health, the environment, tourism, pastimes, sports, and education. This course continues to support students in preparation for future Chinese experiences and extends learning for college readiness. Selected literary works will be analyzed through student discussion and theme-based writing. Additionally, the course will emphasize film and art appreciation.

<b>SPANISH 1-2</b>	<b>000470 - 000471</b>
Recommended Completion of:	None
Grade	9-12

Spanish 1-2 is a beginning course which develops the four communication skills of listening, speaking, reading and writing with basic vocabulary, grammar, and idiomatic expressions. Oral and written activities, both individually and in groups, provide practice to develop these skills. Some of the vocabulary themes include personality and physical characteristics, family, school, clothing, food, community places, typical student activities, weather, days, months, numbers, and time. The essential learnings in grammar are the conjugation of present tense verbs, the "to be" verbs (*ser & estar*), common idiomatic expressions like "to have to do something" (*tener + que + infinitive*) and "to be going to do something" (*ir + a + infinitive*), and noun /adjective agreement. This course may be used to meet the UC/CSU "e" requirement.

<b>SPANISH 3-4</b>	<b>000472 - 000473</b>
Recommended Completion of:	Spanish 1-2
Grade	9-12

Spanish 3-4 is designed to further develop the four communication skills of listening, speaking, reading, and writing with basic vocabulary, grammar, and idiomatic expressions. Students will increase their vocabulary and ability to use it in progressively more complicated structures, reinforcing their ability to use previously learned material. Individual group oral and written activities help increase the creative ability to use the language. Some of the vocabulary themes include types of stores and shopping, personal care and sundries, household items and chores, and typical student activities before and after school. The essential learnings in grammar are stemchanging verbs, reflexive verbs, verbs in the present subjunctive, and introduction to the use of the two past tenses- the imperfect and preterit. This course may be used to meet the UC/CSU “e” or “g” requirement.

<b>SPANISH 5-6</b>	<b>000474 - 000475</b>
Recommended Completion of:	Spanish 3-4
Grade	9-12

Spanish 5-6 prepares the student for the more advanced structures and communication activities required at the college level. Reading and writing is more extensive, and the emphasis is on activities that encourage creative use of the language orally and in writing. The essential learnings of grammar focus on narration in the past with refinement of the use of the preterit and imperfect tenses. The subjunctive mood is expanded to include the imperfect subjunctive. Other grammar topics include commands, object pronouns, demonstrative adjectives and pronouns, and knowledge of other verbs that are used like *gustar*. Vocabulary themes include the news and media, food and restaurant, health and nutrition, travel and hotels, the environment and the rain forest. Culture focuses on Puerto Rico, Costa Rica, Mexico, and Spain. This course may be used to meet the UC/CSU “e” or “g” requirement.

<b>SPANISH 7-8</b>	<b>000476 - 000477</b>
Recommended Completion of:	Spanish 5-6
Grade	9-12

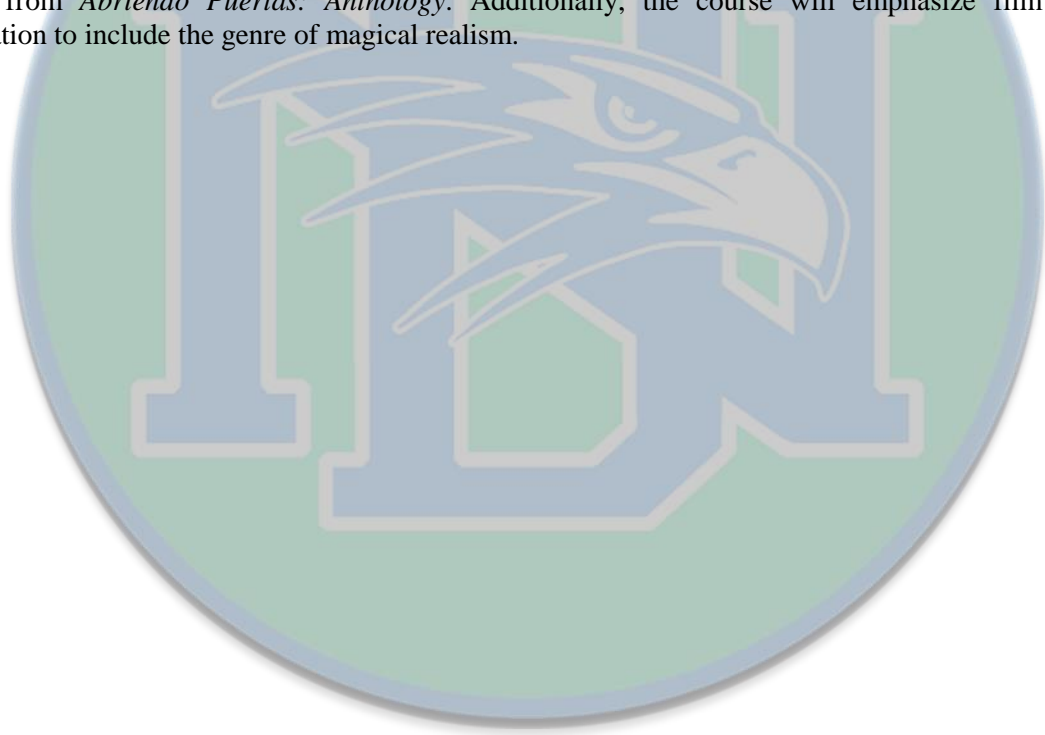
Spanish 7-8 will further develop and refine knowledge, skills, and attitudes related to specific themes, including but not limited to traveler's survival, Hispanics in the United States, and history-geography. Within this context, appropriate emphasis will be placed on student competency in the areas of reading, writing, listening, and speaking. This course has been approved to meet the UC “e” or “g” requirement.

<b>AP SPANISH LANGUAGE 1-2</b>	<b>000484-000485</b>
Recommended Completion of:	"B" or better in Spanish 7-8
Grade	9-12

Advanced Placement Spanish language refines the skills required for advanced work equivalent to a third year college level course and for the AP Language examination. Extensive reading, writing, and speaking practice increases the competency level to that required on the AP examination. Selected literary works are analyzed. This course has been approved to meet the "e" or "g" requirement.

<b>AP SPANISH LANGUAGE SEMINAR</b>	<b>001712</b>
Recommended Completion of:	AP Spanish Language 1-2
Grade	10-12

The focus of AP Spanish Language Seminar is to continue to develop a student’s ability to speak, read, write, and understand increasingly complex levels of the Spanish language and to function with people of Spanish cultures. The course is conducted in the target language. Selected literary works, including texts, prose, and poetry, plus authentic materials, will be read and analyzed through student discussion, questioning, and theme-based writing. The course offers vocabulary development combined with grammar instruction to increase students’ proficiency in the Spanish language. Themes will include current events specific to commerce and mankind, and an expansion of the themes included during AP Spanish: the home, health, the environment, tourism, pastimes, sports, and education. This course continues to support students in preparation for future Spanish experiences and extends learning for college readiness. Selected literary works will be analyzed through student discussion and theme-based writing. This course will emphasize literature, i.e, Pablo Neruda poetry, Carlos Fuentes short stories, and other selections from Latin American authors from *Abriendo Puertas: Anthology*. Additionally, the course will emphasize film and art appreciation to include the genre of magical realism.





**PHYSICAL EDUCATION  
EXERCISE NUTRITION SCIENCE - ENS (P.E./HEALTH)**

<b>COURSE TITLE</b>	<b>COURSE NUMBER</b>
<b>ENS 1-2</b>	<b>001404 - 001405</b>
Recommended Completion of:	None
Grade	9-12

Exercise and Nutritional Science 1-2 is a course that provides students the opportunity to learn and apply the core concepts of Health Science and Physical Education. Exercise and Nutritional Science is designed to provide students with the knowledge and ability to attain and maintain an active, healthy lifestyle. There is a strong emphasis on individual fitness including exercise physiology, biomechanics, motor learning, and anatomy/physiology. This course has been aligned to Poway Unified School District Standards and State Framework for Health Science and Physical Education. The course will satisfy the five-unit Health Science graduation requirement and five units of the Physical Education graduation requirement.

At Del Norte in ENS 1 there is also an emphasis on team sports and aquatics. The Health portion is designed to teach students to take personal responsibility for lifelong health, including an understanding of the variety of physical, mental, emotional, and social changes that occur throughout life. Students will gain knowledge and develop skills in such areas as decision making, effective communication, nutrition, and fitness. In ENS 2 there is an emphasis on individual and dual sports, and in the health portion students will gain knowledge and develop skills in such areas as refusal skills, substance abuse, infectious and chronic disease, family life, and sex education.

