

**Clairemont High School**  
**Course Offerings and Descriptions**  
**2016-2017**

| <b>Course</b>                  | <b>Course Description</b>  | <b>A-G Credit</b>                   | <b>Grade Level Range</b> | <b>Course Prerequisite</b> |
|--------------------------------|--|-------------------------------------|--------------------------|----------------------------|
| <b>Accounting 1,2</b>          | <p>This introductory career technical education course is designed to prepare students for entry-level jobs in accounting and provide fundamentals needed by students who wish to pursue baccalaureate degrees in Business Administration or Accounting.</p> <p>This program includes many personal finance skills and economic concepts. Students become acquainted with the principles of double-entry bookkeeping, including the preparation of financial statements for small, sole proprietorship and partnership businesses.</p>   | Practical Arts                      | 9-12                     | None                       |
| <b>American Literature 1,2</b> | <p>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 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 who communicate effectively in various forms, for genuine purposes, and to authentic audiences.</p> | B<br><br>English                    | 11                       | None                       |
| <b>Art 1,2</b>                 | <p>This course serves as a basis for general visual art education, providing a foundation for advanced art courses. It integrates production, aesthetics, criticism, and art history through the exploration of visual art elements and principles.</p>  | F<br><br>Visual and Performing Arts | 9-12                     | None                       |

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| <b>AVID Junior Year</b>  | <p>AVID Senior Seminar (Junior Year) is the first year of a two-year course designed to prepare students for entry into college. Part of the national AVID program, it is intended for students who seek the rigor of a college preparatory course. Organized around the theme “Leadership as a Catalyst for Change in Society,” the focus of the junior year is on the study of 8–10 contemporary leaders, of which students will choose one to study in depth in their senior year. Although this course does not earn college-prep credit, students must take it in order to receive University of California elective (i.e., g) credit for the senior-year portion of the course.</p>  | <p>Elective Credit Only</p> <p>(Must take this course to receive “G” credit in AVID Senior Year course)</p> | 11                | <p>Previous enrollment of at least one year in an AVID elective course prior to grade 11.</p> |
| <b>AVID Peer Support</b> | <p>Students enrolled in this course provide tutorial support to students enrolled in AVID elective and other lower-division courses, including <a href="#">English 1,2</a>, <a href="#">English 3,4</a>, <a href="#">Integrated Math I A-B</a>, and <a href="#">Physics 1,2</a>. 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.</p> <p>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 will earn AVID certification from the AVID Center and Region IX and service learning recognition on their transcripts.</p> <p>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.</p> | <p>Elective Credit Only</p>   | 11-12             | <p>Application and interview through AVID coordinator</p>                                     |

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| <b>AVID Senior Year</b>      | <p>The AVID Senior Seminar (Senior Year) is the culmination of a student's years in the AVID program. The course involves substantial critical reading and writing; preparation for external exams, such as those for advanced placement and international baccalaureate; and weekly Socratic seminars.</p> <p>Senior Seminar students, working with tutors, are expected to participate in, and eventually to act as moderators for, Socratic seminars. These discussions move beyond didactic instruction and assist students in gaining multiple perspectives on texts, by requiring them to support arguments with clear reasoning and evidence, and to develop their critical-thinking skills to the degree necessary for success in college.</p> | <p>G</p> <p>College Prep Elective</p> <p>When taken in conjunction with Avid Senior Seminar (Junior Year) 1,2</p> | 12                       | Successful completion of AVID Senior Seminar (Junior Year) 1,2 or successful completion of 2 years of High School AVID.  |
| <b>AVID Senior High</b>      | The AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep coursework, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational and career exploration activities.  | Elective Credit Only  | 9-12                     | GPA between 2.0 and 3.0; average or above-average standardized test scores, especially in mathematics; enrollment in algebra or a higher-level math course; student interview; high motivation; positive attitude; parent contract |
| <b>Band 1,2 Intermediate</b> | Band (Senior High) Intermediate is offered to students who have completed beginning band work or who have had equivalent study and experience. Students will further their expertise on their chosen band instrument in an ensemble setting, learning more complex musical notation, rhythms, and terminology. This course will focus on the core VAPA music standards and will present at least one performance a semester.   | F   | 9-12                     | None   |
| <b>Band 1,2 Advanced</b>     | Band (Senior High) Advanced is offered to students who have completed <u>Band 1,2 Intermediate</u> or have had equivalent study of, knowledge of, or experience in music. Students will learn and  | F   | 10-12                    | Selection by teacher and counselor   |

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|  | perform advanced band literature in an ensemble setting. This course will focus on the development of technical skill, musical understanding, and core VAPA music standards. Students in this course will present frequent performances, which may include school and community events. | Performing Arts |  |  |
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| Course                                 | Course Description  | A-G Credit                                 | Grade Level Range | Course Prerequisite   |
|--|---|--|-------------------|---|
| <b>Biology 1,2</b>                     | 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. | D<br><br>Science                           | 9-12              | None  |
| <b>Biology 1,2 Advanced Placement*</b> | 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.   | D<br><br>Science                           | 11-12             | <u>Chemistry 1,2 and Biology 1,2</u> , or equivalents; the commitment to succeed in rigorous AP content. Some students with high achievement in <u>Chemistry 1,2</u> may qualify to take this as their first course in biology. |
| <b>Business 100 1,2</b>                | This two-semester course provides an overview to all aspects of starting and operating a small business. Students obtain hands-on experience in human resources, finances, accounting, and marketing. The class includes instruction in economics, business ethics, leadership, management, the role of government in business, and developing a career plan. Students may participate in a trade fair to sell their products and services.   | Elective Credit Only<br><br>Practical Arts | 9-12              | None<br><br><i>Student must be a part of Academy of Business Pathway</i>  |

