## Career Technical Education

### Auto Technology 1,2 (8304, 8305)

**Grade Level:** 11–12  
**Prerequisites:** zx3709/CTE  
**Course duration:** Two to six semesters  
**Type of graduation credit earned:** Practical Arts; community classroom sections may be repeated for credit

**Course Description**

Automotive Technology 1,2 (8304, 8305) is an intermediate-level automotive technology course that provides students with the technical training needed to pursue career opportunities at independent and manufacturer-dealership automotive repair facilities. The course focuses on three concentrations areas of the 2012 National Automotive Technician Education Foundation (NATEF) standards—electrical systems, engine performance, and air conditioning—and qualifies for NATEF accreditation. Students are encouraged to obtain industry certification by taking the Automotive Service Excellence (ASE) examination upon completion of this course.

Automotive Technology 3,4 (8306, 8307) is an advanced automotive technology course that focuses on two concentration areas of the 2012 National Automotive Technician Education Foundation (NATEF) standards—steering and suspension systems, and brake systems—and meets requirements for NATEF accreditation. Students are encouraged to take the Automotive Service Excellence (ASE) examination upon completion of this course.

Finally, Automotive Technology 5,6 (8308, 8309) is a Cooperative Vocational Education (CVE) course that addresses all eight areas of the National Automotive Technician Education Foundation (NATEF) standards. Students in this course are placed in automotive internships, with related classroom instruction occurring at least one hour a week. Supplemental NATEF tasks that require advanced critical-thinking and problem-solving skills are augmented by in-class coursework.

### Auto Technology 3,4 (8306, 8307)

**Grade Level:** 11–12  
**Prerequisites:** zx3709/CTE  
**Course duration:** Two to six semesters  
**Type of graduation credit earned:** Practical Arts; community classroom sections may be repeated for credit

**Course Description**

Automotive Technology 1,2 (8304, 8305) is an intermediate-level automotive technology course that provides students with the technical training needed to pursue career opportunities at independent and manufacturer-dealership automotive repair facilities. The course focuses on three concentrations areas of the 2012 National Automotive Technician Education Foundation (NATEF) standards—electrical systems, engine performance, and air conditioning—and qualifies for NATEF accreditation. Students are encouraged to obtain industry certification by taking the Automotive Service Excellence (ASE) examination upon completion of this course.

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Computer Science Principles 1, 2  (AP (HP)) (4463, 4464)
Grade Level:  10–11
Prerequisites:  Foundations in Information Technology 1, 2
Course duration:  Two semesters
Type of graduation credit earned:  Practical Arts; weighted

Course Description
Honors Preparatory Course (HP). This course meets the University of California’s g (college-preparatory electives) subject-area requirement. This course is designed to provide a broad overview of computer science that will develop computational thinking practices and creativity. Students will examine the practical and ethical impact of advances in computing on people and society. They will also learn how to analyze a problem and create a digital artifact in environments such as Alice, Python, and AppInventor. By the end of this course, students will be able to critically analyze computing innovations, as well as create applications that express their interests.

Cybersecurity II  (8179, 8180)
Grade Level:  11

Course Description
Cybersecurity II builds on the technical skills and knowledge students acquired in Cybersecurity Linked Learning. Cyber Security II prepares students for post-secondary information technology majors and for careers in network administration and information technology support services with a focus on cybersecurity. The course includes the utilization of online educational/technical modules that provide hands-on knowledge, critical thinking, and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry recognized certifications. Students research and address ethical and legal standards, leadership, information administration, and mitigate cyber vulnerabilities through intricate problem-solving scenarios mandating critical thinking, incident response and analysis, and collaboration. Curriculum content is designed to ensure a deeper understanding of privacy, reliability, and integrity of information systems for students preparing for careers in Cybersecurity and Information and Communications Technology (ICT).

Foundations in Information Technology 1, 2 (P) (3705, 3706)
Grade Level:  9–10
Prerequisites:  None
Course duration:  Two semesters
Type of graduation credit earned:  Practical Arts

Course Description
College Preparatory Course (P): This course meets the University of California’s g (college preparatory elective) subject-area requirement.

This introductory course uses a thematic approach to help students acquire basic technology skills aligned to the four career pathways of the Information and Communication Technologies industry sector: Games and Simulation, Information Support and Services, Networking, and Software and Systems Development. Students are introduced to technology concepts and practices, and gain a foundational understanding of each of the four pathways.

Foundations of Legal Practice Community Classroom 5, 6  (8397, 8398)
Grade Level:  11–12
Prerequisites:  Introduction to Criminal Justice Careers 1, 2; zx3767/CTE
Course duration:  Two to four semesters
Type of graduation credit earned:  Practical Arts; community classroom sections may be repeated for credit

Course Description
College Preparatory Course (P): 8393, 8394. This course meets the University of California’s g (college preparatory elective) subject-area requirement.

This advanced-level course provides an overview of the origins, concepts, and practices relevant to the practice of law. It examines the development of the American legal system as well as the principles of our judicial system. Students have the opportunity to witness and engage with practicing attorneys in several specialties and to participate in the judicial process through teen court, conflict resolution, and other types of legal venues.

Paid and unpaid internships are part of the course curriculum.
Foundations of Transportation 1,2 (3709, 3710)
Grade Level: 9–10
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: Practical Arts

Course Description
Foundations of Transportation is an introductory automotive technology course for the Transportation industry sector’s Systems Diagnostics and Service career pathway. It focuses on three concentration areas of the 2012 National Automotive Technical Education Foundation (NATEF) standards—engine systems, manual transmissions, and automatic transmissions. The course qualifies for NATEF accreditation, and students are encouraged to take the Auto Service Excellence (ASE) examination upon course completion.

Introduction to the Law 1,2 (P) (3767, 3768)
Grade Level: 10–12; may be taken in grade 9 with teacher recommendation
Prerequisites: Concurrent enrollment in grade-level history/social science course
Course duration: Two semesters
Type of graduation credit earned: Elective

Course Description
College Preparatory Course (P). This course meets the University of California’s g (college-preparatory elective) subject-area requirement. This is a California Partnership Academy (CPA) course that introduces students to legal concepts, principles and procedures. It is designed to provide students with an understanding of the structure of the American legal system, including the role of the judicial, legislative, and executive branches. Students learn the philosophical underpinnings of law, the history of law in the United States, and the different types of law, such as criminal, civil, family, and business. Students explore careers related to the legal profession, and participate in Mock Trial and Moot Court activities.

Medical Interventions 1,2 (P) (8265, 8266)
Grade Level: 11
Prerequisites: Principles of Biomedical Sciences 1,2
Course duration: Two to six semesters
Type of graduation credit earned: Practical Arts

Course Description
College Preparatory Course (P): This course meets the University of California’s d (laboratory science) subject-area requirement. Students in this course are introduced to a wide range of medical interventions related to immunology, genetics, pharmacology, surgery, medical devices and diagnostics. Interventions range from simple diagnostic tests to the treatment of complex diseases and disorders; all are aimed at extending and improving quality of life. Lifestyle choices and preventive measures are emphasized throughout the course.