<b>ENS 3</b>	<b>001406</b>
Recommended Completion of:	None
Grade	9-12

Exercise and Nutritional Science 3 is a course that provides students the opportunity to learn and apply the core concepts of Health Science and Physical Education. Exercise and Nutritional Science 3 is designed to build off knowledge acquired in Exercise and Nutritional Science 1-2 to further provide students with the knowledge and ability to attain and maintain an active, healthy lifestyle. The continued emphasis on individual fitness including exercise physiology, biomechanics, motor learning, anatomy/physiology, and nutrition is used to give students the opportunity to design their own Personal Fitness and Nutrition Plan. This course has been aligned to Poway Unified School District Standards and State Framework for Health Science and Physical Education. This course will satisfy five units of the Physical Education graduation requirement.

At Del Norte there is a strong emphasis on indigenous sports and activities, aquatics, exercise physiology, biomechanics, motor learning, and anatomy/physiology.

## PHYSICAL EDUCATION

Students not interested in PE - Athletics can choose PE option(s) below for credits.

COURSE TITLE	COURSE NUMBER
<b>ADVANCED WEIGHTS</b>	<b>001493</b>
Recommended Completion of:	None
Grade	10-12

Weight Training is a course in which students are involved in the isotonic type of weight training. Exercises which students perform on the universal weight machine include bench press, military press, upright rowing, lat pull, leg press, bar dips, and leg extension. Free weight exercises include bench press, toe raises, curls, military press, and back squats.

<b>AEROBICS-WEIGHTS TRAINING</b>	<b>001427</b>
Recommended Completion of:	ENS 1-2-3
Grade	10-12

Aerobics/Weight Training is a course in which students are taught basic dance movements, rhythmic fundamentals, breathing methods while involved in the isotonic type of weight training. Exercises which students perform on the universal weight machine include bench press, military press, upright rowing, lat pull, leg press, bar dips, and leg extension. Free weight exercises include bench press, toe raises, curls, military press, and back squats. Objectives of the course also include developing and improving cardiovascular fitness through dance, developing flexibility, and relating the fundamentals of music to body movement and dance. Open to 10 thru 12<sup>th</sup> grades and can be repeated at another trimester.

<b>COURT SPORTS</b>	<b>001416</b>
Recommended Completion of:	ENS 1-2-3
Grade	10-12

Students will understand, participate, and teach the advanced principles of training and competition for Court Sports that include basketball, volleyball, and badminton. Areas of study will include understanding and execution of advanced offensive and defensive strategies, development of appropriate training practices, application of dynamic scientific principles, sports psychology, optimal nutritional habits, application and modification of rules of the game, officiating, tournament facilitation, and coaching. Open to 10 thru 12<sup>th</sup> grades and can be repeated at another trimester.

<b>INTERMEDIATE BASKETBALL</b>	<b>001413</b>
Recommended Completion of:	ENS 1-2-3
Grade	10-12

Intermediate Basketball is a course designed to increase the student's proficiency in the sport, refine fundamental skills, and teach more difficult techniques.

<b>FIELD SPORTS</b>	<b>001418</b>
Recommended Completion of:	ENS 1-2-3
Grade	10-12

Students will understand, participate, and teach the advanced principles of training and competition for Field Sports that include football, soccer, lacrosse, and speedball. Areas of study will include understanding and execution of advanced offensive and defensive strategies, development of appropriate training practices, application of dynamic scientific principles, sports psychology, optimal nutritional habits,

application and modification of rules of the game, officiating, tournament facilitation, and coaching. Open to 10 thru 12<sup>th</sup> grades and can be repeated at another trimester.

<b>RACQUET SPORTS</b>	<b>001420</b>
Recommended Completion of:	ENS 1-2-3
Grade	10-12

Students will understand, participate, and teach the advanced principles of training and competition for Racquet Sports that include tennis, racquetball, and badminton. Areas of study will include understanding and execution of advanced offensive and defensive strategies, development of appropriate training practices, application of dynamic scientific principles, sports psychology, optimal nutritional habits, application and modification of rules of the game, officiating, tournament facilitation, and coaching.

<b>MARCHING PE/BAND</b>	<b>001198</b>
Recommended Completion of:	Membership in Concert Band
Grade	9-12

Marching Physical Education is designed to develop a well-coordinated and precise marching unit. Students will learn to prepare and execute marching, dance, and drill routines. Concurrent enrollment in Concert Band 1 is required.

Note: A total of 15 credits in Marching Physical Education may be applied toward the Physical Education requirement.

<b>MARCHING PE/TALL FLAGS</b>	<b>001199</b>
Recommended Completion of:	Membership in Tall Flags
Grade	9-12

The Tall Flags class provides students with the opportunity to develop musical/visual concepts, skills, and interpretations. These concepts will be used in conjunction with the marching program and the indoor tall flag instruction. Evaluation will be provided by the Southern California School Band and Orchestra Association and the California Tall Flag Association, in addition to teacher observation. This class does not meet the CSU Fine Arts requirement. Students enrolled in this class are also required to enroll in Tall Flags (Dance Prop) 1-2. Note: A total of 15 credits in Marching Physical Education/Tall Flags may be applied toward the Physical Education requirement.

<b>PE / ATHLETICS</b>
Students interested in having his/her athletics count as PE credits, please select option(s) below.

<b>COURSE TITLE</b>	<b>COURSE NUMBER</b>
<b>ADVANCED BASEBALL-WEIGHT TRAINING</b>	<b>001410</b>
Recommended Completion of:	ENS 1-2-3 and approval from Coach
<b>ADVANCED FOOTBALL-WEIGHT TRAINING</b>	<b>001496</b>
Recommended Completion of:	ENS 1-2-3 and approval from Coach
<b>ADVANCED SOFTBALL</b>	<b>001469</b>
Recommended Completion of:	ENS 1-2-3 and approval from Coach

## HEALTH

COURSE TITLE	COURSE NUMBER
<b>HEALTH (ONLINE)</b>	<b>001483</b>
Recommended Completion of:	None
Grade	10-12

Health is course designed to teach students to take personal responsibility for lifelong health, including an understanding of the variety of physical, mental, emotional, and social changes that occur throughout life. Students will gain knowledge and develop skills in such areas as substance abuse, infectious and chronic diseases, decision-making and effective communication, nutrition and fitness, and family life and sex education. Throughout the course, students will develop understanding and respect for the health and well-being of others.

## ELECTIVES – FINE ARTS

COURSE TITLE	COURSE NUMBER
<b>3D COMPUTER ANIMATION 1-2</b>	<b>000857 - 000858</b>
Recommended Completion of:	None
Grade	9-12

3D Computer Animation is an in-depth hands-on course that allows students to learn transferable skills and concepts used in the work force and in our highly technological society related to the fields of computer design and virtual reality. Students will concentrate on the principles and elements of design and theoretical ideas of art/design, broadening the students' creativity and cultural awareness to develop innovative and creative computer-aided graphics/design and virtual reality. This course has been approved to meet the UC "f" requirement and the PUSD Fine Arts requirement.

<b>3D COMPUTER ANIMATION 3-4</b>	<b>000859 - 000860</b>
Recommended Completion of:	3D Computer Animation 1-2
Grade	10-12

3D Computer Animation 3-4 is a studio class that provides students the opportunity to communicate original ideas through the study of 3D Computer Animation. Students will develop a script/story and create a feature animation, video game, scientific visualization, or historical reconstruction. Storyboards will emphasize character development, design, backgrounds, props, digital painting, special effects, and scene development, using video techniques and principles.

<b>3D COMPUTER ANIMATION 5-6</b>	<b>000861 - 000862</b>
Recommended Completion of:	3D Computer Animation 3-4
Grade	10-12

3D Computer Animation 5-6 is a studio class, following successful completion of 3D Computer Animation 3-4, that provides students with a valuable insight into the field through a mentor and internship with a local business/industry partner. The course will provide a real-world context as well as continue to provide students with the opportunity to self-express and communicate their own ideas through design, props, digital painting, special effects, and storyboard and scene development. Students will continue to focus on their area of interest within the computer animation field and delve into the area with the help of the mentor/internship. 3D Computer Animation 5-6 meets PUSD Fine Art.



