

# **University High School**

**Irvine Unified School District**

## **Course of Study 2024-2025**

**Course Description Catalog and Educational Planning Guide**

**UNIVERSITY HIGH SCHOOL**

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**UHS Course of Study 2024-2025**  
**Course Description Catalog and Educational Planning Guide Grades 9-12**

**Irvine Unified School District**  
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*Irvine Unified School District*

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### **Irvine Unified School District Vision**

A commitment to excellence is the hallmark of the Irvine Unified School District. As a school and community partnership, our promise is to provide the highest quality educational experience we can envision. To that end, we are dedicated to:

- The joy of learning for all
- Respect for each individual's worth and uniqueness
- A celebration of diversity
- An environment that nurtures the quest for quality
- A culture founded on relationship and inclusion

### **Irvine Unified School District Mission**

We will leverage our collective resources in order to make a meaningful difference in today's and tomorrow's world by:

- Nurturing the diverse gifts and capabilities within each individual
- Challenging every student and adult learner to persevere for excellence
- Developing competent, resourceful, resilient, and empowered learners prepared to meet the challenges of a complex future
- Enhancing the human capacity for courage, compassion, and contribution

### **University High School Mission Statement**

Our mission is to enable each student to become a contributing member of society with an appreciation for complexity and ambiguity, empowered with the knowledge, skills, and values necessary to meet the challenges of a changing world by providing the highest quality educational experience we can envision.

### **University High School Vision Statement**

University High School will provide students with the means to acquire knowledge and develop habits of mind to prepare them for the world they will inherit. To this end, we foster skills in:

- Critical thinking /Problem solving
- Communications and Interpretation
- Artistic Creation and Aesthetics
- National and International Awareness
- Personal and Social Development
- Interrelationships of Science, Technology, Mathematics and Society

## University High School Core Values

University High School's learning environment is based upon a set of values shared among students, teachers, administrators, support staff and parents. These values become the unifying vision that guides our learning community.

### Organization, Leadership, Vision and Purpose: *The stakeholders*

- Encourage open communication.
- Share governance through a decision-making process.
- Balance academic freedom with agreed-upon practices and policies.
- Implement and follow school policies consistently.

### Curriculum: *The stakeholders*

- Develop critical thinking skills.
- Apply learning both inside and outside the school environment.
- Articulate and collaborate between and among levels and across curriculum.
- Meet and exceed state standards.
- Evaluate and revise the curriculum to meet student needs.

### Instruction: *The stakeholders*

- Innovate and experiment.
- Foster autonomy within a collaborative culture.
- Coach students to think, to problem solve, and to exercise responsibility for their learning.
- Accommodate a variety of learning styles.
- Analyze student performance results to inform and guide instruction.

### Assessment: *The stakeholders*

- Encourage reflection and self-evaluation.
- Design assessments to reflect state standards
- Implement multiple types and sources of assessments to accommodate all students and learning types.
- Use benchmarks and common assessments to guide instruction.

### School Culture: *The stakeholders*

- Pursue excellence.
- Practice ethical behavior.
- Embrace and respect the diversity of all cultures and individuals.
- Cultivate individual talents and interests.
- Encourage students to share meaningful life experiences and outside knowledge with their learning communities.
- Empower and inspire students to use classroom learning to ignite student passion for meaningful social, political, intellectual, and creative activity.
- Balance mental and physical health.

# Expected School wide Learning Results

Teachers at University High School work towards incorporating the six performance areas (ESLRs) into their curriculum and daily instruction, such that, by graduation, students should be able to demonstrate skills in the following areas:

<p><b>1. Critical Thinking/Problem Solving</b></p> <p><i>A demonstrated ability to deal with complex, real-life problems logically</i></p> <p>These traits address the challenges of assessing and using information to make thoughtful decisions.</p> <ul style="list-style-type: none"> <li>• question</li> <li>• think critically</li> <li>• find, select, apply information</li> <li>• problem solve</li> </ul>	<p><b>4. National and International Awareness</b></p> <p><i>A demonstrated knowledge of national and international issues</i></p> <p>These traits deal with thoughtful human interactions that foster harmony and understanding.</p> <ul style="list-style-type: none"> <li>• consider and understand the perspectives of others</li> <li>• participate in discussions of school, community and world issues</li> <li>• act in a socially responsible manner</li> </ul>
<p><b>2. Communications and Interpretation</b></p> <p><i>A demonstrated ability to communicate in the English language and also in an additional language</i></p> <p>These traits relate to conveying and receiving information.</p> <ul style="list-style-type: none"> <li>• read and listen for meaning</li> <li>• speak, and write clearly</li> <li>• demonstrate basic proficiency in a language other than English</li> <li>• demonstrate a basic understanding of numbers, and mathematical symbols</li> </ul>	<p><b>5. Personal and Social Development</b></p> <p><i>A demonstrated ability to handle real-life problems in finance, fitness, day-to-day living, and community service</i></p> <p>These traits direct personal skills and assets towards successful human interactions and make a person able to harness his/her talents for a productive life.</p> <ul style="list-style-type: none"> <li>• participate and work cooperatively in groups</li> <li>• demonstrate intellectual independence</li> <li>• adhere to the Trojan Code of Conduct, which includes honesty, respectfulness and accepting of differences</li> <li>• be physically fit</li> <li>• serve the school and/or community</li> <li>• manage time</li> <li>• conduct career exploration</li> </ul>
<p><b>3. Artistic Expression and Aesthetics</b></p> <p><i>A demonstrated ability to produce an artistic performance or creative product that reflects the student’s understanding of the arts</i></p> <p>These traits deal with the appreciation and expression of creativity through images, sounds, movements, and words as a means of understanding culture.</p> <ul style="list-style-type: none"> <li>• acquire knowledge and skills necessary to express themselves in an artistic manner</li> <li>• express themselves creatively using various artistic media</li> <li>• make aesthetic judgments based on criteria</li> <li>• identify the importance of art in diverse cultures</li> </ul>	<p><b>6. Interrelationship of Science Mathematics, Technology, and Society</b></p> <p><i>A demonstrated ability to recognize the interrelationships of science, mathematics, and technology as they relate to everyday experiences in the world around us</i></p> <p>These traits enable the student to make decisions in a complex technological society.</p> <ul style="list-style-type: none"> <li>• draw conclusions using inductive and deductive reasoning</li> <li>• use the scientific method</li> <li>• demonstrate the use of current technology</li> <li>• demonstrate technological literacy including the ethical issues and impact of technology on society</li> <li>• understand and interpret scientific articles, graphs, and calculations</li> </ul>

## Support Programs

**Long-block schedule:** The school's bell schedule includes a weekly long block period of instruction for each class. The long block period provides teachers the opportunity to structure activities that take more than a typical period to give students time to move deeply into an activity and construct meaning without interruption. Every discipline has particular kinds of activities that benefit from a longer block.

**Office Hours:** Office hour periods are built into the weekly schedule. This time is used to meet individual student needs and provide teachers with time to meet with students outside the classroom period. Office hours provide many opportunities to make the work of our students more meaningful and thoughtful, as well as providing alternative ways of assessing student knowledge, including:

Group and individual remediation  
Make-up exams and quizzes  
Practice for presentations  
Post-writing conferences

Library research  
Individual work or work with peers  
Attend a Speaker Series event  
Physical Fitness

**Assigned Office Hours:** This is a low-level, school-wide intervention for students not demonstrating the proficiency necessary to maintain pace of the class. Students who have low or failing grades and are not utilizing the Office Hours Program may be assigned to specific office hours and monitored by both the counselor and administration. This intervention is designed to focus students for those one (1) or two (2) Office Hours periods each week to better utilize their time to make up work, get help, and stay on track in specific classes.

**Mandatory Office Hours:** This is a more intensive intervention for students. Students missing multiple assignments in multiple classes are assigned to Office Hours in the same classroom with the same staff member for one(1) to two(2) Office Hours period. In this time students are required to complete missing work and assessments. Students have access to computers to check on class progress or work on their assignments.

**Homeroom:** All students are assigned to a 15-minute homeroom period that meets every Friday. Homerooms are linked to one of the student's classes. The homeroom provides opportunities for students to connect with peers and adults in a supportive environment. The homeroom period also provides opportunities for students to participate in classroom activities, including activities organized by the ASB (Associated Study Body), attend assemblies and pep rallies, meet with counselors, and listen to school announcements.

**IMPACT:** This is a student leadership program that provides upper-level student mentors for our incoming freshmen. The program develops leadership skills in upperclassmen and provides opportunities for incoming freshmen to establish an early connection to University High School. IMPACT student leaders are selected through an application and interview process and participate in leadership training workshops. Freshmen meet with their mentors for their first meeting during the registration day, followed with mentor connections during selected Homerooms.

**Flexible scheduling:** Students may broaden their high school experience with enrollment in performing arts and service courses. In addition to a six-period day, periods 1 through 8, students may request a 7th course in these areas. Prerequisites, limits on course enrollment numbers, scheduling constraints, and commitment to attending an additional period. In some instances, students may add an 8<sup>th</sup> performing arts or service course.

**Peer Tutoring:** Teachers and student peer tutors are available to assist students in several subject areas during the after-school tutorial. This after-school program is open Monday through Friday, from 2:15 to 4:15 (schedule may vary year to year).

**Academy:** One teacher meets with a small group of students during this after-school program focusing on motivation and guidance to assist the student in his or her academic progress. Enrollment is by invitation only from counselors and requires parent permission and student commitment to participate.

**Learning Lab:** One teacher meets with assigned students working on credit recovery utilizing Edgenuity Online courses. Students are assigned by the counseling team and monitored by a teacher trained in this online program.

**Library:** The library is home to many of our students daily. After school, from Monday through Thursdays, during most weeks, the library is open for one hour as a quiet place for students to work on homework, complete group projects or do library research.

**MyIUSD.org:** The Irvine Unified District provides parents and students with access to student attendance, grades, and class grade books. Both students and parents are encouraged to log in on a regular basis and keep track of assignments and grades and student attendance

**Canvas:** Teachers utilize Canvas software to communicate curricular information, such as course syllabi, calendars, assignments, and educational links.

# Counseling Services

The mission of the University High School Counseling Department is to provide all students with a comprehensive, developmental counseling program addressing the academic, college and career, and personal, social, emotional development of all students to become responsible adults in a changing world. Some of the many support services provided are listed below. Counselor appointments are scheduled through the counseling office. Counselors are available on a walk-in basis for students who need emergency counselor support during the school day. Included in the support provided by counselors are:

- New and continuing student enrollment
- High school educational planning and graduation status checks
- Personal, social and emotional support
- Grade level parent coffee presentations and evening informational sessions
- Referrals to school interventions and community resources
- Collaboration with students, parents, and teachers
- College entrance information
- Scholarship and financial aid information
- College/University letters of recommendation
- Career awareness and planning
- Advisement of college and university entrance requirements

## Naviance

With the generous support of the Irvine Public Schools Foundation, Irvine students, parents and their counselors have access to the Naviance Family Connection, assisting students with academic, career, college and personal planning. Students have access to their individual accounts and can keep track of their preparation for post-secondary education programs, including college and university attendance and career planning.

## 9th Grade Program

Ninth graders are enrolled in freshmen classes based on middle school teacher recommendation. In the fall semester, parents are invited to our Freshmen Parent Coffee, co-sponsored by our PTSA. During this informative meeting parents are provided strategies to help their students through high school. At each progress report counselors review student progress and work with teachers, administrators, and parents to implement support strategies, such as Student Review Team meetings, enrollment in interventions, and summer school course recommendations. During the spring semester, counselors host another Freshmen Parent Coffee and visit classrooms to provide curricular lessons related to graduation requirements, transcripts, college requirements, summer school and tenth grade course selection.

## 10th Grade Program

In the fall semester, parents are invited to our annual Sophomore Parent Coffee. Counselors continue to monitor student progress and identify support programs and summer school recommendations for students to meet the graduation requirements. In conjunction with the College and Career Center Coordinator, students participate in college and career exploration and complete a career inventory. Career and college planning become the focus of the sophomore conference meetings beginning each January with each student and his or her parents/guardians. The tenth-grade conference also is an opportunity to develop the student's academic plan and to discuss post high school options.

## 11th Grade Program

During the spring semester, juniors meet with their counselors in small groups to review graduation and college requirements, testing dates and course selection. Parents are invited to our annual Junior Parent Coffee, co-sponsored by the PTSA, informing parents about graduation, the college and university application process, college requirements and post high school options. Throughout the year counselors monitor student progress in meeting high school graduation and the students' college and university goals.

## 12th Grade Program

Monitoring student progress to meet high school graduation and college requirements continues through the twelfth-grade year and includes transcript and graduation checks provided to students and parents early in the fall semester. Parents are invited to the annual Senior Parent Coffee providing information on assisting their students through the senior year and preparing for their student's post-high school program. Counselors meet with seniors in groups to review graduation status, college admissions, and other post-secondary options. Individual packets are provided for students requesting letters of recommendation. Throughout the year, counselors monitor student progress towards graduation and the students' college/university or career goals.

## Early Graduation

Students may request to graduate early (at the end of the 7th semester). For the request to be considered, the student must meet with his/her counselor by the end of their junior year, to create a plan that will include completion of all high school graduation credits (215), course requirements, and an Early Graduation Contract



# Academic Program

## 1. Course Enrollment Expectations

Because many colleges and universities are increasing their admissions requirements, and leaders of business and industry are concerned about the academic preparation of people entering the workforce, the faculty and administration at University High School requires all students in grades 9-11 to enroll in six courses during each year of high school. Seniors, whose plans allow them to meet graduation requirements with room to spare, may enroll in five classes, four of which must be on campus.

There is an opportunity for all students to attend periods 1 – 8. The guidelines for enrolling in a seventh and eighth course are:

a) The seventh and eighth course must be selected from the courses listed below which include open elective and school service courses.

Journalism (all levels)	Madrigals Singers	Concert Band	Photojournalism
Math Foundations	Pop/Rock Acapella Choir	Symphonic Band	Video Production (all levels)
Math Lab	Musical Wheel	Wind Symphony	Directed Studies
String Orchestra	Intro to Musical Theater	Wind Ensemble	Study Skills
Concert Orchestra	Musical Theater Performance	Jazz Ensemble (all levels)	Leadership (ASB)
Philharmonic Orchestra	Broadway Bound	Art of Fashion	Athletics (11 <sup>th</sup> & 12 <sup>th</sup> grade only – scheduled 7 <sup>th</sup> & 8 <sup>th</sup> periods)
Symphony Orchestra	Drama (all levels)	Art Studio (all levels)	
Guitar Studio (all levels)	Technical Theater (all levels)	Graphic Desing (all levels)	
UHS Choir	Adv Theater Production	Printmaking & Sculp	
UNison Choir	Marching Band	Ceramics (all levels)	
Canta Bella	Color Guard	Visual Imagery (all levels)	

Please note that enrollment in these classes is not guaranteed. Prerequisites, limits on course enrollment numbers, and scheduling constraints apply.

University High School does not discriminate in enrollment in or access to any programs and activities. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework (where applicable). The lack of English skills shall not be a barrier to admission to or participation in the High School's activities and programs. BP 5145.5

The Irvine Unified School District Governing Board desires to ensure equal opportunities for all students in admission and access to the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying of any student based on the student's actual or perceived characteristics such as race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related condition, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1) BP 5145.5

## 2. Units of Credit/Variable Credit

University High School awards credit for a grade of "D-" or better at the rate of 5 credits per class per semester.

Exceptions:

- Physical Education: a student who is unable to participate at least 70% of the time will earn credit for work accomplished on a variable credit basis.
- Community Work Experience: 40 hours of work plus specified related instruction = 1 credit; maximum of 5 credits per semester, 20 credits for graduation. (Juniors and Seniors only)
- ROP: 18 hours on-the-job training plus related instruction = 1 credit; maximum 10 credits per semester.
- Other courses which award variable credit: Special Day/Speech Language courses and Student Assistant courses.
- Students who enroll after the first day of each semester will receive partial credit based on their days of enrollment.

## 3. Attendance

The staff at University High School believes that regular attendance is essential to learning in the classroom. To this end an attendance policy has been established to affect improved attendance with persistent attendance infractions resulting in detentions, assignment to Saturday Schools, and referral to the district's Student Attendance Review Board (SARB). Parents and

students have access to student attendance records through the district's on-line parent portal, MyIUSD.org. Parents are notified when excessive absences accumulate. The attendance office, counselors, and administrators, as well as the classroom teacher, are all willing to work with parents to improve student attendance.

Parents/Guardians must report their student's absences directly to the 24-hour attendance line. To leave a message, call 949-936-7601. Absences not reported within 3 days will be considered truant and will result in follow-up with the Attendance Dean and possible assignment to Saturday School. A student who must leave school early for an appointment (medical, dental, court, etc.) must obtain an early dismissal pass from the attendance office before leaving school. When checking-in late, students must check-in at the attendance office to receive a tardy pass to class. The attendance record cannot be changed after 3 days. Parents may view their student's daily attendance through a secure web-based access <https://universityhigh.iusd.org/about/attendance>.

#### **4. Level Changes for a Course in a schedule**

The last day to change a course level is the last day of week 4. (Example: from Honors or Advanced Placement® to College Prep). Moving up is different than leveling down: A level change into an Honors or AP® course requires a teacher recommendation. A level change into a CP course may be initiated by an administrator, teacher, or counselor and must have a teacher recommendation. In both situations, the change is contingent upon space availability. The student's grade will transfer with the student to the new class.

#### **5. Adding Courses to a schedule**

Semester Course: A student may add a course up to the last day of week 2 in a semester if space is available.

Quarter Course: A student may add at any time if space is available.

Students may be responsible for making up all work assigned from the 1st day of class as determined by the teacher. Arrangements for time allowed for make-up work are to be arranged with the teacher.

#### **6. Withdrawal from Courses and Level Changes**

Semester course: A student may drop a course without penalty up to the last day of week 4 in a semester.

If a student withdraws from a course between weeks 4 and 7 of a semester, they will receive a Withdraw Pass/Fail grade on their transcript. (Grades: W/P = Pass; W/F = Fail). If a student withdraws from a course after week 7, they will receive an F grade on the transcript.

Quarter course: A student may drop a course without penalty up to the last day of week 2 in a semester. If a student withdraws from a course after week 3, they will receive a Withdraw F (W/F) grade on the transcript.

#### **7. Schedule Changes**

Prior to schedule distribution, sufficient time is planned for students to make changes and adjustments to their schedules if necessary. The school will consider schedule changes for very specific reasons (i.e. balancing classes, changes to the master schedule, or the student is placed in the wrong class or level). Once the semester begins, schedules are final.

Changes will not be made for teacher preference. If a student alleges a conflict with a teacher, consideration for a change may be given only if a parent conference has occurred with the administrator, teacher and student working as a team to determine the best outcome for the student. Changes will only be made if space is available in other classes. This may necessitate multiple periods, teacher, or class changes.

#### **8. Repeating Courses**

When a student repeats a course to improve his/her grade, credit for that course is only awarded once. If a student originally earns a D or F grade and earns a repeated grade of C- or better, the repeated grade is used in calculating the GPA. If a student repeats a course in which he/she received a C- or better, the original grade, NOT the repeated grade is averaged for GPA calculation. In both cases the original grade remains on the transcript.

Courses in Color guard, Pep Squad, Performing Arts, Physical Education, and special programs such as Leadership, Advanced Journalism and Yearbook, may be repeated for credit.

#### **9. Concurrent Instruction**

##### **Concurrent Courses (including summer enrollment)**

Students must obtain counselor permission to determine eligibility within two weeks of the start of a course. Students in any grade level will **NOT** be approved for courses which supplant the high school curriculum (e.g. English, World Language, Political

Science, and Math). Any courses cannot be used for advancement into either a CP, Honors or AP® level course.

To enroll in a Community College course the student must meet the prerequisites and complete a request form specific to the college and prior to enrollment on a course. The California Education Code provisions limit the number of eligible students that can be approved by the high school (Ca.Ed.Code 48800). Recommendation for summer session requires the students to meet all the following:

Courses taken to meet CSU or UC requirements will **NOT** be added to the UHS transcript as students need to report those transcripts directly to the four-year college with their application.

Courses for enrichment, e.g. courses not otherwise offered by UHS, and **MAY** be approved by the counselor based on student eligibility, but enrichment courses will **NOT** be placed on the high school transcript, per IUSD policy. Students should plan to send their non-UHS transcripts to the college or university to which they apply.

For units earned through concurrent instruction, at a college or university, no honors or Advanced Placement® designation shall be made on the IUSD transcript. Grades may be transferred from Western Association of Schools and Colleges (WASC) or California Department of Education (CDE) accredited institutions only.

Physical Education (PE) transferable credit	Determining transferable credit (not PE courses)
<u>Community Course</u>	<u>High School Course</u>
PE Credits	HS Credits
2.5	8.0
2.0	6.5
1.5	5.0
1.0	3.0
0.5	1.5
<u>College Course</u>	<u>High School Course</u>
Units (qtr. or sem)	HS Credits
2.5 - 5.0	5.0
2.0	4.0
1.5	3.0
1.0	2.0
0.5	1.5

### **Online Courses**

The course must be approved by the US Dept. of Ed., WASC or ASC accrediting agencies. Prior approval from an administrator or counselor is required. A maximum of 10 credits per year with a maximum of 40 total credits are accepted. A Pass grade will be awarded. Courses cannot supplant UHS curriculum and cannot be used for advancement into either a CP, Honors or AP® level course.

### **Religious Credit**

No credit for religious training, independent study or otherwise, will be awarded for students during the period of their enrollment in Irvine Unified School District.

### **Private Foreign Language**

Units of elective credit shall be awarded based on the time spent in class. Pass/Fail grades will be awarded. The program of instruction must be on the approved IUSD list of foreign language programs. A maximum of 10 credits may be earned in this manner. Completion of the Private Instruction form obtaining prior approval from an assistant principal is required. Forms are available in the Records Office. Appropriate transcript entries shall be made. However, the course title used shall not appear on the University of California approved course list.

### **IUSD Alternative Education Programs**

#### **San Joaquin High School**

All concurrent independent study enrollments through the district's independent study program or blended learning programs require prior approval from a counselor or administrator.

#### **Adult School Concurrent Satellite Credit Recovery Program.**

Enrollment in the Irvine Adult School Concurrent Satellite Credit Recovery classes requires permission from the student's counselor and administrator.

## 10. Grading Procedures

### Grading Options

All courses at UHS are graded on an A to D scale for the earning of credits. The grade of F receives no credit.

Note these exceptions:

Pass/Fail Courses: (Student Assistant, Private Instruction, Community Experience, and Off-Campus Independent Study)

A student receives a grade of Pass (P) by meeting the minimum standards established by the teacher. A Pass evaluation is not computed in the student Grade Point Average. A Failure results in 0 grade points and is part of the Grade Point Average.

### Reporting Periods

Progress Reports: Grade issued for those students earning a C- or lower in one or more classes at the end of the fifth week of each nine-week period. A progress report grade of D- or F indicates that the student is in danger of failing a course.

Quarter Grade Reports: Mid-term grades are issued during each semester. These progress grades show student status in the class at that time. These grade reports carry unit credit only in the case of quarter classes.

Semester Grade Reports: Final grades are issued at the end of each semester. These grades are recorded on the student's academic record and transcript.

Progress and Grade reports can be viewed on the district's secure web-based parent portal <https://my.iusd.org/>

### Grade Correction Policy

When grades are given for any course, the grade given to each student shall be the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of error, shall be final. Teacher errors or data entry errors shall be corrected using the proper form, which are obtainable by teachers from the records office.

### Grade Point Average

Grade Point Average (GPA) is a term that is used to indicate the average of a student's grades.

Academic GPA: All grades except P.E./Athletics or any "P" grades from grades 9 through 12 are used.

Total GPA: All grades including P.E./Athletics from grades 9 through 12.

10-12 Academic GPA: UC/Cal State Eligibility Grade point average at University High School is computed as follows:

A = 4 points                      B = 3 points                      C = 2 points                      D = 1 points                      F = 0 points

Bonus points for AP® and Honors courses (designated in this book by a ‡ symbol) use a calculation of a GPA for a given semester that reflect a grade point average using the typical 5-4-3 averaging system.

A = 5 points                      B = 4 points                      C = 3 points                      D = 1 points                      F = 0 points

*Transfer students: University High School will NOT recognize the Bonus point when calculating GPA for a class that is transferred over and not an eligible course in the Course of Study annotated with ‡ symbol.*

### Incomplete Grade (I)

A grade of incomplete is given by a teacher only when a student misses a final examination or does not turn in compulsory work due to illness or an excused reason beyond the student's control. The student must complete the course work to remove the incomplete. The student has nine weeks following the incomplete to complete the required work. If the course work is not completed in the allotted time during the nine weeks after which it is assigned, the incomplete is converted to a Failure (F).

## 11. Academic Honesty and Integrity

The Board of Education believes that academic honesty and personal integrity are fundamental to a student's education and character development and that all students and staff should embrace the district's core values of integrity, collaboration, learning, empowerment, and trustworthiness.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honest and ethical behavior. The district's Continuous Improvement Efforts emphasize the importance of students learning from their mistakes; therefore, students who commit academic honesty violations, will be provided interventions and consequences, commensurate with the grade level and developmental needs of the student and designed to support their growth while preserving the integrity of our academic institutions.

All schools shall incorporate into their student code of conduct clear standards for academic honesty, methods for preventing academic honesty violations, and a progressive continuum of consequences. (IUSD Academic Honesty and Integrity Board Policy - 5131.9 approved June 9, 2020)

### **Administrative Regulation**

Honest behavior is an expectation of all students in the Irvine Unified School District. The purpose of this regulation is to enforce that expectation and create and maintain an ethical academic environment.

Each school shall work with parents, staff, and student representatives to develop school rules regarding academic honesty that are consistent with the law and with Irvine Unified School District policy. Schools shall notify all students and parents/guardians annually of the rules pertaining to academic honesty and implement preventative measures that reduce the likelihood of academic honesty violations.