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| Course   | Course Description   | A-G Credit  | Grade Level Range | Course Prerequisite  |
|--|--|---|-------------------|--|
| <b>Business and Financial Markets 1,2</b>        | This course is designed to provide students with entry-level training and preparation for post-secondary education and careers in business and finance. It is intended as an advanced-level course in the sequence of courses that make up the Academy of Finance, at sites where the academy is offered. The course has a real-world emphasis, allowing students to gain an understanding of the requirements of the various jobs that are available in the business and finance industries as they explore different career options in the two fields. This course is offered in single-period and double-period formats. Paid and unpaid internships are part of the course curriculum. | G<br><br>College Prep<br>Elective<br>Credit<br><br>Practical Arts | 11-12             | <u>Business 100 1,2</u> or <u>Accounting 1,2</u> ; <u>Algebra 1-2</u><br><br><i>Student must be a part of Academy of Business Pathway</i>                                      |
| <b>Business Management and Ownership 1.2 3,4</b> | This course provides entry-level, upgrade, and advanced training in small-business management. Employment possibilities are entrepreneurial in nature. Students receive instruction in researching and evaluating markets, locations and products, as well as the application of pricing theory. Students use business plans, accounting practices, and research and development techniques as tools to operate a school-based business or to complete an internship with a local business. Approximately 180 hours are needed to complete the course. This course is offered in single-period and double-period formats. Paid and unpaid internships are part of the course curriculum.   | G<br><br>College Prep<br>Elective<br>Credit<br><br>Practical Arts | 11-12             | <u>Business 100 1,2</u> or <u>Accounting 1,2</u> ; <u>Algebra 1-2</u><br><br><i>Student must be a part of Academy of Business Pathway</i>                                      |
| <b>Calculus 1-2 (Pre-Calculus)</b>               | 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.  | C<br><br>Math   | 11-12             | Two years of algebra and one year of geometry; teacher and/or counselor recommendation.  |
| <b>Calculus 1-2 Honors* (Pre-Calculus)</b>       | 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.   | C<br><br>Math   | 11-12             | B grade or better in Intermediate Algebra 1-2 Adv; recommendation of teacher and/or counselor. Progression to advanced courses is based on achievement of a B grade or better. |

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| Course                                     | Course Description   | A-G Credit                                   | Grade Level Range | Course Prerequisite  |
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| <b>Calculus AB 1-2 Advanced Placement*</b> | AP courses in calculus consist of a full high school academic year of work and are comparable to calculus courses in colleges and universities. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.   | C<br>Math                                    | 12                | <u>Precalculus 1-2 Honors</u> or equivalent course; recommendation of teacher and/or counselor   |
| <b>Chemistry 1,2 Honors*</b>               | Students who complete this course successfully will gain a depth of understanding of chemical concepts and processes. They will also develop their critical thinking and analytical skills. The class includes experimental laboratory activities, class discussions, reading, and critical analysis leading to deeper understanding, and it emphasizes human inquiry and the nature of science.   | D<br>Science                                 | 9-12              | Above-average achievement in previous science course(s) and in <u>Algebra 1-2</u> or equivalent; <u>Physics 1,2</u> and <u>Chemistry 1,2</u> recommended; concurrent enrollment in <u>Intermediate Algebra 1-2</u> or equivalent recommended; a desire to succeed in a rigorous college-level course environment |
| <b>Computer Science 1,2</b>                | In Computer Science 1,2 students will increase their problem-solving skills and be able to differentiate between problems that computers can and cannot solve. Students will use a high-level programming language, which will expose them to the structured approach and object-oriented programming technique. In addition, this course will introduce students to the basic components of a computer, plus an individual computer's role in the functions of a computer system. Computer Science 1,2 will provide a basic understanding of how a computer works as well as how and where computers are used in today's society. Related careers will be explored. | G<br>College Prep Elective<br>Practical Arts | 9-12              | None   |

| Course | Course Description | A-G | Grade | Course Prerequisite |
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|  |   | <b>Credit</b>                       | <b>Level Range</b> |   |
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| <b>Contemporary Voices 1,2</b>                   | In this course students explore issues presented by contemporary American and world writers from diverse cultural and ethnic backgrounds. Students write for various purposes including informational essays, argument essays to include literary analysis, and research-based essays. Students will read a wide variety of literature, including short stories and novels as well as a wide range of literary nonfiction. Students should work collaboratively with their peers discussing their analysis and ideas about texts and current issues. The units of study, based on the Common Core State Standards, integrate all aspects of literacy: reading, writing, speaking, and listening . The goals of instruction are to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes and for authentic audiences. | B<br><br>English                    | 12                 | None  |
| <b>Drawing and Painting 1,2</b>                  | This course is designed for students who have demonstrated talent in prerequisite courses and who desire to pursue a sequence of studies in art. Primary emphasis is placed on drawing, composition, and painting and in knowing and applying a variety of techniques and styles to develop individual personal creative expression.  | F<br><br>Visual and Performing Arts | 10-12              | <u>Art 1,2</u> ; if scheduling permits, this course should be preceded by <u>Color And Design 1,2</u> |
| <b>Economics 1<br/>(Principles of Economics)</b> | This one-semester course deepens students' understanding of the economic problems and institutions of the nation and the world. Students learn to make reasoned decisions on economic issues through the study of fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economics. Principles of Economics also includes the district-approved financial literacy curriculum, which helps students learn the connection between career and income as well as how to file taxes, budget money, and manage bank accounts, credit cards, and credit scores.   | A<br><br>Social Studies             | 12                 | None  |
| <b>English 1,2 Cluster</b>                       | English 1,2 is a one-period, balanced literacy course required of all grade 9 students, except those enrolled in English 1,2 Block (1552, 1553). 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 interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate  | B<br><br>English                    | 9                  | Upper quartile in academic achievement (GPA) or recommendation of teacher                             |