<b>3D COMPUTER ANIMATION ADVANCED</b>	<b>000863</b>
Recommended Completion of:	3D Computer Animation 3-4
Grade	11-12

3D Computer Animation Advanced is a studio class for students who have successfully completed 3D Computer Animation 3-4. The course offers students valuable insights into the field of computer animation through an assigned mentor and an internship with a local business/industry partner. The course will provide students a real-world context as well as on-going opportunities to self-express and communicate their own ideas through design, props, digital painting, special effects, and storyboard and scene development. Students will continue to focus on their particular area(s) of interest within the computer animation field with the help of the mentor/internship.

<b>BROADCAST JOURNALISM/TV PRODCTN 1-2</b>	<b>000987-000988</b>
Recommended Completion of:	None
Grade	9-12

Broadcast Journalism/Television Production introduces students to the basic tools, techniques, and vocabulary of broadcast journalism. It provides an overview of the principles and historical and contemporary practices of broadcast journalism in society, with emphasis on methods, writing, announcing, ethics, and career opportunities. Students will practice the fundamentals of communicating using the television medium and through hands-on projects will learn to perform the basic job requirements of the camera operator, audio operator, video switcher, lighting director, floor manager, graphics operator, announcer, and director. Students will apply their knowledge as they produce regular news segments to be broadcast for the school. This course will be submitted to UC to meet the “g” requirement upon approval by the Board. This course is repeatable; however, when approved, only two terms (1-2) will apply toward meeting the UC “g” requirement.

<b>CERAMICS 1-2</b>	<b>000115 - 000116</b>
Recommended Completion of:	None
Grade	9-12

Students enrolled in Ceramics 1-2 will be introduced to the basic elements and principles of art through exploration in various ceramic techniques. This course will provide opportunities for the student through guided experiences, discussion, and explorations, that emphasize art criticism, as well as art production. This course has been approved to meet the UC “f” requirement.

<b>CERAMICS 3-4</b>	<b>000117 - 000118</b>
Recommended Completion of:	Ceramics 1-2
Grade	9-12

Students enrolled in Ceramics 3-4 will apply more advanced elements and principles of art through exploration in various ceramic techniques. This course will provide opportunities for the student through guided experiences, discussion, and explorations, that emphasize art criticism, as well as art production. This course has been approved to meet the UC “f” or “g” requirement.

<b>INTRO TO COMPUTER PROGRAMMING 1</b>	<b>001058</b>
Recommended Completion of:	Geometry 1 or Algebra 3 with “C” or better
Grade	9-12

This college prep elective is designed to introduce students to creating computer programs of their own. No programming experience is required, although a basic understanding of a graphic oriented OS and the use of basic word processing are strongly recommended. The “C” language is used in this course to instruct the Iterative programming paradigm. Topics covered: hardware overview, top down design,

pseudo-coding data typing, conditionals, repetition, and an introduction to static data structures. Meets the UC “g” requirement. At DNHS this course is offered in Trimester 1.

<b>INTRO TO COMPUTER PROGRAMMING 2</b>	<b>001059</b>
Recommended Completion of:	Intro to Computer Programming 1 with “C” or better
Grade	9-12

This college prep elective is designed to continue the introduction of students to creating computer programs of their own. The “C” language is used in this course to instruct the Iterative programming paradigm. Topics covered: static data structures, environment debuggers, string manipulation, pointers, and aggregate data types. Meets the UC “g” requirement. At DNHS, this course is offered in Trimester 2.

<b>DATA STRUCTURES 1</b>	<b>001072</b>
Recommended Completion of:	Intro to Computer Programming 2 with “C” or better
Grade	9-12

This college prep elective is the capstone of the introduction of students to creating computer programs of their own. The “C” language is used in this course to instruct the Iterative programming paradigm. Topics covered: file handling, dynamic data structures (including linked lists and doubly-linked lists), dynamic allocation, analysis of algorithms, and ethics in Computer Science. Meets the UC “g” requirement. At DNHS, this course is offered in Trimester 3.

<b>DATA STRUCTURES 2</b>	<b>001073</b>
Recommended Completion of:	AP Computer Science A 2 with “C” or better
Grade	9-12

This companion to APCS A is the capstone of the in depth experience students have had in APCS A. The course uses the Java programming language to instruct the Object Oriented programming paradigm. Topics covered: dynamic data structures (including lists, queues, stacks, and trees), AP review time, and a student-directed final project. Meets the UC “g” requirement. At DNHS, this course is offered in Trimester 3.

<b>AP COMPUTER SCIENCE A 1&amp;2</b>	<b>001056-001057</b>
Recommended Completion of:	Intro to Computer Programming 2 with “B” or better or teacher recommendation.
Grade	10-12

This course is designed to prepare the students to take the A.P. Computer Science exam, which can yield college credit. The course uses the Java programming language to instruct the Object Oriented programming paradigm. Topics covered: Introduction to the OOP paradigm, classes and instantiation, Boolean logic, analysis of algorithms, static data structures and processing, recursion, inheritance, and class design. At DNHS this course is offered Trimester 1 & 2.

<b>CONCERT CHOIR 1-2</b>	<b>001120 - 001121</b>
Recommended Completion of:	Previous Choral experience
Grade	9-12

Concert Choir 1-2 offers the student of choral music an opportunity to further develop musical skills and to broaden the musical experience through rehearsal and performance. This is a performance class and students are expected to participate in all choral activities. The make -up of this class could be mixed voices, women only, or men only. The Concert Choir will represent the school at District and state levels

in adjudicated festivals. This course has been approved to meet the UC “f” requirement and the PUSD Fine Arts requirement.

<b>CLASSICAL VOCAL ENSEMBLE 1-2</b>	<b>001110-001111</b>
Recommended Completion of:	One year’s choral experience and audition
Grade	9-12

Classical Vocal Ensemble 1-2 is a course for advanced choral musicians. Advanced choral and vocal techniques will be taught. Classical and traditional repertoire will be studied and performed. This is a performance class, and students are expected to participate in all choral activities. Outside time is required. Activities will include school and community performances. The Classical Vocal Ensemble will represent the school at District and state levels in adjudicated festivals. This course has been approved to meet the UC “f” and the PUSD Fine Arts requirement.

<b>CONCERT BAND 1-2</b>	<b>001175 - 001176</b>
Recommended Completion of:	Previous Band experience
Grade	9-12

Concert Band is designed for instrumental musicians. This is a performance class, and students are expected to participate in all band activities. Activities will include full-band concerts as well as solo and ensemble festivals. This band will represent the school at concert and festivals. This course may be used to meet the UC/CSU “f” requirement and PUSD Fine Arts requirement.

<b>TALL FLAGS (Dance Prop)</b>	<b>001195- 001196</b>
Recommended Completion of:	Audition
Grade	9-12

The course provides a means to develop an awareness and understanding of the styles, idioms, performance medium, and purposes of music and dance that are part of our multicultural heritage and to provide a sound basis of musical and dance experience promoting good judgment of musical and dance value. The course is also designed to develop sensitivity to the qualities of music and to prepare students to participate in all aspects of public performance.

<b>DESIGN MIXED MEDIA 1-2</b>	<b>000125 - 000126</b>
Recommended Completion of:	None
Grade	9-12

Students enrolled in Design and Mixed Media 1-2 will be introduced to the basic elements and principles of art through exploration in various design assignments. This course will provide opportunities for the student through guided experiences, discussion, and explorations that emphasize art criticism, art history and art philosophy, as well as art production. This course may be used to meet the UC/CSU “f” requirement and PUSD Fine Arts requirement.

<b>DESIGN MIXED MEDIA 3-4</b>	<b>000127 - 000128</b>
Recommended Completion of:	Design Mixed Media 1-2
Grade	10-12

Students enrolled in Design and Mixed Media 3-4 will continue to use the elements and principles of art through exploration in various design assignments. This course will provide more advanced activities for the student through guided experiences, discussion, and explorations that emphasize art criticism, art history, and art philosophy, as well as art production. This course has been approved to meet the UC “f” or “g” requirement.