Within the Irvine Unified School District, there is a shared responsibility to ensure that grades reflect the knowledge and skill level of each student. Acts of academic dishonesty can inhibit learning and adversely impact the accuracy of grades. When academic honesty violations occur, consequences shall be determined through an evaluation of the specific situation, shall be commensurate with the seriousness of the act, and shall take into consideration the previous record of the student. When appropriate, consequences for academic dishonesty shall be imposed both at the school and the classroom level commensurate with the grade level and developmental needs of the student.

All academic honesty violations, whether handled by a teacher or another school official, shall be documented in the student's discipline file for future reference. Parents/guardians shall be made aware of each academic honesty violation and consequence.

### **Prevention / Communication / Education**

Students, staff, and parents/guardians are expected to understand and be able to communicate expectations concerning academic honesty. Opportunities to inform students and limit academic honesty violations will include:

- Sharing academic honesty expectations and guidelines defined and outlined in student handbooks
- Defining expectations through Positive Behavior Intervention Support (PBIS) behavior matrices
- Teaching academic honesty explicitly in classrooms within the context of learning experiences
- Addressing academic honesty within digital citizenship lessons
- Utilizing anti-plagiarism tools to check work before submittal
- Presenting classroom expectations to parents/guardians and students
- Providing information about academic honesty during the registration process

### **Definitions of Academic Honesty Behaviors**

Specific types of academic honesty violations are defined below. These examples do not represent a complete list of possible violations:

1. Cheating on Tests - Any use of external assistance relating to an examination, test, or quiz without expressed permission of the teacher. This includes looking at another student's paper, sharing answers, possession of materials, or copying another student's paper.
2. Fabrication - Any intentional falsification or invention of data, citation, or other authority in an academic exercise.

3. Unauthorized Collaboration - Collaboration on an assignment between a student and another person, if such collaboration is not expressly directed or permitted by the teacher. This includes copying another student's work, allowing work to be copied or completing assignments for others, giving or "passing" any assessments to other students for the following year, or receiving any assessments from other students.
4. Plagiarism - Any representation of another's ideas, words, or work as one's own. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, has also engaged in plagiarism.
5. Alteration of Materials - Any intentional and unauthorized alteration of student, teacher, or library instructional or assessment materials. This may include changing answers after the fact.
6. Theft - Any unauthorized taking, concealment, or alteration of student or teacher instructional or assessment materials or equipment, including, but not limited to, the district data network, internet, and other on-line resources.
7. Transfer or Use of Unauthorized Materials - includes the use of unapproved translation devices, or any giving or selling of unauthorized materials.
8. Digital Citizenship Violations - Per Board Policy: 6163.4 Technology Resources Acceptable Use Policy, students should refrain from using technological resources for violations that involve academic dishonesty. These include using technology to copy, plagiarize, collaborate inappropriately, sending or receiving test questions, accessing another's account, or hacking into computer systems.

## **Responsibilities**

### **Student Responsibility:**

- Each student is required to read, understand and abide by their school's academic honesty policy
- Each student is expected to do their own work on individual assignments. This includes test taking, assignments, class work, and the original creation of essays, research papers, and other writing assignments
- Students should complete each assignment with a focus on what is to be learned
- All work submitted by a student should be a true reflection of his or her own effort and ability
- Students should act with integrity, doing what is right even when it is not acknowledged
- Students should actively discourage and refuse to aid in any form, cheating or plagiarism by others
- Students should abide by district digital citizenship guidelines

### **Parent/Guardian Responsibility:**

- Support his/her student in the understanding of school and district academic honesty guidelines
- Promote and model integrity and core ethical values
- Read, understand and abide by your school's academic honesty policy
- Dialogue with family members about academic honesty including cheating, plagiarism, etc.
- State clear expectations regarding conformance to the school's academic honesty policy
- Monitor assignments to be sure students are doing their own work and not copying from friends or relying too heavily on tutors for answers instead of learning.
- Help and encourage students with schoolwork, without doing it for them
- Monitor student's online and social media activity
- Notify instructors regarding concerns about classroom honesty

### **Staff Responsibility (Administrator/Teacher/Counselor):**

- Reinforce the academic honesty expectations with students
- Set clear (written) academic honesty expectations for various types of homework assignments
- Foster an environment and establish practices that promote academic honesty before, during, and after testing

- Enforce the Academic Honesty Policy and report instances of academic honesty violations
- Promote and model integrity and core ethical values
- Assign work that is intentionally focused on what is to be learned
- Design assignments that provide necessary practice for valuable learning
- Clearly define when collaboration is appropriate along with guidelines for individual student responsibilities
- Keep apprised of legal guidelines
- Enforce the Academic Honesty policy with consistency by department/Professional Learning Community (PLC) team
- Utilize security measures such as anti-plagiarism tools and different versions of assessments

### **Restorative Practices**

Restorative practices are intended to achieve two goals: activate genuine learning that leads to a change in behavior and restore the wrong done to the individuals and communities affected by the student's actions. All parties involved (teacher, student, administrator) agree to a specific academic honesty action plan for the restoration of harm done, including dates for their completion. If all parties do not agree, consequences per guidelines will be enforced.

#### **Restorative practices may include:**

- The student participating in a moderated discussion with the teacher or teachers impacted by the violation
- The student responding to statements made by those harmed by the violation
- The student providing potential solutions to repair the harm presented by the violation
- Self-reflection (Academic Honesty Reflection statements)
- Read, Reflect, Respond (Vignette/Response)
- Blended Learning Module for Academic Honesty
- Conference with teacher (apologize)
- Student ownership and understanding of the impact on others

#### **Academic Honesty Action Plan\* components include:**

- Description of event
- Communication
- Restorative Practices
- Consequences

**The academic honesty disciplinary process utilizes defined categories to outline different levels of academic honesty violations or progressive consequences due to repeated violations.**

#### **Category A includes but is not limited to:**

- Copying any minor assignment from any other source or a portion thereof, such as a one-night homework assignment (not including tests or quizzes) assigned to be done independently
- Collaborating on a minor assignment in a manner inconsistent with the explicit and implicit expectations of the assignment for individual work
- Sharing work on a minor assignment with another student with the reasonable expectation and intention that the other student(s) might plagiarize that work

#### **Category B includes but is not limited to:**

- Any violation on a major assignment (such as tests, quizzes, labs, projects, essays, assignments requiring multiple days to complete, etc.) that is consistent with the descriptions set forth in the Category A violations above
- Submitting plagiarized work, (other than on a minor assignment as defined in Category A)
- Sharing work inconsistent with class/course expectations and instructions
- Looking at another student's work or paper during an exam, test, or quiz
- Talking to or communicating with another student during an exam, test, or quiz

- Using any unauthorized material or device during an exam, test, or quiz (including translators, calculators, cell phone, etc.)
- Giving or receiving test information, in any form, to or from students in other periods of the same teacher or the same course or from previous school years
- Repetitive deception about completion or submission of work
- Altering a returned quiz, test, or assignment with the purpose of deceiving the teacher about the student's performance on that assignment
- Accessing exam content, projects, or assignments without expressed consent from instructor
- Multiple Category A violations

**Category C includes but is not limited to:**

- Distributing exams, projects, or assignments
- Stealing (may include photographing) exams, projects or assignments
- Altering grades on a computer database or in a grade book
- Multiple Category B violations

**Academic Honesty Violation Consequences by Category (see below)**



Category A Consequences	Category B Consequences	Category C Consequences
<p>Teacher conferences with student.</p> <p>Teacher notifies administrator and has the opportunity to participate in the Academic Honesty Action Plan.</p> <p>Teacher notifies parent/guardian.</p> <p>Administrator logs infraction into Aeries Assertive Discipline Screen.</p> <p>Meeting held with student, teacher, and admin to create AH Action Plan. Parent/guardian communication included.</p> <p>Student does not receive credit on assignment or assessment pending fulfillment of AH Action Plan. If the plan is not successfully completed, student will not have the opportunity to make up assignment/assessment.</p> <p>Restorative practices may be included in the AH Action Plan contingent on mutual agreement between teacher and student.</p> <p>If student successfully completes AH Action Plan, student may receive full or partial credit as determined by the teacher.</p> <p>Parameters to be determined by the teacher may include: student redoing the assignment, replacing with another assignment, or revisiting in an alternative manner by the end of the semester.</p> <p>Options for supervision can include the classroom, detention or Saturday School, or other area by agreement.</p> <p>Student may be assigned a detention, Saturday School or similar consequence where the student may be required to complete an additional assignment that addresses the same skill or content objective being assessed by the initial assignment.</p>	<p>Teacher conferences with student.</p> <p>Teacher notifies administrator and has the opportunity to participate in the Academic Honesty Action Plan.</p> <p>Teacher notifies parent/guardian</p> <p>Administrator logs infraction into Aeries Assertive Discipline Screen.</p> <p>Meeting held with student, teacher, and admin to create AH Action Plan. Parent/guardian communication included.</p> <p>Student does not receive credit on assignment or assessment pending fulfillment of AH Action Plan. If the plan is not successfully completed, student will not have the opportunity to make up assignment/assessment.</p> <p>Restorative Practices may be included in the AH Action Plan contingent on mutual agreement between teacher and student.</p> <p>If student successfully completes AH Action Plan, student may receive full or partial credit as determined by the teacher.</p> <p>Parameters to be determined by the teacher may include: student redoing the assignment/assessment, replacing with another assessment, or revisiting in an alternative manner by the end of the semester.</p> <p>Options for supervision can include the classroom, detention or Saturday School, or other area by agreement</p> <p>Student may be assigned Saturday School or similar consequence where the student may be required to complete an additional assignment that addresses the same skill or content objective being assessed by the initial assignment.</p> <p>Student may become ineligible for any</p>	<p>Teacher conferences with student.</p> <p>Teacher notifies administrator and has the opportunity to participate in the Academic Honesty Action Plan.</p> <p>Teacher notifies parent/guardian</p> <p>Administrator logs infraction into Aeries Assertive Discipline Screen and meets with student and parent/guardian.</p> <p>Student does not receive credit on assignment or assessment. Additional consequences may include being dropped from the class with a WF, or being transferred to another class or program.</p> <p>Student may receive consequences such as Saturday school, in-school or at-home suspension if student has prior AH violations and has failed to respond to other means of correction.</p> <p>Student's teachers and teacher advisor are notified of the violation.</p> <p>Student will become ineligible for any academic or scholastic award or honor society within the same year of the infraction.</p> <p>Counselors will report concerns about the student's academic integrity in college recommendations when required by a college or university.</p> <p>Student athlete participants or VAPA extra-curricular participants may have additional consequences per the athletic code/participant agreements which may include loss of athletic privilege for a specified number of days.</p> <p>Participation in student leadership positions will be re-evaluated with possible revocation of privileges, suspension, or probation for a specified number of days.</p>

	<p>academic or scholastic award or honor society within the same year of the infraction.</p> <p>Student athlete participants, VAPA extra-curricular participants, or student leadership participants may have additional consequences per the athletic code/participant agreements which may include loss of athletic privilege for a specified number of days.</p>	<p>Student may have the opportunity to be involved with teacher and administrator in developing an AH Action Plan, including restorative practices. This may include completing a community service project related to academics or other appropriate consequences.</p>
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(IUSD Academic Honesty and Integrity Board Policy - 5131.9 approved June 9, 2020)

### 12. Athletic and Extracurricular Eligibility

California Interscholastic Federation eligibility policies will govern the participation of all students participating in athletics in the Irvine Unified School District.

Students participating in any school sponsored activity which requires extensive time outside of the regular school day shall comply with eligibility requirements, including:

- Athletic Team Sports
- Associated Student Body (ASB)
- Pep Squad
- Color Guard
- Performing Arts productions (including Drama, Orchestra, Band, and Dance competitions and performances).

#### Requirements:

- Participation
- Previous Quarter GPA >2.0
- Pass 4 classes in the previous quarter (20 credits)
- Current enrollment in at least 4 classes

Participants who do not maintain the required GPA and pass 4 classes are placed on academic probation for the subsequent quarter. Students on academic probation will work with school staff to monitor progress and provide guidance and support. Two consecutive quarters of failure to meet the GPA requirement for participation will result in ineligibility for the subsequent quarter. Ineligible status will continue until eligibility requirements are met. Students participating in athletics should be aware that changing schools without changing primary residences may jeopardize athletic eligibility.

During the four high school years, no student will be placed on academic probation more than once. Students not passing 4 classes are not eligible for academic probation and are ineligible from participation. BP 6145.2 Policy Adopted: 3/17/83, Revised: 8/27/2002

#### Notice of Non-discrimination in Athletics:

IUSD does not discriminate in enrollment in or access to any athletics program available. Admission to these programs is based on age appropriateness, team roster space, aptitude and meeting academic and behavioral eligibility requirements. The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs. IUSD's facilities and equipment provided for students are comparable and equitable to both sexes without disparity or imbalance, consistent with his or her gender identity, irrespective of the gender listed on the pupil's record. For additional information see [www.iusd.org](http://www.iusd.org) (Board Policy 5145.5)

### 13. Graduation Requirements

Detailed information about graduation requirements are reviewed during 10th grade counselor conferences. These meetings focus on post high school goals and course planning to ensure a path is set to meet all graduation requirements.

#### Credits

Students must complete a total of 215 credits.

Each semester course passed earns 5 credits.

Each quarter course passed earns 2.5 credits.

**Graduation Course Requirements**

Students must complete the following course work:

**English.....40 Credits**

**Math..... 20 Credits**

Must include Algebra 1/Math 1

*(Beginning with Class of 2027, students must complete Math 1 & Math 2 for 30 Credits of Math total)*

**Science ..... 20 Credits**

Life Science (10 credits)/Physical Science (10 credits)

*(Beginning with Class of 2027, students must complete Life Science (10 credits), Physical Science (10 Credits) & Physics based science (10 credits) for 30 Credits of Science total)*

**Social Science .....30 Credits**

World History (10 Credits)

United States History (10 Credits)

Political Science/Economics (10 Credits)

- A full year of Virtual Enterprise also will satisfy the Economics requirement.

**World Language or Visual/Performing Arts or Career Technical Education Course ..... 10 Credits.**

**Health .....5 Credits**

**Physical Education .....20 Credits**

**Elective Credits .....70 Credits**

**Total .....215 Credits**

- **Beginning with the class of 2027.....225 Credits**

**14. Participation in Graduation**

A student may participate in the Commencement Ceremony provided he/she meets all graduation requirements prior to the commencement ceremony and meets all requirements of any behavior contract established with an administrator.

The student may still earn a University High School Diploma if the following condition is met: a contract outlining a plan for the completion of completed graduation requirements is signed by the counselor, parent, student, and principal. This student may not participate in the commencement ceremony.

All appropriate transcripts must be submitted to the Records Clerk at a date determined by the student’s administrator in order to earn a University High School diploma.

**15. Honors at Graduation**

**Summa Cum Laude:** Seniors with an academic GPA of 4.4 and above at the end of seven semesters will graduate with "highest distinction." At Commencement these students will wear silver cords. A student must have three semesters of letter grades at University High School to be eligible.

**Magna Cum Laude:** Seniors with an academic GPA of between 4.0 and 4.39 at the end of seven semesters will graduate with "great distinction." At Commencement these students will wear blue cords. A student must have three semesters of letter grades at University High School to be eligible.

**Cum Laude:** Seniors with an academic GPA of between 3.75 and 3.99 at the end of seven semesters will graduate with "distinction." At Commencement these students will wear navy blue cords. A student must have three semesters of letter grades at University High School to be eligible.

**16. California Scholarship Federation**

The California Scholarship Foundation is a scholastic scholarship institution in the state of California with a chapter at University High School. Membership is based on scholarship in academic subjects and citizenship. Members fulfill the academic requirements for CSF membership and participate in chapter activities.

To become a member of this organization the student must apply during each semester. The student is eligible and earn sufficient points from a pre-approved course list. Visit the CSF web site or contact the faculty advisor for more information about membership and deadlines to apply. <http://www.csf-cjsf.org>

### **17. Community Service**

The benefits of a community service experience for high school students are well known and include not only significant contributions to the community, but also personal growth rewards that cannot be achieved in other ways. Many high school students, whether community service is a formal part of their program or not, make special note of volunteer experiences on their college applications. This background is well received by college admissions officers for students who have made substantial contributions of time and talent to charitable organizations.

Irvine Unified School District recognizes graduates who voluntarily engage in at least 25 hours of community service during the school year in any given year prior to graduation. Service will be noted on student transcripts as “community service” for each year that a student completes 25 hours. This notation does not list hours served, nor does it specify the nature of the volunteer work.

To receive a notation on the transcript for the current year, completed Community Service forms must be received by the College and Career Center four weeks before the end of the school year.

### **18. College and Career Resources**

The College and Career Center at University High School provides students and parents with a wealth of resources relative to both career pursuits and college admission. The Career Center offers many valuable resources to help select colleges or career pathways. Students are encouraged to use the center on a regular basis to acquire knowledge that will be essential in making informed decisions about their future.

### **19. Coastline Regional Occupational Program (ROP)**

The Coastline Regional Occupational Program (ROP) provides practical, hands-on career exploration and career guidance to high school students. Career pathways offering a wide variety of career preparation courses are available to students who are at least sixteen years of age or in their junior and senior years.

ROP courses may give students an edge in obtaining entrance into a variety of occupational settings and/or related college/university majors. Examples of the value of the ROP experience for a university/college bound student may be evidenced in a variety of ways, i.e., letters of recommendation from professionals in the field, employability in a career-related area during the university/college years, experience to make appropriate career decisions, etc.

See the ROP Coordinator or your counselor for additional information and current listings of courses offered and locations. More information is available on the Coastline ROP website <https://coastlinerop.org/>

## Post High School Information

All information contained herein is for educational purposes only. Every effort has been made to provide accurate third-party information, including colleges, universities, schools, and agencies. Students and parents should be aware that published dates, requirements, and other information may have changed since the publication of this course catalog. Students and parents are advised to always obtain current information directly from the college or organization resources.

### College Entrance Requirements

Below are listed minimum entrance requirements for the three tax-supported California post-high school institutions. Private schools and programs or conditions within the institutions listed may require more specific criteria. Admission to most colleges and universities are partly dependent on entrance examinations taken in the junior year or during the senior year. Refer to the program web sites for more information.

### Community College

The California Community College System serves 2.6 million students at 110 college campuses throughout California. Most community colleges, like four-year institutions, provide a large variety of services to assist students in pursuing their educational and career goals. Refer to the official community college web site for specific information for each campus, <http://www.cccco.edu/>. The community college matriculation program includes placement testing in English language arts, college reading, and mathematics. Orientation helps students select classes and understand the transfer process.

### Community College Transfer Program

High school graduates may attend a public community college. Community colleges and universities collaborate to ensure a smooth transition from the community college to the college or university. Students should discuss their plans with a community college counselor. Refer to the Assist web site for more information about transfer options, <http://www.assist.org>

### Community College Vocational Program

The community colleges provide a variety of vocational programs lasting from six months to two years. Students earn certificates upon completion of programs.

### Steps to enrolling at the Community College:

1. Apply for Admission
2. Complete Guided Self Placement
3. Submit Official High School transcripts
4. Attend Advisement
5. Develop a First Semester Plan
6. Complete Orientation
7. Complete FAFSA or CA Dream Act Application
8. Register for Classes

A hint for easier registration: Get a jump start on registering for classes by taking a spring or summer school course at the community college (on the campus or on-line) or apply early, a student will be given an earlier registration appointment as a continuing student and avoid the later registration "crush" with all new students. Students who participate in special programs provided by the community colleges may also receive priority registration.

### College/University Admissions Testing

Most 4-year colleges and universities in the United States require students to complete a college admissions test as part of the application procedure. These tests are either the ACT or the SAT. The admissions testing requirements for specific colleges and universities should be verified with each institution. The web sites for the California public universities are listed below.

ACT web site: <http://www.act.org>

SAT web site: <http://www.collegeboard.org/>

**California State University (requirements):**

1. High school diploma

2. Subject Requirement: 15 yearlong college preparatory courses, passed with a "C" or better

- English .....4 years
- Mathematics .....3 years  
(Math I, Math II, Math III) All students are encouraged to continue taking mathematics through the senior year)
- Social Science .....2 years  
(1 year of US History, or 1 semester of US History and 1 semester of Political Science, and 1 Year of World History)
- Science.....2 years  
With laboratory (one biological science and one physical science)
- World Language .....2 years  
(In one language other than English)
- Visual or Performing Arts .....1 year
- Academic Elective.....1 year  
(Selected from the above areas)

3. Admissions

Refer to the school web site for information about admissions tests, scholarship and academic eligibility requirements.

**University of California (requirements):**

1. High school diploma.

2. Subject Requirement

To satisfy the subject requirement, students must complete the high school courses listed below with a grade point average defined by the Scholarship Requirement. This sequence of courses is known as the "a-g" requirements. To be acceptable to the University, the courses must appear on a list certified by the high school principal as meeting the University's minimum admissions requirements.

- a) **History/Social Science: 2 yrs. required**  
Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.
- b) **English: 4 years required**  
Four years of college preparatory English. Students may only use 1 year of ESL/ELD English. Not more than two semesters of grade 9 English can be used to meet this requirement.
- c) **Mathematics: 3 years required, 4 years recommended**  
Three years of college preparatory mathematics that includes the topics covered in Math I, II, and III.
- d) **Laboratory Science: 2 years required, 3 recommended**  
Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics.
- e) **Languages other than English: 2 years required, 3 recommended.**  
Two years of the same language other than English.
- f) **Visual & Performing Arts: 1 year required**  
One year of same course.
- g) **College Preparatory Electives: 1 year required**  
One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and in languages other than English, a third year in the language used for the "e" requirement or two years of another language.

3. Admissions

Refer to the school website for information about admissions tests, scholarships, and academic eligibility requirements. For yearlong courses, both semesters are accepted. An interactive eligibility calculator is available on the UC web site under the admissions and freshmen link. <http://www.universityofcalifornia.edu/>

The University High School UC approved course list is available on the Internet and listed in this course catalog.

‡ denotes courses that have been approved for extra honors credit: a=5, b=4, c=3

### **Independent Colleges and Universities**

The hundreds of independent, privately supported institutions in the United States have a wide range of opportunities. Since tuition is paid by the student rather than public tax dollars, the cost to the family may be greater than the cost in a public university. Financial aid may be more available than at a public university. In addition to the typical admission requirements of subjects, grades, and test scores, independent colleges often look more closely at individual students by requiring letters of recommendation and, sometimes, personal interviews.

There are great differences in size, educational purpose, and emphasis among these institutions. Some are large and offer both undergraduate and graduate programs; most are relatively small and offer students a personalized campus community life. Some campuses may stress a particular vocation or religious emphasis. Specific information about the requirements and educational opportunities available at many independent colleges in the United States is available in the College and Career Center and through the school web sites.

### **Trade and Technical Schools**

Over 10,000 private vocational schools offer a variety of career training and choosing a school is no easy matter. Admission requirements for these schools vary, as do tuition costs. Accreditation is an important indicator because an accredited school has passed a thorough examination of its business practices and teaching ability by an accrediting agency. Students are encouraged to compare programs with those offered by the California Community Colleges.

### **Military Opportunities**

Advantages of military service include educational and career training (technical and professional); travel; medical and dental care; guaranteed pay; promotion opportunities; and access to a cadre of trained consultants and counselors, with wide resources and references.

### **Military Scholarships and Student Aid Programs**

If you are willing to serve for a period of time in the U.S. Army, Navy, Marine Corps, Air Force, or Coast Guard, you will find that some very generous scholarships and student aid programs are available to you. In some cases, you can receive an education first, and serve an equivalent amount of time in the military after you graduate. There are also programs that permit you to enter the service first, and accumulate money for an education while you complete your enlistment period. All of the military services participate in the Montgomery GI Bill Program supporting academic, vocational, technical, and independent study.

Visit the academy websites for information regarding admission requirements and the application process. In order to be considered for admission, except for the Coast Guard, you will need to obtain a Congressional Nomination. Begin seeking nominations in the spring of your junior year. The academy web sites provide information on how to obtain a nomination.

#### United States Military Academy Locations:

Air Force Academy: Colorado Springs, CO	<a href="http://www.usafa.af.mil">www.usafa.af.mil</a>
Coast Guard Academy: New London, CT	<a href="https://uscga.edu/">https://uscga.edu/</a>
Merchant Marine Academy: Kings Point, NY	<a href="http://www.usmma.edu/">http://www.usmma.edu/</a>
Naval Academy: Annapolis, MD	<a href="http://www.usna.edu">www.usna.edu</a>
U.S. Military Academy, West Point, NY	<a href="http://www.usma.edu">www.usma.edu</a>

### **ROTC scholarships**

Additionally, you should apply for an ROTC scholarship if you are applying to an academy. You must apply to and be accepted by the college of your choice offering ROTC. Contact an academy liaison office and develop plans to meet all academy requirements and timelines for admission.

## Athletics and Team Sports

The athletic program is designed for students who wish to participate in interscholastic competitions. The goals of the athletic program are as follows:

- To teach the athletic skills of specific sports
- To build student responsibility and self-discipline
- To develop good sportsmanship among students
- To develop in each student a competitive team spirit

**Participation in Athletics and Off-Season Sports satisfies the Physical Education credit towards graduation. As part of that requirement, all students will receive instruction and assessment on the California Physical Education Standards, including the 8 required high school content areas listed below. Instruction and assessment of these will occur during the students off-season sports program.**

- **The effect of physical activity upon dynamic health**
- **Mechanics of body movement**
- **Aquatics**
- **Individual/dual sports**
- **Gymnastics/tumbling**
- **Team sports**
- **Rhythms/dance**
- **Combatives**

### League

University High School is a member of The Pacific Coast League, Pacific Hills League (football, B&G.Volleyball, G.Soccer, and G.Basketball) and is also a member of the C.I.F. Southern Section. The leagues include Beckman High School, Irvine High School, Laguna Hills High School, Northwood High School, Portola High School, University High School, and Woodbridge High School.

