

Morse High School
Course Offerings and Descriptions
2018-2019

Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
Academic Language Development 1,2	<p>This course targets the linguistic and academic needs of long-term English learners who have not been able to attain the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of instruction. Skills and strategies will be employed to jump start the language development of students, such as emphasizing oral language to build background and vocabulary. The course addresses the Common Core English Language Arts Standards for reading, writing, listening, speaking, and language, with the predominant focus being on academic speaking and critical writing skills.</p> <p>Enrollment in this course is limited to long-term English learners (students who have been enrolled in the system for five or more years) who are performing below grade-level expectations on standardized tests and who have CELDT levels of Intermediate or Early Intermediate. Concurrent enrollment in the student's grade-level English Language Arts course is required.</p>	Elective; may be repeated for credit	9-12	None
Applied English 9-10	<p>Elective credit for this course can be assigned to students who have completed course work, but have not mastered all proficiencies requirements for a general education English language arts course.</p> <p>The Applied English course series develops oral/signed and written language skills required for literacy, independent living, and employment. This course teaches core curriculum concepts but does not meet district standards for a diploma.</p>	Elective may be repeated for credit	9-10	None
Applied English 11-12	<p>Elective credit for this course can be assigned to students who have completed course work, but have not mastered all proficiencies requirements for a general education English language arts course. The Applied English course series develops oral/signed and written</p>	Elective may be repeated for credit	11-12	None

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	language skills required for literacy, independent living, and employment. This course teaches core curriculum concepts but does not meet district standards for a diploma.			
Applied Math 9-10	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. This course teaches core curriculum concepts but does not meet district standards for a diploma.	Elective may be repeated for credit	9-10	None
Applied Math 11-12	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. This course teaches core curriculum concepts but does not meet district standards for a diploma.	Elective may be repeated for credit	11-12	None
American Literature 1,2	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.	B English	11	None
American Literature 1,2 Honors*	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	B English	11	None

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	<p>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.</p> <p>All students enrolled in this class take a comprehensive written final examination required by the University of California in order to earn weighted credit. The purpose of the final exam is allow students to exhibit depth of knowledge and sustained mastery of the subject material.</p>			
Art 1,2	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.	F Visual and Performing Arts	9-12	None
Art History, Advanced Placement*	This course is designed to prepare students for the AP examination for college credit. Through slide-illustrated lectures, field trips, discussions, and participation in special projects, students will explore the themes that have impelled artists to be creative. The course will present a historical as well as an analytical approach to art and its place in Western and non-Western civilizations through an in-depth, discipline-based approach to art.	F Visual and Performing Arts	11-12	None
Art Studio 1,2	Individualized Art Studio is designed to meet the needs and interests of the most able art students. Greater depth of understanding and improving techniques are emphasized. Both two- and three-dimensional work in sculpture, clay, textiles, drawing, painting, and graphics are included.	F Visual and Performing Arts	9-12	None
Art Studio 2-D 1,2 Advanced Placement*	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	F	11-12	Grade of B or better in two full-year art courses and recommendation of art teacher

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	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.	Visual and Performing Arts		
Associated Student Body (ASB); Student Government	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.	Elective	9-12	None
Auto Body, Introduction 1,2	This is the foundation course for a career path in the field of auto body and collision repair. It is a prerequisite for taking <u>Auto Body Repair/ Refinishing 1,2</u> . This course provides students with a basic understanding of the auto-body industry and the repair of vehicles. It is intended as the first step in a sequential series of courses leading to industry certification. Students in this course will participate in activities involving precision measurement, physics and chemistry as they relate to auto body repair. Students will develop their technical skills by removing, repairing and replacing automotive components on vehicles. They will strengthen their writing skills by note taking and completing work orders and project reports. Operation and management of the shop also is emphasized.	Practical Arts	9-11	None
Auto Body Refinishing 1,2 and 3,4 Auto Body 5,6 Refinishing Community Classroom	This course provides entry-level training for students seeking employment in the auto body industry. Employment possibilities include auto body technician, auto body helper, sander and masker, frame straightener, insurance adjuster, and body shop manager. Instruction covers shop safety; proper use of welding equipment; proper use of hand, electric, and pneumatic tools; hydraulic power equipment; frame equipment tools; and job-search/job-keeping skills. Painting techniques also are taught, along with the proper use of painting tools. Successful completion of the transportation program of	Practical Arts Community classroom sections may be repeated for credit	11-12	<u>Introduction to Auto Body 1,2</u>

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	study gives students the opportunity to earn National Automotive Technicians Education Foundation (NATEF) certification. Students who complete this course with a grade of A or B are eligible to earn up to 3 units of community college credit.			
AVID Freshman and Junior Year	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
AVID 11 Junior Year	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.	Elective Credit Only (Must take this course to receive “G” credit in AVID Senior Year course)	11	Previous enrollment of at least one year in an AVID elective course prior to grade 11.
AVID Senior Year	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.	G College Prep Elective	12	Successful completion of AVID Senior Seminar (Junior Year) 1,2 or successful completion of

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	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.	When taken in conjunction with Avid Senior Seminar (Junior Year) 1,2		2 years of High School AVID.
Band 1,2 Beginning	This course provides instruction in the basic principles of musicianship and standard band literature. Students will learn to play a standard band instrument in an ensemble setting. Expertise and appreciation is gained through performance of a wide variety of musical literature. Instruction of music theory is introduced and reinforced.	F Visual and Performing Arts	9-12	Ability to play, or interest in learning to play, an instrument; selection by teacher and counselor
Band 3,4 Intermediate	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 Visual and Performing Arts	9-12	Ability to play an instrument and the approval of the director
Band 5,6 Advanced	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 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.	F Visual and Performing Arts	10-12	Selection by teacher and counselor