<b>DIGITAL MEDIA PRODUCTIONS 1-2</b>	<b>000998-000999</b>
Recommended Courses	None
Grade	9-12

The course concentrates on developing competency across the breadth of film and video production positions, from script creation to presentation of the finished product. The course will focus on writing, directing, acting, producing, storyboarding, scheduling, cinematography, lighting design, audio engineering, and editing. Students will be challenged with group assignments that will give them hands-on experience with all elements of the production process. This course will expose students to the proper use of state-of-the-art film and video production tools as well as access to professional seminars from industry professionals. They will learn the vocabulary of film and use it to express themselves clearly and concisely in their writings for that industry. Students will develop ideas individually and also learn the team-concept to achieve their goals visually. Students will compose an outline, create a storyboard, and write a script from which they will produce a video. Students will make editing decisions based upon the script and on their interpretation of film art appreciation. They will be using industry standards in computer hardware and editing software. As an adjunct to in-studio production shows and student films, students will produce on-location television shows which will be broadcasted either live-to-tape or as a live webcast. Most important is the art of filmmaking and the creative process that precedes any film or television project, this page-to-film process can be a painstaking endless series of creating, writing, rewriting, collaboration, and more rewrites. Film study will be broken-down into its creative parts and students will learn how a film is created and produced. Students will study the impact of film and television on society from its social, economic, and political viewpoint. Films will be previewed for students in class and after school, they are expected to know the history of filmmaking and the technological that advances the art form. This course has been approved to meet the UC “f” requirement and PUSD’s Fine Arts requirement.

<b>DIGITAL MEDIA PRODUCTIONS 3-4</b>	<b>000996-000997</b>
Recommended Courses	Digital Media Productions 1-2
Grade	10-12

This course is a continuation of Digital Media Production 1-2. In this course, students take the skills learned in the first course of the sequence and choose areas in which to specialize (writing, directing, acting, producing, storyboarding, scheduling, cinematography, lighting design, audio engineering, and editing). Students develop advanced skills within their areas of specialization and collaborate on projects with students who are specializing in the other areas of digital media production. This course will expose students to the proper use of state-of-the-art film and video production tools as well as access to professional seminars from industry professionals. They will learn the vocabulary of film and use it to express themselves clearly and concisely in their writings for that industry. They will be using industry standards in computer hardware and editing software. Most important is the art of filmmaking and the creative process that precedes any film or television project, this page-to-film process can be a painstaking endless series of creating, writing, rewriting, collaboration, and more rewrites. Students will study the impact of film and television on society from its social, economic, and political viewpoint. Films will be previewed for students in class and after school, they are expected to know the history of filmmaking and the technology that advances the art form.

<b>DIGITAL MEDIA PRODUCTIONS ADV. 1-2</b>	<b>001000</b>
Recommended Courses	Digital Media Productions 1-2, 3-4
Grade	9-12

This course concentrates on developing competencies across the breadth of film and video production, from script creation to presentation of the finished product. The course, a continuation from Digital Media 3-4, will continue to develop students’ skills in writing, directing, acting, producing, storyboarding, scheduling, cinematography, lighting design, audio engineering, and editing. Students will facilitate and mentor students from lower-level courses and manage projects throughout the production process. Students will be exposed to industry standard professional tools and will be expected to manage large-scale projects such as



school-wide broadcasts, campus film projects, and to enter their work into local and national media contests. This course is repeatable.

<b>ORAL INTERPRETATION 1-2</b>	<b>000330 - 000331</b>
Recommended Completion of:	None
Grade	9-12

Oral Interpretation is the art of reading, analyzing, and interpreting drama, prose, and poetry through the use of voice and body. This course will offer students opportunities to interpret published works as well as to study rhetoric to create and enhance their own works for performance. Students will also be critically assessing and analyzing oral interpretations by professional performers and speakers. In addition, the course offers students a chance to perform outside the classroom at community and school-sponsored events. This course has been approved to meet the UC “f” requirement and the PUSD Fine Arts requirement.

<b>DRAMA 1-2</b>	<b>000345 -000346</b>
Recommended Completion of:	None
Grade	9-12

Drama 1 is a survey course which includes many facets of dramatic activity. Included are basic storytelling, voice and diction, reader's theater, pantomime, and improvisational exercises. The students will be requested to visit at least one selected rehearsal or performance of a school play each quarter. Drama may be applied to the Fine Arts requirement but not the English requirement. This course has been approved to meet the UC “f” requirement. Drama 2 is a course in which students do creative exercises to illustrate characters and situations, as well as improvisational exercises. It is a beginning study of theater with in-depth looks at structure of theater and plays and more improvisations and pantomimes. Students will visit movies and plays and be able to write a critique of them. At least one basic scene and/or series of pantomimes must be presented. Also included is a study of the function of the playwright, the actor, the director, and the technicians. In addition, the students will study the written scripts of four genres: melodrama, comedy, farce, and modern drama. Drama may be applied to the Fine Arts requirement but not the English requirement. This course has been approved to meet the UC “f” requirement.

<b>DRAMA 3-4</b>	<b>000347 -000348</b>
Recommended Completion of:	Drama 1-2
Grade	10-12

Drama 3 is an intermediate acting course. Included in the course is a study of the history of the theater and changes in acting styles. Students are expected to perform scenes or plays from classical literature after studying the influences of the various periods on costume, movement, and makeup. Students are expected to investigate the technical side of theater with regard to designing lighting, costuming, and creating special makeup, along with knowing the function of a playwright, actor, director, and technician. Drama may be applied to the Fine Arts requirement but not the English requirement. This course has been approved to meet the UC “f” or “g” requirement.

Drama 4 is a course in play production. The course includes a detailed study of how plays are produced, designed, costumed, cast, and directed. Specifically, students are expected to choose material, prepare the prompt book, draw a floor plan of the set, draw a set elevation, and design appropriate costumes for each character. Additionally, students are expected to collect a "makeup morgue," to arrange the rehearsal schedule, and to act in two scenes for other directors. A continuing study is made of theater history and additional styles and terminology. Students will begin to learn principles of directing and technical theater as well as produce a semester project and participate in much scene work. This is a performance class. Drama may be applied to the Fine Arts requirement but not the English requirement. This course has been approved to meet the UC “f” or “g” requirement.

<b>DRAMA 5-6</b>	<b>000349 -000350</b>
Recommended Completion of:	Drama 3-4 or consent of instructor
Grade	9-12

Drama 5-6 continues the application of the play direction techniques introduced in Drama 4. Students are expected to select a semester project and carry it to culmination in presentation and evaluation by an audience. In addition, students are expected to perform in scenes from classic, modern British, and modern American dramatic literature, as well as to research a selected topic. Students are also expected to develop a prompt book which demonstrates an increased attention to detail, steady improvement in basic techniques, and heightened creativity. Also elements of theater management will be covered. Drama 6 is a course in which students explore advanced methods and techniques of acting, interpretation, and direction. Students are expected to participate in classroom scenes and touring productions. Students are expected to research an individually selected topic. Costuming and makeup are also to be covered in this course. This is essentially a director's laboratory/workshop and a performance class with scenes and projects. Drama may be applied to the Fine Arts requirement but not the English requirement. This course has been approved to meet the UC "f" or "g" requirement.

<b>TECHNICAL PRODUCTION FOR THEATER 1-2</b>	<b>000340-000341</b>
Recommended Completion of:	None
Grade	9-12

Technical Production for the Theater 1-2 is a course which covers the basics of set design and construction, lighting, costuming, sound, makeup, and stage management. Specifically, students will be expected to design, construct, and paint flats, to plan and draw a lighting plot for a play, to operate a lighting board, and to choose costume designs and colors for characters in a play. In addition, students will be expected to operate the equipment used in sound effects and musical background for a play, to plan and apply makeup for play characters, and to act as stage manager. This course has been approved to meet the UC "f" requirement.

<b>DRAWING AND PAINTING 1-2</b>	<b>000130-000131</b>
Recommended Completion of:	None
Grade	9-12

Drawing and Painting 1-2 is designed for students who have an interest in developing their drawing and painting skills. Students will have an opportunity to produce, view, discuss, and analyze a wide variety of paintings and drawings. The class will explore design elements and principles including line, color, form, space, and texture. Composition and technical skills will also be covered. This course has been approved to meet the UC "f" requirement.

<b>DRAWING AND PAINTING 3-4</b>	<b>000132-000133</b>
Recommended Completion of:	Drawing and Painting 1-2
Grade	10-12

Drawing and Painting 3-4 is a course designed for students who have both the interest and talent to further develop their drawing and painting skills. These courses will be conducted in a studio environment which allow students the experience of working in an artistic atmosphere and to participate in the processes used by artists to create works of art including but not limited to the communication of ideas, symbols, moods, or feelings with originality. These processes include conceptualizing, designing, drawing, painting, and finishing a variety of different media. Working through these processes, the student not only gains an appreciation for the artistic process but gains an insight into their own creative abilities. This course will give students a framework in which they may explore other creative outlets of their own. This course has been approved to meet the UC "f" or "g" requirement.