### Notice of Non-discrimination in Athletics

University High School does not discriminate regarding enrollment in or access to any athletics program available. Admission to these programs is based on age appropriateness, team roster space, aptitude and meeting academic and behavioral eligibility requirements. The lack of English skills shall not be a barrier to admission to or participation in the district's activities and programs. IUSD's facilities and equipment provided for students are comparable and equitable to both sexes without disparity or imbalance, consistent with his or her gender identity, irrespective of the gender listed on the pupil's record. For additional information see [www.iusd.org](http://www.iusd.org) (Board Policy 5145.5)

### Requirements for Participation

Students must:

1. Have a C (2.0) grade point average and have earned at least 20 units of new work during the quarter grading period preceding participation. For eligibility calculations all courses are treated as 5-unit classes.
2. Maintain a C average during the team's competitive season and all students must be enrolled in at least five classes.
3. Be successful in the team's try-out procedures.
4. Adhere to any and all school and team rules concerning participation in any sport and meet all requirements for OSS, if enrolled.

### Procedures to Participate

Sports are not placed on a student's class schedule until an official roster is submitted by the coach after tryouts. An exception is made if a student has officially participated in a previous season of the athletic team. In the case of returning students, he/she must register for that sport along with other course selections. Sports registration and try-out information will be posted at <https://universityhigh.iusd.org/athletics> and in the athletic office. Students successful in try-outs will be scheduled for the appropriate athletic sport; others will be scheduled in Physical Education.

### Athletic Clearance

To participate in summer camp, try-outs or practices, all students must complete the clearance process at [www.athleticclearance.com](http://www.athleticclearance.com), upload a sports physical and submit the signed Confirmation page from [www.athleticclearance.com](http://www.athleticclearance.com) to the athletics office. For more detailed instructions, please visit <https://universityhigh.iusd.org/>. Students must be cleared prior to any participation in summer camps, try-outs or practices. If a student is cleared for summer camp, they will be cleared for the year.



### Time commitment

A student who joins an athletic team is scheduled into 7th and 8th period for athletics during the school day. In addition to this period, the student is required to practice before school or after school with the team and to attend all scheduled events during the team's competitive season. Athletes must participate the entire season and/or quarter in order to receive full credit.

### Withdrawal from an athletics course

An athlete may withdraw from an athletic team without penalty if he/she drops the team prior to the date of the first allowable contest as defined by CIF for each athletic season (specified below) or as specified in the CIF Blue book ([www.CIFSS.org](http://www.CIFSS.org)).

Fall season:                   Date: Before the first athletic contest  
Winter season:                Date: Before the first athletic contest  
Spring season:                Date: Before the first athletic contest

Grade reporting for an athletic team will be based on completion of a season, not a particular quarter. Therefore, if a student were to drop or quit a team after the above dates, this would be reflected as a withdraw fail (W/F) in the student's current quarter grade.

Students in need of PE credit will be placed in OSS if they have previously participated in, and plan to continue to participate in another sport. If this is not the case, they will be placed in an alternative PE class necessitating further changes to their class schedule. Continued enrollment in OSS is based on adhering to the expectations of the class.

### Physical Fitness Test

All students, including students enrolled in athletics and PE Private Instruction, are required to take the California Physical Fitness Test and pass five out of the six fitness areas. The test is first given in grade 9, during the spring semester. Students not passing at least 5 out of the 6 fitness areas are required to enroll in a Physical Education course each of the following years and retake the fitness test until the student meets the passing criteria. The six fitness areas tested are:

- Aerobic Capacity
- Abdominal Strength and Endurance
- Upper Body Strength and Endurance
- Body Composition
- Trunk Extensor Strength and Flexibility
- Flexibility

### NCAA approved list of courses

Refer to the NCAA web site for specific information about Division 1 and Division II requirements. <http://ncaa.org>

The NCAA requirements for college-bound athletes include the criteria listed below.

1. Complete 16 core courses (10 must be completed before the 7th semester of high school, 7 must be English, Math or Science courses.
2. Minimum GPA of 2.3
3. Meet the competition sliding scale requirement of GPA and ACT/SAT score
4. Graduate from High School

### Sports Seasons

The season of a sport is that time period between the first inter- school contest and the final contest for that particular sport. The seasons are Fall- August through November, Winter-November through February, Spring- February through June.

<u>Fall Sports</u>	<u>Try Outs</u>	<u>Winter Sports</u>	<u>Try Outs</u>	<u>Spring Sports</u>	<u>Try Outs</u>
Cross Country, Boys & Girls	Yes	Girls Basketball	Yes	Boys & Girls Track	Yes
Girls Tennis	Yes	Boys Basketball	Yes	Boys & Girls Swimming	Yes
Girls Volleyball	Yes	Boys Soccer	Yes	Softball	Yes
Girls Golf	Yes	Girls Soccer	Yes	Baseball	Yes
Boys' Water Polo	Yes	Wrestling	No	Boys Golf	Yes
Football	No	Girls Water Polo	Yes	Boys Volleyball	Yes
Pep Squad	Yes	Competitive Cheer	Yes	Boys Lacrosse	Yes
Girl's Flag Football	Yes			Girls Lacrosse	Yes
				Pep Squad	Yes

### Athletic Team Sports: Boys and Girls (each team sport is described below)

**Credits:** 2.5 units per quarter  
(Fulfills PE requirement)

**Grade Level:** 9-12

**Length:** 1 or 2 quarters

**Prerequisites:** vary by sport

Successful completion includes meeting the time commitment stated above as well as full participation in the physical activities during the time the sport is in season. At the completion of a sport, students with on-campus coaches will remain with the team in related activities. Students with off-campus coaches may transfer to off season sports if the coach is unable to run an off-season program.

#### **Baseball**

Competition is offered at the Junior Varsity and Varsity levels. Athletes will have an opportunity to play in competitive situations in both single game and tournament play. Fundamentals and team play will be stressed.

#### **Basketball: Boys and Girls**

Competitive opportunities are offered for Boys teams at the Frosh/Soph, Junior Varsity and Varsity levels, and the Girls teams at the Junior Varsity and Varsity levels. Athletes will have the opportunity to compete in tournaments and single games. Team play in all situations will be stressed on both offense and defense.

#### **Competitive Cheer**

Competitive opportunities exist at the Varsity and JV levels. Competitions are 1-2-day events and are performance-based. Emphasis is put on gymnastics, stunting, dance, and crowd-leading.

#### **Cross Country: Boys and Girls**

Competitive opportunities are offered on the Frosh/Soph, Junior Varsity, and Varsity levels. Athletes will be given the opportunity to compete in both dual and invitational meets. Runners will be expected to train under a well-structured program to prepare them to safely compete in long distance races.

#### **Football**

Competitive opportunities are offered with Freshmen, Junior Varsity, and Varsity teams (numbers permitting). Athletes will be trained in the proper fundamentals of receiving, passing, running, blocking and tackling. Off-season weight training and agility drills will be heavily stressed of all players in the program.

#### **Golf: Boys and Girl**

Golf is offered on the Varsity level only. Players will compete in tournament as well as dual single matches.

#### **Off Season Football**

All participants in the off-season football class must participate in spring practice. Failure to do so will result in a W-F grade. The off-season football class is structured to prepare participants for the up-coming football season. This class is only for students who are playing football next season.

#### **Lacrosse: Boys and Girls**

Competitive opportunities are offered for both Boys and Girls teams on the Junior Varsity and Varsity levels Athletes will have the opportunity to compete in tournaments and single games. Fundamentals and team play will be stressed on both offense and defense.

#### **PEP Squad**

The Pep Squad is chosen through competitive tryouts in the spring semester. The students perform at athletic contests, assemblies and community events. The purpose of the Pep Squad is to foster positive attitudes toward all competitive sports, support our athletes, and bring pride and school spirit to the school.

#### **Soccer: Boys and Girls**

Competitive opportunities are offered for both Boys and Girls teams on the Frosh/Soph, Junior Varsity and Varsity levels. Athletes will have the opportunity to compete in tournaments and single games. Fundamentals and team play will be stressed on both offense and defense.

#### **Softball**

Competitive opportunities are offered on the Junior Varsity (numbers permitting) and Varsity levels. Opportunities will be given to athletes to compete in both tournaments and single games.

#### **Swimming: Boys and Girls**

Competition is offered on the Junior Varsity and Varsity levels. Athletes will compete in relay and dual meets. A great deal of

training will be required for successful competition which may include more than one practice per day.

**Tennis: Boys and Girls**

Competitive opportunities are offered at the Junior Varsity and Varsity levels. They will have an opportunity to compete in individual and team tournament play as well as dual match competition.

**Track and Field: Boys and Girls**

Competitive opportunities are offered for both Boys and Girls teams on the Frosh/Soph, Junior Varsity and Varsity levels. Athletes will have the opportunity to compete in invitational in both individual and team events as well as compete in team dual meets. There are no limits placed on the number of athletes who may compete and all are welcome to try out.

**Volleyball: Boys and Girls**

Competitive opportunities are offered on the Frosh/Soph, Junior Varsity and Varsity levels. Athletes will be given the opportunity to compete in pool play tournaments as well as single game matches.

**Wrestling**

Competitive opportunities are offered on the Frosh/Soph, Junior Varsity and Varsity levels. Athletes may compete in individual and team tournaments as well as dual meet matches. Due to the high degree of training and weight control required for this sport, athletes will be required to follow strict training methods.

**Water Polo: Boys and Girls**

Athletes will have the opportunity to compete on the Frosh/Soph and Varsity levels. Players may be able to compete at the Novice or Junior Varsity levels if the number of players warrants that level. Athletes will compete in both tournament and single game competition. Training may include more than one practice per day.

**Sports Conditioning Program or Off-Season Sports (OSS)**

**Credits:** 2.5 per quarter                      **Grade Level:** 10-12

**Length:** 1 quarter/ 1 semester

**Prerequisite:**

Students must be athletically cleared and active on an official sports team roster at University High School.

This class is designed for those sports that are unable to run an off-season conditioning program. Emphasis is placed on the development of cardiovascular endurance, agility, flexibility, and strength. The class utilizes circuit training, running, and plyometric exercises in a fast-paced high-intensity workout.

Multiple absences and/or lack of participation will result in the student being dropped from the class. Students must earn a C+ grade or better to remain enrolled in OSS and to be eligible to transfer back to their sport. All D and F grade students will be transferred to a Physical Education class the following quarter to complete their physical education requirements. These standards are higher than a regular PE class as this class is a privilege for athletes to either remain in shape for the upcoming season or stay in shape after their season has ended.

If a student is medically unable to meet the expectations of the class, they will be transferred to another class.

All Athletes in OSS must have completed their athletic packet within the 2nd week of the start of the grading period and have a signed parent/athlete contract or they will be dropped from OSS.

## Business and Career Technical Education

Business and Career Technical Education courses prepare students for college or university and community college degrees, certificate programs, or employment in one of California’s fifteen industry sectors. CTE courses offer students an opportunity to attain the skills needed for successful entry into challenging jobs. These courses assist students in exploring potential careers and developing the skills in specific industry sectors as well as foundation skills needed to be successful in any career, including career planning and management, leadership, and teamwork. The University of California has approved many CTE courses as meeting the a-g requirements.

Business and Career Technical Education course offerings include courses leading to careers in the industry sectors of; Arts, Media and Entertainment; Transportation; and Finance and Business. The Irvine Unified School District works in collaboration with the Coastline Regional Occupation Program (ROP) to support many of the CTE courses offered on our campus. Coastline ROP offers additional course options after school and during the summer at various campuses in the county. The ROP Coordinator can assist students in enrolling in these courses.

Career Technical Education courses qualify for high school graduation as meeting the 10 credits in World Language, or Visual/Performing Arts or Career Technical Education Course.

Age Criteria for enrolling in an ROP (Coastline Regional Occupation Program) course:  
Students must be 16 years old or 15 years old if the student meets the prerequisites and receives career counseling.

**Business and Career Technical Education Course offerings**  
**See additional course offerings through the Visual and Performing Arts Department.**

Course Title	UC a-g	Bonus Pt‡	Length Year Semester	Prerequisites	Grade Low	Grade High
Introduction to Auto A	g		S	None	9	12
Introduction to Auto B	G		S	Intro to Auto A	9	12
Virtual Enterprise (ROP)	g		Y	Teacher permission and meet ROP age criteria	11	12
Music Technology	f		Y	Teacher permission and meet ROP age criteria	11	12
Intro to Engineering Design	g		Y	Concurrent enrollment in Math 1 recommended	9	12
Principles of Engineering	d		Y	Completion of Math I Recommended	10	12
Honors Principles of Engineering	g		Y	Completion of Math I Recommended	10	12
Advanced Engineering	g		Y	Completion of Intro to Engineering or Principles of Engineering	10	12

### Introduction to Auto A (Dual enrollment with Saddleback College Auto Program AUTO 100 – Automotive Fundamentals)

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** Semester

**Prerequisites:** None

Introduction to the principles of operation of modern automobile systems and a practical introduction to automotive tools and diagnostic equipment. Demonstrated lectures and some practical experience in the laboratory. Structured for the non-technical student.

Upon completion of the course, the student will be able to:

- Identify and define the major components of the automotive body, chassis and power train.
- Perform a comprehensive safety check of their automobile.
- Design a preventive maintenance guide and record keeping system for an automobile.

- Demonstrate proper and safe usage of tools and equipment while working in the lab.
- Solve minor repair problems and service operations on an automobile.

### **Introduction to Auto B (Dual enrollment with Saddleback College Auto Program AUTO 101 – Automotive Electrical Systems)**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** Semester

**Prerequisites:** AUTO 100

Operating principles, troubleshooting techniques, and repair procedures of electrical supply systems and battery-starter systems. Demonstrated lectures and practical experience in the laboratory on batteries, starter systems, alternator, generator charging systems, and accessory and lighting systems. Scan tool and digital multimeter techniques will be emphasized.

Upon completion of the course, the student will be able to:

- Analyze and repair problems pertaining to automotive starter and charging systems.
- Trace the flow of current through a basic electrical circuit.
- Utilize common diagnostic tools and equipment found within the industry.
- Demonstrate the proper method for locating excessive electrical circuit resistance.
- Locate proper specifications from shop manuals in order to establish proper testing criteria.

### **Virtual Enterprise (ROP)**

**Credit:** 5 units per semester

**Grade level:** 11-12

**Length:** 1 year

**Prerequisites:** Meet the ROP age criteria

In this course, students will create and operate a virtual business modeled under the US Network of Virtual Enterprises, International. A "Virtual Enterprise" is a simulated business that is set up and run by students to prepare them for working in a real business environment. With the guidance of a teacher ("consultant") and real-world business partners, the students determine the nature of their business, its products and services, its management and structure, and engage in the daily operations of running a business. Emphasis is placed on using current business software, communications, and the Internet for business transactions. Students will participate in trade fair competitions organized through California Virtual Enterprise network.

Additionally, the Virtual Enterprise course establishes classroom/ business norms from the Career Technical Education standards. They include skills in Communication, Career Planning and Management, Technology, Problem Solving and Critical Thinking, Responsibility, Ethics, Leadership and Teamwork. Students in Virtual Enterprise will apply academic knowledge to solve business problems and prepare for their future employment opportunities.

Students who complete the full year of this course may use credit earned to fulfill Economics requirement for graduation.

### **Music Technology**

**Credit:** 5 units per semester

**Grade level:** 11-12

**Length:** 1 year

**Prerequisites:** None

This is a practical course using computer software and musical instruments to explore the world of Music Production. Students will explore music in the media arts including TV, Film, advertisements, and games. Students will use both their musical and technological creativity to create music compositions. Using sequencer and editing software students will record audio or MIDI (Musical Instrument Digital Interface) musical compositions. This class is intended for students with an interest in any kind of music from modern popular styles to classical. Upon completion of this course, students will be able to:

Upon completion of this course, students will be able to:

- Demonstrate an understanding of industry standards for producing music technology.
- Record original work using electronic instruments.
- Use sequencing software to create a music composition for a variety of projects.
- Demonstrate an understanding of the processes of synthesizing.
- Produce master tapes and CDs; produce live sound using mixing boards/effects producers.
- Demonstrate that the parameters of music can be controlled using MIDI.
- Understand copyright laws related to the music industry.

Create an electronic composition specific for different media (i.e. Movie trailer, advertisement, school broadcast news, etc.).

**Introduction to Engineering Design****Credits:** 5 units per semester**Grade Level:** 9-12**Length:** 1 year**Prerequisites:** Concurrent enrollment in Math 1 recommended

Intro to Engineering Design (IED) is a high school level course that is appropriate for 9<sup>th</sup> to 12<sup>th</sup> grade students who are interested in design and engineering. The major focus of the course is to expose students to design processes, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. It gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. The course assumes no previous knowledge, but students should be concurrently enrolled in college preparatory mathematics. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students spend a significant portion of the year using a state-of-the-art 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

**Principles of Engineering****Credits:** 5 units per semester**Grade Level:** 10-12**Length:** 1 year**Prerequisites:** Completion Math 1 recommended

Principles of Engineering (POE) is a high school-level survey course of engineering that fulfills the physics core standards for the third-year science graduation requirements. The course exposes students to physics standards through activity-, project-, and problem-based (APPB) learning. Ideal students are interested in learning physics content through the scope of relevant engineering practices. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the goal of education. To be successful in POE, students should be concurrently enrolled in college preparatory mathematics. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. Principles of Engineering is the second of two foundation courses in the Project Lead the Way high school engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

**Honors Principles of Engineering****Credits:** 5 units per semester**Grade Level:** 10-12**Length:** 1 year**Prerequisites:** Completion Math 1 recommended

Honors Principles of Engineering (POE) is a high school-level survey course of engineering and counts as an elective credit towards graduation. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study, including Mechanical Engineering, Civil Engineering, Electrical Engineering, and robotics. Students have an opportunity to investigate engineering and high-tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the goal of education. To be successful in POE, students should be concurrently enrolled in college preparatory mathematics. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. Principles of Engineering is the second of two foundation courses in the Project Lead the Way high school engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

**Advanced Engineering****Credits:** 5 units per semester**Grade Level:** 10-12**Length:** 1 year**Prerequisites:**

Minimum Requirements: Successful completion of one of the following: Intro to Engineering Design (IED), Principles of Engineering (POE), Honors Principles of Engineering (HPOE), Teacher recommendation.

Recommended Requirements: Successful completion of IED **and** either POE or HPOE.

In this class students focus their engineering skills by completing capstone projects and can work in teams on various STEM projects that are offered by the community. Examples of projects include Irvine CubeSat, OC Maker Challenge, C-STEM Linkboys, UCI Rescue Robotics, UCI Race Car Performance Engineering, VEX Robotics, Hydrogen Horizon Automotive Challenge, and others. All projects have deliverables which are due in April/May and involve some culminating activities such as a competition between teams. This class is intended for students who want flexibility and freedom to determine the pace of learning and explore different technologies.

## English

The English curriculum develops reading, writing, speaking, and listening skills. The English Language Arts Common Core Standards provide the framework for the curriculum of all English courses.

When determining placement, consider both the student's ability and commitment to meeting the expectations of Honors and AP® courses outlined below and the course descriptions.

<p><b>What to Expect in: Honors English 2 (10<sup>th</sup> grade)</b></p>	<ul style="list-style-type: none"> <li>• Students will study an advanced curriculum that requires regular attention and focus.</li> <li>• Students will read at an accelerated level and pace.</li> <li>• Students will engage in in-depth discussions of literature in which they will have to display independent thought and analysis.</li> <li>• Students will write both on-demand and fully processed essays often and in many styles; on-demand essay prompts will not be revealed prior to the writing session.</li> </ul>
<p><b>What to Expect in: AP® English LANGUAGE and Composition (11<sup>th</sup> grade)</b></p>	<ul style="list-style-type: none"> <li>• Students will learn three modes of writing: argument, synthesis, and rhetorical analysis.</li> <li>• Students will write on-demand essays; on-demand essay prompts are not known prior to the essay; essays are not literary or on writings previously discussed in class.</li> <li>• Students need to be critical readers who can employ strategies to comfortably read for understanding on demand.</li> <li>• Students should be familiar with current events and will read newspapers/ periodicals frequently for homework; they also will read, independently, two assigned nonfiction books.</li> <li>• Homework for the course largely includes reading (the textbook and news), reviewing skills taught in class, and practicing writing. Students need to be self-motivated, willing to monitor their own learning and seek clarification when needed.</li> <li>• Students need to have control of the conventions of standard written English (SWE).</li> </ul>
<p><b>What to Expect in: AP® English LITERATURE and Composition (12<sup>th</sup> grade)</b></p>	<ul style="list-style-type: none"> <li>• Students will read, extensively, complex imaginative texts selected from Ancient Greece to the 21<sup>st</sup> Century (fiction, drama, and poetry).</li> <li>• Students will discuss readings in terms of content, form, and style.</li> <li>• Students will write frequently, approximately every other week. The final grade will consist of roughly 80% writing scores.</li> <li>• Writing will take the form of: in-class, on demand essays (literary analysis, argument, explanatory, and persuasive essays); practice AP® poetry and prose essays; fully-processed analytical essays; informal journal entries; and creative writing (poetry, drama, personal narrative).</li> <li>• Students need to have control of the conventions of standard written English (SWE).</li> <li>• Students should be prepared to participate frequently in class discussions of literature and present independent thought.</li> </ul>

### English Program

Student progression through University High School's four-year English program is flexible. Please refer both to course descriptions and the Successful Honors/AP® prerequisite skills and criteria for placement when planning a four-year program.

Core Grade-Level Course Options	
Freshmen	English 1 CP
Sophomores	Honors English 2 <i>or</i> English 2 CP
Juniors	AP® English Language & Composition, English 3 CP, <i>or</i> ERWC 3 CP yearlong
Seniors	AP® English Literature & Composition, ERWC 4 CP yearlong, <i>or</i> pairing of <b>two</b> CP semester courses:



**\*Bolded courses denote the most rigorous course of study**

English Elective Options			
Freshmen	Sophomores	Juniors	Seniors
Beginning Journalism-yearlong (g)	Beginning Journalism-yearlong (g) <i>or</i> Advanced Journalism-yearlong (g)	Beginning Journalism-yearlong (g) <i>or</i> Advanced Journalism-yearlong (g)	Beginning Journalism-yearlong (g) <i>or</i> Advanced Journalism-yearlong (g) <i>or</i> Creative Writing- 1 sem. (b) Literature of Fantasy and Fairytale – 1 sem. (b) <i>or</i> Graphic Novel- 1 sem. (b) Science Fiction – 1 sem. (b)

### English Course Offering Prerequisites

Course Title	UC a-g	Bonus Pt ‡	Length Year Semester	Prerequisites	Grade Low	Grade High
English 1 CP	b		Y	9 <sup>th</sup> grade status	9	9
English 2 CP	b		Y	10 <sup>th</sup> grade status	10	10
English 2 Honors	b		Y	Recommendation to take the class will be based on performance in English 1. Please refer to the expectations for English Honors/AP Placement for further guidance.	10	10
English 3 CP	b		Y	11 <sup>th</sup> grade status	11	11
AP® English Language and Composition	b	‡	Y	See skill level expectations below in course description.	11	11
Expository Reading and Writing Course 3CP (ERWC 3)	b		Y	11 <sup>th</sup> grade status, counts as English 3 CP yearlong course.	11	11
AP® English Literature and Composition	b	‡	Y	See skill level expectations below in course description	12	12
Creative Writing in the Digital Age*	b		S	For <i>incoming 12<sup>th</sup> graders</i> , counts as a semester of CP senior English.	12	12
History and Theory of the Graphic Novel*	b		S	For <i>incoming 12<sup>th</sup> graders</i> , counts as a semester of CP senior English.	12	12

Literature of Fantasy and Fairytale	b	S	For <i>incoming 12<sup>th</sup> graders</i> , counts as a semester of CP senior English.	12	12
Science Fiction Literature*	b	S	For <i>incoming 12<sup>th</sup> graders</i> , counts as a semester of CP senior English.	12	12
Expository Reading and Writing Course 4CP (ERWC)	b	Y	12 <sup>th</sup> grade status; two concurrent semesters counts as CP senior English	12	12
Beginning Journalism	g	Y	≥ B in prior English course or teacher recommendation	9	12
Advanced Journalism	g	Y	For Beginning Journalism students permission from Journalism teacher. For incoming 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> graders ≥ B in previous English class or permission from Journalism teacher.	10	12
ELD 1		Y	ELPAC placement test	9	12
ELD 2		Y	ELD 1 or ELPAC test placement	9	12
ELD 3	b	Y	ELD 2 or ELPAC test placement	9	12
ELD 1 English		Y	Concurrent Enrollment in ELD 1	9	12
ELD 2 English		Y	Concurrent Enrollment in ELD 2	9	12
English 1A CP	b	Y	ELPAC test placement test or ELD 2	9	12

### English 1 CP

**Credits:** 5 units per semester

**Grade Level:** 9

**Length:** 1 year

**Prerequisites:** 9th-grade status

Structured around the study of genres, this literature and writing program asks students to construct meaning in their study of fiction and non-fiction that is relevant to their own lives and to their work in other disciplines. Students respond to their reading in the form of written analysis, group discussion and oral presentation. Students will write explanatory/informative, narrative and persuasive essays; the sequence of assignments moves students from the basics of paragraph construction through to the production of substantially more complex multi-paragraph essays. Students are also given the opportunity to develop creative writing skills through poetry, narrative and other forms of expression. The English 1 program provides a Guaranteed and Viable Curriculum that focuses primarily on the development of High Priority Standards, including critical thinking/problem solving, communication, interpretation, and argument.

Upon completion of this course, a student will be able to:

- Read and study multiple genres of literature (poetry, short stories, novels, drama) with an emphasis on literary analysis.
- Learn and practice active reading skills, including, but not limited to, decoding difficult text and annotating works for theme, character, plot, and literary device.
- Develop and polish academic writing skills, advancing from single paragraph response to texts to fully-developed essays.
- Develop persuasive writing and speaking skills.
- Apply new and developing skills in writing original creative pieces, such as narratives and poetry.
- Demonstrate level-appropriate correct usage of grammar, spelling, and punctuation conventions.
- Think critically and communicate effectively at a level appropriate for students' age/maturity.

The English 1 course advocates equity, equal access, and opportunity for all students. ***ALL students will have the opportunity to earn an Honors Distinction designation on their transcript at the end of each semester.*** Requirements for Honors Distinction will be discussed in each English 1 class. We believe these changes will encourage all students to perform at their highest level.