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Biology 1,2	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 Science	9-12	None
Biology 1,2 Advanced	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.	D Science	9-12	None
Calculus 1-2 (Pre-Calculus)	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 Math	11-12	Integrated Math III A-B or Integrated Math III A-B Advanced
Calculus 1-2 Honors* (Pre-Calculus)	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 Math	11-12	Integrated Math III A-B or Integrated Math III A-B Advanced

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Calculus AB 1-2 Advanced Placement*	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 Math	12	Integrated Math III A-B Advanced or Precalculus 1-2 Honors and student meets the district's recommended criteria for placement
Chemistry 1,2	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.	D Science	9-12	Integrated Math I A-B or equivalent
Chemistry 1,2 Honors*	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 Science	9-12	Above-average achievement in previous science course(s) and in Integrated Math I A-B or equivalent; Physics 1,2 and Chemistry 1,2 recommended; concurrent enrollment in Integrated Math II A-B or equivalent recommended; a desire to succeed in a rigorous college-level course

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				environment
Choir 1,2	This standards-based course provides instruction in the basic principles of musicianship and promotes familiarity with standard choral literature. Choir may be made up of mixed voice or separate groups selected on the basis of voice quality or range. This course is designed for students with no previous choral experience.	F Visual and Performing Arts	9-12	Ability to sing on pitch; selection by teacher and counselor
Choir 3,4	This standards-based course is offered to students who have completed <u>Choir 1,2</u> or who have equivalent study and experience. Students will learn and perform a variety of quality choral literature in at least two to three parts and in languages other than English. Choir may be made up of mixed voice or separate groups selected on the basis of voice quality or range.	F Visual and Performing Arts	9-12	Ability to sing on pitch with a voice quality that blends with the choir; selection by teacher on an audition basis course
Civil Engineering and Architecture 1,2 and 3,4	This is a specialization course in the Project Lead the Way engineering program and is designed to prepare students for careers in architecture. The course provides an overview of the fields of civil engineering and architecture and emphasizes the interrelationship of the two. A major focus of the course is a long-term project involving the development of a local property. As students learn various aspects of civil engineering and architecture, they use the knowledge to design and develop the property via computer simulation and hands-on activities.	G College Prep Elective Practical Arts	11-12	<u>Introduction to Design 1,2</u> ; <u>Principles of Engineering 1,2</u> ; <u>Integrated Math I A-B</u> ; <u>Integrated Math II A-B</u>
Color and Design 1,2	This in-depth course in design and color concepts emphasizes literal, stylized, abstract, and non-objective application. Students will be challenged to use the elements and principles of art in meaningful, innovative ways while examining and creating works of art to develop mastery in mixing and application of color.	F Visual and Performing Arts	10-12	<u>Art 1,2</u> or <u>Design in Mixed Media 1,2</u>
Computer Science A 1,2 Advanced Placement	This course covers the writing of structured code in a procedural language using data types and algorithms. Designing and implementing computer-based solutions as well as learning well known algorithms and data structures will be included. Another component of the class will incorporate reading and understanding of	G College Prep Elective	11-12	Grade of A or B in Computer Science 1,2; grade of A or B in Integrated Math I and II, or grade of A or B in

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	a large program in addition to understanding the description of the design and development process of such a program. Students will be able to identify the major hardware and software components of a computer system, their relationship to one another, and their roles within the system. In addition, students will develop and select appropriate algorithms and data structures to solve problems and to code fluently in a well-structured fashion. The ethical and social impacts of computer use will be addressed.	Practical Arts		Integrated Math I and II Advanced; Foundations of Information Technology, Computer Science Principles AP; recommendation of AP Computer Science instructor
Computer Science Principles 1,2 Advanced Placement*	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.	G College Prep Elective Practical Arts	10-11	<u>Integrated Math I A-B</u> or equivalent; Foundations of IT
Contemporary Voices 1,2	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 English	12	None

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Culinary Arts 1,2 and 3,4, and 5,6	<p>These courses provide entry-level, upgrade, and advanced training for careers in the culinary arts and hospitality and tourism industry. Instruction is given in planning, selecting, purchasing, storing, preparing and serving quantity food and food products; preparing gourmet/ethnic foods, food decorating and marketing, nutritional values, quality control, safety, sanitation regulations, and use and care of commercial equipment. Course completion qualifies a student for a food handler's card.</p> <p>Students who complete this course with a grade of A or B are eligible to earn up to 7 units of community college credit.</p>	<p>G</p> <p>College Prep Elective</p> <p>Practical Arts</p>	11-12	<u>Food Preparation and Nutrition 1,2</u> ; completion of <u>Culinary Arts and Management 1,2</u> is required for <u>Culinary Arts and Management 3,4</u>
Design in Mixed Media	This foundational visual arts course introduces students to the elements and principles of art as the basis for understanding and creating handmade, functional, and artistic objects. Students will develop an appreciation of, and skills in, traditional and contemporary design combining a variety of media (paper, fiber, etc.) to create works of art in two and three dimensions.	<p>F</p> <p>Visual and Performing</p>	9-12	None
Discrete Math 1,2	Topics in Discrete Mathematics covers aspects of functions, matrices, statistics, and introductory calculus. This course is designed for students who have completed <u>Precalculus 1-2 Honors</u> or <u>Precalculus 1-2</u> and choose not to take a calculus course in their senior years.	<p>C</p> <p>Math</p>	11-12	<u>Integrated Math III A-B Advanced</u> ; or <u>Integrated Math III A-B</u> and either <u>Precalculus 1-2</u> or <u>Precalculus 1-2 Honors</u> plus meeting the district's recommended criteria for placement
Drawing and Painting 1,2	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.	<p>F</p> <p>Visual and Performing Arts</p>	10-12	<u>Art 1,2</u> ; if scheduling permits, this course should be preceded by <u>Color And Design 1,2</u>
Economics 1	This one-semester course deepens students' understanding of the economic problems and institutions of the nation and the world.	A	12	None