Principles of Biomedical Sciences 1,2 (P) (3311, 3312)
Grade Level: 9
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: Science

Course Description
College Preparatory Course (P). This course meets the University of California’s d (laboratory science) subject-area requirement. Students in this course are introduced to the study of human medicine, including research processes and bioinformatics. Hands-on projects enable students to investigate the human body systems and various health conditions, including: heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They investigate lifestyle choices and medical treatments that may prolong the lives of people living with these diseases. Other topics include metabolism, inheritance of traits, feedback systems, and defense against disease. This course is designed to lay the scientific foundation for the rest of the courses in the PLTW Biomedical Science Program, and provide students with a general overview of the concepts and ideas they will explore in greater detail later.

This course reinforces Common Core State Standards and California Career Technical Education model curriculum standards in a relevant, applied setting.
Grade Level: 12
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: Government

Course Description

College Preparatory Course (P). This course meets the University of California’s a (history) subject-area requirement. This course places the study of American government and civics within the context of the Legal and Government Services pathway of the Public Services CTE industry sector. It introduces students to the principles on which the United States was founded, including the structures of government, the balance between individual and civil liberties, and the ways in which order is maintained through law enforcement and judiciary systems.
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<td>(4251)</td>
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American Literature 1,2 (P) (1583, 1584)
Grade Level: 11
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: English Language Arts

Course Description
College Preparatory Course (P). This course meets the University of California’s b (English) subject-area requirement.

This course emphasizes skills and strategies for independent reading of, analyzing, and writing about works of American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others’ ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

American Literature 1,2 Honors (HP) (1589, 1590)
Grade Level: 11–12
Prerequisites: Recommendation of English teacher
Course duration: Two semesters
Type of graduation credit earned: English Language Arts; weighted

Course Description
Honors Preparatory Course (HP). This course meets the University of California’s b (English) subject-area requirement. This course follows the curriculum for American Literature in greater depth, with more complexity and novelty, and at an accelerated pace. This course emphasizes skills and strategies for independent reading and analysis of, and writing about, American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others’ ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences. All students enrolled in this class take a comprehensive written final examination required by the University of the California in order to earn weighted credit. The purpose of the final exam is to allow students to exhibit depth of knowledge and sustained mastery of the subject material.

English 1,2 (P) (1540, 1541)
Grade Level: 9
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: English Language Arts

Course Description
College Preparatory Course (P). This course meets the University of California’s b (English) subject-area requirement. English 1,2 is a one-period, balanced literacy course required of all grade 9 students, except those enrolled in English 1,2 Block or ELD 5,6. The course content focuses on teaching students skills and strategies for critical, independent reading and writing of complex expository and narrative texts. The course utilizes balanced literacy instructional approaches. Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others’ ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

English 3,4 (P) (1570, 1571)
Grade Level: 10
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: English Language Arts

Course Description
College Preparatory Course (P). This course meets the University of California’s b (English) subject-area requirement. English 3,4 is a one-period literacy course required of all grade 10 students, except those enrolled in English 3,4 Block or English 3,4 Advanced. The course content focuses on teaching students skills and strategies for critical, independent reading and writing of increasingly complex expository and narrative texts. Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others’ ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

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**English 3,4 Advanced (P) (1572, 1573)**

| Grade Level: | 10 |
| Prerequisites: | Upper quartile in academic achievement (GPA) or recommendation of teacher |
| Course duration: | Two semesters |
| Type of graduation credit earned: | English Language Arts |

**Course Description**

College Preparatory Course (P). This course meets the University of California’s b (English) subject-area requirement. Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others’ ideas. While similar to English 3,4, this course offers greater depth, complexity, novelty, and an accelerated pace for students who perform in the upper quartile in academic achievement or who have a teacher recommendation. The course meets the requirements for the Diploma with Academic Distinction.

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**English Language and Composition 1,2 AP (HP) (1655, 1656)**

| Grade Level: | 11–12 |
| Prerequisites: | None |
| Course duration: | Two semesters |
| Type of graduation credit earned: | English Language Arts; weighted |

**Course Description**

Honors Preparatory Course (HP). This course meets the University of California’s b (English) subject-area requirement. This Advanced Placement English course is designed to help students become more skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer’s purposes, audience, expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effective writing. This course (a) meets the district’s American literature graduation requirement, (b) meets the requirements for the Diploma with Academic Distinction, and (c) prepares students for the AP Examination in English Language and Composition.

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**Expository Reading and Writing (ERWC) 1,2 (P) (1698, 1699)**

| Grade Level: | 12 |
| Prerequisites: | Score of EAP Achievement Level 3 (Standard Met) on the English portion of the grade 11 California Assessment of Student Performance and Progress (CAASPP) test. |
| Course duration: | Two semesters |
| Type of graduation credit earned: | English Language Arts |

**Course Description**

College Preparatory Course (P). This course meets the University of California’s b (English) subject-area requirement. This course is for college-bound seniors with an EAP status of “conditionally ready” based on the results of their grade 11 CAASPP tests in English. The goal of the CSU Expository Reading and Writing (ERWC) course is to prepare college-bound students for the literacy demands of higher education. Students are expected to increase their awareness of rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and to provide lengthy, independently written responses. Students who earn a grade of C or better in this course and who have an EAP status of “conditionally ready” will be considered remediated and will no longer need to take the CSU English placement test (EPT) or remedial English courses once enrolled in the CSU system.

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**Publications (Yearbook) 9th–12th (8421)**

| Grade Level: | 9–12 |
| Prerequisites: | Local option |
| Course duration: | One or two semesters; may be repeated for credit |
| Type of graduation credit earned: | Practical Arts |

**Course Description**

This course provides individual specialized training and production work in publishing the school yearbook.
English Language Development

**ELD 1-2 (1575, 1576)**

**Grade Level:** 9–12  
**Prerequisites:** Less on one year enrollment in U.S. schools and a CELDT score indicating beginning level  
**Course duration:** One-period, yearlong course or two-period, yearlong course  
**Type of graduation credit earned:** Elective

**Course Description**

ELD 1-2, ELD Literacy Support, and ELD Literacy Block provide a balanced approach to English language development, using communication-based, content-based, and literature-based activities. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students learn to understand conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills using language already practiced orally. The emphasis at this level is on listening comprehension and oral production in English; students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. Strategies such as shared and modeled reading and writing frequently use the students’ own oral language to develop their literacy skills. Course content is based on the state-adopted English language development standards and framework for the beginning proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

**ELD 3-4 (1577, 1578)**

**Grade Level:** 9–12  
**Prerequisites:** Enrollment in U.S. schools for one to two and a half years and a CELDT score indicating early intermediate level  
**Course duration:** One-period, yearlong course or two-period, yearlong course  
**Type of graduation credit earned:** Elective

**Course Description**

This course continues the development of listening, speaking, reading, and writing skills in English with increased focus on reading and writing. In this course, students begin to understand and use language and information in a wide range of situations. Control of basic grammar is evident but may be inconsistent. Reading and writing activities reflect and extend the level of oral English development of students, and the content extends their English language experiences. The reading of content-area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the state-adopted English language development standards and framework for the early intermediate proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