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|  | their own ideas as well as to question, interpret, and evaluate others' ideas. While similar to English 1,2, instruction in this course supports in-depth and more independent research-based reading and writing as well as critical analyses of a range of challenging literary and informational texts. |  |  |  |
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| <b>Course</b>   | <b>Course Description</b>  | <b>A-G Credit</b> | <b>Grade Level Range</b> | <b>Course Prerequisite</b>  |
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| <b>English 3,4</b>  | English 3,4 is a one-period literacy course required of all grade 10 students, except those enrolled in English 3,4 Block (1554, 1555) or English 3,4 Advanced (1572, 1573). The course content focuses on teaching students skills and strategies for critical, independent reading and writing of increasingly complex expository and narrative texts.<br>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.  | B<br>English      | 10                       | None  |
| <b>English 3,4 Advanced</b>                                     | This course emphasizes the critical analysis of complex expository and narrative texts. 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. While similar to English 3,4, instruction in this course supports in-depth and more independent research-based reading and writing as well as critical analyses of a range of challenging literary and informational texts.   | B<br>English      | 10                       | Upper quartile in academic achievement (GPA) or recommendation of teacher |
| <b>English Language and Composition 1,2 Advanced Placement*</b> | 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 generic conventions and the resources of language contribute to effective writing. The overall purpose of the AP English Language and Composition course, then, is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers. This course (a) | B<br>English      | 11-12                    | None  |

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|  | meets the district's American literature graduation requirement, (b) meets the requirements for the Diploma with Academic Distinction |  |  |  |
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| Course  | Course Description  | A-G Credit                      | Grade Level Range | Course Prerequisite  |
|---|---|---------------------------------|-------------------|--|
| <b>English Literature and Composition 1,2 Advanced Placement*</b> | This Advanced Placement English course involves students in both the study and practice of writing and the study of literature. They learn to use the characteristic modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of the resources of language. Advanced Placement English Literature and Composition 1,2 is not a survey course; it is, rather, a course to help students develop critical judgment and expressive skill. Students are encouraged to read analytically and sensitively a few carefully chosen high-quality selections, to develop personal communicative styles, and to reflect honesty and precision in the use of the language. The course prepares students for the <i>Advanced Placement Examination in Literature and Composition</i> , and also meets the requirements for the Diploma with Academic Distinction. | B<br><br>English                | 11-12             | None   |
| <b>Environmental Science 1,2 Advanced Placement*</b>              | This advanced-level course is designed as the equivalent of a one-semester college-level course in environmental science. It provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine solutions for resolving or preventing them.  | D<br><br>Science                | 11-12             | Successful completion of <u>Chemistry 1,2 and Biology 1,2</u> , or equivalents |
| <b>English 47A<br/>San Diego Mesa College Course</b>              | This is a course in essay writing that focuses on the writing of the argumentative essay. In this course students practice the writing process in the production and editing of essays. In addition, students read and think critically using a variety of texts that are the basis for writing and class discussion. In addition to earning a grade for the course, students must also pass a timed-writing examination at the end of the course, holistically graded by English instructors.  | Not eligible for college credit | 11-12             | None   |

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|--|--|---|-------------------|--|
| <b>English 101</b><br><br><b>San Diego Mesa College Course</b> | This course is designed for transfer-level students or for those who want to develop competence in college level reading and composition. Students read, analyze, discuss and think critically using a variety of works and sources. Based on these activities, students write essays, fully documented research projects, and other types of texts for various purposes and audiences. This written work, which demonstrates effective, logical, and precise expression of ideas, totals at least 6000 graded words. Designated sections of this course may be taught from a specific cultural perspective.   | Dual Credit:<br>B<br>English<br><br>Mesa College credit | 12                | English 47A  |
| <b>ERWC 1,2</b><br><br><i>(Expository Reading and Writing)</i> | The goal of ERWC is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of rigorous instructional modules, students develop advanced proficiencies in expository, analytical, and argumentative reading and writing. Students in this course read and analyze a wide range of nonfiction and literary texts.   | B<br><br>English  | 12                | A score of less than proficient on the augmented EAP portion of the grade 11 California Standards Test (CST) in English. |
| <b>Foundations in Information Technology 1,2</b>               | This introductory-level course uses a thematic approach to help students acquire basic technology skills aligned to the National Education Technology Standards (NETS). Learning is centered on 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.  | Elective Credit Only<br><br>Practical Arts              | 9-10              | None   |
| <b>Foundations of Visual Art and Design 1,2</b>                | This course engages students in an exploration of art and design in contemporary life. It is designed to be an intermediate course for a career pathway in the Arts, Media, and Entertainment industry sector. The course curriculum addresses state standards in both career technical education and visual and performing arts. Students in this course will investigate the numerous ways in which art and design evince themselves in the student's personal life, as well as in the local, regional, and global community. Students develop skills in the viewing of art, and learn how to create original works of art themselves. They are introduced to a wide range of industry related careers, and are provided the opportunity to get hands-on | F<br><br>Visual and Performing Arts                     | 9-10              | <a href="#">Art 1,2</a>  |

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|  | experience in several. By the end of the course, students will have mastered the skills necessary to pursue advanced-level courses in the Design, Visual, and Media Arts career pathway or intermediate/advanced courses in visual and performing arts. |  |  |  |
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| <b>Course</b>                   | <b>Course Description</b>   | <b>A-G Credit</b>                  | <b>Grade Level Range</b> | <b>Course Prerequisite</b> |
|---------------------------------|---|------------------------------------|--------------------------|----------------------------|
| <b>Functional Language Arts</b> | Students develop age-appropriate, individualized language arts and functional communication skills within the context of the California 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.   | Elective (multiple credit allowed) | 9-12                     | None                       |
| <b>Functional Mathematics</b>   | Students develop age-appropriate, individualized math skills within the context of the California 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, participating in content area within the general education school curriculum, and exchanging 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. | Elective (multiple credit allowed) | 9-12                     | None                       |