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<i>(Principles of Economics)</i>	<p>Students learn to make reasoned decisions on economic issues through the study of fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economics.</p> <p>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.</p>	Social Studies		
Economics (Micro), Advanced Placement*	<p>This course provides challenging instruction to students in grade 12 to enable them to meet the mandated one-semester requirement in economics. The course enables students to develop essential decision-making skills necessary for dealing with critical issues in their local communities, California, the United States, and in global society.</p> <p>The course increases students' understanding of how individuals and groups use their available resources to satisfy basic needs and wants. AP Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers within the larger economic system.</p>	G Economics College Prep Elective	12	None
English 1,2	<p>English 1,2 is a one-period, balanced literacy course required of all grade 9 students, except those enrolled in 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</p>	B English	9	None

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	who communicate effectively in various forms, for genuine purposes, and to authentic audiences.			
English 1,2 Cluster	English 1,2 Cluster is a one-period, balanced literacy course. 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 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.	B English	9	None
English 1,2 Seminar	English 1,2 Seminar is a one-period, balanced literacy course. 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 their own ideas as well as to question, interpret, and evaluate others' ideas. While similar to English 1,2 Cluster, instruction in this course is intended to serve varied students who need extraordinarily high-level, advanced and challenging curricular activities; those with extremely high tested ability but low school achievement; or those students who are divergent thinkers and “march to a different drummer.”	B English	9	Upper quartile in academic achievement (GPA) or recommendation of teacher
English 3,4	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	B English	10	None

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	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.			
English 3,4 Advanced	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 English	10	None
English 3,4 Seminar	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 Advanced, instruction in this course instruction in this course is intended to serve varied students who need extraordinarily high-level, advanced and challenging curricular activities; those with extremely high tested ability but low school achievement; or those students who are divergent thinkers and "march to a different drummer."	B English	10	Upper quartile in academic achievement (GPA) or recommendation of teacher
English Language and Composition 1,2 Advanced Placement*	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	B English	11-12	None

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	<p>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) meets the district’s American literature graduation requirement, (b) meets the requirements for the Diploma with Academic Distinction</p>			
<p>English Language Development 1-2/ELD Literacy Support 1-2</p>	<p>ELD 1-2/ELD Literacy Support provides 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.</p>	<p>Elective</p>	<p>9-12</p>	<p>Less on one year enrollment in U.S. schools and a CELDT score indicating beginning level</p>
<p>English Language Development 3-4/ ELD Literacy Support 3-4</p>	<p>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</p>	<p>Elective</p>	<p>9-12</p>	<p>Enrollment in U.S. schools for one to two and a half years and a CELDT score indicating early intermediate level</p>

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	<p>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.</p>			
<p>English Language Development 5-6/ ELD Literacy Support 5-6</p>	<p>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.</p>	<p>ELD 5-6 earns English Language Arts credit; ELD 5-6 Literacy Support earns Elective credit</p>	<p>9-12</p>	<p>Enrollment in U.S. schools for 2 to 3 years and a CELDT score indicating intermediate level/early advance</p>
<p>English Literature and Composition 1,2 Advanced Placement*</p>	<p>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,</p>	<p>B English</p>	<p>11-12</p>	<p>None</p>

* **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
	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.			
Environmental Science 1,2 Advanced Placement*	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 Science	11-12	Successful completion of <u>Chemistry 1,2</u> and <u>Biology 1,2</u> , or equivalents
English 47A Reading, Writing, Reasoning San Diego City College Course	This course is designed to prepare students who require minimal preparation to produce successful college-level papers in all subject areas. Emphasis is placed on the presentation of a thematic perspective within which students develop arguments and strengthen critical thinking, reading, organizing, and writing skills. This course is intended for students who want to prepare themselves to read, write and analyze texts at the transfer level.	Dual Credit: B English 4 City College credits	11-12	None
English 101 Reading and Composition San Diego City College Course	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 6,000 graded words.	Dual Credit: B English 3 City College credits	12	English 47A
ERWC 1,2	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.	B English	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
<i>(Expository Reading and Writing)</i>	Students in this course read and analyze a wide range of nonfiction and literary texts.			
European History 1,2 Advanced Placement*	The course is organized to help students develop understanding of cultural, economic, political, and social developments that shaped European history, as well as an awareness of the consequences of the European contacts with other regions of the world. Emphasis is placed on European history from 1450 to the present. Development and practice of historical analysis and interpretation and an ability to express historical understanding in writing play a major part in course instruction.	A History	10-12	None
Filipino 1-2	This functions-based, introductory course is open to all students who wish to begin the study of Filipino 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 Filipino teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Filipino 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 Filipino course.	E World Language	7-12	None
Filipino 3-4	This functions-based course is designed for students who have successfully completed <u>Filipino 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,	E World Language	8-12	<u>Filipino 1-2</u> with a grade of C or higher; recommendation of teacher