**ELD 5-6 (1579, 1580)**

**Grade Level:** 9–12  
**Prerequisites:** Enrollment in U.S. schools for 2 to 3 years and a CELDT score indicating intermediate level/early advance  
**Course duration:** One-period, yearlong course  
**Type of graduation credit earned:** ELD 5-6 earns English Language Arts credit; ELD 5-6 Literacy Support earns Elective credit

**Course Description**

This course continues the development of listening, speaking, reading, and writing skills in English with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of idiomatic expressions, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read and write across a variety of genres, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course prepares students to succeed in the Mainstream English Cluster (grade-level English courses) by helping them develop appropriate academic language and learning strategies. Course content is based on the state-adopted English language development standards and framework for the intermediate proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.
Government and Politics: United States AP (HP) (6839)
Grade Level: 12
Prerequisites: None
Course duration: One semester
Type of graduation credit earned: History–Social Studies (Government), weighted

Course Description
Honors Preparatory Course (HP). This course meets the University of California’s a (history) subject area requirement. This course provides more challenging instruction to students in grade 12 to enable them to meet the mandated requirement in American Government. The course includes an in-depth study of the nature of the American political system, its development over the last 200 years, and how it works today. The course follows the standard syllabus of Advanced Placement Government and Politics: United States, as specified by the College Board. It prepares students to achieve satisfactory results on the Advanced Placement Examination in Government and Politics: United States and thus the opportunity to earn college credit.

Modern World History and Geography 1,2 (P) (6605, 6606)
Grade Level: 10
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: History–Social Studies (World History)

Course Description
College Preparatory Course (P). This course meets the University of California’s a (history) subject-area requirement. In this course students examine the following strands: history, geography, economics, culture, and ethics. The course emphasizes national identity, constitutional heritage, and citizenship. It exercises varied study, visual, map/globe, and critical-thinking skills. World history from the late 1700s to the present is explored. The curriculum is designed to increase students’ capacity to think analytically and critically.

This course is required of all students at grade 10 except for those enrolled in a designated advanced alternative.

Psychology 1,2 AP (HP) (6834, 6835)
Grade Level: 10–12
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: Elective, weighted

Course Description
Honors Preparatory Course (HP). This course meets the University of California’s g (college preparatory elective) subject area requirement. This two-semester course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists use in their science and practice. This course prepares students to take the Advanced Placement Examination in Psychology.

United States History and Geography 1,2 (P) (6701, 6702)
Grade Level: 11
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: U.S. History

Course Description
College Preparatory Course (P). This course meets the University of California’s a (history) subject area requirement. This is a required course for all grade 11 students except those taking a designated alternative. In the course students examine major turning points in American history in the twentieth century. The course begins with a review of U.S. history with an emphasis on the nation’s beginnings and the industrial transformation of the new nation. Students then study the Progressive Era, American participation in World War I and World War II, the Great Depression, and national issues in the post–World War II era. They will also examine elements of culture, including religion, literature, drama, art, music, education, and the role of media. This course emphasizes the relevance of history to students’ daily lives and helps them understand how the ideas and events of the past shape the institutions and debates of contemporary America.
World History 1,2 AP (HP) (6639, 6640)

Grade Level: 10–11
Prerequisites: Successful completion of a grade 9 history–social studies course and/or counselor and teacher recommendation

Course duration: Two-semesters

Type of graduation credit earned: World History, weighted

Course Description

Honors Preparatory Course (HP). This course meets the University of California’s a (history) subject area requirement.

World History Advanced Placement is a two-semester course that is broader and more rigorous than the World History Advanced course (6645, 6646). This course emphasizes cross-cultural and cross-period global processes and relationships over the traditional chronological approach so that students gain historical perspective on a global array of civilizations, not just Western ones. Students enrolled in this course will be prepared to take the AP World History examination.
Mathematics

Calculus AB 1-2 AP (HP) (4189, 4190)
Grade Level: 11–12
Prerequisites: Integrated Math III A-B Advanced or Precalculus 1-2 Honors and student meets the district’s recommended criteria for placement
Course duration: One year
Type of graduation credit earned: Mathematics; weighted

Course Description
Honors Preparatory Course (HP). This course meets the University of California’s c (mathematics) subject-area requirement. This course follows the standard syllabus of Advanced Placement Calculus AB as described in the College Board’s most recent Advanced Placement Course Description: Calculus. It provides students the opportunity to sit for an advanced placement examination and earn college credit if they obtain a score of 3, 4, or 5 on the exam.

Integrated Math I A-B (P) (4157, 4158)
Grade Level: 9–10
Prerequisites: None
Course duration: One year
Type of graduation credit earned: Mathematics

Course Description
College Preparatory Course (P). This course meets the University of California’s c (mathematics) subject-area requirement. Integrated Math I is the first of three high school–level courses that integrate the content of algebra, geometry, and intermediate algebra, as defined by the Mathematics Framework for California Public Schools, under the Common Core State Standards. This course formalizes and extends the mathematics that students learned in middle school.

Integrated Math II A-B (P) (4159, 4160)
Grade Level: 9–11
Prerequisites: Integrated Math I A-B or Integrated Math I Advanced
Course duration: One year
Type of graduation credit earned: Mathematics

Course Description
College Preparatory Course (P). This course meets the University of California’s c (mathematics) subject-area requirement. Integrated Math II is the second of three high school–level courses that integrate the content of algebra, geometry, and intermediate algebra, as defined by the Mathematics Framework for California Public Schools, under the Common Core State Standards. This course focuses on quadratic expressions, equations, and functions while comparing their characteristics and behavior to those of linear and exponential relationships as encountered in Integrated Math I A-B.

Integrated Math II A-B Advanced (P) (4167, 4168)
Grade Level: 9–11
Prerequisites: Integrated Math I Advanced or student meets the district’s recommended criteria for placement
Course duration: One year
Type of graduation credit earned: Mathematics

Course Description
College Preparatory Course (P). This course meets the University of California’s c (mathematics) subject-area requirement. Integrated Math II Advanced is the second course in the accelerated pathway to calculus. The course integrates the Common Core State Standards as outlined in the Mathematics Framework for California Public Schools with additional higher-level standards. The intent of the course is to prepare students for Integrated Math III A-B Advanced. Students will be exposed to the content of the standard Integrated Math II A-B course with the expectation that they will explore that content more deeply, including studying and analyzing conic sections and vectors and their relationships to complex numbers.
### Integrated Math III A-B (P) (4163, 4164)

| Grade Level: | 10–12 |
| Prerequisites: | Integrated Math II A-B or Integrated Math II A-B |
| Course duration: | One year |
| Type of graduation credit earned: | Mathematics |

**Course Description**

College Preparatory Course (P). This course meets the University of California’s c (mathematics) subject-area requirement.

Integrated Math III is the third of three high school–level courses that integrate algebra, geometry, trigonometry, and statistics under the Common Core State Standards. The course extends the mathematics students learned in Integrated Math II A-B. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand study of right-triangle trigonometry to include general triangles. They bring together data, functions, and geometry to create models and solve contextual problems.