<b>STUDIO ART</b>	<b>000150</b>
Recommended Completion of:	Drawing and Painting 1-2 and 3-4
Grade	9-12

Studio Art is for those students who have advanced skills in drawing, painting, and three-dimensional design. The course assists these students in preparation of a portfolio for application to, and scholarships to, institutes granting degrees in visual arts. Through oral discussions and writing in research/response journals, the students will address subject, form, and content in works of historical, contemporary, and personal art. This course has been approved to meet the UC “f” requirement.

<b>AP STUDIO ART: DRAWING 1-2</b>	<b>000151-000152</b>
Recommended Completion of:	Teacher recommendation
Grade	9-12

Advanced Placement Studio Art: Drawing provides instruction for the highly skilled exceptional students in drawing, painting, and three dimensional design. The course assists these students in the preparation of a portfolio for the Advance Placement program in Studio Art. Portfolio preparation involves a significant time commitment and is, therefore, intended for motivated students with advanced skills who are seriously dedicated to studying art. It may be repeated for credit. This course has been approved to meet the UC “f” or “g” requirement.

<b>AP STUDIO ART: 2D</b>	<b>000157-000158</b>
Recommended Completion of:	Ability & Artistic Background for college level work
Grade	9-12

Advanced Placement Studio Art: 2D Design provides instruction for the highly skilled exceptional students in two-dimensional design. The course assists these students in the preparation of a 2D Portfolio. It is designed to address a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The elements of design (line, shape, space, form, texture, value and color) are like a palette of possibilities that artists use to express themselves. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. These principles include contrast, emphasis, balance, pattern, rhythm, movement and unity. Portfolio preparation involves a significant time commitment and is, therefore, intended for motivated students with advanced skills who are seriously dedicated to studying art. This course has been approved by UC to meet the UC “f” requirement.

<b>AP STUDIO ART: 3D</b>	<b>000159-000160</b>
Recommended Completion of:	Ability & Artistic Background for college level work
Grade	9-12

Advanced Placement Studio Art: 3D Design provides instruction for the highly skilled exceptional students in 3D Design. The course assists these students in the preparation of a Three-Dimensional Design Portfolio. It is designed to address a very broad interpretation of sculpture issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. Portfolio preparation involves a significant time commitment and is, therefore, intended for motivated students with advanced skills who are seriously dedicated to studying art. This course has been approved by UC/CSU to meet the UC “f” requirement.

<b>PHOTOGRAPHY 1-2</b>	<b>000872 - 000873</b>
Recommended Completion of:	None
Grade	9-12

Provides a media that allows the student a pragmatic method of application of chemistry, art, and physics, as well as an introduction to vocational possibilities in the field of photography. This course will deal primarily with learning to properly use photo developing equipment and different cameras. Students may receive Fine Arts graduation credit for this class. This course may be used to meet the UC/CSU “f” requirement.

<b>PHOTOGRAPHY 3-4</b>	<b>000874 - 000875</b>
Recommended Completion of:	Photography 1-2
Grade	10-12

Photography 3-4 emphasizes applications of photography; for example, journalism, magazine articles, offset printing (textbook), electronic schematics, portraiture. This course provides the opportunity for students to explore creative and career opportunities within many different areas. Students may receive Fine Arts credit for these classes. This course has been approved to meet the UC “f” or “g” requirement.

<b>PHOTOGRAPHY 5-6</b>	<b>000870 - 000871</b>
Recommended Completion of:	Photography 1-2
Grade	10-12

Students in Photography 5-6 focus on portfolio development and further refinement of skills needed for careers in commercial photography, editing, and photojournalism. Students will begin to expand their own personal artistic style through individualized assignments, class critiques, and written self-reflection. Experimentation and creativity is encouraged at every level of design: conception, editing, and presentation. Written assessments on art intent will be evaluated, and students will engage in daily aesthetic valuing through verbal and short written response in class during discussions and lecture. Upon Board approval this course will be submitted for UC “f” credit. Upon successful completion of the course, students will earn fine art credit towards high school graduation.

<b>WIND ENSEMBLE 1-2</b>	<b>001177-001178</b>
Recommended Completion of:	Audition and Teacher Recommendation in addition to Concert Band.
Grade	9-12

Wind Ensemble 1-2 is a course for advanced instrumental musicians. This is a performance class, and students are expected to participate in all band activities. Some outside time is necessary. Activities will include concerts for the band and various festivals. The Wind Ensemble 1-2 will represent the school at District and state levels in concert evaluations. This course has been approved to meet the UC “f” or “g” requirement.

<b>ORCHESTRA 1-2</b>	<b>001183 - 001184</b>
Recommended Completion of:	Previous orchestra experience and ability to read and perform music is a requirement. Instruments limited to violin, viola, cello and string bass.
Grade	9-12

Orchestra is designed for the stringed-instrument student who wants to perform in an orchestral music organization. The group will play a variety of string orchestra music and perform at school concerts and festivals. Students who perform at a more advanced level will be able to participate in the chamber string ensemble which will have additional music literature to the full orchestra literature. This course may be



used to meet the UC/CSU “f” requirement and PUSD Fine Arts requirement.

<b>AP MUSIC THEORY 1-2</b>	<b>001160-001161</b>
Recommended Completion of:	Teacher Recommendation
Grade	9-12

Advanced Placement Music Theory is a course designed for the study of Musical Structure. The ultimate goal is to develop a student's ability to recognize and understand the basic materials and processes of music that is heard or read in the score. The course will provide a solid foundation in intervals, scales, metric/rhythmic patterns, and the terms used to describe these elements of music. This course will serve to prepare the student for the Advanced Placement Music Theory exam. This course has been approved to meet the UC “f” or “g” requirement and the PUSD Fine Arts requirement.

<b>HARMONY 1-2</b>	<b>001146-001147</b>
Recommended Completion of:	Ability to read music
Grade	9-12

Harmony 1-2 offers the student an opportunity to develop basic musical skills and in-depth knowledge of western music theory, principles, and practices. Students will have the opportunity to develop musical skills and knowledge through technology and piano keyboard/synthesizer mediums. This course has been approved to meet the UC “f” requirement.

## OTHER ELECTIVES

COURSE TITLE	COURSE NUMBER
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<b>AVID 1-2</b>	<b>001601 - 001602</b>
Recommended Completion of:	Interview Process

Achieving Via Individual Determination - AVID is a program designed to aid students who have college potential and strong work ethic by providing additional support. Students commit to completing the University of California “a-g” requirements, repeating in summer school any class in which they earn a “d” or an “f”, and taking an AVID class each term in combination with a core English class. The elective class has college tutors who assist students in other classes, teaches note-taking, organization skills, time management, test-taking strategies, writing across the curriculum and the inquiry method. Additionally, students have guest speakers, research projects and take field trips to colleges. NOTE: The AVID coordinator considers placement based on application and interview. Student should have a GPA between 2.0 – 3.0 average or above average standardized test scores. Math achievement and a writing sample will also be considered.

<b>AVID 3-4</b>	<b>001603 - 001604</b>
Recommended Completion of:	AVID 1-2

The tenth grade AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students further develop strategies to enhance success. To ensure continued success in college-prep course work, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, and test taking strategies are stressed. In addition, the course includes college motivational and career exploration activities.

<b>AVID 5-6</b>	<b>001605 – 001606</b>
Recommended Completion of:	AVID 3-4

The 11th grade AVID course is an elective class for students who are college bound. To ensure continued

success in college-prep course work, students work individually, as well as in tutor-led collaborative groups to develop stronger academic skills in a variety of content areas. Note taking, outlining, writing, speaking, reading, and test taking strategies are stressed. In addition, the course includes college motivational and career exploration activities.

<b>AVID SENIOR SEMINAR 1-2</b>	<b>001609 – 001610</b>
Recommended Completion of:	AVID 5-6

AVID 7-8 follows the weekly structure of all AVID classes, with two days of teacher-led curriculum per week, two days of tutorials, and a day allocated for guest speakers, mini-courses taught by college instructors, and visits to colleges, museums, art galleries, or drama productions. This course continues development of critical reading and writing, preparation for College Board exams and weekly Socratic seminars. Students enrolled in the course are required to complete timed writings and analytical discourses in subjects across the curriculum. In addition, students are required to make oral presentations to the class on topics related to college entrance, contemporary issues, and social concerns. This course has been approved to meet the UC “g” requirement.