* **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
	under the direction of the Filipino teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Filipino 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 Filipino course if offered.			
Filipino 5-6	This functions-based course is designed for students who have successfully completed <u>Filipino 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. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Filipino teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Filipino-speaking students whose literacy skills are not fully present.	E World Language	9-12	<u>Filipino 3-4</u> with a grade of C or higher; recommendation of teacher
Film Arts 1,2	Film Arts provides an analysis of film as an art form and as a means of communication. Students will learn to analyze films through narrative structure, genre conventions, subtext, technical and artistic factors, and purpose. Emphasis will be placed on the various visual-language systems and the spectrum of techniques used by filmmakers to convey meaning. The course introduces realistic, classic, and formalistic traditions of filmmaking, as well as the history of the cinema. Students will explore the cultural relevance of films and their influence on society. They will create a short film project.	F Visual and Performing Arts	9-12	None
Food Preparation and Nutrition 1,2	Food Preparation and Nutrition is designed as the introductory course for the Hospitality, Tourism and Recreation industry sector program of study. Students examine food selection and preparation procedures, basic nutrition, food management techniques related to both individual and family living, and principles of sound consumer economics. They develop skills essential for meeting nutritional needs through experiences that involve them with food and ecology, special food/nutrient needs, consumer responsibilities, kitchen	G College Prep Elective Practical Arts	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
	organization and management, and food customs/traditions of different regions in the United States. Career opportunities in the food industry are explored.			
Foundations in Information Technology 1,2	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 Practical Arts	9-10	None
Functional Language Arts	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 May be repeated for credit	9-12	None
Functional Social Studies	Students develop age-appropriate, individualized social studies skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals can be developed in the areas of civics, economics, geography, and history. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content areas. Adaptations may be multi-sensory and multi-modality in nature.	Elective May be repeated for credit	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
	<p>Skills include being aware of respectful social relationships, appropriate conflict management strategies, using money, participating in vocational opportunities, traveling within environments, and using calendars and schedules. Activities include participating in related adapted thematic literature units, participating in content area within the general education school curriculum, and applying the skills within the school and neighborhood communities. 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.</p>			
<p>Functional Mathematics</p>	<p>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.</p>	<p>Elective</p> <p>May be repeated for credit</p>	<p>9-12</p>	<p>None</p>
<p>Functional Science</p>	<p>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.</p>	<p>Elective</p> <p>May be repeated for credit</p>	<p>9-12</p>	<p>None</p>

* **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
	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 Transitional Skills	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.	Elective May be repeated for credit	9-12	None
Functional Consumer and Family Studies	This course prepares students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for becoming responsible citizens and leaders in the family, community, and work; promoting optimal nutrition and wellness across the life span; managing resources to meet the material needs of individuals and families; balancing personal, home, family, and work lives; using critical and creative thinking skills to address problems in diverse family, community, and work environments; successful life management, employment, and career development; functioning effectively as providers and consumers of goods and services; appreciating human worth and accepting responsibility for one's actions; and success in family and work life.	Elective May be repeated for credit	9-12	None

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
Government 1	<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 Social Studies	12	None
Human Psychology and Family Sociology 1,2	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.	G College Prep Elective (Practical Art)	10-12	None
Integrated Math I A-B	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.	C Math	9-12	None
Integrated Math I A-B Advanced	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.	C Math	9-12	Completion of Accelerated Math 7th or Math 8th 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
Integrated Math II A-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 Integrated Math I A-B .	C Math	9-11	Integrated Math I A-B or Integrated Math I A-B Advanced
Integrated Math II A-B Advanced	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 (Integrated Math II A-B) 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 Math	9-10	Integrated Math I A-B Advanced or student meets the district’s recommended criteria for placement
Integrated Math III A-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 Integrated Math II A-B . 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 Math	10-12	Integrated Math II A-B or Integrated Math II A-B Advanced
Integrated Math III A-B Advanced	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. Students will be exposed to the content of the standard Integrated Math III course (Integrated Math III A-B) with the expectation that they will explore that content more deeply. They will bring together	C Math	10-12	Integrated Math II A-B Advanced or student meets the district’s recommended criteria for placement

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
	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.			
Introduction to Design 1,2	Introduction to Design 1,2 is a foundation course in PLTW's engineering pathway of courses. It utilizes the same curriculum as the Introduction to Engineering Design I 1,2, course described below, but includes supplemental units of instruction that address the California state Visual and Performing Arts content standards.	F Visual and Performing Arts Practical Arts	9-10	None
Japanese 1-2	This functions-based, introductory course is open to all students who wish to begin the study of Japanese 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 Japanese teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Japanese 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 Japanese course.	E World Language	7-12	None
Japanese 3-4	This functions-based course is designed for students who have successfully completed <u>Japanese 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 Japanese teacher, may be used to facilitate	E World Language	8-12	<u>Japanese 1-2</u> with a grade of C or higher; recommendation of teacher