### Precalculus 1-2 (P) (4161, 4162)

| Grade Level: | 11–12 |
| Prerequisites: | Integrated Math III or Integrated Math III A-B Advanced |
| Course duration: | One year |
| Type of graduation credit earned: | Mathematics |

**Course Description**

College Preparatory Course (P). This course meets the University of California’s c (mathematics) subject-area requirement.

This course is normally offered only to grade 12 students and well-prepared grade 11 students. The course includes two semesters of integrated concepts of trigonometry and advanced algebra in such a form as to make them most useful for later study of analytic geometry and calculus. This course also includes an introduction to topics in discrete mathematics.

### Precalculus 1-2 Honors (HP) (4181, 4182)

| Grade Level: | 11–12 |
| Prerequisites: | Integrated Math III or Integrated Math III A-B Advanced |
| Course duration: | One year |
| Type of graduation credit earned: | Mathematics; weighted |

**Course Description**

Honors Preparatory Course (HP). This course meets the University of California’s c (mathematics) subject-area requirement.

This course is offered to grade 11 students who have demonstrated superior achievement and motivation in mathematics. The course is designed to be a third-year course in algebra. It includes a strong treatment of trigonometry, limits, and algebraic functions. After successful completion of this course, the student will be prepared for the first course of calculus.
AJROTC CORE 9 (4510)

Army JROTC Core 11,12 (4591, 4592)

Grade Level: 11
Prerequisites: Students must have completed the entire sequence of Army Junior Reserve Officers Training Corps (JROTC) courses 1–8 (4501–4508 or 4561–4568) in order to enroll in these courses.

Course duration: Two quarters
Type of graduation credit earned: Elective

Course Description
This course is designed to be offered in schools with block scheduling. Because students in block-scheduled schools complete Army JROTC courses 1–8 in two years instead of four (i.e., in grade 10), this course will allow them to continue in JROTC through the end of the grade 12.

Course content expands on the mandatory training information covered in the first eight courses and includes elective elements that provide cadets with additional opportunities outside the scope of the mandatory curriculum established by the Junior ROTC Directorate in Fort Monroe, Va.

Army JROTC Core 13,14 (4593, 4594)

Grade Level: 11
Prerequisites: zx4591/MIL
Course duration: Two semesters
Type of graduation credit earned: Elective

Course Description
This course is designed to be offered in schools with block scheduling. Because students in block-scheduled schools complete Army JROTC courses 1–8 in two years instead of four (i.e., in grade 10), this course will allow them to continue in JROTC through the end of the grade 12.

Course content expands on the mandatory training information covered in the first eight courses and includes elective elements that provide cadets with additional opportunities outside the scope of the mandatory curriculum established by the Junior ROTC Directorate in Fort Monroe, Va.

Army JROTC Core 17,18 (4597, 4598)

Grade Level: 12
Prerequisites: zx4595/MIL

Course duration: Two semesters
Type of graduation credit earned: Elective

Course Description
This course is designed to be offered in schools with block scheduling. Because students in block-scheduled schools complete Army JROTC courses 1–8 in two years instead of four (i.e., in grade 10), this course will allow them to continue in JROTC through the end of the grade 12.

Course content expands on the mandatory training information covered in the first eight courses and includes elective elements that provide cadets with additional opportunities outside the scope of the mandatory curriculum established by the Junior ROTC Directorate in Fort Monroe, Va.
### Army JROTC Core 3, 4 (4503, 4504)

**Grade Level:** 10–12  
**Prerequisites:** JROTC Core 1, 2  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Physical Education/Military Science

**Course Description**
Intermediate Leadership Development. This is the second course in a series of four Army JROTC courses. It may be taken in grades 10, 11, or 12. Students are assigned to their first leadership positions. They are responsible for initial guidance to new students. Responsibility to self and to the other team members is emphasized.

This course includes a physical education component. Students participate in moderate to vigorous physical activity; apply the principles of exercise to challenging physical activities; identify and achieve levels of excellence in physical fitness beyond the state fitness standards. They meet or exceed high school physical education content standards 1–3. Students receive instruction in the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense.

Each of the subject areas listed below is covered in the course, and students are evaluated in each subject area. Selected optional subjects should be devoted to activities and learning leading to citizenship and/or vocational knowledge and skills.

- Leadership Theory and Application
- Foundations for Success Wellness, Fitness, and First Aid
- Geography and Earth Science
- Citizenship and American History
- Command and Staff Procedures
- Electives
  - Success Profiler
  - Quantum Learning
  - Service Learning

### Army JROTC Core 5, 6 (4505, 4506)

**Grade Level:** 11–12  
**Prerequisites:** JROTC Core 3, 4  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Physical Education/Military Science

**Course Description**
Applied Leadership Development. This is the third course in a series of four Army JROTC courses. It may be taken in grades 11 or 12. Students are assigned positions of increased responsibility. Assignments include planning and executing drills and ceremonies and physical fitness training. Previous leadership training is used to supervise and evaluate junior leaders.

This course includes a physical education component. Students will meet or exceed the standards on the state-mandated fitness test; participate in individual/dual activities to improve or maintain health; analyze the effects on personal fitness and personal levels of health-related fitness; improve or maintain physical fitness; explain the relationship between participation and health; demonstrate the ability to effectively purchase products and programs for individuals; develop and implement a one-month personal fitness plan.

Each of the subject areas listed below is covered in the course, and students are evaluated in each subject area. Selected optional subjects should be devoted to activities and learning leading to citizenship and/or vocational knowledge and skills.

- Leadership Theory and Application
- Foundations for Success
- Wellness, Fitness, and First Aid
- Geography and Earth Science
- Citizenship and American History
- Electives
  - Success Profiler
  - Quantum Learning
  - Service Learning
  - High School Financial Planning
  - Command and Staff Procedures
Course Description

Advanced Leadership Training. This is the fourth course in a series of four Army JROTC courses. It may be taken in grade 12. Students are assigned to the highest leadership positions within the unit. Planning and coordination of cadet activities are priority assignments. Students manage promotion boards, instruct junior leaders, write reports, and maintain records.

This course includes a physical education component. Students will meet or exceed the standards on the state-mandated fitness test; participate in individual/dual activities to improve or maintain health; analyze the effects on personal fitness and personal levels of health-related fitness; improve or maintain physical fitness; explain the relationship between participation and health; demonstrate the ability to effectively purchase products and programs for individuals; develop and implement a one-month personal fitness plan.

Each of the subject areas listed below is covered in the course, with at least the minimum number of hours (required by Army JROTC) devoted to each area.

Students are evaluated in each subject area.
• Leadership Theory and Application
• Foundations for Success
• Wellness, Fitness, and First Aid
• Geography and Earth Science
• Citizenship and American History
• Command and Staff Procedures
• Electives
  - Success Profiler
  - Quantum Learning
  - Service Learning
  - High School Financial Planning

Prerequisites:
Army JROTC Core 5,6
Army JROTC Core 7,8 (4507, 4508)
## Nondepartmental

### AVID 10 A,B (P) (8209, 8210)

**Grade Level:** 10  
**Prerequisites:** AVID 9 (recommended) or teacher recommendation  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective  

**Course Description**  
College Preparatory Course (P). This course meets the University of California's g (elective) subject-area requirement. AVID 10 is the second course in the grade-level high school AVID sequence. In the second year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Finally, students will narrow their colleges and careers of interest, based on personal interests and goals.