<b>INTRO TO TEACHING &amp; LEARNING 1-2</b>	<b>000983-000984</b>
Recommended Completion of:	None
Grade	9-12

This course introduces the philosophical, social, and the historical roots of education in America, as well as exploring current issues and challenges. Critical assessment of current models and instructional designs in methodologies and learning are presented. Contemporary concerns and recent research in education are introduced. Students will apply the knowledge and skills gained throughout the course by participating in a professional practicum within a classroom environment. Upon approval, this year-long course will meet the UC “g” requirement.

<b>CHILD DEVELOPMENT &amp; PSYCHOLOGY 1-2</b>	<b>000808-000809</b>
Recommended Completion of:	None
Grade	9-12

Child Development and Psychology 1-2 is a comprehensive study of the developmental stages of children from conception through early adolescence. This course includes theories, research, and the range of practices related to the development of children. Hereditary, environmental, cultural, and socio-economic factors that influence human behavior and abilities are also addressed. The students will understand how the role of families, schools, and communities are integral to the successful development of children throughout their lives. During the first semester, the course focuses on the major psychological theories of development, biological data, current research, and effective practices. The second semester studies include field practicum experiences for observation, interaction, investigation, and application of behavioral and learning theories presented in the course. This course is the introduction to a three-and-a-half-year program of study. This course is pending approval to meet the UC “g” requirement and the PUSD Elective requirement.

<b>INTRO TO COMPUTER PROGRAMMING 1-2</b>	<b>001058-001059</b>
Recommended Completion of:	Math “C” or above in Algebra 1-2 and Geometry
Grade	9-12

Introduction to Computer Programming 1-2 will introduce the students to the current computer programming language. Students will learn to develop algorithms, computer programming in the computer language, as well as learn the Windows XP operating system. The primary emphasis will be to learn the proper and efficient use of standard commands, structures, and statements in the computer programming language. This course will stress logic and analytical thinking skills. It is recommended for

the college bound student planning on a business, math, or computer science major. This course is designed for the student planning to take AP Computer Science 1-2. This course has been approved to meet the UC "g" requirement.

<b>AP COMPUTER SCIENCE AB 1-2</b>	<b>001070-001071</b>
Recommended Completion of:	Intro to Computer Programming or Consent of Instructor
Grade	9-12

AP Computer Science AB 1-2 is an in-depth practice and application of programming, algorithms, and data structures. Applications of computing provide the context in which these subjects are treated; and real time projects to which students can apply their knowledge. Programming language constitutes the vehicle for implementing computer-based solutions to particular problems. Treatments of computer systems and the social implications of computing are integrated into the course and not isolated as separate units. This course has been approved to meet the UC "g" requirement.

<b>DATA STRUCTURES 1-2</b>	<b>001072-001073</b>
Recommended Completion of:	Intro to Computer Programming or Consent of Instructor
Grade	9-12

Data Structures 1-2 is an in-depth practice and application of programming, algorithms, and data structures. Applications of computing provide the context in which these subjects are treated; and real time projects to which students can apply their knowledge. Programming language constitutes the vehicle for implementing computer-based solutions to particular problems. Treatments of computer systems and the social implications of computing are integrated into the course and not isolated as separate units. This course has been approved to meet the UC "g" requirement, the Practical Arts requirement, and the District's Computer Literacy requirement. Upon completion of this course with a grade of B or better, students will receive articulated college credit.

<b>ROBOTICS</b>	<b>000914-000915</b>
Recommended Completion of:	Algebra 1
Grade	9-12

Robotics 1-2 provides students the opportunity to work in engineering teams to design, build and test increasingly complex robots. The course will illustrate the engineering design process, the importance of integrating sensors, effectors and control, and briefly discuss robot learning and multi-robot systems. In the lab, robots will be used to solve weekly challenges. The course culminates in a final project where student teams design, build and program a robot for a final competition. Upon approval by the Board, this course will be submitted for UC "g" Elective Credit.

<b>INTRO TO ENGINEERING DESIGN 1-2</b>	<b>000854 -000855</b>
Recommended Completion of:	None
Grade	9-12

Introduction to Engineering Design 1-2 is an in-depth, project-based course that concentrates on Industrial Design/Technology and is divided into four units: Introduction to Design, Design Solutions, Reverse Engineering, and Design Problems. Part of the Project Lead the Way Engineering pathway curricula, this course will give students the opportunity to use technology to learn about Engineering and Industrial Design. This course is approved to meet the UC/CSU "g" requirement.

<b>CIVIL ENGINEERING &amp; ARCHITECTURE 1-2</b>	<b>000937 -000938</b>
Recommended Completion of:	Intro to Engineering Design 1-2
Grade	10-12

Civil Engineering and Architecture is a specialization course in the sequence of Project Lead the Way Engineering courses. This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields upon each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: Project Planning, Site Planning, Building Design, Project Documentation and Presentation. Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. The course will be submitted to UC to meet the UC “g” requirement upon approval by the Board under Project Lead the Way’s program status.

<b>INTRODUCTION TO FINANCE 1-2</b>	<b>000217 -000218</b>
Recommended Completion of:	Integrated Mathematics III/Algebra 3-4
Grade	10-12

Students will develop the skills needed to make sound financial decisions. Topics will include; payroll and taxes, banking, credit, budgeting, purchasing, economics, an introduction to statistics and business ethics. All of these topics will be taught through a lens of fiscal and ethical responsibility. The course examines and analyzes the nation's current economic standing and business ethic work practices as they apply to the financial market and current affairs. Students will solve and apply financial equations, including interest rates, basic accounting principles and statistical questions. This course is approved to meet the UC/CSU “g” requirement. Successful completion of the course will earn PUSD elective credit.

<b>MARKETING ECONOMICS 1 – 2</b>	<b>000985-000986</b>
Recommended Completion of:	None
Grade	10-12

Marketing Economics 1-2 is a course that develops skills related to marketing functions that are important to global economics and entrepreneurship. The primary objective of this course will be for students to understand the essential financial issues facing citizens and government policy-makers as it relates to researching, developing, and promoting products and services to consumers. Students will analyze the U.S. labor market and international markets to determine effects on economic behavior. Students will use critical thinking, reading, and writing skills to create real-world projects that lay the foundation for success in college, careers, and business ownership. Leadership skills and competitive business strategies are incorporated through DECA, An Association of Marketing Students. This course has been approved to meet the UC/CSU “g” requirement.

<b>FILM STUDIES</b>	<b>000808-000809</b>
Recommended Completion of:	HSE 1-2 and HSE 3-4
Grade	10-12

Film Studies is an elective course designed to provide students with a foundation of knowledge and understanding of film, and an appreciation for film; its history, composition, structure, and relationship to literature. This course will emphasize the film experience as a critical discipline that promotes serious reflection on movies and the role of film in culture, as students explore their physical, emotional, and intellectual responses to film. Using the CA Common Core State Standards for reading, writing, language acquisition, ad speaking and listening, Film Studies will continue to develop students’ critical thinking skills. This course will be submitted for UC/CSU “g” elective credit.



<b>PSYCHOLOGY 1/AP PSYCHOLOGY 1-2</b>	<b>001325-001327-001328</b>
Recommended Completion of:	Teacher recommendation
Grade	10-12

Psychology 1 is a course which deals with the factors which help to shape an individual's personality and behavior. Included are biological bases of behavior, physical maturation, the psychological development of the individual through various stages from infancy to adulthood, and perception. Other topics included are motivation, intelligence, and behavior disorders. Various strategies are discussed which can help people attain healthy, normal relationships and solutions to frustrations and conflicts. This course has been approved to meet the UC "g" requirement.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course has been approved to meet the UC "g" requirement.

<b>AP HUMAN GEORGRAPHY</b>	<b>001312-001313</b>
Recommended Completion of:	None
Grade	10-12

AP Human Geography introduces students to the basic concepts of human geography and provides a geographic framework for the analysis of current world problems through the use of case studies. The course develops students' abilities to ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions. This course will cover the basic concepts of geography, population, migration, folk and popular culture, language, religion, ethnicity, political geography, development, agriculture, industry, services, and urban geography.