### English 2 CP

**Credits:** 5 units per semester

**Grade Level:** 10

**Length:** 1 year

**Prerequisites:** 10th-grade status

This course is structured around the study of American literature and surveys the development of the literature of the United States from its colonial beginning through the 20<sup>th</sup> Century. The English 2 program focuses on the development of critical thinking/problem solving, communication and interpretation.

Upon completion of this course, a student will be able to:

- Read and study American Literature from a chronological focus, with an emphasis on literary analysis as well as historical comprehension of the American literary experience.
- Practice and improve guided active reading skills, including, but not limited to annotation of text.
- Develop and polish academic/composition writing skills, with an emphasis on expository and persuasive techniques.
  - Increase and implement vocabulary knowledge, including literary terminology.
- Demonstrate level-appropriate correct usage of grammar, spelling, and punctuation rules.
- Think critically and communicate effectively at a level appropriate for students' age/maturity.

### Honors English 2

**Credits:** 5 units per semester

**Grade Level:** 10

**Length:** 1 year

**Prerequisites:** Recommendation to take the class will be based on performance in English 1. Please refer to the expectations for English Honors/AP Placement for further guidance.-

This accelerated study of American literature surveys the development of the literature of the United States from its colonial beginnings through the 20<sup>th</sup> Century. The program addresses a high level of development in composition, critical thinking, vocabulary, and mechanical and grammatical skills. Students must independently read and write at a highly proficient level. The English 2 honors program focuses on the development of critical thinking/problem solving, communication, and interpretation.

Upon completion of this course, a student will be able to:

- Read and study American Literature from a chronological focus, with an emphasis on literary analysis as well as historical comprehension of the American literary experience.
- Practice and improve guided active reading skills, including, but not limited to annotation of text.
- Develop and polish academic writing skills, with an emphasis on developing rhetorical flexibility. Students will also write more in-depth expository and persuasive pieces, as well as narratives.
- Increase and implement vocabulary knowledge, including literary terminology.
- Demonstrate level-appropriate correct usage of grammar, spelling, and punctuation rules.
- Think critically and communicate effectively at a level appropriate for students' age/maturity.

### English 3 CP

**Credits:** 5 units per semester

**Grade Level:** 11

**Length:** 1 year

**Prerequisites:** 11th-grade status

English 3 surveys British literature, including texts from the Medieval period through the 20<sup>th</sup> century, with special emphasis on major writers and their work. The English 3 program focuses on the development of critical thinking/problem solving, communication and interpretation through reading, writing, listening and speaking.

Upon completion of this course, a student will be able to:

- Read and study a variety of genres in British Literature from a chronological approach with a focus on empathy.
- Practice and improve increasingly independent critical reading skills.
- Develop and polish academic/composition writing skills, with increased sophistication and a focus on various modes of writing, with an emphasis on literary analysis.
- Develop skills resulting in independent ability to produce arguments using specific rhetorical devices to support claims in an analysis of a topic using valid reasoning and sufficient evidence.
- Increase and implement vocabulary knowledge, including literary terminology.
- Demonstrate level-appropriate correct usage of grammar, spelling, and punctuation rules
- Through a lens of real-world relevancy, think critically and communicate effectively at a level appropriate for students' age/maturity.

### AP<sup>®</sup> English Language and Composition

**Credits:** 5 units per semester

**Grade Level:** 11

**Length:** 1 year

**Prerequisites:** Refer to the expectations for English Honors/AP<sup>®</sup> Placement.

This College Board approved course engages students in becoming skilled readers of prose written in a variety of rhetorical

contexts and in becoming skilled writers who compose for a variety of purposes. Both the Common Core Standards and College Board Enduring Understandings provide the foundation for curriculum in this course. Students will learn: Individuals write within a particular situation and make strategic writing choices based on that situation; writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments; writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence; and the rhetorical situation informs the strategic stylistic choices that writers make. This course will also cultivate the skills required for reasoned conversation and create informed citizens. Students will assume a high level of responsibility for monitoring their own learning.

Upon successful completion of the course, a student will be able to:

- Read challenging prose independently with understanding of rhetorical choices.
- Write with rhetorical flexibility including incorporating relevant evidence, reasonable claims and backing, and effectively apply rhetorical strategies.
- Synthesize multiple points of view about the same topic and take a position on the topic.
- Research, vet, paraphrase/quote, and correctly document source materials used as evidence.
- Converse reasonably with others and positively contribute to the development of our classroom writing community.
- Use appropriate technology (i.e. Canvas, Google Docs) to enhance learning, understanding, and application of course content.

### **ERWC 3CP: Expository Reading & Writing Course**

**Credits:** 5 units per semester

**Grade Level:** 11

**Length:** 1 year

**Prerequisites:** 11th-grade status; counts as English 3 CP yearlong course.

This course is a college preparatory study of analytical, argumentative, and research-based reading and writing conducted through the Expository Reading and Writing Course curriculum (ERWC) outlined by the California State University System. Students will learn to annotate fictional and informational texts and identify and apply key components of language for each genre of writing. Students will also be exposed to a range of texts, including articles from credible news sources and non-fiction novels. Reading, writing and speaking skills in this course are structured to prepare students for the California Community Colleges and CA State University expectations.

The ERWC aligns with the English-Language Arts Standards, addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares students to meet the expectations of college and university faculty. Students who score conditionally exempt on their EAP testing in junior year and complete this course are exempt from the CSU English Placement Test.

### **AP® English Literature and Composition**

**Credits:** 5 units per semester

**Grade Level:** 12

**Length:** 1 year

**Prerequisite:** 1. Entering AP English Literature and Composition, students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences. 2. Students will be writing analytical essays about literature (extended fiction (novels), poetry, and short prose pieces) approximately every 2 weeks. Compositions will be completed in the classroom under strict timed conditions and involve cold prompts. 3. Extensive reading of college-level texts is expected to be completed outside of the classroom. This reading will entail approximately 50-100 pages per week. Refer to the expectations for English Honors/AP® Placement.

Learning experiences will emphasize development of student proficiency in school-wide performance areas related to college-level literary studies and composition skills. Emphasis of the course is the development and practice of college-level writing, reading, and analytical skills. As the title suggests, demanding college-level coursework will require extensive reading and analysis of literature, in addition to significant writing in and outside of class.

Upon completion of this course, a student will be able to:

Explain clearly, cogently, and even elegantly what they understand about literary works and why they interpret them as they do

- Analyze prose style, commenting on the function of diction, syntax, narrative method or rhetorical strategy, and tone
- Analyze a poem, commenting on the theme and the effects of diction, image, and form in enhancing sound and meaning
- Explain and apply critical theories that have shaped the way in which literature has been viewed over time
- Write polished analytical and persuasive papers.
- Write essay exams, answering a previously unseen question in a limited time period while maintaining organization, supporting evidence, and mechanical correctness

- Demonstrate improved reading comprehension and an increased literary as well as general vocabulary
- Demonstrate the ability to speak articulately about complex issues in both formal and informal situations

### **Creative Writing in the Digital Age**

**Credits:** 5 units per semester

**Grade Level:** 12

**Length:** 1 semester

**Prerequisite:** for incoming 12<sup>th</sup> graders, counts as a semester of CP senior English.

Students in this semester-length English CP course will have various opportunities to develop their personal expression and explore their creativity by learning and writing within specific creative writing genres: poetry, flash fiction, creative nonfiction, and the 10-minute play. Within each genre, students will develop their writing skills in preparation for college level writing demands through instruction in the fundamentals of each genre, analysis and discussion of mentor texts, participation in workshops, and production and publication of their own creative writing through a variety of digital platforms (multimedia narratives, videos, podcasts, etc.). Finally, students will have an opportunity to develop a creative writing passion project that utilizes the skills they developed throughout the semester.

Upon completion of this course, a student will be able to:

- Identify, analyze and produce successful elements of fiction
- Develop skills in writing with originality, creativity, and clarity
- Experience writing as a tool for intellectual exploration and creative expression
- Experience being part of a writing community that provides and receives constructive feedback
- Produce and electronically publish one creative piece in each genre

### **History and Theory of the Graphic Novel\***

**Credits:** 5 units per semester

**Grade Level:** 12

**Length:** 1 semester

**Prerequisite** for incoming 12<sup>th</sup> graders, counts as a semester of CP senior English.

The purpose of this semester-length CP English course is to track the trajectory of the graphic novel from its inception as the serialized comic books of the 1940s and 50s, to the avant-garde work of R. Crumb in the 1960s and 70s, and to more recent experimental works by novelists such as Art Spiegelman (*Maus I and II*) and Alan Moore (*The Watchmen*). Attention will be paid to the Japanese pioneers of the craft, such as Osamu Tezuka, whose influence on American graphic novel writing has been immense. We will also explore how the graphic novel is adapted for the screen (e.g., Frank Miller's *300*). Methodologically, this course will attempt to situate the graphic novel as a blending of popular culture and lofty aesthetics. We will also attempt to understand the graphic novel according to the economic, socio-cultural, and political climates surrounding their publication. Most significantly, we may look at the graphic novel as culturally important—that is to say, as works that are intentionally provocative as a means of intervening in cultural conversations, both social and political (e.g. *Persepolis* and its depiction of modern day Iran). Accordingly, we will explore the graphic novel as a scaffold on which we can build on the mastery of skills outlined in the Common Core.

### **Literature of Fantasy and Fairytale**

**Credits:** 5 units per semester

**Grade Level:** 12

**Length:** 1 semester

**Prerequisite:** for incoming 12<sup>th</sup> graders, counts as a semester of CP senior English

The purpose of this semester-length English course is to build on students' close reading and writing skills through the genres of fantasy and fairytale, using psychoanalytical, feminist, stylistic, historical, and cultural lenses to closely examine the universality of storytelling motivations and themes. Our focus will begin by studying the stories in their cultural variation, where students will be encouraged to identify and analyze patterns of ethics and aesthetics. In exploring these themes, students will read a variety of texts, including short stories, parables, folklore, scholarly articles, and films. They will craft analytical essays regularly to hone their reading and writing skills, often incorporating literary criticism to add depth and complexity to their analyses. They will use textual evidence to synthesize varying viewpoints and resources on each text, as well as compare film adaptations of the text.

Upon completion of this course, students will be able to:

- Identify, analyze, and explain culturally diverse iterations of a fantasy and/or fairy tale
- Prepare and engage in discourse exploring psychological aspects of fairy tales
- Conduct research and present findings in written and verbal form
- Write in a variety of modes for a variety of rhetorical purposes: narrative, analytical, creative
- Conduct film analysis on film adaptation

**Science Fiction Literature\*****Credits:** 5 units per semester**Grade Level:** 12**Length:** 1 semester**Prerequisite:** for incoming 12<sup>th</sup> graders, counts as a semester of CP senior English.

The purpose of this semester-length CP English course is to introduce students to a brief history of science fiction, looking closely at how seminal works in the genre can be used as a lens to analyze social, political, and economic issues within our culture. Students will become experienced practitioners of the writing process and develop their narrative, argumentative, and informative writing skills in preparation for college level writing demands. Our focus will be fixed on the future and possibilities for change, while exploring current social and ethical dilemmas. It is these dilemmas that lay the groundwork for those possible futures and which science fiction critiques. In exploring these dilemmas, students will read a variety of texts, including novels, novellas, short stories, essays, and films; they will analyze text, compare text, synthesize information, research, write for both formal and informal situations, and create a multimedia video presentation that combines their research and analysis over the course of the semester.

Upon completion of this course, a student will be able to:

- Identify, analyze, and explain the key features and characteristics of a science fiction text and understand how these features compel a reader to extrapolate and apply thematic ideas
- Read and interpret selected science fiction novels and stories, discuss major themes and issues, and apply insights gained through such reading to developments in our own society
- Utilize the writing and revision process to improve the content and clarity of ideas
- Conduct research and present findings in written, verbal, and multimedia form
- Participate effectively and exchange ideas in group and class discussions
- Write in a variety of modes for a variety of rhetorical purposes, including writing to learn, narrative, expository, persuasive, analytical, and descriptive writing.

**ERWC 4 CP: Expository Reading & Writing Course****Credits:** 5 units per semester**Grade Level:** 12**Length:** 1 year**Prerequisites:** for incoming 12<sup>th</sup> graders, counts as a year of CP senior English.

This course is a college preparatory study of analytical, argumentative and research-based reading and writing conducted through the Expository Reading and Writing Course curriculum (ERWC) outlined by the California State University System. Students will learn to annotate fictional and informational texts and identify and apply key components of language for each genre of writing. Students will also be exposed to a range of texts, including articles from credible news sources and non-fiction novels. Reading, writing and speaking skills in this course are structured to prepare students for the California Community Colleges and CA State University expectations.

The ERWC aligns with the English-Language Arts Standards, addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares students to meet the expectations of college and university faculty. Students who score conditionally exempt on their EAP testing in junior year and complete this course are exempt from the CSU English Placement Test.

**Beginning Journalism****Credits:** 5 units per semester**Grade Level:** 9-12**Length:** 1 year, but may be taken as a fall or spring course**Prerequisites:** ≥ B in previous English class or teacher recommendation

Students passing the course with an A or better automatically gain permission to take the Advanced Journalism (school magazine) course. The course will introduce the student to journalism and the greater field of mass communications. Students will learn about basic principles in journalism ethics, professionalism, legal issues, and other contemporary mass media issues.

Additionally, students will develop news writing skills for the five sections of the newspaper: News, Features, Opinions, Arts and Entertainment, and Sports. They will also practice photography, page design and layout, social media posting and the basics of podcasting as well. A good grasp of basic English grammar and writing is necessary as these skills will be extensively applied in written assignments.

The University High School Sword & Shield articles can be viewed at [uhs.swordandshield.com](http://uhs.swordandshield.com).

**Advanced Journalism (Sword & Shield magazine)****Credits:** 5 units per semester**Grade Level:** 10-12**Length:** 1 year, but may be taken in just fall or spring**Prerequisites:** For Beginning Journalism students permission from Journalism teacher. For incoming 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders ≥ B in previous English class or permission from Journalism teacher.

Students completing Beginning Journalism with an A or better will have priority of enrollment. All other students will be enrolled on a space-available basis.

This course will give the student, as a staff member, the experience of writing for the student-run school magazine, online news site, and podcast. The class features a workshop environment. The ability to work with a high level of independence and individual responsibility is required. All students will apply interpersonal and problem-solving skills on a regular basis as they function as members of an organization. Select students will have the opportunity to perform various other functions such as editing, photography, graphic design, and social media management.

The University High School Newspaper can be viewed at [uhs.swordandshield.com](http://uhs.swordandshield.com).

**ELD 1, ELD 2 & ELD 3: English Language Development****Credits:** 5 units per semester**Grade Level:** 9-12**Length:** 1 year,**Prerequisites:** Scores from the English Language Proficiency Assessment of California (ELPAC) determines placement.

English Language Development (ELD) is a class designed to meet the needs of beginning to middle level English Learners. Initially, emphasis is placed on continued acquisition of English through listening/comprehension and speaking activities. Progressively, reading comprehension and writing skills are developed. Learning experiences will emphasize development of student proficiency in communication and interpretation in the English language. Upon completion of this course, the successful student will be able to meet English language development standards at the "emerging" to "expanding" level for: 1. Listening and speaking; 2. Reading and comprehension; 3. Writing strategies and conventions; 4. Literary response and analysis. Learning experiences will emphasize development of student proficiency in communication and interpretation in the English language.

Upon completion of this course, the student will be able to:

- meet English language development standards on a spectrum between the beginning to Intermediate level for
- Listening and speaking
- Reading and comprehension
- Writing strategies and conventions
- Literary response and analysis

**ELA/ELD 1 & 2 English****Credits:** 5 units per semester**Grade Level:** 9-12**Length:** 1 year**Prerequisites:** Concurrent Enrollment in ELD 1 & 2

This course is designed for the English Language Learner. Vocabulary and writing skills are supported through the ELD 1 & 2 course. This curriculum is linked to the California Standards for English and includes instruction in literature and writing. Students respond to their reading in the form of written analysis, group discussions and formal presentation. Vocabulary and writing relates to fiction and non-fiction literature and includes literary analysis.

Upon completion of this course, a student will be able to:

- Read and study fiction and non-fiction literature
- Decode difficult text and annotate works for theme, plot, and character
- Develop writing skills, advancing to multi paragraph essay
- Understand correct sentence structure and grammar usage
- Understand vocabulary and usage in the context of an introductory English literature course.

**English 1A CP****Credits:** 5 units per semester**Grade Level:** 9-12**Length:** 1 year**Prerequisites:** ELPAC test placement or ELD 2

This course is comparable to the college-preparatory English 1 program in content, yet it addresses the particular needs of the LEP student, providing him/her with the necessary skills to transition from ELD into regular English courses. This is a comprehensive course, designed to increase the student's knowledge of the English language, to develop his/her writing, reading, speaking, and listening skills, and to expand his/her awareness and appreciation of different literary genres through exposure to appropriate world literature.

Upon completion of this course, a student will be able to:

- Write fully developed paragraphs and analytical essays
- Demonstrate strong writing mechanics, including grammar & punctuation
- Organize and deliver a short speech in front of his peers
- Comprehend and interpret core literature
- Identify primary literary genres and apply basic literary terms to literature studied
- Utilize vocabulary and contextual clues in reading and writing
- Increase vocabulary by using context clues
- Demonstrate proficiency on the reading/writing portion of the state High School Exit Exam.



# Mathematics

The mathematics curriculum is designed to offer a variety of learning experiences commensurate with the student's abilities, needs and academic pursuits. A scientific calculator is recommended for all math courses. For the courses listed below, a graphing calculator (i.e. TI84) graphing will be used within the instruction.

Math III	AP <sup>®</sup> Statistics
Functions, Statistics and Trigonometry (FST)	AP <sup>®</sup> Calculus AB
AP <sup>®</sup> Pre-Calculus	AP <sup>®</sup> Calculus BC

## Criteria for Honors/Enhanced and AP<sup>®</sup> Mathematics courses

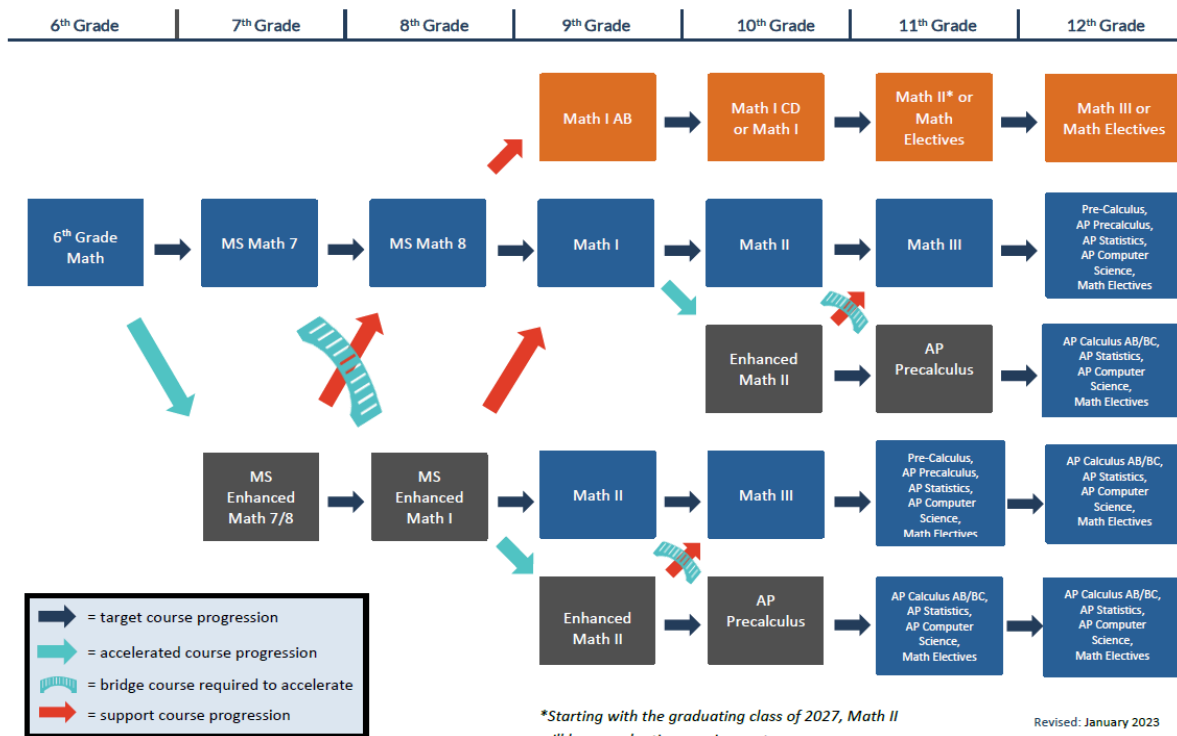
The student

- Is recommended for an Honors/Enhanced or AP<sup>®</sup> math course by his/her previous math teacher.
- Appreciates and applies constructive criticism to improve his or her conceptual understanding.
- Demonstrates enthusiasm for math problems, discussion, and other classroom activities.
- Has a desire to learn the meanings behind the material and not exclusively motivated by the grade desired.
- Understands that the Honors/Enhanced/AP<sup>®</sup> course is graded with a higher expectation for accuracy.
- Is organized and manages time well, completing assignments and preparing for assessments.
- Takes pride in his/her work and has an attention to detail, both on written assignments and projects.
- Can work both independently and in groups, contributing as an active team member.
- Is an active learner and demonstrates enthusiasm for math discussions related to the course work.
- Enjoys exploring math concepts and discoveries beyond the classroom and textbook.
- Is intrinsically motivated to be in an advanced math course.

## Mathematics Suggested Course Sequences

- The UHS math program follows the IUSD Secondary Mathematics pathway for Integrated Mathematics
- Enhanced/Honors, Advanced Placement<sup>®</sup> and College Prep Course are available to all students meeting course prerequisites.

## IUSD Secondary Mathematics Pathway Integrated Mathematics



## Mathematics Course Offerings

All math courses require recommendation from current math teacher in addition to meeting the prerequisites.

Course Title	UC a-g	Bonus Pt ‡	Length Year Semester	Prerequisites	Grade Low	Grade High
Math Foundations			Y	Teacher recommendation.	9	12
Math I	c		Y	Placement is based on performance in 8 <sup>th</sup> grade or former accredited high school course.	9	12
Math II	c		Y	≥ C- in Math I or D- in Math 1 and concurrent enrollment in Math 2 Lab 9th grade enrollment requires Recommendation from Middle School teacher.	9	12
Enhanced Math II	c		Y	≥ 90% in Math I both semesters, 85% on EOC, Teacher Appraisal (2 of 3 needed for recommendation) 9th grade enrollment requires recommendation from Middle School teacher.	9	12
Math III	c		Y	≥ C- in Math II, 70% on EOC, Teacher Appraisal (2 of 3 needed for recommendation).	10	12
Pre-Calculus	c		Y	> C- in Math III, both semesters, B recommended	10	12
AP PreCalculus	c	‡	Y	≥ 80% in Enhanced Math II both semesters, 85% on EOC, Teacher Appraisal (2 of 3 needed for recommendation) Enrollment from Math II requires a summer bridge course with ≥ B, 85% on EOC, Teacher Appraisal (2 of 3 needed for recommendation) To enroll in Summer Bridge, A (not A-) in Math II both semesters with teacher recommendation. > C- in Math III, A recommended.	10	12
Functions, Statistics and Trigonometry (FST)	c			> C- in Math III	10	12
Business Math	g		Y	Passing grade in Math I or higher-level math course	11	12
Game Design & Programming	g		Y	Passing grade in Math I, no prior programming experience is needed	9	12
CP Statistics	g		Y	Passing grade in Math I	11	12
AP <sup>®</sup> Statistics	c	‡	Y	≥ C- in AP PreCalculus (both semesters) ≥ C- in Pre-Calculus (both semesters) ≥ B- in Math III (12 <sup>th</sup> grade: both semesters; 11 <sup>th</sup> grade: must be concurrently enrolled in FST or PreCalc) <i>Refer to criteria for Honors/AP<sup>®</sup> courses</i>	11	12

AP® Calculus AB	c	‡	Y	≥ C in Enhanced Math III or AP PreCalculus (both semesters) ≥ B- in Pre-Calculus  <i>Refer to criteria for Honors/Enhanced/AP® courses</i>	10	12
AP® Calculus BC	c	‡	Y	≥ B- in Enhanced Math III (both semesters) ≥ A in Pre-Calculus (both semesters) with completion of summer assignment ≥ B in AP Pre-Calculus (both semesters) <i>Refer to criteria for Honors/AP® courses</i>	10	12
AP® Computer Science Principles	g	‡	Y	> B- in Math I (both semesters) or C- in any higher math class,, no prior programming experience is needed	10	12
AP® Computer Science A	g	‡	Y	Prior programming experience is recommended and ≥ B- in Math II(both semesters) or ≥ C- in any higher Math class, OR ≥ B- in AP® Computer Science Principles is required	11	12
Math Solid			S	Recommendation of teacher or counselor	9	12

### Math Foundations

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 years

**Prerequisites:** Teacher recommendation

Math Foundations is a support course for students currently enrolled in Math 1. This course will focus on:

- Additional teaching of the Math 1 Essential Learning Targets/Standards
- Deepening understanding of prerequisite skills that tie directly into the Math 1 Learning Targets
- Targeted intervention for students unique to their individual learning needs
- Goal setting and student ownership of their learning

Students will be assessed and given Mathematics credit in the course based on their development and demonstration of the Common Core Mathematical Practices:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

### Math I

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Placement is based on performance in 8<sup>th</sup> grade or former accredited high school course. ≥ C- in Math IAB

Math I is the first course in the college preparatory math sequence. It is a study of real numbers and their properties; linear and exponential functions; equations and expressions; statistics; transformations and congruence. This course is aligned with the Common Core state standards. Passing this course is a requirement for graduation.

Skills and Assessment:

- Students will connect concepts to the real world using mathematical modeling; reason quantitatively and use units to solve problems
- explain and justify the processes they use in solving problems
- communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols
- develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts
- demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests and performance tasks
- use appropriate technology to enhance learning and understanding.