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|---------------------|--|-------------------------|-------------------|--|
| <b>German 1-2</b>   | <p>This functions-based, introductory course is open to all students who wish to begin the study of German 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 German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments.</p> | E<br><br>World Language | 9-12              | None   |
| <b>German 3-4</b>   | <p>This functions-based course is designed for students who have successfully completed <u>German 1-2</u>. 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 German teacher, may be used to facilitate instruction and language practice.</p>  | E<br><br>World Language | 9-12              | <u>German 1-2</u> with a grade of C or higher; recommendation of teacher |
| <b>German 5-6</b>   | <p>This functions-based course is designed for students who have successfully completed <u>German 3-4</u>. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level.</p>   | E<br><br>World Language | 9-12              | <u>German 3-4</u> with a grade of C or higher; recommendation of teacher |
| <b>Government 1</b> | <p>In Government 1 students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. This course focuses on the U.S. Constitution and Bill of Rights, the courts and governmental processes, the legislative and executive branches of government, state and local government, and comparative government.</p> <p>Government 1 is the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in democratic activities and processes.</p>   | A<br><br>Social Studies | 12                | None   |

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| Course   | Course Description   | A-G Credit                                     | Grade Level Range | Course Prerequisite  |
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| <b>Human Body Systems 1,2</b>                    | <p>Human Body Systems is the second course in a four-year sequence of courses comprising the PLTW Biomedical Sciences Program. It also serves as an intermediate-level career-path course in the Health Sciences and Medical Technology industry sector.</p> <p>This course continues instruction begun in the introductory Principles of Biomedical Sciences course, while narrowing its area of focus to human body systems, and how they interact to maintain homeostasis (internal balance) and good health. Students learn about the processes, structures, and connections of the human body systems through hands-on investigation: they design experiments to explore modes of communication within the human body; investigate how the human body systems obtain, distribute and processes energy; and get a close-up look at how locomotion (movement) is achieved. It also prepares students for the third year of the program, where the focus will be medical intervention.</p> | D<br><br>Science                               | 10                | <u>Principles of Biomedical Sciences 1,2</u> , concurrent enrollment in <u>Biology 1,2</u> or <u>Biology 1,2 Advanced</u> and a college-prep mathematics course. |
| <b>Human Psychology and Family Sociology 1,2</b> | <p>This course covers the physical, cognitive, and psychosocial development of the child through adolescence, as well as the structure of the family, its composition and culture. Cross-cultural social influences and values to the family are recognized and analyzed. Programs of study and exploration include careers in the Education, Child Development, and Family Services industry sector.</p>  | G<br><br>College Prep Elective (Practical Art) | 10-12             | Infant and Toddler Development 1,2   |
| <b>Integrated Math I A-B</b>                     | <p>Integrated Math I is the first of three high school–level courses that integrate algebra, geometry, trigonometry, and statistics under the Common Core State Standards. This course formalizes and extends the mathematics that students learned in middle school. This course includes much of the content of an Algebra I course as well as geometry and statistics.</p>  | C<br><br>Math                                  | 9-12              | None   |
| <b>Integrated Math I A-B Advanced</b>            | <p>Integrated Math I Advanced is the first course in the accelerated pathway to calculus. The course is designed for advanced grade 8 students. It includes the content of the standard Integrated Math I course (<u>Integrated Math I A-B</u>) plus an additional two units that will provide opportunities for students to begin working with the advanced + Common Core State Standards.</p>  | C<br><br>Math                                  | 9-12              | Completion of <u>Accelerated Math 7<sup>th</sup></u> with a grade of B or better   |

\* **Weighted Course: the WGPA is weighed on a scale of: A=5, B=4, C=3, D=1**

| Course                                  | Course Description   | A-G Credit | Grade Level Range | Course Prerequisite   |
|---|--|------------|-------------------|---|
| <b>Integrated Math II A-B</b>           | Integrated Math II is the second of three high school–level courses that integrate algebra, geometry, trigonometry, and statistics 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 <a href="#">Integrated Math I A-B</a> .   | C<br>Math  | 9-11              | None  |
| <b>Integrated Math II A-B Advanced</b>  | 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 with additional higher-level standards. The intent of the course is to prepare students for Integrated Math III Advanced. Students will be exposed to the content of the standard Integrated Math II course ( <a href="#">Integrated Math II A-B</a> ) 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.   | C<br>Math  | 9-10              | Completion of <a href="#">Integrated Math I A-B Advanced</a> with a grade of B or better  |
| <b>Integrated Math III A-B</b>          | 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 <a href="#">Integrated Math II A-B</a> . Students expand their repertoire of functions to include polynomial, rational, and radical functions. The expand study of right-triangle trigonometry to include general triangles. They bring together data, functions, and geometry to create models and solve contextual problems.  | C<br>Math  | 10-12             | None  |
| <b>Integrated Math III A-B Advanced</b> | Integrated Math III Advanced is the third course in the accelerated pathway to calculus. The course integrates the Common Core State Standards as outlined in the mathematics framework with additional higher-level standards. The intent of the course is to prepare students for an AP calculus course.<br>Students will be exposed to the content of the standard Integrated Math III course ( <a href="#">Integrated Math III A-B</a> ) with the expectation that they will explore that content more deeply. They will bring together all their experiences with data, functions, and geometry to create models and solve contextual problems. They relate combinations and permutations to the binomial theorem. They expand their knowledge of complex numbers using trigonometry. | C<br>Math  | 10-12             | Completion of <a href="#">Integrated Math II A-B Advanced</a> with a grade of B or better |