<b>HISTORY &amp; APPRECIATION OF MUSIC</b>	<b>001150</b>
Recommended Completion of:	none
Grade	10-12

History and Appreciation of Music is a study of the basic concepts needed to develop an appreciation and an understanding of music. Historical development of music is the logical organizing and focal point throughout the course. Main emphasis is placed upon the art of intelligent listening. A variety of musical styles and forms are studied and listened to. This course may be used to meet the PUSD Fine Arts requirement.

<b>YEARBOOK</b>	<b>001630-001631-001631</b>
Recommended Completion of:	None
Grade	9-12

The basic purpose of the yearbook class is to produce a school yearbook. Students will learn copywriting, interviewing, photography, layout and design. Highly responsible students with initiative tackle long-term assignments that ultimately comprise the yearbook. Records must be kept, ads sold, pictures taken, copy prepared and money collected. This course may be taken for elective credit only.

<b>PLANNING AND LEADERSHIP/ASB 1-2-2</b>	<b>001879 -001880-001880</b>
Recommended Completion of:	Interview Process
Grade	9-12

ASB is a yearlong planning and leadership class in which students experience and gain skills in leadership, parliamentary procedures, group processes, event planning, organization, goal setting, communication strategies, community service, and school-wide involvement through the planning of events and activities

on campus. ASB oversees school clubs, budgets, staff and student recognition, publicity, public relations, student store, fundraising, dances, pep rallies, spirit days, cultural events, elections, link crew, and all class councils.

<b>VOCATIONAL LEARNING ASSISTANT</b>	<b>001830</b>
Recommended Completion of:	None

Vocational Learning Assistant is a course that functions much like cross-age tutoring. It is a vocational course concerned with developing employable skills and concepts for students interested in working with handicapped and learning-disabled children, preschool through grade 12. Students select or are assigned a work station such as LHM, RSP, aphasic, or other learning-disability group, where they can work on a tutorial basis with students. Students may be assigned at the secondary school site, a nursery school, a foster home, service station, food service, or other job-training site.

<b>WORK EXPERIENCE</b>	<b>001817-001818</b>
Recommended Completion of:	
Grade	10-12

Work Experience is open to students 16 years of age or older who are working at least ten hours a week and are being supervised on the job. Students may qualify for general or vocational work experience. Work experience provides an opportunity for students to sample systematically and observe a variety of conditions of work that will contribute to their career guidance and development. Emphasis is placed on recognition of the relevancy of the school curriculum in meeting career requirements, self-development, self-evaluation, and human relations. Related instruction is required for general work experience.

<b>ACADEMIC TUTOR</b>	<b>001860</b>
Recommended Completion of:	Teacher recommendation

Academic Tutor is a course in which students, under the supervision of a classroom teacher or counselor, tutor other students in a specific academic subject-area such as mathematics, English, science, foreign language, or social science. Teacher recommendation is required.

<b>LIBRARY ASSISTANT (LA)</b>	<b>001840</b>
Recommended Completion of:	None

Library Assistant is a course in which students work in the library assisting in shelving and mending books, processing new books, checking in and shelving new magazines, assisting with textbooks, assisting with audiovisual equipment, and helping other students find needed materials.

**NOTE: Students may take a maximum of two trimesters of LA/OA/TA. Students may be enrolled in only one school service class in a trimester ( LA, OA, TA, Academic Tutor, ASB).**

## SPECIAL EDUCATION

COURSE TITLE	COURSE NUMBER
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<b>L/VOCATIONAL DOMAIN SKILLS 1-2</b>	<b>001910-001911</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9

Vocational Domain Skills 1-2 will enable Special Education students to become more aware of themselves and their relationship to the world of work. Students will gain insights into the effect of their behavior on interpersonal relationships and job success. They will gain self-confidence and independence while learning basic reading, writing, and mobility skills necessary for successful job performance. Skill acquisition will be mastered in natural settings.

<b>L/VOCATIONAL DOMAIN SKILLS 3-4</b>	<b>001912-001913</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	10

Vocational Domain Skills 3-4 will enable Special Education students to become more aware of themselves and their relationship to the world of work. Students will gain insights into the effect of their behavior on interpersonal relationships and job success. They will gain self-confidence and independence while learning basic reading, writing, and mobility skills necessary for successful job performance. Skill acquisition will be mastered in natural settings.

<b>L/VOCATIONAL DOMAIN SKILLS 5-6</b>	<b>001914-001915</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	11

Vocational Domain Skills 5-6 will provide Special Education students the opportunity to acquire job-finding skills and to enter into, maintain, and advance in the work role. Opportunity will be provided for on-the-job training and job sampling in natural environments.

<b>L/VOCATIONAL DOMAIN SKILLS 7-8</b>	<b>001916-001917</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	12

Vocational Domain Skills 7-8 will provide Special Education students the opportunity to acquire job-finding skills and to enter into, maintain, and advance in the work role. Opportunity will be provided for on-the-job training and job sampling in natural environments.

<b>L/DOMESTIC DOMAIN SKILLS 1-2</b>	<b>001918-001919</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9-10

Domestic Domain Skills 1-2 will provide training in daily living skills for Special Education students in accordance with their Individualized Education Program (IEP). This course will offer critical independent

living experiences in managing a household, preparing meals, caring for personal needs, and social/emotional development.

<b>L/DOMESTIC DOMAIN SKILLS 3-4</b>	<b>100920-001921</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	10

Domestic Domain Skills 3-4 will provide training in daily living skills for Special Education students in accordance with their Individualized Education Program (IEP). This course will offer critical independent living experiences in managing a household, preparing meals, caring for personal needs, and social/emotional development.

<b>L/ DOMESTIC DOMAIN SKILLS 5-6</b>	<b>001922-001923</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	11

Domestic Domain Skills 5-6 will provide training in daily living skills for Special Education students in accordance with their Individualized Education Program (IEP). This course will offer critical independent living experiences in managing a household, preparing meals, caring for personal needs, and social/emotional development.

<b>L/ DOMESTIC DOMAIN SKILLS 7-8</b>	<b>001924-001925</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	12

Domestic Domain Skills 7-8 will provide training in daily living skills for Special Education students in accordance with their Individualized Education Program (IEP). This course will offer critical independent living experiences in managing a household, preparing meals, caring for personal needs, and social/emotional development.

<b>L/ COMMUNITY DOMAIN SKILLS 1-2</b>	<b>001926-001927</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9

Community Domain Skills 1-2 is a course that will provide Special Education students training in money management and community/civic responsibilities. Familiarization with community resources will be emphasized. Exploration of community transportation options will be covered.

<b>L/ COMMUNITY DOMAIN SKILLS 3-4</b>	<b>001928-001929</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	10

Community Domain Skills 3-4 is a course that will provide Special Education students training in money management and community/civic responsibilities. Familiarization with community resources will be emphasized. Exploration of community transportation options will be covered.

<b>L/ COMMUNITY DOMAIN SKILLS 5-6</b>	<b>001930-001931</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	11

Community Domain Skills 5-6 is a course that will provide Special Education students training in money management and community/civic responsibilities. Familiarization with community resources will be emphasized. Exploration of community transportation options will be covered.

<b>L/ COMMUNITY DOMAIN SKILLS 7-8</b>	<b>001932-001933</b>
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Recommended Completion of:	Special Education course/must have IEP
Grade	12

Community Domain Skills 7-8 is a course that will provide Special Education students training in money management and community/civic responsibilities. Familiarization with community resources will be emphasized. Exploration of community transportation options will be covered.

<b>L/ RECREATION/LEISURE DOMAIN SKILLS 1-2</b>	<b>001934-001935</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	10

It is recognized that handicapped adults may have more recreation/leisure time available than non-handicapped adults due to limited employment options. Training and instruction in this domain are necessary as in other domains for full participation as adult members of society. This course will provide training and participation in a variety of age-appropriate activities in their natural environments.

<b>L/ RECREATION/LEISURE DOMAIN SKILLS 3-4</b>	<b>001936-001937</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	10

It is recognized that handicapped adults may have more recreation/leisure time available than non-handicapped adults due to limited employment options. Training and instruction in this domain are necessary as in other domains for full participation as adult members of society. This course will provide training and participation in a variety of age-appropriate activities in their natural environments.