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
	instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Japanese 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 Japanese course if offered.			
Japanese 5-6	This functions-based course is designed for students who have successfully completed <u>Japanese 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. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Japanese teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Japanese-speaking students whose literacy skills are not fully present.	E World Language	9-12	<u>Japanese 3-4</u> with a grade of C or higher; recommendation of teacher
Journalism 1,2	This course introduces students to the basic techniques and skills of journalistic writing and prepares them to contribute to school publications. Students also explore the meaning of freedom of the press and how other freedoms depend on an informed citizenry.	G College Prep Elective	9-12	None
Journalism 3,4	This course is intended to sharpen the skills introduced in Journalism 1,2 and provide experience with a high degree of realism and application to college or career journalism. The students function as a staff, producing the official school newspaper. Students not involved in the daily production of the paper work on longer-term journalism projects. Production assignments are flexible in order to provide students with a range of appropriate experiences.	G College Prep Elective	10-12	<u>Journalism 1,2</u>
Journalism 5,6	Students electing this course supply the leadership and hold the key positions in the publication of the school newspaper: editor-in-chief, copy editor, advertising and business manager, managing editor, page editors, and columnists. As advanced journalism students, they are responsible for informing the newspaper policy, presenting a balanced image of the school, planning page composition, meeting	G College Prep Elective	11-12	<u>Journalism 3,4</u>

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
	with advertisers, editing, and meeting the full range of responsibilities required in producing a regularly scheduled publication.			
JROTC Core 1,2 (Army)	<p>Introduction to Leadership Development. This is the first course in a series of four Army JROTC courses. It may be taken in grades 9, 10, 11, or 12. Each of the subject areas listed below is covered in the course. Students are evaluated on each subject area:</p> <ul style="list-style-type: none"> ● Introduction to JROTC ● Character Development ● Leadership Theory ● Foundations for Success ● Wellness, Fitness, and First Aid ● Geography and Earth Science ● Citizenship and American History ● Service Learning <p>Students will be introduced to a disciplined learning environment, and work and grow as a member of a team. Basic skills in team building are introduced and citizenship is emphasized.</p>	Physical Education/ Military Science	9-12	Ninth-grade standing; minimum age of 14 years
JROTC Core 3,4 (Army)	<p>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. Each of the subject areas listed below is covered in the course. 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.</p> <ul style="list-style-type: none"> ● Leadership Theory and Application ● Foundations for Success ● Wellness, Fitness, and First Aid ● Geography and Earth Science ● Citizenship and American History ● Command and Staff Procedures 	Physical Education/ Military Science	10-12	<u>Army JROTC Core 1,2</u>

* **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
	<ul style="list-style-type: none"> • Electives <ul style="list-style-type: none"> ○ Success Profiler ○ Quantum Learning ○ Service Learning <p>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.</p>			
JROTC Core 5,6 (Army)	<p>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. Each of the subject areas listed below is covered in the course. 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.</p> <ul style="list-style-type: none"> • Leadership Theory and Application • Foundations for Success • Wellness, Fitness, and First Aid • Geography and Earth Science • Citizenship and American History • Electives <ul style="list-style-type: none"> ○ Success Profiler ○ Quantum Learning ○ Service Learning 11-12 ○ High School Financial Planning • Command and Staff Procedures <p>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.</p>	Physical Education/ Military Science	11-12	<u>Army JROTC Core 3,4</u>

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
Literacy Advancement Academy	<p>Literacy Advancement Academy 1,2 is a one- or two-semester elective support course for students who are performing below or significantly below grade level in their regular ninth-grade English courses, as determined by multiple measures, including standardized and classroom-imbedded assessments and teacher and principal recommendations. It is taught in addition to, not instead of, a student's regular English course.</p> <p>This course is intended to help students achieve grade-level English language arts standards by providing them with additional opportunities to learn reading and writing strategies and to apply those strategies in a variety of authentic ways.</p> <p>The instruction in this course supports the standards-based units of study the students complete in their English 1,2 course. The course approaches reading and writing as processes. Students receive explicit instruction on how texts work, and they analyze a variety of types of texts. Students also develop their abilities to write, revise, and publish narrative, argumentative, and informational texts.</p>	Elective	9	None
Math 92 Applied Beginning & Intermediate Algebra San Diego City College Course	<p>MATH 092 Applied Beginning and Intermediate Algebra This course emphasizes real world applications in the development of beginning and intermediate algebraic topics. Topics include a review of fractions, decimals and percents, as well as the development of linear, quadratic, rational, radical, exponential and logarithmic functions. This course is designed for those students whose major and transfer institution requires only statistics or math for liberal arts as the transfer level math course for the degree.</p>	Dual Credit C Math 3 City College credits		MATH 038 with a grade of "C" or better, or equivalent, or Assessment Skill Level M30
Math 96	<p>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,</p>	Dual Credit C	11-12	MATH 046 with a grade of "C" or better, or

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
Intermediate Algebra and Geometry San Diego City College Course	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. This course is intended for students preparing for transfer-level mathematics courses.	Math 5 City College credits		equivalent, or Assessment Skill Level M40.
Math 119* Elementary Statistics San Diego Mesa College Course	This course covers descriptive and inferential statistics. The descriptive portion analyzes data through graphs, measures of central tendency and dispersion. The inferential statistics portion covers statistical rules to compute basic probability, including binomial, normal, Chi-squares, and T-distributions. This course also covers estimation of population parameters, hypothesis testing, linear regression, correlation and ANOVA.	Dual Credit: C Math 3 Mesa College credits	11-12	MATH 096 or MATH 092 with a grade of "C" or better, or equivalent, or Assessment Skill Levels M50/M45.
Math 141* Pre-Calculus San Diego Mesa College Course	This course is a study of numerical, analytical, and graphical properties of functions. The course content includes polynomial, rational, irrational, exponential, logarithmic, and trigonometric functions. Additional topics include: inverse functions, complex numbers, polar coordinates, matrices, conic sections, sequences, series and the binomial theorem. This course is designed as a preparation for calculus and is intended for the transfer student planning to major in mathematics, engineering, economics, or disciplines included in the physical or life sciences.	Dual Credit: C Math 5 Mesa College credits	11-12	MATH 104 with a grade of "C" or better, or equivalent
Math 150* Calculus with Analytic Geometry I San Diego Mesa College Course	This course is an introduction to university-level calculus requiring a strong background in algebra and trigonometry. The topics of study include analytic geometry, limits, differentiation and integration of algebraic and transcendental functions, and applications of derivatives and integrals. Emphasis is placed on calculus applications involving motion, optimization, graphing, and applications in the physical and life sciences. This course incorporates the use of technology. Analytical reading and problem solving are strongly emphasized in this course. This course is intended for students majoring in	Dual Credit: C Math 5 Mesa College credits	11-12	MATH 140 with a grade of "C" or better, or equivalent