### **Math II**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:**  $\geq$  C- in Math I, 70% on EOC, Teacher Appraisal: (2 of 3 needed for recommendation). Or D- in Math 1 and concurrent enrollment in Math 2 Lab. 9th grade enrollment requires recommendation from Middle School teacher.

The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 9 units of study surrounding the critical focus areas defined by the California Mathematics Content Standards. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Enhanced Math II**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Grade 10-12:  $\geq$  90% in Math I both semesters, 85% on EOC, Teacher Appraisal (2 of 3 needed for recommendation), 9th grade enrollment requires recommendation from Middle School teacher.

The focus of Enhanced Math II is the same as Math II with an added 3 week statistics unit from Math III. It also includes added time to the probability unit to include 4 (+) standards that include: Applying the general multiplication rule in a uniform probability model and interpret the answer in terms of the model, use permutations and combinations to compute probabilities of compound events and solve problems, use probabilities to make fair decisions, and analyze decisions and strategies using probability concepts. Enhanced Math II will also include added standards to circles, as well as added standards for complex numbers and how they relate to quadratic expressions. Lastly, it will include additional days of added modeling and performance task projects built into some units. The goal of the enhanced pathway is to prepare a student to bypass pre-calculus and go straight into AP<sup>®</sup> Calculus.

### **Math III**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:**  $\geq$  C- in Math II, 70% on EOC, Teacher Appraisal (2 of 3 needed for recommendation).

Math III is the third course in the college preparatory math sequence. Instructional time will focus on four critical areas: applying methods from probability and statistics to draw inferences and conclusions from data; expanding understanding of functions to include polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles and trigonometric functions; and consolidate functions and geometry to create models and solve contextual problems. This course is aligned with the California Common Core State Standards.

Skills and Assessment: Students will...

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.

- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

### **Functions, Statistics and Trigonometry (FST)**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:**  $\geq$  C- in Math III

Students will be studying functions and trigonometry with strong attention given to statistics and data analysis throughout the course. Emphasis is on the use of mathematics to model and explore real world phenomena. Students will use graphing calculators to explore relations between functions and their graphs and perform statistical analyses.

Upon completion of the course, students will be able to:

- Collect, analyze, and display data
- Identify, interpret, and graph linear models, quadratic models, and also use step functions to model situations
- Identify and graph transformations of functions and understand transformations on data
- Use exponential and logarithmic functions to solve problems and model data
- Sketch graphs of trigonometric functions and their inverses
- Solve triangles using trigonometry
- Solve probability problems
- Solve problems using series and sequences
- Construct and interpret polynomials that model real world situations
- Use binomial and normal distributions to solve problems and test hypotheses
- Prove trigonometric identities
- Demonstrate proficiency in using a graphing calculator to solve problems.

### **Business Math:**

**Credits:** 5 units per semester

**Grade level:** 11-12

**Length:** 1 year

**Prerequisites:** Passing grade in Math II or higher-level math course.

- Business Mathematics is a two-semester course of which students learn to use mathematics effectively as a tool in their personal and business lives. Once completed, students will be able to apply mathematical concepts in various personal and business situations. This course may be used to meet the mathematics requirements for graduation.
- Student review and apply mathematical operations with whole numbers, decimals, fractions, ratios, and percent. They will understand terminology relating to personal and business mathematics applications and apply basic math skills to the solution of both personal and business applications. They will use common mathematical formulas to solve a variety of personal and business mathematics as well as apply knowledge of computer and calculator use.

### **Pre-Calculus**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:**  $>$  C- in Math III or FST both semesters, B recommended

Pre-Calculus is designed for the calculus bound student who plans to pursue mathematics or related fields at the college level. This course is a rigorous study of concepts including Trigonometry. The student studies circular functions from a unit circle approach, their inverses, and their corresponding trigonometric values. Analytic methods and proofs are used in each of the topics in order to provide a firm foundation for calculus. Students will review geometric concepts and properties of the straight line. They will study the conic sections, matrices, determinants, logarithmic and exponential functions, graph sketching limits and derivatives.

Upon completion of the course, students will be able to:

- Understand limits and introductory derivatives
- Sketch the graphs of polynomial, rational, and algebraic functions
- Sketch the graphs of logarithmic and exponential functions and trig
- Demonstrate an understanding of the equations and graphs of conic sections
- Use matrices and determinants in analytical problems
- Demonstrate an understanding of limits
- Identify basic circular functions and identities
- Sketch the graphs of trigonometric functions and their inverses
- Solve equations involving circular functions
- Solve right and oblique triangles
- Demonstrate an understanding of polar coordinates and be able to translate between polar and rectangular systems

- Prove trigonometric identities
- Demonstrate proficiency in using a graphing calculator to solve problems.

### AP PreCalculus

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:**  $\geq 80\%$  in Enhanced Math II both semesters, 85% on EOC, Teacher Appraisal (2 of 3 needed for recommendation) Enrollment from Math II requires a summer bridge course with  $\geq B$ , 85% on EOC, Teacher Appraisal (2 of 3 needed for recommendation)  $> C$ - in Math III, A recommended

To enroll in Summer Bridge, A (not A-) in Math II both semesters with teacher recommendation.

This course is designed to foster the development of a deep conceptual understanding of functions. The formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), coupled with the application of the function type to a variety of contexts, provides students with a rich study of Precalculus. Building upon previous work, students will learn about polynomial, rational, radical, exponential, logarithmic, trigonometric, and polar functions. Additional topics (not included on AP Exam) such as parametric functions, conic sections, vectors, and matrices are included in AP Precalculus curriculum. The topics covered in this course will prepare students for Calculus.

Skills and Assessment: Students will

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

Upon completion of the course, the students will be able to:

- Identify basic circular functions
- Prove Identities involving circular functions
- Sketch the graphs of trig functions and their inverses
- Solve equations and inequalities involving trig functions
- Solve right and oblique triangles
- Demonstrate an understanding of polar coordinates and be able to translate between polar and rectangular systems
- Sketch graphs of polar equations
- Understand the definitions of sequence, series and limits
- Sketch graphs of polynomial, rational, and algebraic functions
- Use polynomial curve fitting to solve analytical problems
- Sketch the graphs of log and exponential functions and be able to use the functions to solve problems
- Demonstrate an understanding of vectors and their use
- Sketch graphs of conic sections
- Understand the concepts of probability
- Demonstrate an understanding of limits including delta-epsilon proofs
- Demonstrate a basic understanding of derivative
- Demonstrate proficiency in using a graphing calculator to solve problems
- Find the derivative of a functions using the definition

### CP Statistics:

**Credits:** 5 units per semester

**Grade level:** 11-12

**Length:** 1 year

**Prerequisites:** Passing grade in Math I.

CP Statistics is a course designed for students interested in learning how to become a better consumer, citizen, and business person. This course will focus on introductory statistical methods of analyzing data, determining when results are significant, and identifying when data is biased. Students will use technology to interpret and form justified conclusions about real data from business, science, psychology, sports, and entertainment, and other fields.

Upon completion of this course, students will be able to:

- Analyze the validity of studies and identify potential sources of bias.
- Analyze sets of data graphically and numerically.
- Analyze the relationship between two variables graphically and numerically.
- Analyze what is likely and unlikely to happen due to chance, and use this knowledge to make decisions
- Determine if study results are significant with hypothesis testing and confidence intervals.
- Apply their understanding of statistics in case studies and business meetings.

### **AP® Statistics**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:**  $\geq$  C- in Enhanced Math III (both semesters)

$\geq$  C- in Functions, Statistics and Trig. (both semesters)

$\geq$  C- in Pre-Calculus (both semesters)

$\geq$  B- in Math III (12<sup>th</sup> grade: both semesters; 11<sup>th</sup> grade: must be concurrently enrolled in FST or PreCalc)

*Refer to criteria for Honors/AP® courses*

This course is equivalent to a one-semester, introductory, non- calculus based college course in statistics. Students are introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include exploring data, planning a study, anticipating patterns, and statistical inference.

Upon completion of the course, students will be able to:

- Explore Data
- Observe patterns and departures from patterns
- Interpret graphical displays of distributions of univariate data
- Summarize distributions of univariate data. c. Compare distributions of univariate data
- Explore bivariate data
- Explore categorical data: frequency tables
- Plan a study: decide what and how to measure
- Overview data collection methods
- Plan and conduct surveys and experiments
- Anticipate patterns: produce models using probability and simulation
- Use probability as a relative frequency
- Combine independent random variables
- The normal distribution
- Use statistical inference: confirm models
- Confidence intervals
- Tests of significance
- Special cases of normally distributed data.

### **AP® Calculus AB**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:**  $\geq$  C in Enhanced Math III or Honors Pre-Calculus (both semesters)

$\geq$  B- in Pre-Calculus (both semesters)

$\geq$  C- in Honors Pre-Calculus (both semesters)

Refer to the Criteria for Math Honors/AP® Placement

AP® Calculus AB is a course for student who has completed Pre- Calculus or Honors Pre-Calculus successfully. The student will acquire a firmer grasp of the fundamental concepts and skills of advanced high school mathematics while they apply definitions and theorems of calculus to theoretical and practical problems.

Upon completion of the course, students will be able to:

- Use derivatives to sketch the graphs of the following types of functions: polynomials, rational, trigonometric, logarithmic, and exponential
- Understand properties of limits, derivatives, and continuous functions
- Use derivatives and antiderivatives in applications
- Apply several methods of integration to definite and indefinite integrals.

## AP<sup>®</sup> Calculus BC

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:**  $\geq$  B in Enhanced Math III (both semesters)

$\geq$  A in Pre-Calculus (both semesters) with completion of summer assignment

$\geq$  B in Honors Pre-Calculus (both semesters)

Refer to the Criteria for Math Honors/AP<sup>®</sup> Placement. Students may not drop into Calculus AB once the semester has begun.

The BC course is a more comprehensive course than the AB course. It is for the student who is able and willing to work at a faster pace to cover about 50% more material.

Upon completion of the course, students will have completed all topics of the AB course and also be able to:

- Evaluate improper integrals
- Understand some of the fundamental results of infinite series and use them to represent functions in a new way
- Use parametric and polar equations of curves in familiar applications
- Use vectors in the applications of calculus
- Solve basic types of ordinary differential equations.

## AP<sup>®</sup> Computer Science A

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Prior programming experience and  $\geq$  B- in Math II both semesters or  $>$  C- in any other higher math both semesters

This is an introductory college-level computing course that focuses more on the science part of computer science. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures in Java. This course provides a much deeper understanding than AP Computer Science Principles

## AP<sup>®</sup> Computer Science Principles

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:**  $>$  B- in Math I or C- in any other higher math both semesters, no prior programming experience is needed

This is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs in Python. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. This course provides a much broader understanding than AP Computer Science A.

## Game Development & Programming

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Passing grade in Math I, no prior programming experience is needed.

This course is an introduction to computer game design and teaches programming with an emphasis on all phases of game creation. The first semester will be focused on good game design components such as originality, story development, and essence of surprise, tension, learning curve, uniformity, and reasonable waiting times while making 2D games. In the second semester students will apply learned skills to the use of an industry standard 3D game engine.

## Math Solid (Fall & Spring)

**Credits:** 5 units per semester

**Grade level:** 9-12

**Length:** 1 semester

**Prerequisites:** None

Math Lab is intended to review and strengthen key skills students will need to be successful in Integrated Math 2. This course is taken simultaneously with Integrated Math 2.



## Physical Education

Physical Education offers each student an opportunity to experience success, to demonstrate measurable progress at your own speed, to understand the function of your body systems, and learn sound health practices. We seek a balance between the development of motor skills, and the development of skills in lifetime sports activities. We recommend that students participate in physical education or athletics throughout their four years in high school. A minimum of four semesters is required for graduation. **The courses below satisfy the Physical Education credit towards graduation. As part of that requirement, all students will receive instruction and assessment on the California Physical Education Standards, including the 8 required high school content areas:**

- **The effect of physical activity upon dynamic health**
- **Mechanics of body movement**
- **Aquatics**
- **Individual/dual sports**
- **Gymnastics/tumbling**
- **Team sports**
- **Rhythms/dance**
- **Combatives**

### Physical Fitness Test

All students, including students enrolled in athletics, marching band, pageantry/color guard and PE private instruction are required to take the California Physical Fitness Test. The test is given in grade 9, during the spring semester. The five fitness areas tested are:

Aerobic Capacity	Trunk Extensor Strength and Flexibility
Abdominal Strength and Endurance	Flexibility
Upper Body Strength and Endurance	

### Physical Education Make Up Policy

Physical Education necessitates participation in order to receive a grade, the following guidelines have been put in place to communicate the expectations of students should they be required to miss one or more class periods.

If a student misses up to three consecutive days due to illness or injury, the days missed may be made up during office hours with the respective teacher on a one for one basis.

If a student receives a doctor's note requiring miss class or not participate for more than three consecutive days, up to four weeks, the days missed or unable to participate may be made up during office hours or modified activity if appropriate

Any student required to miss class for more than four consecutive weeks and has provided a doctor's note may work with the teacher/counselor on the following options:

- Receive partial credit for the quarter
- Student drops PE and becomes a student aide to receive elective credit (if the student cannot physically participate in PE they can not be a student aide for PE).

Broken bones or severe illnesses are examples of this type of doctor-excused situation.

### Physical Education Course Offering

Course Title	Length Year/ Semester	Prerequisites	Grade Low	Grade High
PE Course 1	Y	Grade 9 status	9	9
PE Course 2	Y	None	10	12
Unified PE	Y	Prerequisite: PE Course 1, Accepted Teacher Recommendation/Application	10	12
Dance Technique 1	Y	None	9	12
Dance Technique 2	Y	Dance Tech 1/Audition	9	12

Dance Production (Information on pg. 65-66)	Y	Audition	9	12
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**\*Other courses to satisfy P.E. credit requirements include: Marching Band, Color Guard and Athletic Sports**

### **Physical Education Course 1**

**Credits:** 5 units per semester

**Grade Level:** 9

**Length:** 1 year

**Prerequisites:** none

This course is designed to give students the opportunity to explore, learn and participate in a variety of healthy physical activities aligned with the California Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction could include: fitness, weight training, individual/dual activities, team activities/sports, gymnastics/tumbling, aquatics and combatives. Students will also complete the California Physical Fitness Test during the Spring semester.

### **Physical Education Course 2**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 semester to 1 year

**Prerequisites:** none

This course is designed to give students the opportunity to explore, learn and participate in a variety of healthy physical activities aligned with the California Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction could include: fitness, weight training, individual/dual activities, team activities/sports, gymnastics/tumbling, aquatics and combatives.

### **Unified Physical Education**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 semester to 1 year

**Prerequisites:** PE Course 1, Accepted Teacher Recommendation/Application

This course is a fully inclusive program that combines students with and without disabilities to come together through physical education activities in a 50/50 ratio. Unified Physical Education allows all students to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sports. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students. Students without disabilities are not meant to serve as helpers or mentors, but to be equitable classmates. All students should be encouraged to use their unique skills to support each other.

### **Dance Technique I**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** none

Dance Tech I is the beginning study of dance as a theatrical art form. Students will study the history, basic dance techniques and vocabulary used in choreography, jazz, ballet, world dance, and modern dance. Basic choreography theory will be taught through the use of sculpture – space, internal motivation – energy, and time – tempo. Students will study improvisation and choreography theory by developing dance projects. Students will be involved in critical thinking and problem solving when utilizing choreography elements to create a dance. Students will develop fundamental artistic and aesthetic understanding when writing critiques on live dance concerts, and dance videos. They will analyze the use of costumes, lighting and choreography. Students will use communication skills in a recital, which will include choreography, costuming and music in a public performance.

Upon completion of the course, students will be able to:

- Execute proper elementary warm up exercises for jazz, ballet, and modern dance
- Demonstrate simple dance combinations, center work and across the floor using techniques in jazz, ballet, and modern dance
- Develop use of basic dance vocabulary and terminology
- Choreograph dances solving problems involving parameters within counts, ideas and patterns
- Show aesthetic valuing when analyzing both live and taped dance concerts
- Experience performing ballet, modern and/or jazz in a theatrical performance

- Demonstrate Dance vocabulary knowledge through written and oral assessment: written and oral evaluation of projects by the teacher, written reports on specific choreographers and written critique of an amateur or professional dance performance.

## **Dance Technique II**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Dance Tech 1 or audition.

Dance Tech II is the continued study of dance as an art form. Students will study dance techniques and vocabulary used in jazz, ballet, world dance, modern dance and choreography. This will include learning about choreographers and styles of dance such as: Duncan, Graham, Dunham, Duato, McKayle, Ailey, Kylian, Lewitsky, Balanchine, and Petipa. Students will understand, appreciate and demonstrate dance as a way to create and communicate meaning and emotion. Students will identify and demonstrate movement elements and skills, and the understanding of choreographic principles, processes, and structures. The theory of choreography will be taught through the use of theme and variation, unity and rhythmic organization. The elements of choreography using critical thinking and problem solving will be used in group projects and improvisation. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live dance concerts and dance videos. Students will use communication and interpretation skills in a recital, which will include choreography, costuming and music in a public performance.

Upon completion of the course, students will be able to:

- Execute proper warm up exercises for jazz, ballet, and modern dance
- Demonstrate complete dance combinations, center work and across the floor, using techniques in jazz, ballet and modern dance
- Critique self, peer and professional performances
- Choreograph dances solving problems involving set parameters within set parameters in rhythmic organization, unity and space
- Show aesthetic valuing with written critiques on live and taped dance concerts
- Demonstrate knowledge performing ballet, modern, jazz dance and world dance in a theatrical setting
- Write a paper on the history of dance including world cultures, historical periods and its relationship to other arts
- Demonstrate Dance vocabulary knowledge through written and oral assessment Techniques: written and oral analysis of student dances by the teacher, based on choreography technique, written tests on dance terminology and history, written and oral critiques, by students of professional and amateur dance concerts.

# Health Education

## Health

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 semester in person, Blended Learning Environment or Summer Session

**Prerequisites:** 11<sup>th</sup> or 12<sup>th</sup> grade status; students in 12<sup>th</sup> grade have priority enrollment status over students.

The goal of Health Education is to provide students with the knowledge necessary to achieve and maintain optimal health and wellness throughout their lifetimes.

Units of study include mental & emotional health, including depression awareness and suicide prevention, alcohol, tobacco and other drugs, human growth and development\*; principles of nutrition, and the role of exercise to achieve cardiovascular fitness. Other educational components of the high school level course include anti-harassment, anti-discrimination, and anti-bullying lessons with the intention to build respect for all. A district final exam is administered prior to completion of the course.

\*California state law, the California Healthy Youth Act, requires that comprehensive sexual health education and HIV prevention education be provided to students at least once in high school. Instruction must be medically accurate, age-appropriate and inclusive of all students. Parent Consent is required for this portion of the class.

## Science

Science—and therefore science education—is central to the lives of all Americans. A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives.

The curriculum, therefore, is designed around multiple course offerings for students throughout a range of interests and abilities. We seek a balance among the traditional science disciplines, the personal use, the application of science and science as a means of solving current problems and shaping the future

### Criteria for Honors/AP® science courses

The student:

- Is recommended for an Honors or AP® science course by his/her previous science teacher
- Understands that the Honors/AP® course is graded predominantly on exams, lab activities, and problem sets.
- Is organized and manages time well, completing assignments and preparing for assessments without having to sacrifice work for other classes.
- Takes pride in his/her work and has an attention to detail, both on written assignments and laboratory explorations.
- Has demonstrated excellence in writing in previous science courses and is able to synthesize complex processes.
- Is capable of writing detailed lab reports, analyzing data and formulating conclusions.
- Is able to read complex text for understanding
- Is able to work both independently and in groups, contributing as an active team member.
- Is an active learner and demonstrates enthusiasm for reading, writing and discussions related to the course work.
- Enjoys exploring science concepts and discoveries beyond the classroom and textbook.
- Is intrinsically motivated to be in an advanced science course.

### Science Course Offerings

All Science Courses require recommendation from current science teacher in addition to meeting the prerequisite. Enrollment in Honors and Advanced Placement® requires the commitment noted in the Academic Program of this catalog. Students are limited to enrolling in no more than two courses per year.

Course Title	UC a- g	Bonus Pt ‡	Length Year Semeste r	Prerequisites	Grade Low	Grade High
Next Gen Biology	d		Y	None	9	12
Honors Next Gen Biology	d		Y	<u>Grade 9:</u> ≥ 90% in previous Science course & Teacher appraisal <u>Grade 10-12:</u> ≥ 93% in both semesters of previous college prep Science course and teacher recommendation <i>Refer to criteria for Honors/AP® courses</i>	9	12
Next Gen Biology 1A	d		Y	ELD Science, ELPAC placement	9	12
ELD Science			Y	ELPAC placement	9	12
Next Gen Chemistry	d		Y	Completion/passing of Next Gen Biology or Honors Next Gen Biology with D- or better	10	12
Honors Next Gen Chemistry	d		Y	Must meet the following criteria (1) 90% or higher both semesters of Math I, (2) 90% or higher both semesters of CP Next Gen Biology or 80% or higher both semesters of Honors Next Gen Biology, and (3) Teacher appraisal. <i>Refer to criteria for Honors/AP® courses</i>	10	12

Marine Science	d		Y	Pass Next Gen Biology and Next Gen Chemistry.	11	12
Anatomy and Physiology	d		Y	Pass Next Gen Biology and Next Gen Chemistry. Students entering at the semester will be required to self-study first unit topics.	11	12
NextGen Physics	d		Y	Concurrently enrolled in Math II or higher; completion/passing of NextGen Biology and NextGen Chemistry with a D- or better.	11	12
AP® Biology	d	‡	Y	≥ B avg in 9th & 10th Grade Honors Science courses, or ≥ B+ avg in 9th & 10th grade CP Science courses. <i>Refer to criteria for Honors/AP® courses</i>	11	12
AP® Environmental Science	d	‡	Y	≥ C in 10th grade Next Gen Chem (spring) and concurrent enrollment in, or already completed Math II or higher level math. <i>Refer to criteria for Honors/AP® courses</i>	11	12
AP® Chemistry	d	‡	Y	≥ B in Honors Next Gen Chemistry, or A grade in Next Gen Chemistry (both semesters). <i>Refer to criteria for Honors/AP® courses Placement.</i>	11	12
AP® Physics 1 and 2	d	‡	Y	≥ B- in Math III and concurrently enrolled in Pre-Calculus or higher level math <i>Refer to criteria for Honors/AP® courses</i>	11	12

### Science High School Requirements

Three years of science, to include Biology, Chemistry, and a third year course with physical science (physics) standards is required for high school graduation. All courses are one year in length and should be entered in the fall of the year, except for Marine Science and Anatomy and Physiology, which can be entered at the semester. Students entering Anatomy at the semester will be required to review first unit topics. All science course enrollments for returning students require teacher permission for enrollment.

Students enrolled in AP® Biology, AP® Chemistry, AP® Environmental Science, AP® Physics or Chemistry may transfer to Anatomy and Physiology, Marine Science or Physics through the end of the fifth full week of school. Grades earned in class will transfer to the new class and students may be required to review/self-study topics from the first five weeks of school.

### Science Suggested Course Sequences

<p><b>College Preparatory</b></p> <ul style="list-style-type: none"> <li>9 Next Gen Biology</li> <li>10 Next Gen Chemistry</li> <li>11 Next Gen Physics or Marine Science</li> <li>12 Science elective (optional)</li> </ul>	<p><b>Science Electives</b></p> <ul style="list-style-type: none"> <li>11-12 Anatomy and Physiology</li> <li>11-12 Marine Science</li> <li>11-12 Next Gen Physics</li> <li>11-12 AP® Biology</li> <li>11-12 AP® Environmental Science</li> <li>11-12 AP® Chemistry</li> <li>11-12 AP® Physics</li> </ul>
<p><b>College Preparatory, Most Rigorous Course of Study</b></p> <ul style="list-style-type: none"> <li>9 Honors Next Gen Biology</li> <li>10 Honors Next Gen Chemistry</li> <li>11 AP® Physics 1/2</li> <li>12 AP® Science Elective (optional)</li> </ul>	

**All Science Courses require recommendation from current science teacher in addition to meeting the prerequisites.**

**Next Gen Biology**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

Next Gen Biology fosters an in-depth understanding of biology content and emphasizes the development of science and engineering practices and important skills, such as communication, collaboration, inquiry, problem solving and flexibility that will serve students throughout their educational and professional lives. The scientific content consists of the integration of life sciences and earth systems standards. This course serves to guide students toward a deeper level of understanding about the world and human impacts on the planet. Students will be challenged to use higher levels of reasoning and critical thinking to understand living systems and apply science practices to real world problems.

**Honors Next Gen Biology**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:**

Grade 9:

≥ 90% in previous Science course & Teacher appraisal

Grade 10-12:

≥ 93% in both semesters of previous college prep Science course (ESS) and teacher recommendation

*Refer to criteria for Honors/AP® courses*

Next Gen Biology fosters an in-depth understanding of biology content and emphasizes the development of important skills, such as communication, collaboration, inquiry, problem solving and flexibility that will serve students throughout their educational and professional lives. The scientific content consists of the integration of life sciences and earth systems. This course serves to guide students toward a deeper level of understanding about the world and human impacts on the planet. Students will be challenged to use higher levels of reasoning and critical thinking to understand living systems and apply science practices to real world problems.

**Next Gen Biology 1A**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** ELD Science, ELPAC placement

Next Gen Biology fosters an in-depth understanding of biology content & vocabulary and emphasizes the development of science and engineering practices while using important skills, such as communication, collaboration, inquiry, problem solving and flexibility that will serve students throughout their educational and professional lives. The scientific content consists of the integration of life sciences, earth systems science and ELD standards. This course serves to guide students toward a deeper level of understanding about the world and human impacts on the planet. Students will be challenged to use higher levels of reasoning and critical thinking to understand living systems and apply science practices to real world problems while developing their academic vocabulary in science. Scaffolding and support will begin as extensive and move toward moderate and limited by the end of the school year and with the differentiated advancement of their science specific academic language fluency.