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| <b>Course</b>  | <b>Course Description</b>   | <b>A-G Credit</b>                                 | <b>Grade Level Range</b> | <b>Course Prerequisite</b>   |
|--|---|---|--------------------------|--|
| <b>Introduction to Design</b>  | Introduction to Design is a foundation course in PLTW's engineering pathway of courses. It utilizes the same curriculum as <a href="#">Introduction To Engineering Design I 1,2</a> , but includes supplemental units of instruction and projects that address the five strands of the state Visual and Performing Arts content standards.  | F<br><br>Visual and Performing Arts               | 9-10                     | None   |
| <b>Math 96</b><br><br><b>Intermediate Algebra and Geometry</b><br><br>San Diego Mesa College Course        | Intermediate algebra and geometry is the second of a two-course integrated sequence in algebra and geometry. This course covers systems of equations and inequalities, radical and quadratic equations, quadratic functions and their graphs, complex numbers, nonlinear inequalities, exponential and logarithmic functions, conic sections, sequences and series, and solid geometry. The course also includes application problems involving these topics  | Not eligible for college credit                   | 11-12                    | None   |
| <b>Math 119</b><br><br><b>Elementary Statistics</b><br><br>San Diego Mesa College Course                   | This course covers descriptive and inferential statistics. The descriptive portion analyzes data through graphs, measures of central tendency and spread. Other statistical practices utilize basic probability, binomial and normal distributions, estimation of population parameters, hypothesis testing, linear regression and correlation. Analytical reading and problem solving are required for success in this course.   | Dual Credit:<br>C Math<br><br>Mesa College credit | 11-12                    | Math 96  |
| <b>Math 121</b><br><br><b>Basic Techniques of Applied Calculus I</b><br><br>San Diego Mesa College Course  | This course examines the study of calculus using numerical, graphical, and analytical methods to analyze calculus problems encountered in real-world applications in business, natural/life sciences, and social sciences. Topics include limits, derivatives, and integrals of algebraic, exponential, and logarithmic functions, curve sketching, optimization, and areas under and between curves and partial derivatives and optimization of multivariable functions. This is the first course in a sequence of mathematics courses for students intending to major in business, economics, or natural and social sciences. | Dual Credit:<br>C Math<br><br>Mesa College credit | 11-12                    | A satisfactory score on the Qualifying Exam (administered at Clairemont) |
| <b>Math 122</b><br><br><b>Basic Techniques of Applied Calculus II</b><br><br>San Diego Mesa College Course | This second course in a math sequence covers methods of integration, multivariable functions and optimization problems, differential equations, Taylor series development and application, derivatives and integrals of trigonometric functions, and their usage in solving problems encountered in real-world applications in business, life and social sciences and economics. It is intended for students majoring in business, natural science, social science and economics.   | Dual Credit:<br>C Math<br><br>Mesa College credit | 11-12                    | Math 121 with a grade of C or better                                     |

\* **Weighted Course: the WGPA is weighed on a scale of: A=5, B=4, C=3, D=1**

| <b>Course</b>                           | <b>Course Description</b>   | <b>A-G Credit</b>                                  | <b>Grade Level Range</b> | <b>Course Prerequisite</b>   |
|---|---|--|--------------------------|--|
| <b>Multi-Level Study Skills</b>         | This course focuses on learning/study strategies to ensure maximum successes in the general classroom.  | Elective Credit Only<br>May be repeated for credit | 9-12                     | None   |
| <b>Orchestra 1,2</b>                    | The course provides students opportunities to participate in musical experiences that develop advanced skills in orchestral playing. Students will learn and play quality, challenging orchestral literature in an ensemble setting with technical skill and musical knowledge and sensitivity. Advanced orchestra students will present more frequent public performances.   | F<br><br>Visual and Performing Arts                | 9-12                     | Selection by teacher or counselor  |
| <b>Organizational Leadership</b>        | Organizational Leadership instructs students in effective motivation, goal setting, time management, problem solving, group dynamics, team building, communication, stress management, and leadership styles. Students work in groups to solve problems and plan projects. They are taught to respect each other's individuality regardless of capability, race, gender, or religion. Students must complete 25 hours of community service as part of the course curriculum.  | Elective Credit Only<br><br>Practical Arts         | 9-12                     | None<br><br><i>Student must be a part of Academy of Business Pathway</i> |
| <b>Peer Tutoring: Special Needs 1,2</b> | This course trains students to provide tutorial support to students with special needs at their site. It is taught by special education teachers, who provide ongoing training and oversight throughout the duration of the course. Students are introduced to the basic principles of the Individuals With Disabilities Act (IDEA) and the state's 14 recognized disabilities. They learn special education terminology, people-first language, positive behavior supports, and curricular-adaptation provisions, and then apply this knowledge to their tutoring work. Students' peer-tutoring responsibilities include coaching learning-disabled students through lessons, providing instructional feedback, and celebrating successes. | Elective Credit Only                               | 11-12                    | None   |
| <b>Physical Education 1,2</b>           | This course is intended to help grade 9 students meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Course 1, 1.1–3.10. 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.   | PE Credit only                                     | 9                        | None   |