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
	mathematics, computer science, physics, chemistry, engineering, or economics.			
Math 151* Calculus with Analytic Geometry II San Diego Mesa College Course	This is the second course in the calculus and analytic geometry sequence. This course covers more advanced topics in analytic geometry, differentiation and integration of algebraic and transcendental functions, infinite series, Taylor series, and parametric equations. This course also covers a general introduction to the theory and applications of power series, techniques of integration, and functions in polar coordinates, as it serves as a basis for multivariable calculus and differential equations, as well as most upper division courses in mathematics and engineering. This course is intended for the transfer student planning to major in mathematics, computer science, physics, chemistry, engineering or economics.	Dual Credit: C Math 4 Mesa College credits	11-12	MATH 150 with a grade of "C" or better, or equivalent
Multi-Level English	Multilevel English 9th–12th is designed to provide students with disabilities with additional support to the core curriculum through re-teaching and remediation. This course requires concurrent enrollment in a core general education ELA course.	Elective may be repeated for credit	9-12	Concurrent enrollment in appropriate general education ELA course
Multi-Level Math	Multilevel Math 9th–12th is designed to provide students with disabilities with additional support to the core curriculum through re-teaching and remediation. This course requires concurrent enrollment in a core general education mathematics course.	Elective may be repeated for credit	9-12	Concurrent enrollment in appropriate general education math course
Multi-Level Study Skills	This course focuses on learning/study strategies to ensure maximum successes in the general classroom.	Elective Credit Only may be repeated for credit	9-12	None
Music Appreciation	This course is a comprehensive historical and cultural survey of music from early historical times to the present. The understanding of music will be developed through listening activities, class	F	10-12	None

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
	discussions, performance activities, and reading and writing assignments.	Visual and Performing Arts		
Music Theory, Advanced Placement*	This course is for students who wish to pursue a college-level study of theory. Frequent homework assignments are to be expected. The course helps prepare students for the AP examination. Students will learn to identify and use the standard vocabulary and language of music at an advanced level, particularly rhythm, melodic line, harmonic content, and musical structure.	F Visual and Performing Arts	10-12	Ability to read and write musical notation; recommendation by teacher and counselor
Nutrition 1,2	This course is an intermediate course for the Hospitality, Tourism and Recreation industry sector program of study. In this course students analyze the principles of nutrition as related to optimum health throughout life, and develop a rationale for food choices that promote health and wellness for a variety of individual needs. Career opportunities in the field of nutrition are also explored.	G College Prep Elective Practical Arts	11-12	None
Orchestra 1,2	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 Visual and Performing Arts	9-12	None
Orchestra 3,4	This course continues instruction begun in <u>Orchestra 1,2</u> and is designed to give students an opportunity to develop performance skills and improve their string technique. Students in this course will play a challenging range of orchestral literature representing a variety of cultures and time periods, and will develop their performance skills by presenting frequently in advanced-level ensembles. They will be able to sight-read moderately difficult music with accuracy and compose music in distinct styles. The opportunity to work with wind and percussion players as part of a full orchestra is also possible.	F Visual and Performing Arts	10-12	<u>Orchestra 1,2</u>

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
Orchestra 5,6	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.	F Visual and Performing Arts	11-12	<u>Orchestra 3,4</u>
Peer Tutoring: Special Needs 1,2	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
Photographic Imaging 1,2 and 3,4	This course provides advanced training in digital photography and includes instruction in composition and color dynamics in the field of digital media. The course focuses on the communication of ideas through photography, as well as light and environmental controls. Students use digital cameras, scanners, computers and high-end printers to produce projects related to the industry. Training in the use of specialized software for photo editing and image manipulation is	F Visual and Performing Arts	11-12	<u>Photography 1,2</u> or teacher assessment Recommended preparation: Photography 3,4 or Foundations in Visual Art and Design 1,2

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
	incorporated into the instructional plan. This course is part of the Design, Visual, and Media Arts career pathway.			
Photography 1,2	Students acquire the ability to complete all of the processes involved in taking various kinds of photographs and producing finished prints. Understanding of the principles of good composition and of the application of photographic principles to industrial processes is stressed. This course uses advances in photographic technology to produce and to display digital photos. Students develop interests and abilities in photography to the point that they have a good foundation for an avocation. Consideration is given to the career opportunities photography opens.	F Visual and Performing Arts	9-12	None
Physical Education (Adaptive) APE	This course is for students eligible for Special Education and evaluated as having exceptional needs in physical education. It is a diversified program of developmental activities, functional recreation/leisure skills, games, sports, and rhythms suited to the needs, interests, capabilities, and limitations of students who may not safely or successfully engage in the vigorous activities of the general physical education program. Instructional units are designed to carry out the provisions of the IEP. IEP teams will consider all of the physical education service delivery options and utilize the least restrictive service. Physical education service delivery options include (1) participation in general physical education; (2) participation in general physical education with appropriate modifications; (3) specially designed physical education; (4) adapted physical education (which could mean direct service, collaboration, or consultation).	N/A	5-12	Eligibility for Special Education and Individual Education Plan (IEP)
Physical Education: Interscholastic Athletics	This course includes coaching in competitive athletics as well as instruction and assessment 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. This course will also prepare	Physical Education	9-12	Grade point average of 2.0 or better in scholarship and citizenship for the preceding grading period, parent's and physician's approval, and insurance