### AVID 11 A,B (P) (8227, 8228)

**Grade Level:** 11  
**Prerequisites:** AVID 10 or teacher recommendation.  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective  

**Course Description**  
College Preparatory Course (P). This course meets the University of California's g (elective) subject-area requirement. AVID 11 is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, the course includes college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

### AVID 12 A,B (P) (8221, 8222)

**Grade Level:** 12  
**Prerequisites:** AVID 10 and AVID 11  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Elective  

**Course Description**  
College Preparatory Course (P). This course meets the University of California's g (college preparatory elective) subject area requirement. AVID 12 is the second part in a junior/senior seminar course in which students will continue to refine their academic learning plans and goals, create legacy projects (including service learning projects/mentoring), as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include an argumentative research paper on a social issue and detailed reflections. Finally, students will prepare for college through the use of inquiry-based collaborative study groups using higher-order thinking and questioning techniques.

### AVID Peer Support (8066)

**Grade Level:** 11–12  
**Prerequisites:** Application and interview through AVID coordinator  
**Course duration:** One semester; may be repeated for credit  
**Type of graduation credit earned:** Elective  

**Course Description**  
Students enrolled in this course provide tutorial support to students enrolled in AVID elective and other lower-division courses, including English 1,2, English 3,4, Integrated Math I A-B, and Physics 1,2. Tutors are trained to apply AVID strategies and materials with their students and to work with these students individually and in cooperative groups, assisting them to build a strong learning foundation in all core content areas. AVID tutors hone their communication skills, group facilitation techniques, and peer-to-peer teaching strategies while strengthening their self-awareness and leadership skills. Tutors who complete the course requirements successfully may earn AVID certification from the AVID Center. AVID Peer Support is tailored to match the unique needs of each high school. The course provides students with the opportunity to explore the teaching profession, to strengthen their content knowledge, to gain a service learning experience involving the support of their peers and school, and to acquire certification that may extend their association with AVID tutoring beyond high school.

### Online Lab (8155)

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Personal Leadership Development 1,2 (4841, 4842)

Grade Level: 11-12
Prerequisites: Must be on-track for graduation at beginning of grade level
Course duration: Two semesters
Type of graduation credit earned: Elective

Course Description
All students in this course must complete district training and course assessments. Students will:

• Use their strength and strong inventories to set personal work goals
• Demonstrate self-discipline, initiative, and an understanding of deadlines
• Demonstrate responsibility and positive work ethic carrying out job duties
• Develop a sense of pride in personal accomplishment
• Develop an increased ability to understand and follow directions
• Demonstrate flexibility and the ability to adapt to unforeseen situations
• Communicate effectively; be articulate, be a good listener, use appropriate body language
• Demonstrate problem solving and resourcefulness
• Accept and provide feedback
• Demonstrate confidence and capability
• Be creative and propose unconventional solutions
• Demonstrate the ability to collaborate and be a member of a team

Personal Leadership Development 1,2 (4841, 4842)

Grade Level: 11-12
Prerequisites: Must be on-track for graduation at beginning of grade level
Course duration: Two semesters
Type of graduation credit earned: Elective

Course Description
All students in this course must complete district training and course assessments. Students will:

• Use their strength and strong inventories to set personal work goals
• Demonstrate self-discipline, initiative, and an understanding of deadlines
• Demonstrate responsibility and positive work ethic carrying out job duties
• Develop a sense of pride in personal accomplishment
• Develop an increased ability to understand and follow directions
• Demonstrate flexibility and the ability to adapt to unforeseen situations
• Communicate effectively; be articulate, be a good listener, use appropriate body language
• Demonstrate problem solving and resourcefulness
• Accept and provide feedback
• Demonstrate confidence and capability
• Be creative and propose unconventional solutions
• Demonstrate the ability to collaborate and be a member of a team

Student Government 9th–12th (8431)

Grade Level: 9–12
Prerequisites: Local option
Course duration: One or two semesters; may be repeated for credit
Type of graduation credit earned: Elective

Course Description
This course affords student body members experience as student leaders. Through guidance, training, experience planning, organizing, and executing a variety of school activities, community service projects, and practical experiences in student government and democratic leadership, these students will grow as leaders of their school and community.
**Physical Education**

<table>
<thead>
<tr>
<th>PE Strength and Conditioning 1,2 (5757, 5758)</th>
</tr>
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<tbody>
<tr>
<td><strong>Grade Level:</strong> 11–12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Physical Education 1,2 and Physical Education 3,4, or equivalent</td>
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<tr>
<td><strong>Course duration:</strong> Two semesters</td>
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<tr>
<td><strong>Type of graduation credit earned:</strong> Physical Education</td>
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</tbody>
</table>

**Course Description**

In this elective course students are taught basic exercise movements and rhythmic fundamentals to enhance all body parts. This course emphasizes developing and improving cardiovascular fitness, body composition and flexibility, and increasing muscular strength and endurance.

These activities may include but are not limited to the following:

- **Strength**
  - Yoga
  - Weightlifting
  - Self-defense/Martial arts

- **Conditioning**
  - Aerobic dance
  - Cycling
  - Running
  - Swimming
  - Walking

**Movement Focus**

- Identify and apply characteristics and critical elements of conditioning/strength activities.
- Apply previously learned movement concepts for successful participation.
- Identify and apply biomechanical principles.
- List, describe and demonstrate use of safety equipment.
- Demonstrate independent learning.

**Fitness Focus**

Participate in conditioning/strength activities to improve health-related fitness; analyze the effect of these activities on personal fitness; improve or maintain physical fitness levels to meet the principles of exercise; explain the relationship between participation in conditioning/strength activities and health.

**Social Focus**

- Self-responsibility: Independently engage in conditioning/strength activities; compare and contrast effective leadership skills used in conditioning/strength activities and those in other physical activities used in course-related physical activities; develop personal goals for improvement; identify and analyze activities that enhance personal enjoyment; evaluate the risks and safety factors in conditioning/strength activities throughout a lifetime.
- Social Interaction: Modify an activity for a child, an elderly person or an individual with disabilities; analyze the role of social interaction in the successful participation in and enjoyment of conditioning/strength activities.
- Group dynamics: Accept and perform planned and spontaneous leadership assignments and roles; analyze the role that cooperation and
Subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.

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Students shall not be discriminated against, in terms of employment opportunities or academic programs, in any of their rights and privileges as students because of their race, color, national origin, gender, age, ancestry, religion, marital status, physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

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### Physical Education 3.4 (5701, 5702)

**Grade Level:** 10  
**Prerequisites:** Physical Education 1,2 or equivalent  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Physical Education

#### Course Description

**High School Course 2**

This course is intended to help students in grades 10 through 12 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Course 2, 1.1–3.3.

All high school students must receive instruction in, and be assessed in, the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense.