**\* Weighted Course: the WGPA is weighed on a scale of: A=5, B=4, C=3, D=1**

| Course                        | Course Description   | A-G Credit           | Grade Level Range | Course Prerequisite  |
|-------------------------------|--|----------------------|-------------------|--|
| <b>Physical Education 3,4</b> | <p>This course is intended to help grade 10 students meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Course 2, 1.1–3.9.</p> <p>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.</p>  | PE Credit only       | 10                | None   |
| <b>Physical Education 5,6</b> | <p>This level of instruction provides six elective options for students who have previously completed High School Courses 1 and 2 (i.e., Physical Education 1,2, and Physical Education 3,4) and passed the state-mandated fitness test:</p> <p><b>Course 3A:</b> Adventure/Outdoor Activities<br/> <b>Course 3B:</b> Aerobic Activities<br/> <b>Course 3C:</b> Individual and Dual Activities<br/> <b>Course 3D:</b> Dance<br/> <b>Course 3E:</b> Aquatics<br/> <b>Course 3F:</b> Weight Training and Fitness</p>   | PE Credit only       | 11                | Physical Education 3,4 or equivalent; passage of state-mandated fitness test.  |
| <b>Public Speaking 1,2</b>    | <p>This course in oral communication interrelates reading, writing, listening, and speaking. Students research, write, and deliver speeches for a variety of purposes, both informal and formal, to varied audiences. The course emphasizes the effective delivery of a variety of speeches including speeches to inform, persuade, entertain, and communicate.</p>  | Elective Credit Only | 9-12              | None   |
| <b>Physical Education 7,8</b> | <p>This course is intended to help students in grades 11–12 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Courses 4A–4D.</p> <p>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):</p> <p><b>Course 4A:</b> Advanced Adventure/Outdoor Activities<br/> <b>Course 4B:</b> Advanced Aerobic Activities<br/> <b>Course 4C:</b> Advanced Individual and Dual Activities</p> | PE Credit only       | 11-12             | Physical Education 5,6 or equivalent; passage of state-mandated fitness test; completion of the first part of the elective sequence in High School Course 3. |

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| Course 4D: Advanced Dance   |   |   |                   |  |
|---|---|---|-------------------|--|
| Course  | Course Description  | A-G Credit  | Grade Level Range | Course Prerequisite  |
| <b>Physics 1,2</b>  | 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. | D<br><br>Science  | 9-12              | <u>Algebra 1-2</u>   |
| <b>Physics 1,2<br/>Advanced</b>   | This two-semester laboratory science course is more rigorous and mathematically demanding than the basic physics course. It is designed to provide an introductory experience to the processes of investigating the physical world and the understandings derived from those processes. The emphasis is on developing a qualitative conceptual understanding of general principals and models and of the nature of scientific inquiry. The core content addresses the topics of motion and forces, the conservation of energy and momentum, heat and thermodynamics, waves and electric and magnetic phenomena.   | D<br><br>Science  | 9-12              | <u>Algebra 1-2</u> with a grade of A or B or <u>Algebra 1-2 Advanced</u> with a grade of C or better   |
| <b>Political Science 101</b><br><br><b>Introduction to Political Science</b><br><br>San Diego Mesa College Course | <p>This course is an introduction to the field of Political Science. Emphasis is placed on the concepts and methodologies used in the study of political institutions, political participation, public opinion, and the international political system. Topics also include a survey of political theory and the history of American political ideology and culture.</p> <p>This course is offered by the San Diego Community Colleges on high school campuses. Selected high school seniors who have demonstrated high ability in history–social studies may be permitted to enroll.</p>   | Dual Credit<br>A<br>Social Studies<br><br>Mesa College Credit | 12                | Outstanding achievement in <u>United States History 1,2 AP</u> or another advanced U.S. history course; or outstanding achievement in <u>United States History And Geography 1,2</u> and a world history course and teacher/counselor recommendation |

\* **Weighted Course: the WGPA is weighed on a scale of: A=5, B=4, C=3, D=1**

| Course   | Course Description   | A-G Credit   | Grade Level Range | Course Prerequisite   |
|--|--|--|-------------------|---|
| <p><b>Political Science 102</b></p> <p><b>The American Political System</b></p> <p>San Diego Mesa College Course</p> | <p>This comprehensive survey course provides an in-depth study of the American political system. National and California systems of government are studied from the perspective of constitutional frameworks and political institutions, processes, issues, and policies. Other topics include political participation; political parties and interest groups; social movements and minorities; civil liberties; and the role of political ideology, culture, and the mass media in shaping public opinion and policymaking.</p> <p>This course is offered by the San Diego Community Colleges on high school campuses. Selected high school seniors who have demonstrated high ability in history–social studies may be permitted to enroll.</p>  | <p>Dual Credit<br/>A<br/>Social Studies<br/><br/>Mesa College Credit</p> | <p>12</p>         | <ul style="list-style-type: none"> <li>• Satisfactory grade/performance in Political Science 101</li> <li>• Minimum HS GPA of 2.5 or higher</li> <li>• Must maintain a 2.0 in college coursework</li> </ul> |
| <p><b>Principles of Biomedical Science 1,2</b></p>   | <p>Principles of Biomedical Sciences is a foundation course in the Health Sciences and Medical Technology industry sector, and the first course in a four-year sequence of courses comprising the PLTW Biomedical Sciences Program. Students in this introductory 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 Sciences Program, and provide students with a general overview of the concepts and ideas they will explore in greater detail later.</p> | <p>D<br/><br/>Science</p>  | <p>9</p>          | <p>Concurrent enrollment in grade-level science and mathematics courses</p>   |
| <p><b>Principles of Computer Science 1,2</b></p>   | <p>This course provides students with analytical and logic skills to understand and apply computational logic and processes in basic programming. Students will be able to explain the logic behind basic functions to peers and instructors. Students will learn programming concepts and theory by using the Alice programming language and Excel in order to design and create computer animations in an interactive environment. This course is based on a required undergraduate course, Computational Thinking, taught at the University of California, San Diego, and at San Diego State</p>  | <p>G<br/><br/>College Prep Elective</p>                                  | <p>10-11</p>      | <p><u>Integrated Math I A-B</u> or equivalent</p>   |