**Next Gen Chemistry**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Completion of Next Gen Biology or Honors Next Gen Biology D- or higher; Concurrent enrollment in Math I or higher

Students see chemistry in action on the Earth every day, although they may not see it as chemistry. Next Gen Chemistry is a laboratory-based science class that deals with the structure of matter and the changes matter undergoes through the lens of Earth Science. It is based on the performance expectations set forth by the Next Generation Science Standards (NGSS) for Physical Science and Earth and Space Science performance expectations. During the first semester, students deepen their understanding of the structure of the atom and how it determines both macro and microscopic behaviors including reactivity, chemical and physical changes, and formation of new elements. The second semester applies the concepts learned in first semester to understanding how reactions affect the Earth's oceans, atmosphere, and surface features.

Students will have the opportunity to perform laboratory experiments and design and carry out their own investigations to solve problems. Critical thinking, problem solving skills, and the incorporation of the Science and Engineering practices used by industry professionals and outlined in the NGSS are a component of this class as well as investigating the relationships that cut across multiple disciplines such as patterns, cause and effect and the use of models. Students have multiple opportunities throughout both semesters to practice and refine their scientific communication skills by writing a Claim - Evidence - Reasoning

(CER) analysis of results for laboratory experiments. In addition, students have several opportunities each semester to have their laboratory analyses peer evaluated for editing prior to submission.

Assessments include a variety of modes for students to develop and demonstrate mastery of content and skills. Students are given the goals at the beginning of each unit. Formative assessments may include modeling, written analysis, computational thinking, peer discourse and class discussion, or hands-on/ laboratory-based modes. Many formative assessments are peer evaluated prior to grading, or performed with no grade attached to give students feedback without penalty. Summative assessments include multiple modes such as multiple choice, modeling, and written examinations that include both analysis of a prompt and computational evaluation. A common final exam is given at the end of each semester by all teachers to ensure equity of rigor and content.

One overarching goal of this course is to allow students to develop a deeper understanding of the role science plays in our daily lives. Students will explore the interrelationship between science, mathematics, technology, the Earth's systems, and society. This will result in an awareness of how our daily habits affect our planet from the atomic level to biosphere, so they can make more informed decisions on how environmental laws can affect the chemistry of our oceans, atmosphere, and water.

### **Honors Next Gen Chemistry**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Must meet the following criteria (1) 90% or higher both semesters of Math I, (2) 90% or higher both semesters of CP Next Gen Biology or 80% or higher both semesters of Honors Next Gen Biology, and (3) Teacher appraisal.

*Refer to criteria for Honors/AP® courses*

Students see chemistry in action on the Earth every day, although they may not see it as chemistry. Honors Next Gen Chemistry is a rigorous, laboratory-based science class intended for students who have a strong aptitude in science that deals with the structure of matter and the changes matter undergoes through the lens of Earth Science. In addition to the topics and laboratory experiments performed in the college preparatory course, students will cover more material at a quicker pace and perform more in depth laboratory experiments that require a deeper understanding of the material. Additionally, at the end of each semester, students will be required to perform an individual summative laboratory practicum that integrates lab skills with analysis and content. Activities/assessments done only in the honors course are designated with an "Honors Only" label; honors extensions are labeled at the end of each activity where appropriate. This course is based on the performance expectations set forth by the Next Generation Science Standards (NGSS) for Physical Science and Earth and Space Science performance expectations. During the first semester, students deepen their understanding of the structure of the atom and how it determines both macro and microscopic behaviors including reactivity, chemical and physical changes, and formation of new elements. The second semester applies the concepts learned in first semester to understanding how reactions affect the Earth's oceans, atmosphere, and surface features.

Students will have the opportunity to perform laboratory experiments and design and carry out their own investigations to solve problems. Critical thinking, problem solving skills, and the incorporation of the Science and Engineering practices used by industry professionals and outlined in the NGSS are a component of this class as well as investigating the relationships that cut across multiple disciplines such as patterns, cause and effect and the use of models. Students have multiple opportunities throughout both semesters to practice and refine their scientific communication skills by writing a Claim - Evidence - Reasoning (CER) analysis of results for laboratory experiments. In addition, students have several opportunities each semester to have their laboratory analyses peer evaluated for editing prior to submission.

Assessments include a variety of modes for students to develop and demonstrate mastery of content and skills. Students are given the goals at the beginning of each unit. Formative assessments may include modeling, written analysis, computational thinking, peer discourse and class discussion, or hands-on/ laboratory-based modes. Many formative assessments are peer evaluated prior to grading, or performed with no grade attached to give students feedback without penalty. Summative assessments include multiple modes such as multiple choice, modeling, and written examinations that include both analysis of a prompt and computational evaluation. A common final exam is given at the end of each semester by all teachers to ensure equity of rigor and content.

One overarching goal of this course is to allow students to develop a deeper understanding of the role science plays in our daily lives. Students will explore the interrelationship between science, mathematics, technology, the Earth's systems, and society. This will result in an awareness of how our daily habits affect our planet from the atomic level to biosphere, so they can make more informed decisions on how environmental laws can affect the chemistry of our oceans, atmosphere, and water.



## Marine Science

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year. Students may enter at the semester.

**Prerequisites:** Pass Next Gen Biology and Next Gen Chemistry

Marine Science is designed to provide an in-depth study of physical and biological properties of the world's oceans. The first semester focuses on physical oceanography and includes a study of plate tectonics, **seafloor topography**, seawater chemistry, currents, tides, beach processes, waves, sediments, and marine pollution. The second semester focuses on marine biology and includes a study of marine habitats, classification of life, marine ecology, and various marine organisms and includes animal dissections. Critical thinking and problem-solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:

- Explain how the physical features of the ocean are formed through geologic and biological processes.
- Describe the chemical composition of seawater and the formation of both large- and small-scale ocean circulation patterns.
- Describe selected marine habitats and their characteristic organisms
- Identify major threats to the marine environment and potential solutions to these problems.

## Anatomy and Physiology

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year. Students may enter at the semester.

**Prerequisites:** Pass Next Gen Biology and Next Gen Chemistry

This course in human anatomy and physiology is designed to give the student an understanding of the structure and functions of the human body. Critical thinking and problem-solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society. All students must participate in cat and various organ dissections.

Upon completion of this course, students will be able to:

- Describe the interrelationships of the various body systems
- List the primary functions of each of the body systems
- Define major pathological conditions of the human body
- Understand the roles of various professions in human medicine
- Identify various organs and systems from student dissected specimens.

Students entering at the semester will be required to self-study first unit topics.

## Next Gen Physics

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** Concurrently enrolled in Math II or higher; completion/passing of NextGen Biology and NextGen Chemistry with a D- or better.

Physics is a survey course of the systematic principles that govern the physical world. Emphasis will be placed upon a conceptual and mathematical understanding of physical phenomenon including those found in Earth Systems. The concepts presented are: Kinematics, Newton's Laws of Motion, Energy, Momentum, Radioactivity leading to Plate Tectonics subsequently leading to Waves and Sound, and Electricity. This course is designed to meet the needs of all college bound students.

Critical/computational thinking and problem-solving skills are a major component of this physics class. By developing an understanding of the role physics plays in our daily lives and in the world, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:

- Relate concepts in the abstract to actual experience
- Conduct laboratory experiments, ask questions, and communicate the observations through written and graphical presentations
- Plan out their own laboratory investigations and then analyze and interpret data from those investigations
- Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

- Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
- Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

### **AP® Biology**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** ≥ B avg in 9th & 10th Grade Honors Science courses, or ≥ B+ avg in 9th & 10th Grade CP Science courses. Refer to the criteria for science Honors/AP® Placement

The Advanced Placement® Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It will include those topics regularly contained in a high-quality college program in introductory biology. The aim of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Critical thinking and problem-solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:

- Describe how organic polymers are formed by repetitive combinations of simple subunits and that their chemical properties can be predicted from their structure
- Examine how metabolic pathways are regulated and explain the relationship between enzyme structure and enzyme specificity and function.
- Differentiate between prokaryotic cells, eukaryotic cells, and viruses in regard to their complexity, general structure and function
- Discuss how the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins
- Explain the genetic basis for Mendelian genetics and predict the probable outcome of phenotypes in a genetic cross
- Know that specialization of cells in multicellular organisms is usually due to differential gene expression and signals in and between cells
- Examine how genetic engineering is used to produce novel biomedical and agricultural products and be able to manipulate DNA technology materials (restriction digestion by endonucleases, gel electrophoresis, transformation, and protein purification)
- Examine how natural selection determines the differential survival of groups of organisms and how a great diversity of species increases the chance that at least some organisms survive major changes in the environment
- Outline the major phylogenetic branches of the animal kingdom based on grades of organization
- Compare and Contrast the complementary activity of major; body systems and explain how this provides animals with the ability to maintain homeostasis.

### **AP® Environmental Science**

**Credits:** 5 credits per semester

**Grade level:** 11 – 12

**Length:** 1 year

**Prerequisites:** ≥ C in 10th grade science course (spring) and concurrent enrollment in, or already completed Math II or higher-level math. Refer to criteria for Honors/AP® courses

This course is designed to be the equivalent of an Environmental Science course taken during the first year of college. AP® Environmental Science is a full year college level laboratory course. Students will examine environmental issues from an economic, scientific, sociological and historical point of view. The goal of this course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Upon completion of this course students will be able to:

- Use the scientific method to solve problems

- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements
- Exhibit, organize and present the results and conclusions of experiments and research
- Demonstrate proficiency in the use of laboratory equipment
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem
- Explain how energy conversions underlie all ecological processes
- Describe how the Earth is one interconnected system
- Identify and explain how humans alter natural systems
- Understand that environmental problems have a cultural and social context.
- Investigate human survival based on the development of practices that will achieve sustainable systems.

### AP® Chemistry

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** ≥ B in Honors Next Gen Chemistry, or A grade in Next Gen Chemistry (both semesters). Refer to the criteria for science Honors/AP® Placement

Advanced Placement® Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institutions or to register in courses in other fields where general chemistry is a prerequisite. For other students, Advanced Placement® Chemistry fulfills the laboratory science requirement and frees time for other courses. Advanced Placement® Chemistry is designed to be taken only after the successful completion of a first course in high school chemistry. The advanced work in chemistry should not displace any other part of the student's science curriculum. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics. The physics course can well precede the college-level chemistry. Critical thinking and problem-solving skills are a major component of all science classes. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, students will be able to:

- Solve complex stoichiometric problems
- Predict products of chemical reactions
- Solve solution equilibrium problems
- Describe phenomena predicted by quantum theory
- Describe the electronic structure of atoms
- Describe molecular bonding
- Understand and apply the Kinetic Molecular Theory
- Calculate energy and entropy changes in chemical systems
- Relate free energy and equilibrium

### AP® Physics 1 and 2

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** ≥ B- in Math III or concurrently enrolled in Pre-Calculus, or higher. See the criteria for Honors/AP® science courses.

Advanced Placement® Physics 1/AP® Physics 2 is a first-year trigonometry-based program that prepares students to take **both** the Advanced Placement® Physics 1 & 2 exams in May. This course is designed to parallel the AP® 1 and AP® 2 physics curriculum but will occur over one year instead of two. The concepts presented in the Physics 1 portion of the course are: Kinematics; Newton's Laws of Motion; Torque, Rotational Motion and Angular Momentum; Gravitation and Circular Motion; Linear Momentum; Work, Energy, and Power; Conservation Laws in Classical Mechanics; Simple Harmonic Motion, Waves and Sound; and Electrostatics and an Introduction to Electric Circuits. The concepts presented in the Physics 2 portion of the course are: Fluid Mechanics; Thermodynamics and Gas Laws; Electricity and DC Circuits; Magnetism; Lenses, Mirrors and Optics; Modern Physics; and an Intro to Special Relativity. A strong mathematics background is recommended, as well as the ability to simplify complex word problems into component parts. By developing an understanding of the role science plays in our daily lives, students will begin to develop a sense of the interrelationship of science, mathematics, technology and society.

Upon completion of the course, the student will be able to:

- Through critical thinking process, apply the laws of physics to real life physical situations.
- Read, understand, and interpret physical information, verbal, mathematical, and graphical data.

- Describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem.
- Communicate their experiences in a lab situation through well written responses.
- Apply instrument-based data collection for various applications and show the mathematical relationships that underlie the physical world.

## History/Social Science

A major goal of the Social Science Department is to prepare students to be humane, rational, understanding, and participating citizens in a diverse society and an increasingly interdependent world. The curriculum should reflect a balance of personal, local, national, and international issues.

### Criteria for AP® Social Science courses:

The student:

- Is recommended for an AP® social science course by his/her previous social science teacher
- Reads, independently, beyond assigned reading, for pleasure.
- Appreciates and applies constructive criticism to improve his or her writing.
- Demonstrates enthusiasm for reading, writing, discussion and other classroom activities.
- Demonstrates advanced writing skills in at least 5 timed, in-class essays, including: control of English syntax, diction, grammar as well as perceptive analytical skills.
- Understands that the AP® course is graded predominantly on essays and exams.
- Is interested in following current events, reading newspapers, and expressing carefully considered opinions.

### Social Science Course Offerings

All Social Science Courses require recommendation from current social science teacher in addition to meeting the prerequisite Enrollment in Advanced Placement® requires the commitment noted in the Academic Program of this catalog.

Course Title	UC a- g	Bonus Pt ‡	Length Year Semester	Prerequisites	Grade Low	Grade High
World History	a		Y	None.	9	9
World History A CP	a		Y	ELPAC test placement	9	12
United States History	a		Y	None	10	12
AP® United States History	a	‡	Y	Met and earned all World History <i>Honors Distinction Requirements</i> in both semesters <b>OR</b> earned an overall course grade of 92% and a Writing Assessment grade of 90%* Refer to the criteria for AP® social science courses.	10	12
United States History A CP	a		Y	ELPAC test placement.	10	12
Political Science	a		S	None	12	12
AP® Political Science	a	‡	S	≥ B in AP® U.S. History or A- in CP U.S History (spring) and teacher permission. <i>Refer to criteria for-AP® courses</i>	12	12
Economics	g		S	None	12	12
AP® Economics	g	‡	S	≥ B in AP® U.S. History or A- in CP U.S A student's math skills should include at a Minimum completion of Math 2 with a grade of B- or better. History (spring) and teacher permission. <i>Refer to criteria for-AP® courses</i>	12	12
The American Experience	a		S	None	11	12
Psychology	g		S	None	11	12
Ethnic Studies	g		S	None	11	12

AP® World History	a	‡	Y	≥ B in AP® U.S. History or A- in CP U.S.  ≥ C in most recent Social Science course and teacher recommendation from previous Social Science teacher. <i>Refer to criteria for AP® courses</i>	11	12
AP® Psychology	g	‡	Y	<i>Refer to criteria for AP® courses</i>	11	12

**Social Science - Suggested Course Sequences**

- Electives may be taken concurrently with some required courses. Refer to course descriptions.
- Refer to prerequisites for each course in the sequence.

<p><b>College Preparatory</b></p> <p>9 World History</p> <p>10 United States History</p> <p>11 Social Science elective (optional)</p> <p>12 Economics and Political Science</p>	<p><b>Social Science Electives</b></p> <p>11-12 The American Experience</p> <p>11-12 Psychology</p> <p>11-12 Ethnic Studies</p> <p>11-12 AP® Psychology</p> <p>11-12 AP® World History</p>
<p><b>College Preparatory, Most Rigorous Course of Study</b></p> <p>9 World History (Honors Distinction)</p> <p>10 AP® United States History</p> <p>11 AP® Social Science Elective (optional)</p> <p>12 AP® Economics and AP® Political Science</p>	

## World History

**Credits:** 5 units per semester

**Grade Level:** 9

**Length:** 1 year

**Prerequisites:** none

In this course, students will examine major turning points that shaped the modern world. Students will focus on events which occurred in Western Europe, examining the political, social, and economic changes that occurred and how those changes affected the Modern Age. The spring semester research assignment will allow students to work independently in order to improve skills in research.

Upon completion of the course, students will be able to:

- Identify major physical and political features of Europe, Latin America, Asia, and the Middle East
- Explain the variety of ways in which geography influences a culture and its development
- Identify examples of Absolute Monarchy and how they contributed to the rise of nation-states
- Analyze the effects of the Glorious Revolution in England
- Identify the important philosophers and their ideas and evaluate the effect their philosophies had on the Enlightenment and the French Revolution
- Evaluate the effects of the Industrial Revolution on modern society
- Explain how nationalism, militarism, and Imperialism led to World War I and the system of alliances
- Understand how the weapons of the Industrial Revolution changed how wars were fought
- Evaluate the Versailles Treaty and the rise of Totalitarianism as factors contributing to World War II
- Understand the causes and consequences of World War II
- Analyze the international developments in the Cold War era
- Understand and use terms which help to analyze the economic conditions of a country

The World History Program advocates equity, equal access, and opportunity for all students. ***ALL students will have the opportunity to earn an Honors Distinction designation on their transcript at the end of each semester.*** Requirements for Honors Distinction will be discussed in each World History class and will be posted on World History Canvas Pages. Honors Distinction focuses on three domains: Academic Performance, Classroom Leadership, and Civic Engagement. We believe these changes will encourage all students to perform at their highest level.

World History is available for 10<sup>th</sup> – 12<sup>th</sup> grade students who need to repeat the course or have transferred to UHS during their sophomore year and must meet the World History requirement.

## World History A CP

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** ELPAC test placement

This course is comparable to the college-preparatory World History program in content, yet it addresses the particular needs of the ELD student. The spring semester research assignment will allow students to work independently and collaboratively in order to improve skills in research, presentation, and problem solving. Upon completion of the course, the student will be able to master the same content and skills developed in the non-sheltered course.

## U.S. History

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** none

This course is a survey of 20th century America. The class begins with a review of the Foundations of Democracy, with particular emphasis placed on the Constitution and Reconstruction. A more in-depth study of America in the 20th century follows and will focus on the Progressive Movement, American involvement in Imperialism, World War I, the 1920s and the Great Depression and New Deal. The second semester covers the period from the 1930s to the current time period, with particular emphasis upon World War II, the Cold War, Civil Rights Movement, the Vietnam War, the rise of the Conservative political movement in the 1980s, and the new technological advancements into the 21st century. A research paper is required in the second semester and writing will be incorporated throughout the course.

Upon completion of the course, students will be able to:

- Achieve a general comprehension of the foundations of American democracy which were established in the Constitution.

- Trace the major changes in economic development in the United States during the 20th Century.
- Identify the transition in the status of African Americans, women, Mexican Americans, and other ethnic/minority groups in the 20th Century.
- Identify the major social trends and reform movements in 20th Century America.
- Trace the ongoing struggle between conservative and liberal political ideologies in American government.
- Trace the changes in American foreign policy, particularly in the post-World War II era.
- Understand the current foreign policy of the United States within the world today.

### AP® U.S. History

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Met and earned all World History *Honors Distinction Requirements* in both semesters

**OR** earned an overall course grade of 92% and a Writing Assessment grade of 90%\* Refer to the criteria for AP® social science courses.

This course is an accelerated and intensive study of United States history from pre-colonial to contemporary times. Basic historical, economic, geographical, social, and political knowledge and concepts, as well as reasoning and research skills will be emphasized. Analytical writing is a core skill in this course and students can expect extensive writing assignments. This course will prepare students to take the Advanced Placement® Exam in U.S. History.

Upon completion of this course, students will be able to:

- Identify the major geographical features of the United States
- Identify characteristics and the chronological sequence of major eras in American history
- Define the basic economic terms, concepts, and developments in U.S. economic history
- Identify the characteristics and major contributions of significant American presidents
- Trace the development of the American political party system
- Identify major Supreme Court decisions
- Identify the goals and accomplishments of major social reform movements
- Identify the major demographic trends in America
- Identify significant American writers, poets, artists, and architects
- Trace the development of American foreign policy
- Apply the skills and techniques of research to produce a position paper
- Identify the influence that frame of reference, bias and prejudice have on historical interpretation
- Write an interpretative essay based on primary documents.

### U.S. History A CP

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** ELPAC test placement

This course is comparable to the college-preparatory US History program in content, yet it addresses the particular needs of the ELD student. Upon completion of the course, the student will be able to master the same content and skills developed in the non-sheltered course.

### Political Science

**Credits:** 5 units per semester

**Grade Level:** 12

**Length:** 1 semester

**Prerequisites:** none

The emphasis of study is the United States government. The student will learn about his/her own civic responsibilities in the political and economic aspects of his/her life.

Upon completion of the course, students will be able to:

- Define Political Science and discuss why a government is necessary
- Describe the three functions of government: legislative, executive and judicial
- Identify and describe the following political terms, concepts, and systems: autocracy, aristocracy, democracy, dictatorship, plutocracy, theocracy, authoritarian, despotic, totalitarian, coalition, federation, confederation, monarchy, parliamentary, republic, and anarchy
- Explain how each of the following political terms and concepts helps describe the United States government: democratic, republic, presidential, bicameral, constitutional, federal, sovereign, separation of powers, check and balances
- Explain the historical background/setting for the American political system



- Identify the parts of the American Constitution and their relationship to our system of government
- Explain the importance and influence of political parties, interest groups, political action committees (PAC's) and the media
- Describe what is foreign policy and its application to the world
- Identify state, county and city governments

### **AP® Political Science**

**Credits:** 5 units per semester

**Grade Level:** 12

**Length:** 1 semester

**Prerequisites:** >B in AP® US History, or A- in CP U.S. History (spring). Refer to the criteria for AP® social science courses.

This course is concerned with the nature of the American political system, its development over the past two hundred years, and how it works today. The goal of the course is to increase understanding of the American political system — of its traditions, values, and framework — as well as to understand how its components work together smoothly for the most part, but at times with substantial friction.

Upon completion of the course, students will be able to:

- Define Political Science and discuss why a government is necessary
- Describe the three functions of any government: legislative, executive, judicial
- Identify and describe the following general types of government: autocracy, aristocracy, democracy, plutocracy, theocracy, authoritarian, despotic, dictatorship, totalitarian, coalition, federation, confederation, monarchy, parliamentary, republic, anarchy
- Explain how each of the following political terms help describe the United States government: democratic, republican, presidential, bicameral, constitutional, federal, sovereign, separation of powers, checks and balances
- Describe the cultural and ideological environment of the American experience
- Identify the parts of the American Constitution, apply this identification to the American political system, and analyze the document in relationship to the American federal system
- Generalize and hypothesize about the American political process and its effects on public opinion, the political process, political parties and elections
- Explain the general workings of the three branches of the American Government, plus the bureaucracy
- Explain the importance of the media, interest groups and political action committees (PAC's)
- Identify American civil liberties and civil rights and be able to analyze current and past issues related to these liberties and rights
- Identify state, county and city government structures and functions and apply these to the federal system.

### **Economics**

**Credits:** 5 units per semester

**Grade Level:** 12

**Length:** 1 semester

**Prerequisites:** none

This course is designed to introduce students to the basic economic concepts and terms necessary for the understanding of economics. The course focuses on economic and political issues, such as scarcity, economic systems, supply and demand, gross domestic product, unemployment, inflation monetary policy and fiscal policy. Students will learn to use economic and political models and theories to analyze, predict, and develop solutions to problems. Students will be required to read excerpts from books, magazines, journals, and newspapers in addition to the textbook.

Upon completion of the course, the student will:

- Understand important micro and macro-economic terms and concepts essential for evaluating national/international issues
- Understand the factors that influence economic growth and development
- Analyze and evaluate how economics influences political choices for national and international events
- Identify and compare the important ideas of Adam Smith, Karl Marx, and Keynes and how they have influenced current economic thought
- Understand how a nation's fiscal, monetary, and trade policies are influenced by a global economy.

### **AP® Macroeconomics**

**Credits:** 5 units per semester

**Grade Level:** 12

**Length:** 1 semester

**Prerequisite:** >B in AP® US History, or A- in CP U.S. History (spring). Completion of Math 2 with a grade of B- or better. Refer to the criteria for AP® social science courses.

The purpose of AP® Macroeconomics is to give students an understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. The course

introduces the student to basic economic concepts such as scarcity, opportunity costs and choices. The course places emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth, the role of banking, and international economics. The course examines the role of government in promoting greater efficiency, equity and stability in the economy.

A student in AP® Macroeconomics should be able to perform basic mathematical calculations without a calculator, they should be able to manipulate graphs without being retaught the mathematical content and to analyze cause and effect relationships.

Additionally, an AP® student should be able to access material from a college textbook with prior notetaking skills, watch online videos and take self-generated notes, navigate an online source independently, and commit to homework to master the content. This is a fast-paced semester course which requires reading, attending class, and applying lessons to new situations in assessments.

Upon completion of the course, students will understand:

- Basic economic concepts: scarcity, nature of economic systems, opportunity costs, production possibilities, specialization and comparative advantage, and the functions of economics systems
- The nature and functions of supply and demand
- Measurement of economic performance: gross national product, gross domestic product, national income concepts, inflation, price indices and unemployment
- Macroeconomic models to analyze: Aggregate Supply, Aggregate Demand, Fiscal & Monetary Policy, the money market, land market and the loanable fund market. Finally, the trade-offs between inflation and unemployment to establish long-run equilibrium.
- The role of trade, including exports, imports, specialization; balance of payments, and exchange rates. The role of trade to encourage competition and innovation.
- The important elements to encourage economic growth in the long run.

### **The American Experience**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** Semester

**Prerequisites:** none

This course will examine the issues of gender, ethnicity and race throughout American history. It will be divided into five units; Beginnings, A Century of Intolerance, Hope, Revolution and Tomorrow. This course is specifically designed to be an interactive experience.

Upon completion of the course, the student will:

- Understand the perspective(s) of various individuals and groups as they relate to the American experience
- Demonstrate the ability to make relevant connections between various historical events
- Understand the relevance of historical events in relation to their individual daily life
- Demonstrate their knowledge of course material through the use of exhibitions and individual and group projects.

### **Psychology**

**Credits:** 5 units per semester

**Grade Level:** 11 -12

**Length:** Semester

**Prerequisites:** none

This course is designed for students to explore who they are and how they relate to others. This course includes the study of motivation and emotion, intelligence and creativity, memory, child development, adolescence, conflict, stress and coping, forms of addiction, socio-cultural influences, gender differences, theories of learning and personality, communication, mental disorders, treatment and therapy, and substance abuse.