**Movement Focus**

- Demonstrate proficiency in combative, gymnastic/tumbling and team activities; explain and apply the six skill-related components of fitness; explain and apply advanced offense, defense, and transition strategies; explain, apply and evaluate the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy; evaluate the interrelationships of factors (physical, emotional, and cognitive) that affect performance; analyze and evaluate information received to improve performance; analyze and explain the impact of conditioning practices; create or modify a practice/training plan based on evaluative feedback; analyze and assess performance improvement strategies; evaluate independent learning of movement skills.

**Fitness Focus**

- Participate in moderate to vigorous physical activity four times per week; apply the principles of exercise to challenging physical activities; identify and achieve levels of excellence in physical fitness beyond the state fitness standards; assess fitness levels and adjust to accommodate changes in age, growth, and development; develop and describe a fitness plan to enhance personal health; develop and implement an appropriate personal fitness program for another person; explain how to evaluate consumer fitness products; identify and evaluate ergogenic aids; evaluate the availability and quality of community fitness resources; use and analyze scientifically based data to self-assess the five components of health-related fitness.

**Social Focus**

- Self-responsibility: participate in activities for enjoyment; examine and explain the ways in which personal characteristics, performance styles and preferences for activities may change over a lifetime; evaluate psychological benefits derived from regular physical activity; explain and analyze the role of attitude, motivation and determination in achieving personal satisfaction from challenging physical activities; evaluate and refine personal goals to improve performance in physical activity.

- Social interaction: identify the effects of individual differences, such as gender, age, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity; explain how to select and modify an activity for a child, elderly person, or individual with special needs.

- Group dynamics: identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles; encourage, support and include individuals of all abilities.

### Physical Education 5.6 (5703, 5704)

**Grade Level:** 11  
**Prerequisites:** Physical Education 3,4 or equivalent  
**Course duration:** Two semesters  
**Type of graduation credit earned:** Physical Education

#### Course Description

**High School Course 3**

This course is intended to help students in grade 11 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Courses 3A–3F.

This level of instruction provides six course options for students who have previously completed High School Courses 1 and 2 (i.e., Physical Education 1,2 and Physical Education 3,4). The six course options include:

- Course 3A: Adventure/Outdoor Activities
- Course 3B: Aerobic Activities
- Course 3C: Individual and Dual Activities
- Course 3D: Dance
- Course 3E: Aquatics
- Course 3F: Weight Training and Fitness

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Physical Education 7-8 (5705, 5706)

Grade Level: 12

Prerequisites: Physical Education 5,6 or equivalent

Course duration: Two semesters

Type of graduation credit earned: Physical Education

High School Course 4

This course is intended to help students in grade 12 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Courses 4A–4D.

This level of instruction provides a continuation of four elective options for students who have previously passed the state-mandated fitness test and successfully completed the first part of the elective sequence in High School Course 3 (Physical Education 5,6). The four course options are:

- Course 4A: Advanced Adventure/Outdoor Activities
- Course 4B: Advanced Aerobic Activities
- Course 4C: Advanced Individual and Dual Activities
- Course 4D: Advanced Dance

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**Science**

**Biology 1,2 (P) (6111, 6112)**
- **Grade Level:** 9–12
- **Prerequisites:** None
- **Course duration:** Two semesters
- **Type of graduation credit earned:** Science

**Course Description**

This introductory course is designed to meet college entrance requirements and prepare students for the worlds of school, work, and citizenship. It builds on physical science concepts, and emphasizes mechanisms for the functioning and continuity of organisms. Unifying themes of biology are stressed (evolution, homeostasis, energy, matter and organization, continuity, development, and ecology) and the application and relevance of biology to students’ lives and to society. Inquiry and the nature of science are important content elements.

Students study human impacts on the environment and the co-evolution of life and the Earth. Class organization is student-centered. Learning begins with questions and includes students interacting with science using the science and engineering practices. All student activities have clearly defined goals for both the content material and thinking skills involved. Multiple forms of assessment, including authentic assessment, are used. Laboratory activities have clearly labeled safety precautions and hazardous waste disposal procedures.

**Biology 1,2 Advanced (P) (6121, 6122)**
- **Grade Level:** 9–12
- **Prerequisites:** None
- **Course duration:** Two semesters
- **Type of graduation credit earned:** Science

**Course Description**

This is a first-year course intended for students with the interest and ability to extend their study of biology beyond the basic course, and/or who are contemplating a science-related career but are not prepared to take Advanced Placement Biology as their first biology course. It covers all the elements of the regular course, including the same inquiry and cooperative strategies, but its pace will be faster, it will go into greater depth in selected areas, and it will be more quantitative. The course addresses state science standards.

**Biology 1,2 AP (HP) (6191, 6192)**
- **Grade Level:** 11–12
- **Prerequisites:** Chemistry 1,2 and Biology 1,2, or equivalents; the commitment to succeed in rigorous AP content. Some students with high achievement in Chemistry 1,2 may qualify to take this as their first course in biology.
- **Course duration:** Two semesters
- **Type of graduation credit earned:** Science; weighted

**Course Description**

Honors Preparatory Course (HP). This course meets the University of California’s d (laboratory science) subject-area requirement. The AP Biology course is equivalent to a two-semester college introductory biology course. Students successful in this course attain a deep grasp of fundamental biological concepts that focuses on enduring, conceptual understanding and the content that supports it. This approach enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and helps them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology.

Materials used for this course differ qualitatively from those used in other biology courses in both rigor and content and in the complexity of laboratory experiences. Laboratory activities have clearly labeled safety precautions and hazardous waste disposal procedures.

**Chemistry 1,2 (P) (6211, 6121)**
- **Grade Level:** 9–12
- **Prerequisites:** Integrated Math I A-B or equivalent
- **Course duration:** Two semesters
- **Type of graduation credit earned:** Science

**Course Description**

This introductory course is designed to meet college entrance requirements and prepare students for the worlds of school, work, and citizenship. Students learn the fundamental concepts and knowledge of chemistry through thematic units that develop thinking and analytical skills as well as traditional chemistry subject matter and problem solving. Students study the relationship of chemistry to plate tectonics and ocean acidification. They use the science and engineering practices to deepen their understanding of science. Inquiry and the nature of science are emphasized, and all student activities have clearly defined goals for both the content material and thinking skills involved. Laboratory activities have clearly labeled safety precautions and hazardous waste disposal procedures.

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<table>
<thead>
<tr>
<th><strong>Physics 1,2 (P) (6311, 6312)</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Grade Level:</strong></td>
<td>9–12</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Integrated Math I A-B or equivalent</td>
</tr>
<tr>
<td><strong>Course duration:</strong></td>
<td>Two semesters</td>
</tr>
<tr>
<td><strong>Type of graduation credit earned:</strong></td>
<td>Science</td>
</tr>
</tbody>
</table>

**Course Description**

College Preparatory Course (P). This course meets the University of California's d (laboratory science) subject area requirement.