\* Weighted Course: the WGPA is weighed on a scale of: A=5, B=4, C=3, D=1

|  | University.   |                                |                          |  |
|--|---|--------------------------------|--------------------------|--|
| <b>Course</b>  | <b>Course Description</b>   | <b>A-G Credit</b>              | <b>Grade Level Range</b> | <b>Course Prerequisite</b>   |
| <b>Principles of Engineering 1,2</b>   | This Project Lead the Way course helps prepare students for post-secondary education. The course helps students understand the fields of engineering and engineering technology. Students explore various technology systems and manufacturing processes, which helps them learn how engineers and technicians use mathematics, science, and technology in an engineering problem-solving process to benefit people. The course also addresses concerns about social and political consequences of technological change. Students use computers, measuring instruments, testing equipment, and computer-controlled automation equipment.  | G<br><br>College Prep Elective | 11-12                    | <u>Introduction to Design 1,2</u> ; <u>Algebra 1-2</u> ; <u>Geometry 1-2</u>   |
| <b>Psychology 1,2<br/>Advanced Placement*</b>  | 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.  | G<br><br>College Prep Elective | 10-12                    | None   |
| <b>Sociology 100<br/>Introduction to Sociology<br/>San Diego Mesa College Course</b> | This course is an introductory study of the basic concepts, theoretical approaches, and methods of sociology. Topics include the scientific study of social interaction, structure, and organization; groups; socialization and the self; social stratification; culture and diversity; social change; and global dynamics. Topics and examples emphasize present-day America, including cross-cultural and multicultural analysis.   | Mesa College Credit            |                          | <ul style="list-style-type: none"> <li>• Minimum HS GPA of 2.5 or higher</li> <li>• Must maintain a 2.0 in college coursework</li> </ul> |
| <b>Spanish 1-2</b>   | 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. 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. | E<br><br>World Language        | 9-12                     | None   |

\* **Weighted Course: the WGPA is weighed on a scale of: A=5, B=4, C=3, D=1**

| Course  | Course Description  | A-G Credit              | Grade Level Range | Course Prerequisite   |
|---|---|-------------------------|-------------------|---|
| <b>Spanish 3-4</b>                              | This functions-based course is designed for students who have successfully completed <a href="#">Spanish 1-2</a> . 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.   | E<br><br>World Language | 9-12              | <a href="#">Spanish 1-2</a> with a grade of C or higher; recommendation of teacher    |
| <b>Spanish 5-6</b>                              | This functions-based course is designed for students who have successfully completed <a href="#">Spanish 3-4</a> . It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant.  | E<br><br>World Language | 9-12              | <a href="#">Spanish 3-4</a> with a grade of C or higher; recommendation of teacher    |
| <b>Spanish 7-8 Honors*</b>                      | Spanish 7-8 Honors is a highly rigorous course designed for students who have successfully completed <a href="#">Spanish 5-6</a> and wish to continue their language studies. This college-level course requires extensive reading of literature and academic writing beyond what would be expected in the standard <a href="#">Spanish 7-8</a> course. This accelerated program is both contextually rich and cognitively demanding. The course uses a communicative approach that provides opportunities for students to use the second language appropriately in a range of authentic social and academic contexts and for a variety of purposes. There is an emphasis on research and academically challenging oral projects. Through the study of a variety of texts selected for this course, students will develop critical thinking skills and enhance their cultural perspectives of diverse peoples around the world. | E<br><br>World Language | 10-12             | <a href="#">Spanish 5-6</a> with a grade of C or higher; recommendation of teacher    |
| <b>Spanish Language 1-2 Advanced Placement*</b> | This course is designed for students who wish to pursue the equivalent of a third-year college-level course in advanced composition and conversation. Course content reflects intellectual interests shared by students and teacher in the arts, history, current events, literature, culture, and sports. The course stresses oral skills, composition, and grammar and emphasizes the use of  | E<br><br>World Language | 9-12              | <a href="#">Spanish 5-6</a> or higher; B average or higher; recommendation of teacher |

\* **Weighted Course: the WGPA is weighed on a scale of: A=5, B=4, C=3, D=1**

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|--|------------------------------------|--|--|--|
|  | language for active communication. |  |  |  |
|--|------------------------------------|--|--|--|

| <b>Course</b>                             | <b>Course Description</b>  | <b>A-G Credit</b>  | <b>Grade Level Range</b> | <b>Course Prerequisite</b>   |
|---|--|--|--------------------------|--|
| <b>Statistics 1-2 Advanced Placement*</b> | In this non-calculus, college-level introductory course, students study descriptive and inferential statistics and take the Advanced Placement examination at the end of the year. The course provides students with the opportunity to continue their study of mathematics in an area other than calculus   | C<br><br>Math  | 11-12                    | Satisfactory achievement in three previous, sequential years of math courses, and recommendation of the teacher and/or counselor.                    |
| <b>Technical Theater 1,2</b>              | Students will create designs for sets, lights, costumes, and sound for school productions, including sketches, ground plans, renderings, color charts/swatches, and models. Students will work as crew chiefs and will supervise the Tech I students during construction and production. Stage management responsibilities, with full prompt books, will also be required for each production. Students will investigate the history of theatre architecture and stage design. Problem solving and working under pressure will be stressed.  | F<br><br>Visual and Performing Arts<br><br>Practical Art | 9-12                     | None   |
| <b>Technical Theater 3,4</b>              | This two-semester course continues instruction begun in <a href="#">Technical Theatre 1,2</a> and forms part of a sequential course of study in technical theater and production. Students who take this course will develop their own designs for school productions and execute them for performance. They will create designs for the sets, lighting, costumes, and sound of these productions—including sketches, ground plans, renderings, color charts/swatches, and models—and work with other designers and the director to develop a unified design scheme for each one. Students also will serve as crew chiefs during construction, supervising the work of <a href="#">Technical Theatre 1,2</a> students. Stage-management responsibilities with full prompt books also will be required for all productions. | F<br><br>Visual and Performing Arts<br><br>Practical Art | 9-12                     | Successful completion of <a href="#">Technical Theatre 1,2</a> with a grade of B or better. Students also must pass a district-required safety test. |
| <b>Theater 1,2</b>                        | The first year's instruction in theatre is directed primarily toward acquiring performance and language skills through acting, reading, speaking, listening, writing, and body control. The student will observe and evaluate elements of production and identify the significance of dramatics in the media and the workplace.  | F<br><br>Visual and Performing Arts                      | 9-12                     | None   |