<b>L/ RECREATION/LEISURE DOMAIN SKILLS 5-6</b>	<b>001938-001939</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	11

It is recognized that handicapped adults may have more recreation/leisure time available than non-handicapped adults due to limited employment options. Training and instruction in this domain are necessary as in other domains for full participation as adult members of society. This course will provide training and participation in a variety of age-appropriate activities in their natural environments.

<b>L/ RECREATION/LEISURE DOMAIN SKILLS 7-8</b>	<b>001940-001941</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	12

It is recognized that handicapped adults may have more recreation/leisure time available than non-handicapped adults due to limited employment options. Training and instruction in this domain are necessary as in other domains for full participation as adult members of society. This course will provide training and participation in a variety of age-appropriate activities in their natural environments.

<b>L/ READING SKILLS 1-2</b>	<b>002014-002015</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9-12

L/Reading Skills is a course designed for Special Education students with significant learning disabilities. It provides guidance in the development of very basic reading and language skills. The program begins at the student's present reading level and works towards language growth in word attack, vocabulary, and comprehensive skills. This course also focuses on functional reading skills.

<b>L/ READING SKILLS 3-4</b>	<b>002016-002017</b>
Recommended Completion of:	Special Education course/must have IEP

Grade	9-12
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L/Reading Skills is a course designed for Special Education students with significant learning disabilities. It provides guidance in the development of very basic reading and language skills. The program begins at the student's present reading level and works towards language growth in word attack, vocabulary, and comprehensive skills. This course also focuses on functional reading skills.

<b>L/ READING SKILLS 5-6</b>	<b>002094-002095</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9-12

L/Reading Skills is a course designed for Special Education students with significant learning disabilities. It provides guidance in the development of very basic reading and language skills. The program begins at the student's present reading level and works towards language growth in word attack, vocabulary, and comprehensive skills. This course also focuses on functional reading skills.

<b>L/ READING SKILLS 7-8</b>	<b>002096-002097</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9-12

L/Reading Skills is a course designed for Special Education students with significant learning disabilities. It provides guidance in the development of very basic reading and language skills. The program begins at the student's present reading level and works towards language growth in word attack, vocabulary, and comprehensive skills. This course also focuses on functional reading skills.

<b>L/ ENGLISH 1-2</b>	<b>002020-002021</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9

L/English 1-2 is a one-year English class for special education students. Enrollment is recommended for those students reading and writing significantly below grade level and require small group instruction. The focus includes development of skills: vocabulary, reading comprehension, lifelong reading habits, study and research, literary response and analysis, multi-paragraph essays, proofreading and self-editing, basics of MLA, and speaking and listening strategies.

<b>L/ ENGLISH 3-4</b>	<b>002022-002023</b>
Recommended Completion of:	L/English 1-2
Grade	10

L/English 3-4 is a one-year English class for special education students. Enrollment is recommended for those students reading and writing significantly below grade level and require small group instruction. The focus includes development of skills: vocabulary, reading comprehension, lifelong reading habits, study and research, literary response and analysis, multi-paragraph essays, proofreading and self-editing, basics of MLA, and speaking and listening strategies.

<b>L/ ENGLISH 5-6</b>	<b>002024-002025</b>
Recommended Completion of:	L/English 1-2, L/English 3-4, or equivalent
Grade	11

L/English 5-6 is a one-year English class for special education students. Enrollment is recommended for those students reading and writing significantly below grade level and require small group instruction. The focus includes development of skills to improve critical reading and writing through the use of fiction

and nonfiction stories, novels, and drama by American authors. Multi-paragraph composition and research writing skills will be addressed.

<b>L/ ENGLISH 7-8</b>	<b>002026-002027</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	12

L/English 7-8 is a one-year English class for special education students. Enrollment is recommended for those students reading and writing significantly below grade level and require small group instruction. The focus includes development of skills to improve critical reading skills and written language through the use of fiction and nonfiction stories, novels, and drama. Multi-paragraph composition and research writing skills will be addressed.

<b>L/ WORLD HISTORY 1-2</b>	<b>002048-002049</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	10-12

L/World History 1-2 is a chronological survey of the modern world from the late 18<sup>th</sup> century to the present. This course is for Special Education students who are reading at approximately 4.0 grade level and above and who are in need of extensive work on both reading and writing skills.

<b>L/ U.S. HISTORY 1-2</b>	<b>002050-002051</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	11-12

In this course students examine major turning points in American History in the twentieth century. This course is for students who are reading at 6.5 grade level or below and are currently enrolled in Special Education.

<b>L/ CIVICS</b>	<b>002052</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	12

L/Civics is designed to help individual students become more aware of the benefits of citizen involvement in American politics. This course includes the factors affecting political behavior; the philosophical basis of a democratic society; a pragmatic view of the system's operation; the political, economic, and social factors and their impact on political behavior and decision making; the relationship of the branches of government; and the impact of political decision making on social, economic, and political issues. This course will place an emphasis on individual reading, writing, and oral communication skills within the social sciences.

<b>L/ ECONOMICS</b>	<b>002054</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	12

L/Economics is designed for Special Education students with lower academic skills and who are in need of extensive work on both reading and writing skills. The course will deal with the major concepts of economics with emphasis on their practical personal application. The content will include (1) fundamental economic concepts; (2) the role of government, labor, and business in the functioning of the economy; (3) a useable understanding of the United States economy as it relates to students as consumers, workers, and citizens; (4) practical money and financial management.

<b>L/ LEARNING STRATEGIES 1-2 -2</b>	<b>002062-002063-052063</b>
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Recommended Completion of:	Special Education course/must have IEP
Grade	9-12

L/Learning Strategies 1-2 is designed to enable special education students to be more successful in regular content classes. The course will combine a strategies intervention approach with tutorial assistance. Recent research has shown that low achieving students can be taught "how to learn" by teaching them learning strategies, which are techniques, principles, or rules that enable the student to learn to solve problems and complete tasks independently. Task specific learning strategies include such things as: reading textbooks, paraphrasing, note taking, listening to lectures, test taking, writing papers, and assignment completion. The course will focus on teaching these strategies utilizing content material from the regular class.

<b>L/ BIOLOGY 1-2</b>	<b>002072-002073</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9-10

L/Biology 1-2 is a one-year laboratory science course designed to meet the needs of those students who are unable to achieve success in a mainstream course. Enrollment is recommended for those reading and writing below grade level. The focus is on the diversity and interdependence of organisms as applied to biological systems, genetics, evolution, ecology, and physiological processes. Lab skills will be emphasized and field activities will be included. The course is aligned to PUSD and State Standards for Science.

<b>L/ GEOSCIENCE 1-2</b>	<b>002074-002075</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9-10

L/Geoscience 1-2 is a one-year laboratory science course designed to meet the needs of those students who are unable to achieve success in a mainstream course. Enrollment is recommended for those students reading and writing below grade level. The focus of this course is on the basic concepts and skills of chemistry and physics through the detailed study of the Earth and Space sciences. This course focuses on the dynamic interrelationships between the atmosphere, geosphere, hydrosphere, biosphere, and the Earth-universe system. There is a strong emphasis on qualitative and quantitative laboratory activities that foster a deeper understanding of content, while emphasizing problem-solving and critical thinking skills. Laboratory activities include traditional methodologies and include the use of electronic and digital technologies. This course is aligned to PUSD and State Standards for Science.

<b>L/ ALGEBRA 1A-1B</b>	<b>002090-002091</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9-12

Algebra L/1A-1B is the first part of a comprehensive study of algebra. Students will study the skills and concepts of number sense and operations; patterns and functions; measurement; and problem solving in relation to algebraic thinking and reasoning. This course has been aligned to PUSD and State Standards for Mathematics and meets the Poway Unified School District math requirement. The course will also emphasize major concepts on the CAHSEE.

<b>L/ ALGEBRA 2A-2B</b>	<b>002092-002093</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	10-12

This course will continue the study of number sense and operations, patterns and functions, measurement and geometry, statistics, algebra concepts and simple equations, equations and inequalities, and graphing and writing linear equations and also develop an understanding of systems of equations and inequalities,



quadratic equations and functions, right triangles and radical expressions, and rational expressions and functions. The course will also emphasize major concepts on CAHSEE.

<b>L/ ALGEBRA 1-2</b>	<b>002042-002043</b>
Recommended Completion of:	Special Education course/must have IEP
Grade	9-12

This course introduces the principles of algebra. Students will learn to solve linear equations and factor integers and algebraic expressions. Systems of linear equations, the relationship of algebra to geometry, and solving and graphing quadratic equations will be studied.