This two-semester, algebra-based physics course is designed to provide an introductory experience with the processes of investigating the physical world and the understandings derived from that process. The emphasis is on developing a qualitative conceptual understanding of general principals and models and on the nature of inquiry. This course concentrates on conceptual development and provides an enriching laboratory experience; it can be taken by students in grades 9 and 10 as a first course in physics that prepares them for the more mathematically rigorous Advanced Placement physics courses. The core content addressed in this course includes the topics of motion and forces, the conservation of energy and momentum, heat and thermodynamics, waves and electric and magnetic phenomena. Students also engage in studying the physics of space while using the science and engineering practices.
### Special Education

#### Applied Mathematics 11th–12th (7314)
- **Grade Level:** 11–12
- **Prerequisites:** None
- **Course duration:** One year; may be repeated for credit
- **Type of graduation credit earned:** Elective

**Course Description**
This course continues to help students develop basic academic and daily living skills in areas of consumer responsibility, money sense, and career awareness.

#### Applied Mathematics 9th–10th (7313)
- **Grade Level:** 9–10
- **Prerequisites:** None
- **Course duration:** One year; may be repeated for credit
- **Type of graduation credit earned:** Elective

**Course Description**
This course continues to help students develop basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.

#### Functional Language Arts 9th–12th (7163)
- **Grade Level:** 9–12
- **Prerequisites:** None
- **Course duration:** One semester; may be repeated for credit
- **Type of graduation credit earned:** Elective

**Course Description**
Students develop age-appropriate, individualized language arts and functional communication skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Activities include using a functional communication system, participating in adapted thematic literature units, understanding community and vocational vocabulary, and social interactions with peers. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.

#### Functional Mathematics 9th–12th (7133)
- **Grade Level:** 9–12
- **Prerequisites:** None
- **Course duration:** One or two semesters; may be repeated for credit
- **Type of graduation credit earned:** Elective

**Course Description**
Students develop age-appropriate, individualized math skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Activities include being aware of numbers, using a functional communication system to make purchases, using time and calendars, participating in adapted thematic math-related literature units, participation in content area within the general education school curriculum, and the exchange of money within the school and neighborhood community. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.
Functional Science 9th–12th (7113)
Grade Level: 9–12
Prerequisites: None
Course duration: Two semesters; may be repeated for credit
Type of graduation credit earned: Elective

Course Description
Students develop age-appropriate, individualized science skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Skills include being aware of physical properties and relations within the environment, using the senses, and being aware of plants and animals. Activities include participation in science-related adapted thematic literature units, participation in content area within the general education school curriculum, and applying these skills within the school, neighborhood, and vocational communities, such as dressing appropriately for the current weather. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students’ independence and participation in all aspects of their lives.

Functional Transition Skills 9th–12th (7154)
Grade Level: 9–12
Prerequisites: None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

Course Description
This course is for students with IEPs and supports the their Person Centered Plans and the implementation of their Individual Transition Plans. These areas of instruction include preparing job applications; interview skills and strategies; self-advocacy—requesting accommodations and services; communicating in various situations; money sense—understanding a paycheck and creating a budget; public transportation, and resources after completing their K–12 educations.

Multilevel Math 9th–12th (7552)
Grade Level: 9–12
Prerequisites: Concurrent enrollment in appropriate general education math course
Course duration: One or two semesters; may be repeated for credit
Type of graduation credit earned: Elective

Course Description
Multilevel Math 9th–12th is designed to provide students with disabilities with additional support to the core curriculum through reteaching and remediation. This course requires concurrent enrollment in a core general education mathematics course.

Multilevel Study Skills 9th–12th (7956)
Grade Level: 9–12
Prerequisites: Concurrent enrollment in appropriate general education ELA or math course
Course duration: One or two semesters; may be repeated for credit
Type of graduation credit earned: Elective

Course Description
This course focuses on learning/study strategies to ensure maximum success in the general classroom.

Reading Development 1 (7705)
Grade Level: 9–12
Prerequisites: None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

Course Description
This course provides evaluation and intervention for students experiencing difficulty with the reading process. Students learn compensatory strategies and participate in remedial instruction in the areas of phonics, sight word acquisition, and reading comprehension. They read closely to determine what the text says explicitly and to make logical inferences from it, as well as cite specific textual evidence when writing or speaking to support conclusions drawn from the text. They determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas; and analyze how and why individuals, events, and ideas develop and interact over the course of a text. Students interpret the use of words and phrases, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. They analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Finally, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Transition Skills 11th–12th  (7365)
Grade Level:     11–12
Prerequisites:   None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

Course Description
This course is designed for students with IEPs in order to meet the domains of Transition (section 602a) of IDEA. Students identify and explore personal traits through the Person Centered Plan process. They gain knowledge of nutrition and fitness, technology, and sexual health. Students develop a positive awareness of themselves through units on making choices, building a healthy lifestyle, living in your community, and building healthy relationships. The scope of coursework includes: developing a Person Centered Plan; describing their disabilities and what accommodations they need to support their learning; demonstrating computer literacy; developing a Career Cruising portfolio; developing positive personal choices; exploring a variety of coping skills in dealing with anxiety, stress, and anger; developing a portfolio of resources for life after K–12 education; preparing for academic accommodations in a post-secondary system; and navigating their community to access employment, education, and resources.

Transition Skills 9th–10th  (7364)
Grade Level:     9–10
Prerequisites:   None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

Course Description
This course is designed for students with IEPs to meet the domains of Transition (section 602a) of IDEA. Students identify and explore personal traits through the Person Centered Plan process. They gain knowledge of nutrition and fitness, technology, and sexual health. Students develop a positive awareness of themselves through units on making choices, building a healthy lifestyle, living in their communities, and building healthy relationships. The scope of coursework includes identifying healthy food choices; demonstrating the ability to understand food labels and advertisements; identifying how and where to access physical activities; identifying three ways to avoid accidents on the job; identifying an healthy and safe lifestyle; understanding sexual health and disease; promoting health and disease prevention; building healthy relationships; exploring the importance of nonverbal communication; and self-determination and advocacy.

Work Incentive (1 Hour)  (7368)
Grade Level:     11–12
Prerequisites:   None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

Course Description
Work Incentive is an on-campus work experience program for students with IEPs who are 14 years of age or older. This is typically the first work experience for many students. Students are given the opportunity to learn basic job skills, employer expectations, and social skills that will prepare them for community-based employment. At the conclusion of the course, students will earn elective credits plus will be eligible for a professional reference on their resume. The course is included as part of the student’s class schedule. In addition, students earn a training stipend if all required paperwork is submitted for processing. Typically the student’s stipend is for approximately 50–80 hours.

SDUSD Non-Discrimination Statement
San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, medical condition, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics.

Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law. Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.

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FAX: 725-5529
Visual and Performing Arts

Art 1.2 (P) (0191, 0192)
Grade Level: 9–12
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: Visual and Performing Arts
Course Description
College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement.

This foundational high school course allows students with a wide variety of backgrounds in visual art education to understand and use elements of art and principles of design through examination of images, reading, writing, discussion, and creating works of art to widen and deepen visual literacy. Instruction focuses on drawing skills (e.g., observational, gesture, contour, figure, one- and two-point perspective, shading, pointillism) and painting skills (e.g., strokes, stippling, color blocking, blending, wash) using a variety of media. Multiple approaches to artistic investigations are represented in each student portfolio. Sketchbook/journal entries document development, refinement, and reflection of student work. Students will write critical analyses that describe, interpret, analyze, and judge historic and contemporary works of art, including their own.