\* **Weighted Course: the WGPA is weighed on a scale of: A=5, B=4, C=3, D=1**

| <b>Course</b>                                  | <b>Course Description</b>  | <b>A-G Credit</b>   | <b>Grade Level Range</b> | <b>Course Prerequisite</b>  |
|--|--|---|--------------------------|-----------------------------|
| <b>Theater 3,4</b>                             | The second year's instruction in theatre emphasizes the practical application of dramatic theory and relates dramatic expression to cultural development by involving students in a variety of production techniques, including makeup, analysis, and stagecraft. Research and performance of scenes with historical and/or cultural contexts are covered.   | F<br><br>Visual and Performing Arts<br><br>Practical Arts | 10-12                    | <a href="#">Theatre 1,2</a> |
| <b>Theater 5,6</b>                             | The third year's instruction in theatre is directed primarily toward play production, critical analysis, and original dramatic writing. Coursework provides a realistic balance between concepts and performance.  | F<br><br>Visual and Performing Arts<br><br>Practical Arts | 10-12                    | <a href="#">Theatre 3,4</a> |
| <b>Theater 7,8</b>                             | The fourth year's instruction in theatre is directed toward leadership and career development in theatre arts. This course will expand the student's capacity to write, direct, and produce complex characters, scenes, and plays. Development of advanced entry-level competencies for careers in artistic or technical theatre are explored.   | F<br><br>Visual and Performing Arts<br><br>Practical Arts | 10-12                    | <a href="#">Theatre 5,6</a> |
| <b>United States History and Geography 1,2</b> | 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.<br><br>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 | A<br><br>Social Studies                                   | 11                       | None                        |

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|  | 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.   |                                     |                          |                            |
|--|--|-------------------------------------|--------------------------|----------------------------|
| <b>Course</b>  | <b>Course Description</b>  | <b>A-G Credit</b>                   | <b>Grade Level Range</b> | <b>Course Prerequisite</b> |
| <b>United States History and Geography 1,2 Honors*</b> | This course is designed for the rigorous study of U.S. history and geography. The content includes a study of American history from the late nineteenth century to the present, with major emphasis on the development of American ideals and institutions. Students examine important issues and historical forces that have shaped the nation, including race, gender, politics, economics, foreign policy, culture, and the environment. Original documentary sources are used to supplement the text and enrich the student's experience. Research techniques are taught. All students must pass an end-of-course examination.   | A<br><br>Social Studies             | 11                       | None                       |
| <b>United States History 1,2 Advanced Placement*</b>   | The course provides challenging instruction for grade 11 students. It helps students develop critical judgments by encouraging them to read and analyze carefully chosen selections from both secondary and primary sources that explore the ideals, traditions, and institutions of the United States as well as the unity and diversity among American people. Emphasis is given to interpretations of major historical themes and evidence.<br><br>The course follows the standard syllabus of Advanced Placement United States History as specified by the College Board; it prepares students to achieve satisfactory results on the Advanced Placement Examination in United States History and thus to earn college credit. | A<br><br>Social Studies             | 11                       | None                       |
| <b>Video Production 1,2 and 3,4</b>                    | This course develops student skills in video production. Areas of emphasis include scriptwriting, equipment operation, studio and remote production techniques, on-camera oral communication skills, critical television viewing, and occupational opportunities in video.<br><br>This course reinforces Common Core State Standards and California Career Technical Education model curriculum standards in a relevant, applied setting.  | F<br><br>Visual and Performing Arts | 9-12                     | None                       |
| <b>World History and Geography 1,2</b>                 | 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'   | A<br><br>Social Studies             | 10                       | None                       |

\* **Weighted Course: the WGPA is weighed on a scale of: A=5, B=4, C=3, D=1**

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|  | capacity to think analytically and critically. |  |  |  |
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| <b>Course</b>                                   | <b>Course Description</b>  | <b>A-G Credit</b>                  | <b>Grade Level Range</b> | <b>Course Prerequisite</b> |
|---|--|------------------------------------|--------------------------|----------------------------|
| <b>World History and Geography 1,2 Advanced</b> | This course provides an in-depth study of world history from the rise of democratic ideas to the contemporary world. Students develop advanced skills in analyzing historical, cultural, social, economic, and geographical issues in a global context. Students explore connections between local, national, and global issues. The course culminates with a critical examination of the problems of the modern world.  | A<br><br>Social Studies            | 10                       | None                       |
| <b>World History and Geography 1,2 Seminar</b>  | Clairemont’s seminar program supports unique opportunities for high-achieving and underachieving pupils who are identified as gifted and talented. Students enrolled in English Seminar and World History Seminar often have choices within projects on how they wish to present their research and knowledge: videos, art projects, research projects, essays, poster boards, PowerPoint presentations. There are also numerous opportunities to pick what they want to read and research. For an end of the year research project, a student may choose to research Claude Monet, while another student may choose to research WWI German submarines.<br><br>In addition to using textbooks, students delve into a variety of literature, maps, graphs, and art. | A<br><br>Social Studies            | 10                       | None                       |
| <b>Yearbook</b>                                 | This course provides individual specialized training and production work in publishing the school yearbook.  | No A-G Credit<br><br>Practical Art | 9-12                     | None                       |

School counselor or site principal/administrator review transcript to ensure student is prepared for college coursework

- Minimum HS GPA of 2.5 or higher
- Must maintain a 2.0 in college coursework
- Performance on applicable ELA/math placement test determines college coursework placement
- School counselor or site principal/administrator meets with student and parent/guardian to: review program requirements, complete college application form and review and collect signed Student College/University Participation Criteria

**\* Weighted Course: the WGPA is weighed on a scale of: A=5, B=4, C=3, D=1**