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
	students for the state-mandated physical fitness test. All students enrolled in the course must participate concurrently in a sport (see table below) and must demonstrate progress toward mastering the high school physical education content standards.			coverage to practice or participate during or after school. See district Administrative Procedure 4350.
Physical Education 1,2	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
Physical Education 3,4	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. 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	10	Physical Education 1,2 or equivalent
Physical Education 5,6	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: 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	PE Credit only	11	Physical Education 3,4 or equivalent

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
Physical Education 7,8	<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 style="padding-left: 40px;">Course 4A: Advanced Adventure/Outdoor Activities</p> <p style="padding-left: 40px;">Course 4B: Advanced Aerobic Activities</p> <p style="padding-left: 40px;">Course 4C: Advanced Individual and Dual Activities</p> <p style="padding-left: 40px;">Course 4D: Advanced Dance</p>	PE Credit only	11-12	Physical Education 5.6 or equivalent
Physics 1,2	<p>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.</p>	D Science	9-12	Integrated Math I A-B or equivalent

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
Physics 1,2 Advanced	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 Science	9-12	Integrated Math I A-B with a grade of A or B or Integrated Math I A-B Advanced with a grade of C or better
Physics 1 A-B Advanced Placement*	AP Physics I is equivalent to the first semester of a typical introductory, algebra-based college physics course. The course gives teachers the time to foster greater depth of conceptual understanding through the use of student-centered, inquiry-based instruction. Twenty-five percent of instructional time is spend in laboratory work. The course explores such topics as Newtonian mechanics; work; energy and power; mechanical waves and sound; and introductory simple circuits.	D Science	11-12	Integrated Math II A-B or equivalent; concurrent enrollment in Integrated Math III A-B ; no prior coursework in physics is required
Physiology 1,2	The body systems of humans and animals are used as examples of systems necessary for the growth and maintenance of life. These systems are studied in terms of their general structures and functions in living things. Emphasis is placed on the evolutionary sequence of particular organs, tissues and functions so the student can grasp the concept of homology and the evidence by which scientists unite organisms into evolutionary groups. The biochemical functions of human systems are covered in relation to human pathologies and wellness.	D Science	11-12	Physics 1,2 or Chemistry 1,2 , and Biology 1,2 , or equivalents
Political Science 101* Introduction to Political Science	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.	Dual Credit A Social Studies	12	Outstanding achievement in United States History 1,2 AP or another advanced U.S. history course; or outstanding achievement in United

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
San Diego Mesa College Course	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.	3 Mesa College Credits		<u>States History And Geography 1,2</u> and a world history course and teacher/counselor recommendation
Political Science 102* The American Political System San Diego Mesa College Course	<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>	Dual Credit A Social Studies 3 Mesa College Credits	12	<ul style="list-style-type: none"> • Satisfactory grade/performance in Political Science 101 • Minimum HS GPA of 2.5 • Must maintain a 2.0 in college coursework
Power Up I A-B	Power Up I is an elective support course for students in grades 9–12 and must be taken concurrently with the first course in the Integrated Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction and computer-based learning to build students’ skill sets, help them master requisite skills, and front load concepts.	Elective	9-12	Concurrent enrollment in <u>Integrated Math I A-B</u>
Power Up II A-B	Power Up II is an elective support course for students in grades 10–11 and must be taken concurrently with the second course in the Integrated Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction and computer-based learning to build students’ skill sets, help them master requisite skills, and front load concepts.	Elective	10-11	Concurrent enrollment in <u>Integrated Math II A-B</u>

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
Psychology 1* UC San Diego College Course	This course provides an overview of the basic concepts in psychology. Topics may include human information processing, learning and memory, motivation, development, language acquisition, social psychology, and personality.	Elective 4 UCSD College Credits	11-12	<ul style="list-style-type: none"> ● Minimum HS GPA of 2.5 or teacher recommendation ● Must maintain a 2.0 in college coursework
Psychology 1,2 Advanced Placement*	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.	G College Prep Elective	10-12	None
Public Speaking 1,2	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.	Elective Credit Only	9-12	None
Sociology X1* UC San Diego College Extension Course	The class offers an Introduction to the basic nature of society and the relationship between society and the individual. This course focuses on how society functions and is organized, and how society impacts and influences individual motivation, understanding, action, and well-being. Basic sociological ideas regarding social relations, social interaction, social structure, and social change are examined. Students are introduced to key issues addressed by contemporary sociologists; class, race, gender, sexuality, religion, globalization, education, health care, crime, the media, and the environment. The knowledge gained in this course will aid students in future studies within a variety of	Elective 4 UCSD College Credits	11-12	<ul style="list-style-type: none"> ● Minimum HS GPA of 2.5 or higher ● Must maintain a 2.0 in college coursework

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
	fields and careers, and encourage the development of critical thinking about important issues.			
Spanish 1-2	<p>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.</p>	E World Language	9-12	None
Spanish 3-4	<p>This functions-based course is designed for students who have successfully completed <u>Spanish 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 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>	E World Language	9-12	<u>Spanish 1-2</u> with a grade of C or higher; recommendation of teacher