Upon completion of the course, students will be able to:

- Identify and explain psychological theories and perspectives of personality as applied to individuals, groups and various social settings
- Understand the issues surrounding gender including masculinity, femininity, transgender and non-binary gender identities
- Analyze the psychology behind a variety of social issues including dating violence, victim blaming, mob mentality and bullying
- Analyze interpersonal communication process
- Describe the nature of mental disorders and examine types of therapy and treatment favored by the major approaches in psychology such as behavioral and cognitive
- Discuss the latest research on theories Positive Psychology and its impact on personal well-being

## Ethnic Studies

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** Semester

**Prerequisite:** none

The purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and nation history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course will address issues from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own. This course will focus on the experiences of African American, Asian American, Latino American, Middle Eastern American, American Indians, and other ethnic identities in the United States.

## AP® World History

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** ≥ B in AP® U.S. History or A- in CP U.S. History (spring) and teacher permission. Refer to the criteria for AP® social science courses.

AP® World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Upon completion of the course, students will be able to:

- Use historical data to support an argument or position
- Interpret and apply data from original documents, including images as well as text
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- Identify and explain the significance of major historical events
- Develop well-structured essays on given world topics

## AP® Psychology

**Credits:** 10 units

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** Refer to the criteria for AP® social science courses.

The AP® Psychology course will be designed to cover a wide array of topics including theories, personalities, and applications related to psychology.

Upon completion of the course, the student will be able to discuss, define, analyze and explain the following topics:

- Introduction and History of Psychology
- Research Methods
- Biological Bases of Behavior
- Sensation and Perception
- States of Consciousness
- Learning and Cognition
- Motivation and Emotion
- Developmental Psychology including childhood, adolescence, and adulthood
- Personality
- Individual Differences and Testing
- Psychological Disorders and their treatment
- Social Psychology

## Visual and Performing Arts

The Visual and Performing Arts provide opportunities for aesthetic, cultural and affective expression. The Visual and Performing Arts Curriculum is designed to teach skills and pursue excellence among the widest possible form and type of activities. We believe all students can participate for enjoyment and with success. At all levels the performing arts emphasis is on individual personal development. Visual & Performing Arts courses meet graduation requirements in fine arts. All college preparatory courses meet the California State University and the University of California entrance requirements in fine arts.

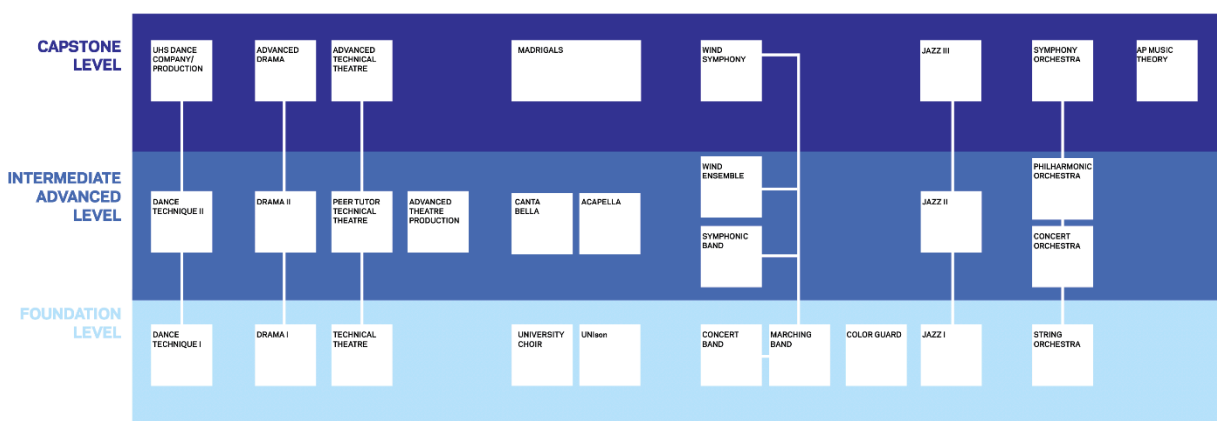
### Requirements for Participation in all Visual and Performing Arts performances:

Students participating in any school sponsored activity which requires extensive time outside of the regular school day shall comply with eligibility requirements. Refer to the extracurricular eligibility requirements in the academic program section.

Eligibility requirements are:

- Previous Quarter GPA 2.0
- Pass 4 classes Previous Quarter (20 credits)
- Enrollment in at least 4 classes

Participants who do not meet the above requirements are placed on academic probation for the subsequent quarter. Students on academic probation will work with school staff to monitor progress and provide guidance and support. Failure to meet the requirements for participation following a probationary period will result in ineligibility for the quarter. Ineligible status will continue until eligibility requirements are met. During the four high school years, no student will be placed on academic probation more than once. Students not passing 4 classes are not eligible for academic probation and are ineligible from participation.



# PERFORMING ART PATHWAYS

\*ADVANCEMENT THROUGH LEVELS IS BASED ON AUDITION

Course Title	UC a-g	Bonus Pt ‡	Length Year Semester	Prerequisites	Grade Low	Grade High
Studio Art	f		Y	None	9	12
Intermediate Studio Art	f		Y	Studio Art AND teacher permission/successful portfolio review	9	12
Advanced Studio Art	f		Y	Art Studio or Intermediate Art Studio AND teacher permission OR successful portfolio review	9	12
AP® Studio Art -Drawing	f	‡	Y	≥ B in Advanced Studio Art AND teacher permission. AP® Art History recommended.	11	12

Beg. Ceramics	f		Y	None.	9	12
Intermediate Ceramics	f		Y	Beginning Ceramics and teacher permission.	10	12
Advanced Ceramics	f		Y	Intermediate Ceramics AND teacher permission.	10	12
Graphic Design Studio	f		Y	None	10	12
Adv. Graphic Design Studio	f		Y	Graphic Design studio and teacher permission.	10	12
AP® Art History	f	‡	Y	≥ B in previously taken core Honors English or Social Science course, or A in previously taken CP English or Social Science course (Spring)	11	12
Visual Imagery	f		Y	None. Graphic Design recommended.	10	12
Advanced Visual Imagery	f		Y	Visual Imagery and teacher recommendation	10	12
Video Production	f		Y	Visual Imagery or Graphic Design is recommended. Meet the ROP age criteria	10	12
Advanced Video Production	f		Y	Video Production and teacher permission. Must attend summer workshop and meet the ROP age requirements.	10	12
AP® Studio 2-D Design	f	‡	Y	≥ B in Advanced Visual Imagery or Advanced Graphic Design AND teacher permission, AP® Art History recommended.	11	12
AP® Studio 3-D Art and Design	f	‡	Y	≥ B in Advanced Visual Imagery or Advanced Graphic Design AND teacher permission, AP® Art History recommended.	11	12
Photojournalism	f		Y	Teacher approval	10	12
Printmaking	f		Y	None	9	12
Art of Fashion	f		Y	None	9	12
Dance Technique 1	f		Y	None	9	12
Dance Technique 2	f		Y	Dance Tech 1/Audition	9	12
UHS Dance Company/Production	f		Y	Audition only	9	12
Drama 1: Introduction to Acting	f		Y	None	9	12
Drama 2: Intermediate Theater	f		Y	≥ B in Drama 1 and Teacher Permission	10	12
Advanced Drama			Y	≥ B in Drama 2 and Level Audition Required	11	12
Technical Theater	f		Y	None	9	12
Intermediate Technical Theater	f		Y	Technical Theater (B or better)	10	12
Advanced Technical Theater	f		Y	≥ B in Technical Theater AND ≥ B Tech Boot Camp. Level Audition Required.	11	12
Advanced Theater Production	f		S	Audition Only: Teacher Permission	9	12
Musical Theater Wheel	TBD		Y	None	9	12

Introduction to Musical Theater	TBD	Y	≥B Dance, Theater, Vocal Music OR Musical Theater Wheel	10	12	
Musical Theater Performance	TBD	Y	≥B Dance, Theater, Vocal Music OR Intro to Musical Theater	11	12	
Broadway Bound	TBD	Y	≥B Musical Theater Performance AND Teacher Permission		12	
University Choir	f	Y	None	9	12	
UNison Choir	f	Y	None	9	12	
Madrigal	f	Y	Audition Required	9	12	
Canta Bella	f	Y	Audition Required	9	12	
Pop Rock Acapella Choir	f	Y	Audition Required	9	12	
String Orchestra	f	S	None. Prior instrumental music experience is recommended. Audition encouraged.	9	12	
Concert Orchestra 12	f	S	Audition Required	9		
Philharmonic Orchestra	f	S	Audition Required	9	12	
Symphony Orchestra	f	S	Audition Required	9	12	
Concert Band	f	S	None. Prior instrumental music experience is recommended. Audition encouraged.	9	12	
Symphonic Band	f	S	Audition Required	9	12	
Wind Ensemble 12	f	S	Audition Required	9		
Wind Symphony	f	S	Audition Required	9	12	
Marching Band (may receive Q1 PE credit)	f	Q1	Must be concurrently enrolled in a yearlong Band or Orchestra ensemble. Student must attend summer	9	12	
Color Guard (may receive P.E. credit)		Y	Audition Required. Must attend summer camp at UHS to participate.	9	12	
Jazz Ensemble 3, 2 & 1	f	S	Audition required in Quarter 1 Students must be concurrently enrolled in a yearlong Band or Orchestra ensemble	9	12	
AP® Music Theory	f	‡	Y	Advanced experience on primary instrument or voice and music, teacher recommendations.	10	12
Music Technology	f	Y	Able to play piano or guitar	10	12	
Guitar Studio 1	f	Y	None	9	12	
Guitar Studio 2	f	Y	None	9	12	

## Visual Arts Program

### Studio Art

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisite:** none

This is an introductory art course devoted to the understanding and application of artistic elements and principles of design. Students will use a variety of media as they learn fundamental art and design techniques. The work of historical and contemporary artists will be used as a backdrop for developing the student's own creative work.

Upon completion of the course students will be able to identify and demonstrate:

- The visual elements (line, shape, color, value, texture and space)
- The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships)
- Composition (placement and arrangements of visual elements)

- Drawing skills using a variety of media
- Expressive composition, communicating an idea, theme, or emotion
- The proper use and care of art tools and materials
- Visual and design elements in contemporary and historical art works through written and oral critique
- Project planning and time management.

### **Intermediate Studio Art**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisite:** Studio Art AND teacher permission. Portfolio review may be required for teacher permission.

Intermediate Art, or Painting & Drawing, is an intermediate level art course intended to give students a variety of art experiences and build on those learned in Beginning Studio Art. This course will also give students the opportunity to develop personal expression and creativity. Emphasis is placed on building artistic skills and knowledge of the art elements and principles of design and Art History. Students will work toward improving their use of a variety of media that may include graphite, colored pencils, marker, scratch board, pen and ink, watercolor pencils, charcoal, mix media, watercolor, pastels and acrylics. Throughout this class, students will be introduced to professional practices such as, collaboration, dead-lines, and presentations. Students will build on their creative thinking and critical problem-solving skills. This class will prepare students for Advanced Studio Art.

Upon completion of the course students will be able to:

- Apply the principles of design and art elements to create original works.
- Demonstrate a basic knowledge of a variety of media.
- Justify their creative decisions both verbally as well as written.
- Demonstrate a basic level composition in their work.
- Identify, compare and contrast multiple styles and genres of art.
- Build a portfolio of work.

### **Advanced Studio Art**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year (this course may be repeated)

**Prerequisite:** Art Studio or Intermediate Studio Art AND teacher permission. Portfolio review may be required for teacher permission.

This course is designed for the self-motivated student who wishes to continue developing his/her art skills beyond the fundamental Art Studio course. Independent projects are designed for the student's appropriate level, and include weekly sketchbook drawing assignments and investigation of historical works of art. Students will explore different periods of art history in conjunction with class projects through slides, texts, and written material.

Upon completion of the course, students will be able to demonstrate:

- Complex problem-solving skills applied to the use of visual elements, principles of design and composition to communicate one's individual voice through art
- In their own works of art, a personal style and an advanced proficiency in communicating an idea, theme, or emotion
- Increased perceptual awareness and speed through weekly sketchbook drawing assignments
- Creation of individual works of art of increasing complexity and skill in a variety of media that reflect the student's feelings and points of view
- Knowledge of universal concepts expressed in works of art from diverse cultures and periods of history
- Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.

### **AP® Studio Art - Drawing**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** ≥ B in Advanced Studio Art and teacher permission. AP® Art History Recommended.

This is a college-level course designed for the highly motivated student that is willing to spend extra time outside of the course period to complete work and perform research. The student will submit a portfolio for evaluation during the month of May in one of three categories, Drawing, 2-D Design, or 3-D Design. The portfolio will consist of 24 pieces of original work that reflect quality, concentration, and breadth. Works should reflect areas in research and development of in-depth ideas; demonstrate principles of visual organization; and the ability to work in color and black and white, and a variety of mediums.

Upon completion of the course, students will be able to:

- Analyze the techniques, design elements and emotional impact of another artists' work.

- Demonstrate ability in problem solving and critical thinking by working on a personal interest in depth
- Demonstrate ability to work in several media
- Demonstrate technical ability in two and three-dimensional work.

### **Beginning Ceramics**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** none

This class is for anyone interested in working in the medium of clay, regardless of talent or previous experience. Beginning Ceramics is an introductory course designed to give the students experience with basic hand building and potter's wheel techniques. Hand building techniques including pinch pot construction, coil construction and slab building will be explored in a variety of projects. Basic throwing skills on the potter's wheel will be introduced. This course also includes the basics of both low and high-fire glaze application.

Students will learn the elements of design and how they relate to the ceramic form. The history of Ceramics and basic glaze chemistry will be discussed. Students will be asked to apply the elements of design, how they relate to ceramic form and how to successfully apply this language in an art setting. In class, students will participate in individual and group critiques and will also complete one written museum, gallery, or art exhibit review. Written critiques and analysis of these experiences are required.

### **Intermediate Ceramics**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Beginning Ceramics and teacher permission

Intermediate Ceramics is for the student who has shown both an interest and talent in working with clay. A variety of projects will give students the opportunity to increase their skills both on the potter's wheel and with a variety of hand building techniques. This course includes projects involving more advanced glazing techniques and wheel-thrown assignments. Students are expected to produce a significant body of work, both assigned and independent. Glaze chemistry will be discussed and, in pods, students assist in making studio glazes. Students will also learn more about the firing processes for the kilns. The role of Ceramics in various cultures will be discussed.

Upon completion of this course, students will be able to:

- Demonstrate intermediate level techniques on a variety of challenging projects
- Demonstrate advanced decorating techniques, including original mark-making, and application of underglazes, resists, and slip design
- Develop a personal body of ceramic work
- Participate in individual and group critiques
- Complete one museum or art gallery/art exhibition, including written critiques and analysis of these experiences
- Discuss glaze chemistry, the role of Ceramics in various cultures, and different types of firings and kilns.

### **Advanced Ceramics**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Intermediate Ceramics and teacher permission.

Advanced Ceramics is for the student who has developed a talent in working with clay. This course is an independent study, with intermittent teacher-directed class reading, applied techniques, and individual challenges. Students will be responsible for designing their own projects and are expected to produce a significant, cohesive body of work. Glaze chemistry is further developed as students are expected to make and test glazes for use in their own work. The role of ceramics in various cultures will be discussed.

Upon completion of this course, students will be able to

- Demonstrate advanced building techniques on a variety of projects
- Demonstrate advanced decorating techniques that are appropriate for the body of work being individually explored
- Develop a body of ceramic work that is recorded and stored in a digital file
- Participate in individual and group critiques
- Attend one museum, art gallery, or art exhibit per semester, including written critiques and analysis of these experiences
- Apply knowledge of glaze chemistry, the role of Ceramics in various cultures, and different types of firings in order to create original works of art.

### **AP® Art History**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** >B in previously taken core Honors English or Social Science course, or A in previously taken core English or Social



Science course (CP level).

This Advanced Placement® course is designed to give the secondary student the same challenges and opportunities as those provided by an introductory college course in art history. Students will examine the major forms of artistic expression of the past as well as the present. This class requires a high degree of commitment to academic work. In addition to class lectures, slide presentations and test, the student will be expected to do considerable reading and writing of in-class essays.

Upon completion of the course, students will be able to:

- Express an understanding of architecture, sculpture, painting, and other art forms
- Demonstrate knowledge and understanding of these art forms within historical and cultural context
- Examine works of art critically, with intelligence and sensitivity
- Articulate what they see or experience from a work of art.

### **Graphic Design Studio (ROP, CTE)**

**Credit:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisite:** none

This course is an intermediate level art course designed to introduce students to the fundamentals of two-dimensional design concepts and to develop artistic skills and knowledge. Students will develop an understanding of visual design, including typography and layout, logo and brand design, color theory, information design and composition. Through a series of projects and assignments students will explore the basic concepts of the Elements of Art (line, form, texture, color, light, space) and the Principles of Design (rhythm, balance, proportion, harmony). Students will use various mediums and tools to expand their understanding of visual concepts and expand their knowledge of the design process including basic sketching, pen and ink, collage, printmaking (mono-prints, linoleum prints, screen printing), photography, and basic computer imaging. Students will learn to discuss and critique their own work as well as the work of their classmates effectively and to make changes based on those discussions. An emphasis will be placed on visually solving a variety of real-life 2D design problems. This course is designed to facilitate a real- world working studio/office environment; students will participate in collaborative brainstorming activities and complete projects on an individual, pair and group basis.

Upon completion of the course, students will be able to:

- Produce individual work using the basic elements of art and principles of design
- Synthesize traditional art work and new technologies to design an artistic product
- Critique peer and professional Design work
- Identify Design in the media arts industry and analyze the effectiveness as a communication device
- Demonstrate responsibility for the care and maintenance of the equipment, tools and studio
- Demonstrate individual and teamwork responsibility to complete projects within the given parameters
- Research and report in oral and/or written form a historical aspect of the 2D Design field, such as an artist of product
- Utilize creative problem solving through multiple solutions

### **Advanced Graphic Design Studio**

**Credit:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisite:** Graphic Design Studio and teacher recommendation

This course is designed for the self-motivated student who wishes to continue developing his/her design skills beyond the fundamental Graphic Design Studio course and who wishes to become a part of the design community at UHS. An emphasis will be placed on independent projects and school service projects as well as an investigation of historical works of art and design. Students will explore different periods of design history in conjunction with class projects through slides, texts, and other written material.

### **Visual Imagery (ROP, CTE)**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisite:** None. Graphic Design recommended.

Visual Imagery is an introductory course designed to give the student experience taking digital photographs while learning the fundamentals of composition and design. Students will use Adobe Photoshop and Lightroom as an editing tool to correct and manipulate photographs. Students will gain a working knowledge of a digital camera, scanner and digital printers. The emphasis will be on teaching students how to “see photographically.”

### **Advanced Visual Imagery**

**Credit:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisite:** Visual Imagery and teacher permission.

This is an advanced photography course designed to instruct art students in software programs such as Adobe Photoshop and Illustrator. Students will apply graphic art and design principles with computer technology to visually communicate concepts and ideas.

Upon completion of the course, students will be able to:

- Visually demonstrate comprehension of the elements and principles of design
- Compile a journal of successful professional graphic designs and advertisements
- Analyze and evaluate professional designs
- Demonstrate their abilities to use “tools” with Adobe software
- Collect imagery using a digital camera
- Scan their negatives, slides, and 2-dimensional imagery into the computer
- Use Adobe Illustrator and Photoshop to produce designs visually communicating their own concepts and ideas
- Assemble a portfolio of their computer artwork
- Produce a sample resume
- Research computer graphics related career opportunities.

### **Video Production**

**Credit:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** None

Video Production is a course designed to provide opportunities for students to develop introductory skills in television and video production. Content will include an overview of television and Video production techniques, history of Mass communication, with a special emphasis on film history and media literacy. Students will learn the correct use of the HD Camera, may use location and studio lighting and the use of digital editing suites. Students will edit using Adobe Premiere on Apple Computers. This course will also include planning the video project, writing for TV and movies and production of personal videos. Students will participate in individual and group critiques; Students may visit a TV studio/production company. Written critiques and analysis of these experiences will be required. Students will document and provide a written report on an event where TV and video has had an effect on a social, political or economic event or change.

### **Advanced Video Production**

**Credit:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisite:** Application and teacher permission. Must attend summer workshop and meet the ROP age requirements. Students enrolled in this course will be creating the DVD Yearbook along with \*Film Ed.

Students will work with professional equipment, such as high-end cameras, tripods, underwater casings, microphones and lighting. Students will edit using Final Cut Studio on Apple computers. Students will be responsible for producing, shooting and writing features to be included in the yearbook, as well as entering and attending film festivals, and producing the school broadcast

### **AP® 2-D Art and Design**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** Advanced Visual Imagery or advanced graphic design, and permission of instructor. AP® Art History recommended.

This is a college-level course designed for the highly motivated student that is willing to spend hours of outside work and research. The student will submit a portfolio for evaluation during the month of May in one of three categories. The portfolio will consist of approximately 24 pieces of original work that reflect quality, concentration, and breadth. Works should reflect areas in research and development of in-depth ideas; demonstrate principles of visual organization; and the ability to work in color and black and white both two and three dimensionally.

Upon completion of the course, students will be able to:

- Analyze works of other artists in relationship to techniques, design elements and emotional impact of the work
- Demonstrate ability in problem solving and critical thinking by working on a personal interest in depth
- Demonstrate ability to work in several media
- Demonstrate technical ability in two and three-dimensional work.

### **AP® 3-D Art and Design**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** Advanced Ceramics, Advanced Visual Imagery or advanced graphic design, and permission of instructor. AP® Art History recommended.

The AP 3-D Art and Design course framework presents an inquiry-based approach to learning about and making forms and structures in art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts and ideas in three dimensions. The framework focuses on concepts and skills emphasized within college art and design 3-D foundation courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to create, explore, and develop works as well as to articulate information about their work. AP 3-D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, exploration, revision, and communication

Upon completion of the course, students will be able to:

- Conduct a sustained investigation through practice, experimentation, and revision, guided by questions and explorations
- Skillfully master and synthesize materials, processes, concepts, and ideas
- Articulate, through three-dimensional works and in writing, information about one's work

### **Photojournalism**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Teacher Approval

Photojournalism is a class designed to give the student experience in all of the processes and techniques utilized in the production of the "ODYSSEY", the University High School annual publication. Students are selected for this class on the basis of interest, good writing skills. Art/Photography experience, not necessary, but a definite plus as these skills are very important in the production of the yearbook, and a desire to be part of the production team that produces the "Odyssey". The course is structured to give the student an understanding of the role of print media in society. To develop the skills of composition, page layout and the use of artwork and photographs in a publication and to gain a historical awareness of print media. The student will develop the ability to search out information, organize, edit and prepare it for publication, working individually and with other members of the staff. Students will participate in individual and group critiques, may visit a production publishing business and submit a written analysis of their visit and conduct a feature interview, editing and producing a finished written article as a result of the interview.

### **Printmaking**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisite:** none

Printmaking is an introductory course focusing on the basics of relief, screen, intaglio, and lithographic printmaking techniques, the terminology, and a brief history of these processes. Strong concepts along with a personal exploration of images are a necessary component to good prints. Research and sketches for both technical and conceptual development are required. Students taking this course can expect a brief overview to the history of each of the processes, and demonstrations as to the technical options for creating and printing an image with the various materials. Students will then be instructed in the printing of their works on a variety of surfaces such as paper, fabric, and plaster, etc. Individual critiques will be held regularly. Some critiques may be held on in-progress prints or drawings, whereas other critiques will focus on finished single or multiple assignments.

Upon completion of the course, students will be able to:

- The visual elements (line, shape, color, value, texture and space)
- The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships)
- Composition (placement and arrangements of visual elements)
- demonstrate an understanding of craftsmanship in the area of plate making and fine printing
- demonstrate a basic familiarity with a wide range of printmaking processes
- establish a basic knowledge of the history of prints in both Eastern and Western cultures.
- experiment with self-expression through the exploration of printmaking techniques

### **Art of Fashion**

**Credit:** 5 units per semester

**Grade Level:** 9 – 12

**Length:** 1 year

**Prerequisites:** none

This is a course that explores the world of fashion and teaches the student basic concepts and fashion fundamentals. It incorporates several creative art projects related to fashion. Students will be introduced to basic fashion terminology, textiles and fibers, garment styles and parts, basic fashion and business concepts, retail merchandising categories, design and

production of apparel, retail business fundamentals and fashion promotion. This course includes the physical, psychological and social aspects of clothing along with how political and economic events affect fashion.

This is a course that explores the world of fashion and teaches the student basic concepts and fashion fundamentals. It incorporates several **hands-on** and conceptual, creative art projects related to fashion. Students will be introduced to basic fashion terminology, textiles & fibers, garment styles and parts, basic fashion and business concepts, retail merchandising categories, design and production of apparel, retail business fundamentals, and fashion promotion. This course includes the physics, psychological, and social aspects of clothing along with how political and economic events affect fashion.

## Performing Arts Program

### Dance Technique I

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** none

Dance Tech I is the beginning study of dance as a theatrical art form. Students will study the history, basic dance techniques and vocabulary used in choreography, jazz, ballet, world dance, and modern dance. Basic choreography theory will be taught through the use of sculpture – space, internal motivation – energy, and time – tempo. Students will study improvisation and choreography theory by developing dance projects. Students will be involved in critical thinking and problem solving when utilizing choreography elements to create a dance. Students will develop fundamental artistic and aesthetic understanding when writing critiques on live dance concerts, and dance videos. They will analyze the use of costumes, lighting and choreography. Students will use communication skills in a recital, which will include choreography, costuming and music in a public performance.