Band 3.4 (P) (5320, 5321)
Grade Level: 9–12
Prerequisites: Band 1.2; ability to play a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill
Course duration: Two semesters
Type of graduation credit earned: Visual and Performing Arts
Course Description
College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement.

Band 3.4 teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

Design in Mixed Media 1.2 (P) (0244, 0245)
Grade Level: 9–12
Prerequisites: None
Course duration: Two semesters
Type of graduation credit earned: Visual and Performing Arts
Course Description
College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement.

This foundational high school course allows students with a wide variety of backgrounds in visual art education to understand and use elements of art and principles of design through examination of images, reading, writing, discussion, and creating works of art to widen and deepen visual literacy. Instruction focuses on the design, development, and creation of handmade, functional, and artistic objects, mostly three-dimensional. Investigation of contemporary and traditional multicultural works of art and processes in this course requires minimal drawing and painting skills. Multiple approaches to artistic investigations include problem solving in clay, papier-mâché, fiber, and digital and electronic media (where available). Sketchbook/journal entries and individual portfolios document development, refinement, and reflection of student work. Students write critical analyses that describe, interpret, analyze, and judge historic and contemporary works of art, including their own.

Design in Mixed Media 3.4 (P) (0246, 0247)
Grade Level: 10–12
Prerequisites: Design in Mixed Media 1.2 or Art 1.2
Course duration: Two semesters
Type of graduation credit earned: Visual and Performing Arts
Course Description
College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement.

This advanced course focuses on historical and cultural implication of artists as craftpersons around the world and throughout history. Instruction also includes further investigation of contemporary and traditional works of art that use multiple media in individual works. This course requires minimal drawing and painting skills. Students develop, refine, and create a series of handmade objects and/or mixed-media works of art based on existing works. Individually, students analyze and select their own artistic work for presentation. Collaboratively, they curate an exhibit based on a chosen theme.
Guitar 1,2 (P) (5391, 5392)

Grade Level: 9–12
Prerequisites: Ability to play, or interest in learning to play, the guitar; students may be auditions and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters
Type of graduation credit earned: Visual and Performing Arts
Course Description
College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement. Guitar 1,2 teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch through melodies, strummed chords, and finger-picking, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

Orchestra 3,4 (P) (5337, 5338)

Grade Level: 10–12
Prerequisites: Orchestra 3,4; ability to play a string instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters
Type of graduation credit earned: Visual and Performing Arts
Course Description
College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement. Orchestra 3,4 teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

Orchestra 5,6 (P) (5339, 5340)

Grade Level: 11–12
Prerequisites: Orchestra 3,4; ability to play a string instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters
Type of graduation credit earned: Visual and Performing Arts
Course Description
College Preparatory Course (P). This course meets the University of California’s f (visual and performing arts) subject-area requirement. Orchestra 5,6 allows intermediate musicians to further develop their string technique and tonal control. They will begin to monitor and modify their own pitch, diction, and interpretation independently, and evaluate performances using more sophisticated analyses. More complex musical concepts, notation, and vocabulary will be studied, including modulations, cadences, and multiple types of scales. Students will perform diverse repertoire in a variety of performance settings. They will create longer and more intricate compositions, improvisations, and arrangements of music, and improve their aural skills through transcription. The students will complete a musical career research project and draw conclusions about the context of a piece based on its stylistic features.

Studio Art, 2-D Design 1,2 AP (HP) (0367, 0368)

Grade Level: 11–12
Prerequisites: Grade of B or better in two full-year art courses and recommendation of art teacher

Course duration: Two semesters
Type of graduation credit earned: Visual and Performing Arts; weighted
Course Description
Honors Preparatory Courses (HP). These courses meet the University of California’s f (visual and performing arts) subject-area requirement. This course provides instruction for the highly skilled, exceptional student who chooses to pursue excellence in original two-dimensional works of art. Students will be guided in purposeful decision making as they develop a portfolio that demonstrates a deep understanding of the elements and principles of art in an integrated manner. Processes may include, but are not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, painting, and printmaking, as outlined in the College Board’s AP Studio Arts course description.
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<th>World Languages</th>
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<td><strong>Grade Level:</strong> 7–12</td>
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<tr>
<td><strong>Prerequisites:</strong> None</td>
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<td><strong>Course duration:</strong> One year</td>
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<td><strong>Type of graduation credit earned:</strong> World Language</td>
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<td><strong>Course Description</strong></td>
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<tr>
<td>College Preparatory Course (P). This course meets the University of California’s e (language other than English) subject-area requirement. This functions-based, introductory course is open to all students who wish to begin the study of French language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level French course.</td>
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| **French 3-4 (P) (2003, 2004)** |
| **Grade Level:** 8–12 |
| **Prerequisites:** French 1-2 with a grade of C or higher; recommendation of teacher |
| **Course duration:** One year |
| **Type of graduation credit earned:** World Language |
| **Course Description** |
| College Preparatory Course (P). This course meets the University of California’s e (language other than English) subject-area requirement. This functions-based course is designed for students who have successfully completed zx2001/WLN. It is a continuation of the introductory course and is intended to consolidate students’ listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. This course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level French course if offered. |

| **Spanish 1-2 (P) (2321, 2322)** |
| **Grade Level:** 7–12 |
| **Prerequisites:** None |
| **Course duration:** One year |
| **Type of graduation credit earned:** World Language |
| **Course Description** |
| College Preparatory Course (P). This course meets the University of California’s e (language other than English) subject-area requirement. This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course is not designed for students who are fluent or nearly fluent in Spanish. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course. |

<p>| <strong>Spanish 3-4 (P) (2323, 2324)</strong> |
| <strong>Grade Level:</strong> 8–12 |
| <strong>Prerequisites:</strong> Spanish 1-2 with a grade of C or higher; recommendation of teacher |
| <strong>Course duration:</strong> One year |
| <strong>Type of graduation credit earned:</strong> World Language |
| <strong>Course Description</strong> |
| College Preparatory Course (P). This course meets the University of California’s e (language other than English) subject-area requirement. This functions-based course is designed for students who have successfully completed Spanish 1-2. It is a continuation of the introductory course and is intended to consolidate students’ listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish as evidenced by the Spanish I.P.T. or other language assessments. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course. |</p>
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<tr>
<th><strong>Spanish for Spanish Speakers 1-2 (P) (2345, 2346)</strong></th>
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<td><strong>Prerequisites:</strong></td>
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<td><strong>Course duration:</strong></td>
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**Course Description**

College Preparatory Course (P). This course meets the University of California’s e (language other than English) subject-area requirement.

This course is designed to improve students’ ability to read and write in Spanish. It is an introductory course that gives students a rich language experience: vocabulary enrichment, primary writing skills, spelling, development of formal writing styles, and reading.

Students participate in cultural activities with themes based on the geography, folklore, and literature of the Spanish-speaking world.
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