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
Spanish 5-6	This functions-based course is designed for students who have successfully completed <u>Spanish 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. As the need for accuracy increases, grammar instruction becomes more significant.	E World Language	9-12	<u>Spanish 3-4</u> with a grade of C or higher; recommendation of teacher
Spanish Language 1-2 Advanced Placement*	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 language for active communication.	E World Language	9-12	<u>Spanish 5-6</u> or higher; B average or higher; recommendation of teacher
Spanish Literature 1-2 Advanced Placement*	This course is designed for students who wish to pursue the equivalent of a third-year college-level course in literature. The course stresses proficiency in language skills and the analysis of selected literary works from the countries where the language is spoken. Students read several representative works, including one or more full-length works from each author designated on the Required Authors List published annually in the Advanced Placement Course Description Guide. In addition, students study works by other authors representing a variety of genres, historical periods, and geographical areas. Students read works that are representative of the central themes and preoccupations of each author. Excerpts from longer works should be read in conjunction with, not instead of, a complete novel or play. Students learn to formulate and express critical opinions and judgments orally and in writing. The interrelationship between literature and culture is developed. The major outcomes for the course are based on guidelines from the College Entrance Examination Board.	E World Language	10-12	<u>Spanish 5-6</u> or higher; B average or higher; recommendation of teacher

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
Statistics 1-2	In this course, students will be introduced to the major concepts of probability, interpretation of data, and statistical problem solving. Students will learn the course concepts through hands-on experimentation and investigation. They will analyze existing data as well as data collected through a survey, observational study or experiment. They will then display the data in different ways, analyze it, and draw conclusions based on the results. The four main components of the course are: exploring data, data collection, probability, and inference.	C Math	11-12	<u>Integrated Math III A-B</u> or <u>Integrated Math III A-B Advanced</u>
Teaching and Learning (Introduction) 1,2 and 3,4 Teaching and Learning Community Classroom 5,6	These two-semester courses prepare students to assist teachers in carrying out standards and objectives in a K–12 classroom. Instruction includes program planning for the growth and development of school-age children, educational activities, reading-acquisition and reinforcement techniques, health and safety concerns, and classroom management skills. Students use computer technology to organize and prepare teaching materials. Internships at elementary, middle, and high schools are part of the curriculum. Paid and unpaid internships are part of the course curriculum.	G College Prep Elective	11-12	Infant and Toddler Development 1,2, Human Psychology and Family Sociology 1,2
Theater 1,2	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 Visual and Performing Arts	9-12	None
United States History, Black Perspective 140A, Introduction*	This course is a survey of United States History from the Colonial period to 1877 with emphasis on African American experiences and contributions. Course content focuses on political, social, economic, and cultural development of the country. This course is intended for all students interested in the history of the U.S. from an African American perspective.	Dual Credit A Social Studies	11-12	Minimum HS GPA of 2.5 or teacher recommendation Must maintain a 2.0 in college coursework

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
San Diego City College Course		3 City College Units		
United States History, Black Perspective 140B, Introduction* San Diego City College Course	This course is a survey of the history of the United States from Reconstruction to the present with emphasis on African American experience and contributions. Course content focuses on political, social, economic, cultural, and intellectual trends, the persistence of racism, and the struggle for full equality for all Americans.	Dual Credit A Social Studies 3 City College Units	11-12	Minimum HS GPA of 2.5 or teacher recommendation Must maintain a 2.0 in college coursework
United States History, Chicano Perspective 141A* San Diego City College Course	This course is a survey of early American history from the Mexican/Chicano perspective. Emphasis is placed on the period of discovery to the period of Reconstruction with emphasis on the evolution, influence, and experience of the Chicano. Students analyze Chicano contributions to the political, social, economic, and cultural development of the United States.	Dual Credit A Social Studies 3 City College Units	11-12	Minimum HS GPA of 2.5 or teacher recommendation Must maintain a 2.0 in college coursework
United States History, Chicano Perspective 141B* San Diego City College Course	This is a survey course in American history that covers the period of the American acquisition in 1848 of Mexico to the present. Emphasis is placed the role of Chicanos in the development of the United states throughout the nineteenth and twentieth centuries. Topics include slavery in the former Mexican territories, the Native American experience, immigration patterns and constitutional development and government in California.	Dual Credit A Social Studies 3 City College Units	11-12	Minimum HS GPA of 2.5 or teacher recommendation Must maintain a 2.0 in college coursework
United States History and Geography 1,2	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	A Social Studies	11	None

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
	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.			
United States History and Geography 1,2 Honors*	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 Social Studies	11	None
United States History 1,2 Advanced Placement*	<p>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.</p> <p>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.</p>	A Social Studies	11	None
Work Incentive (1 Hour and 2 Hours)	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	Elective	11-12	None

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Course	Course Description	A-G Credit	Grade Level Range	Course Prerequisite
	<p>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.</p>			
<p>World History and Geography 1,2</p>	<p>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.</p>	<p>A Social Studies</p>	<p>10</p>	<p>None</p>
<p>World History and Geography 1,2 Advanced</p>	<p>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.</p>	<p>A Social Studies</p>	<p>10</p>	<p>None</p>
<p>Yearbook</p>	<p>This course provides individual specialized training and production work in publishing the school yearbook.</p>	<p>No A-G Credit Practical Art</p>	<p>9-12</p>	<p>None</p>

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