Upon completion of the course, students will be able to:

- Execute proper elementary warm up exercises for jazz, ballet, and modern dance
- Demonstrate simple dance combinations, center work and across the floor using techniques in jazz, ballet, and modern dance
- Develop use of basic dance vocabulary and terminology
- Choreograph dances solving problems involving parameters within counts, ideas and patterns
- Show aesthetic valuing when analyzing both live and taped dance concerts
- Experience performing ballet, modern and/or jazz in a theatrical performance
- Demonstrate Dance vocabulary knowledge through written and oral assessment: written and oral evaluation of projects by the teacher, written reports on specific choreographers and written critique of an amateur or professional dance performance.

### Dance Technique II

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Dance Tech 1 or audition.

Dance Tech II is the continued study of dance as an art form. Students will study dance techniques and vocabulary used in jazz, ballet, world dance, modern dance and choreography. This will include learning about choreographers and styles of dance such as: Duncan, Graham, Dunham, Duato, McKayle, Ailey, Kylian, Lewitsky, Balanchine, and Petipa. Students will understand, appreciate and demonstrate dance as a way to create and communicate meaning and emotion. Students will identify and demonstrate movement elements and skills, and the understanding of choreographic principles, processes, and structures. The theory of choreography will be taught through the use of theme and variation, unity and rhythmic organization. The elements of choreography using critical thinking and problem solving will be used in group projects and improvisation. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live dance concerts and dance videos. Students will use communication and interpretation skills in a recital, which will include choreography, costuming and music in a public performance.

Upon completion of the course, students will be able to:

- Execute proper warm up exercises for jazz, ballet, and modern dance
- Demonstrate complete dance combinations, center work and across the floor, using techniques in jazz, ballet and modern dance
- Critique self, peer and professional performances
- Choreograph dances solving problems involving set parameters within set parameters in rhythmic organization, unity and space
- Show aesthetic valuing with written critiques on live and taped dance concerts
- Demonstrate knowledge performing ballet, modern, jazz dance and world dance in a theatrical setting
- Write a paper on the history of dance including world cultures, historical periods and its relationship to other arts

- Demonstrate Dance vocabulary knowledge through written and oral assessment Techniques: written and oral analysis of student dances by the teacher, based on choreography technique, written tests on dance terminology and history, written and oral critiques, by students of professional and amateur dance concerts.

### **UHS Dance Company/ Production**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year (may not enter at semester

**Prerequisites:** Audition only

This class is devoted to the development of techniques and choreography for various dance performances throughout the year. The class will also be involved in rehearsals for the development of a complete dance concert, some of which will be held outside the school day. This includes developing individual and group dances, coordinating costumes, and designing special effects needed to highlight the production. This class will also provide a continuing education in the areas of dance technique and choreography theory.

Upon completion of the course, students will be able to:

- Choreograph and/or dance in a group or solo dance
- Assist in the planning of a performance consisting of dances choreographed in class; this includes costume design, publicity, rehearsals, music choice, stage crew and organization.
- Choreographed in class. This includes costume design
- Publicity, rehearsals, music choice, stage crew, organization
- Demonstrate more advanced dance technique
- Comply with attendance procedures
- Demonstrate individual and teamwork responsibility

### **Drama 1: Introduction to Acting**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None

Drama 1 will provide the student with exploration of body, voice and characterization. Activities include ensemble games, improvisation, body & sensory awareness, movement, dramatic structure, character creation, diction work, scene study, script analysis, Theater history, and theatrical critique. Emphasis is placed on the development and performance of comedic contemporary scenes and monologues. Upon completion of the course, students will be able to:

- Develop an understanding of basic Theater techniques
- Identify basic theatrical terminology
- Perform scenes and monologues in various theatrical styles
- Discover and cultivate individual talents
- Gain self-discipline and learn self-evaluation.

### **Drama 2: Intermediate Theater**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Drama 1 (B or better) or Audition AND Teacher Permission

Drama 2 will provide the student with a foundational repertoire of theatrical literature. The focus is placed upon Audition Techniques, Dramatic Literature and Acting Styles. Activities include, script analysis, scene study and theatrical critique. Students involved in this course will compete in Theater festivals as well as formal performances for the community. Emphasis is placed on the development and performance of stylized material.

Upon completion of the course, students will be able to:

- Identify and research cultural, historical and symbolic clues in dramatic texts from various theatrical styles and genres for informal and formal productions.
- Develop and demonstrate an understanding of basic Audition Technique
- Demonstrate an understanding of “the method” acting technique
- Compete in theatrical festivals
- Perform full length formal works of Theater

### **Advanced Drama**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** Drama 2 (B or better) and Level Audition

Advanced Drama is a course for the student serious about his work on stage. Students in this course will delve deeper into Arts, Media and Entertainment through the lens of the professional actor, director and playwright. Exercises exploring the acting theories of Stanislavski, Chekov, Meisner, Adler, Hagen and Spolin are critical to the class experience. Students will develop portfolios of their work and resumes to be used in competition, for scholarships, during college auditions and for formal performance.

It is expected that students in Advanced Drama also audition to participate in Advanced Theater Production where they can put their skills to work in mainstage productions, passing on their knowledge and skills to the less experienced members of the ensemble.

Theater Seminar is a section for students who are dual enrolled in Theater and have participated in the Summer Intensive prior to the start of the academic school year. In this section, students from Advanced Drama will work alongside peers from Advanced Technical Theater to produce, direct and perform a show and curate a portfolio/website documenting their work as an artist.

Upon completion of the course students will be able to:

- Exhibit mastery of vocabulary, directorial skills and rehearsal technique
- Display soft skills crucial to success in arts, media and entertainment
- Perform at advanced skill levels relating to a variety of styles and genres of theatrical performance
- Demonstrate leadership by organizing productions and shows for class or school production

### **Technical Theater: Stagecraft**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None

Technical Theater is an introduction to stagecraft. Students will work collaboratively as they study the basic aspects of technical theatre production with emphasis on the habits of mind necessary for theatre technicians. All areas of backstage crafts will be taught: sets, scenery, properties, effects, lighting, sound, costuming, hair and make-up. Students will study theatre configurations, theatre safety, tool usage and identification, production values, script analysis, the design process and theatrical styles. Students are required to participate as House Crew for a Uni Theatre Arts production or work school service hours outside of class. Students are encouraged to participate in Drama Club during lunch.

Upon completion of the course students will be able to:

- Identify the parts of a theater and stage
- Demonstrate a working knowledge of basic tools and safety practices used in a theatrical setting
- Develop a foundational understanding of Production Values and the Creative Process
- Explore careers and roles within arts, media and entertainment.
- Develop soft skills crucial to success in arts, media and entertainment
- Demonstrate professional behavior and industry skills while serving an audience during a live performance.
- Choreograph scene changes
- Understand proper utilization of stock scenery and basic theatrical equipment during theatre production.
- Analyze and design for characters in a script.
- Work collaboratively as a team to develop a product

### **Intermediate Technical Theater**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Technical Theater (B or better)

Intermediate Technical Theater is a continuation of Technical Theater. Students will work in small teams as they develop the skills necessary to implement designs in the theatrical setting. All areas of stagecraft (sets, scenery, properties, effects, lighting, sound, costuming, hair and make-up) will be explored through the lens of Uni Theatre Arts' mainstage productions. The class follows a 70:30 model for a hands-on approach to learning. Students will work in an apprenticeship model as they build skills in technical theatre with emphasis on theatre safety, tool usage, construction, instrumentation, application techniques, programming and application during production.

\*\* It is expected that students enrolled in Intermediate Technical Theatre participate as running crew for a Visual and

Performing Arts performance.

The class takes several optional field trips and industry tours, including Role About Theatre Festival and Disney Imagination Campus. Students are encouraged to participate in Drama Club, International Thespian's Society and Production Meetings during lunch.

Upon completion of the course students will be able to:

- Use script analysis to generate ideas for a specific drama/theatre work.
- Investigate how personal beliefs, cultural contexts or community ideas impact the production of theatrical work.
- Pitch and draw/render a design for a theatrical work.
- Demonstrate a working knowledge of basic tools and safety practices used in theatrical construction
- Draft a simple stage set.
- Explore and apply stagecraft techniques when developing a theatrical design.
- Hang and focus lighting instruments.
- Practice ethical responsibility to oneself and others during the production process, especially when recording, posting and sharing ideas.
- Critique what is seen, felt and heard in a drama/theatre work to identify criteria for production design.
- Formulate a deeper understanding and appreciation of a drama/theatre works.
- Develop soft skills crucial to success in arts, media and entertainment.

### **Advanced Technical Theater**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** Intermediate Technical Theatre (B or better), Summer Tech Intensive (B or better) or Level Audition

Advanced Technical Theater continues the technical theatre production skills necessary for careers in arts, media and entertainment. Each individual will be expected to independently seek out the knowledge necessary to further his/her understanding of theatrical design in his or her specific production value of choice working hand in hand with the theatre and technical director.

Students enrolled in this course must have completed Summer Tech Intensive, mastering entry level design skills and equipment/software use prior to enrollment. In addition, students must have completed the Uni Theatre Arts Summer Practicum learning the collaboration and leadership skills necessary for Uni Theatre Arts' designers. In this course, students will design for mainstage production as well as gig for various department events serving the school and furthering their experience in other forms of art, media & entertainment. They will develop portfolios of their work and resumes to be used in competition, for scholarships, during college interviews and for formal performance.

\*\*It is expected that students in Advanced Technical Theatre also participate in Advanced Theatre Production where their designs will be realized as they lead and mentor crews of their peers, passing on their knowledge and skills.

Theatre Seminar is a section for students who are dual enrolled in theatre and have participated in the Summer Practicum prior to the start of the academic school year. In this section, students from Advanced Drama will work alongside peers from Advanced Technical Theatre to produce, direct and perform a show and curate a portfolio/website documenting their work as an artist.

Upon completion of the course students will be able to:

- Demonstrate soft skills crucial to success in arts, media and entertainment
- Exhibit mastery of vocabulary, technical skills and design techniques
- Analyze a script for artistic intent and directorial vision
- Draft, render, engineer and pitch theatrical designs
- Pitch at advanced skill levels in a variety of styles and genres of theatre
- Compete in theatre festivals
- Design for main-stage productions
- Collaborative with a director to implement a design for a specific piece of dramatic literature.
- Investigate collaborative roles when producing theatre.
- Demonstrate leadership by organizing productions and shows for class or school production

### **Advanced Theater Production**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Audition Only

Advanced Theater Production students participate in Uni Theater Arts' productions: including Drama Club Executive Board, Uni's Cappie Critic Team, Uni Comedy Sportz High School League, Fall Play, and/or the Spring Musical. The class only meets during the rehearsal and planning sessions for their production(s). The students will maintain and extend their training through hands-on application of their skills as measured against industry standards of professionalism. In order to enroll in this course, students must audition or interview and be cast by the Theater director. Priority casting will be given to students who have completed training in Uni Theater Arts classes. The students will be eligible for Theater award and scholarship programs.

Upon completion of the course students will be able to:

- Demonstrate soft skills crucial to success in arts, media and entertainment
- Exhibit mastery of time management
- Bring a story to life for the community
- Compete in Theater award and scholarship programs
- Perform in main-stage productions as actors or technicians

**Musical Theatre Wheel**

**Credit:** 2.5 units per quarter

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None.

This year-long wheel provides the student with both an introductory experience in performing arts. This experience is ideal for students who know they are passionate about Musical Theatre and for students who, due to limited middle school arts opportunities in IUSD, are unsure of their yearlong elective choice in high school. In the wheel, students will rotate through four courses within the genre of Musical Theatre: Dance, Vocal Technique, Acting and Storytelling/Culture. Students change content areas and instructors every nine weeks developing the skills needed to be a triple threat on Broadway.

Upon completion of the course, students will be able to:

- Utilize vocabulary when describing experiences in musical theatre.
- Develop a production number from the musical theatre repertoire.
- Perform a musical theatre number with confidence.
- Blend while singing in a group.
- Sing on pitch and in rhythm, with appropriate tone quality, diction, and good posture
- Demonstrate physical control when performing choreography.
- Develop spatial awareness when dancing with an ensemble.
- Explore and develop characters on stage.
- Utilize basic staging techniques to communicate.

**Introduction to Musical Theatre**

**Credit:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Year of Dance, Theatre, Vocal Music course OR Musical Wheel with ≥B+

In this semester-long elective course, students receive formalized development and exploration of Musical Theatre as an artform. For students unsure about what elective they'd like to take in high school, this course allows students to explore a semester of two disciplines of their choice while dual enrolled in a year of study for their preferred discipline. For the student interested in musical theatre, it allows focused study of two disciplines in one period. Through further study of the relationship between Acting, Dance and Vocal Music, students in this pathway will develop an understanding of and ability to use their instrument to bring stories from musicals to life on stage.

Upon completion of the course, students will be able to:

- Develop and utilize vocabulary when describing experiences in musical theatre.
- Identify major works by contributors in the Musical Theatre genre.
- Perform a solo within a musical theatre number with confidence.
- Hold harmony and blend while singing in a group.
- Sing with proper technique for the musical theatre canon.
- Demonstrate physical control when performing choreography.
- Develop spatial awareness when dancing with an ensemble.



- Analyze a script to realize a character on stage.
- Utilize basic staging techniques to communicate meaning in a scripted work.

### **Musical Theatre Performance**

**Credit:** 5 units a semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** Year of Dance, Theatre, Vocal Music course OR Intro to Musical Theatre with ≥B+

Students in this course will work on areas of vocals, acting, and dance to compile an audition portfolio to be ready for auditions in shows and college applications. Students will compete/participate in local theatre, dance and vocal festivals as well as performing in on-campus events. The year will culminate with a Musical Theatre Showcase.

Upon completion of the course, students will be able to:

- Demonstrate soft skills crucial to success in arts, media and entertainment
- Develop vocabulary and performance skills for careers in Musical Theatre.
- Compete in local festivals for adjudication by industry professionals
- Analyze a script and develop a performance to exhibit artistic intent.
- Choreograph and prepare performances from the musical theatre repertoire.
- Develop a portfolio with a monologue, dance piece, vocal selection and resume.
- Demonstrate leadership by organizing productions and shows for class or school production

### **Broadway Bound**

**Credit:** 5 units a semester

**Grade Level:** 12

**Length:** 1 year

**Pre Req:** Musical Theatre Performance with ≥B+

Students in this course will complete a Portfolio of highlighting their work across the past four years to utilize in the college audition/application process. In Quarter 1 students will learn how to train for a career in musical theatre with guest speakers from the industry, universities and trade schools. Quarter two will be an in depth look at audition techniques as the student auditions for the spring mainstage musical at Uni. In Quarter 3 students will receive individualized instruction in what that years' musical will require from them technically as a lead. In Quarter 4 students will learn about marketing themselves as an artist.

Upon completion of the course, students will be able to:

- Audition for college, trade school or production companies with confidence.
- Create a resume and curate a portfolio that highlights individual performance strengths.
- Exhibit soft skills crucial to success in arts, media and entertainment
- Develop audition skills through performance of musical theatre material for industry adjudication.
- Research universities, schools and companies that specialize in training for Musical Theatre.
- Audition for the mainstage musical, earning a principle or supporting role.
- Develop the techniques crucial to performing in the musical theatre cannon during mainstage production.
- Demonstrate leadership while holding a principle or supporting role in a school production.

### **University Choir**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None. Open to all students of any gender or level of experience.

This is an introductory level choir for students who would like to learn the basic foundations in singing and music theory. Students will study two, three, and four-part music in all styles, vocal techniques, music reading, and ear training. Training will include three or more public concerts and festivals. Students must sing and increase in volume throughout the year.

Upon completion of the course, students will be able to:

- Sing independently, on pitch and in rhythm, with appropriate tone quality, diction, and good posture
- Sing expressively with appropriate dynamics, phrasing, and interpretation
- Sing from memory a varied repertoire of songs representing styles from diverse cultures
- Sing music with and without accompaniment
- Demonstrate well-developed ensemble skills
- Develop musical responsiveness, involvement, and discrimination
- Develop skills necessary to become capable and intelligent performers, creators, and consumers of music.

### **UNison Choir**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None – For students of all genders who sing in the lower vocal ranges.

The UNison Choir is a performing ensemble that studies music written and arranged for tenor and bass voices. Students will study beginning music theory, vocabulary, styles, techniques, and historical concepts used in performing literature from a wide array of musical periods and styles. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

Upon completion of the course, students will be able to:

- Demonstrate appropriate vocal, rehearsal and performance techniques.
- Demonstrate appropriate practice strategies and techniques.
- Analyze vocal and music terminology through written and oral tests.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Evaluate class work and public performance using video and audio recordings.
- Show aesthetic valuing through live music performance critiques.
- Write basic music notation.

### **Madrigals**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Audition Required- For students with advanced ability.

This course is open by audition to the advanced student demonstrating skill in part reading. Literature is taken from early madrigal period to the twentieth century. Numerous public performances, possible IUSD Honors Concert and festivals are required.

Upon completion of the course, students will be able to:

- Perform music on an advanced level
- Further develop good choral singing techniques
- Continue to develop an understanding of music theory
- Interpret music from many different styles
- Demonstrate appropriate performance skills.

### **Canta Bella**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Pitch Matching Audition Required – For students of all genders with intermediate to advanced ability.

Canta Bella is a performing ensemble that studies music written and arranged for advanced intermediate voices. Students will study intermediate theory, vocabulary, styles, techniques, and historical concepts used in performing literature from a wide array of musical periods and styles. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

Upon completion of the course, students will be able to:

- Demonstrate appropriate vocal, rehearsal and performance techniques.
- Demonstrate appropriate practice strategies and techniques.
- Analyze vocal and music terminology through written and oral tests.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through self-evaluation.
- Evaluate class work and public performance through the use of video and audio recordings.
- Show aesthetic valuing through live music performance critiques.
- Write intermediate level music notation.

### **Pop/Rock Acapella Choir**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** For students with intermediate to advanced ability.

Acapella Choir is a performing ensemble that studies music written and arranged for advanced mixed voices. Students will study advanced theory, vocabulary, styles, techniques, and historical concepts used in performing literature from the genres of pop, rock, and musical Theater. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course. Students must sing and increase in volume throughout the year.

Upon completion of the course, students will be able to:

- Demonstrate appropriate vocal, rehearsal and performance techniques.
- Demonstrate appropriate practice strategies and techniques.
- Analyze vocal and music terminology through written and oral tests.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through self-evaluation.
- Evaluate class work and public performance using video and audio recordings.
- Show aesthetic valuing through live music performance critiques.
- Write intermediate level music notation.

### **String Orchestra (Entry Level)**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Prior music experience is recommended

This course is designed to develop beginning build intermediate techniques for string instruments, including violin, viola, cello, string bass, piano, and harp. Students will learn technical performance skills, a historical background of music, and basic music theory. Credit for this class is awarded on the basis of class participation at rehearsals, concerts, and festivals in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Demonstrate the ability to play six major and minor scales
- Demonstrate an intermediate level of playing ability on their primary instrument
- Demonstrate knowledge of basic level music theory
- Participate in concerts, festivals, and public performances

### **Concert Orchestra (Intermediate)**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Audition

This course is designed to develop intermediate techniques for string instruments, including violin, viola, cello, string bass, piano, and harp. Students will learn technical performance skills, a historical background of music, and basic music theory. Credit for this class is awarded on the basis of class participation at rehearsals, concerts, and festivals in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Demonstrate the ability to play all major scales
- Demonstrate an intermediate level of playing ability on their primary instrument
- Demonstrate knowledge of intermediate level music theory
- Participate in concerts, festivals, and public performances.

### **Philharmonic Orchestra (Intermediate - Advanced)**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Audition

This course is designed to develop intermediate to advanced instrument techniques for the students who play violin, viola, cello, string bass, piano and harp at an advanced level. Students will learn technical performance skills, a historical background of music, and basic music theory. Credit for this class is awarded on the basis of class participation at rehearsals, concerts, and festivals in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Demonstrate the ability to play all major and minor scales and arpeggios
- Demonstrate an intermediate to advanced level of playing ability on their primary instrument
- Demonstrate knowledge of intermediate to advanced level music theory
- Participate in concerts, festivals, and public performances.

### **Symphony Orchestra (Advanced)**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Audition.

This course is designed for advanced students who play violin, viola, cello, string bass, piano, and harp. The Symphony will be augmented by wind and percussion players from the Wind Ensemble. The Symphony performs concerts as well as special music for the school and community. Students will learn advanced performance skills, a historical background of music, and theoretical concepts in music. Credit for this class is awarded on the basis of class participation at rehearsals, concerts, and festivals in addition to the director's evaluation of each student's performance.

Upon completion of this course, students will be able to demonstrate:

- Demonstrate the ability to play all major and minor scales and arpeggios
- Develop a highly advanced level of playing ability on their primary instrument
- Demonstrate a knowledge of advanced level music theory
- Participation in concerts, festivals, and public performances.

### **Concert Band (Entry Level)**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Prior music experience is recommended

Concert Band is designed for beginning wind and percussion musicians. Students will learn beginning performance skills through regular scale work and technical exercises. They will also learn music reading, instrument-specific skills, and foundational ensemble performance skills. Performances include concerts and festivals. Credit for this class is awarded on the basis of participation at rehearsals, concerts, and festivals in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Demonstrate playing ability of six major scales
- Develop an beginning level of playing ability on their primary instrument
- Demonstrate basic knowledge of ensemble performance skills
- Participate in concerts, festivals, and public performances

### **Symphonic Band (Intermediate Level)**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Audition Required

Symphonic Band is designed for intermediate wind and percussion musicians continuing their music education. Students will reinforce intermediate performance skills through regular scale work and technical exercises. They will also learn musicianship skills, a historical background of music, and basic music theory. Performances include concerts and festivals. Credit for this class is awarded on the basis of participation at rehearsals, concerts, and festivals in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Demonstrate playing ability of all major scales
- Develop an beginning to intermediate level of playing ability on their primary instrument
- Demonstrate knowledge of basic level music theory
- Participate in concerts, festivals, and public performances

### **Wind Ensemble (Intermediate - Advanced)**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Audition Required

Wind Ensemble is designed for intermediate to advanced wind and percussion musicians. This ensemble will learn and perform advanced high school wind literature and perform in concerts and festivals. The Wind Ensemble also has special performance opportunities at school and community events. Credit for this course is awarded on the basis of participation at rehearsals, concerts, and festivals in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Demonstrate the ability to play all major and minor scales and arpeggios
- Develop an intermediate to advanced level of playing ability on their primary instrument
- Demonstrate knowledge of intermediate level music theory
- Participate in concerts, festivals, and public performances

### **Wind Symphony (Advanced)**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Audition Required

Wind Symphony is designed for advanced wind and percussion musicians. This ensemble will learn and perform high-level high school wind literature and perform in concerts and festivals. The most advanced players in this ensemble will be asked by the director to perform with the Symphony Orchestra when appropriate. The Wind Symphony also has special performance opportunities at school and community events. Credit for this course is awarded on the basis of participation at rehearsals, concerts, and festivals in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Demonstrate the ability to play all major and minor scales and arpeggios
- Develop an advanced level of playing ability on their primary instrument
- Demonstrate knowledge of advanced level music theory
- Participate in concerts, festivals, and public performances

### **Marching Band**

**Credit:** 2.5 units per quarter

**Grade Level:** 9-12

**Length:** 1 Quarter - Fall

Units count towards P.E. Credit;

Prerequisites: Prior music experience is recommended. Students must be concurrently enrolled in a yearlong Band or Orchestra (Concert Band, Symphonic Band, Wind Ensemble, Wind Symphony, String Orchestra, Concert Orchestra, Philharmonic Orchestra, or Symphony Orchestra). Students must attend a summer camp at UHS to participate. All freshmen must also be concurrently enrolled in a PE class.

All levels of ability are encouraged to participate. Students will develop the ability to play standard marches, pep songs, and field music. Students will also learn proper marching and maneuvering techniques. During the first semester, the group will work as a marching unit and perform at football games and field shows. Credit for this class is earned on the basis of participation at rehearsals, field show performances, and parades in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Coordinate marching and playing
- Execute precision marching routines
- Participate in parades, field shows, football games, and public performances
- Perform all music necessary for public performances by memory.

### **Color Guard**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Audition; no prior experience is required

Units may count towards P.E. Credit. All students are required to pass the California Physical Fitness Test and pass five out of six fitness areas.

Students will learn intricate and skilled body maneuvers by improving personal coordination and artistry through daily rehearsal to different styles of music. Students will work with short and tall flags, rifles, sabers, and other equipment. In the first quarter, the Color Guard will perform with the Marching Trojan Regiment at football games and field show competitions. For the duration of the school year, the Color Guard will develop and perform a show in the Winter Guard circuit. Credit for this class is earned on the basis of participation during rehearsals and performances in addition to the director's evaluation of each student's performance ability. Students must attend a summer camp at UHS to participate.

Upon completion of this course, students will be able to:

- Demonstrate spinning, tossing and maneuvering techniques on flag and other equipment
- Demonstrate dance and movement techniques
- Execute choreographed performances using all the techniques listed above

### **Jazz Ensemble 3**

**Credit:** 2.5 units per quarter

**Grade Level:** 9-12

**Length:** Q2 - Q4

**Prerequisites:** Audition; no prior experience is required. Students must be concurrently enrolled in a yearlong band or orchestra ensemble.

Jazz 3 is designed to develop beginning to intermediate technique, music reading, and performance skills relating to jazz styles, including swing, blues, Latin, rock, funk, and big band. This ensemble will learn beginning to intermediate jazz literature, jazz improvisation, and perform in concerts and festivals. This ensemble performs frequently. Credit for this course is earned on the basis of participation during rehearsals, concerts, and festivals, in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Perform music in swing, blues, Latin, jazz, rock, funk, and big band styles at a beginning to intermediate level
- Demonstrate techniques for jazz solo and improvisation
- Demonstrate ensemble techniques required in the performance of jazz styles
- Demonstrate knowledge of jazz history and aural traditions through listening skills

### **Jazz Ensemble 2**

**Credit:** 2.5 units per quarter

**Grade Level:** 9-12

**Length:** Q2 - Q4

**Prerequisites:** Audition Required. Students must be concurrently enrolled in a yearlong band or orchestra ensemble.

Jazz 2 is designed to develop intermediate technique, music reading, and performance skills relating to jazz styles, including swing, blues, Latin, rock, funk, and big band. This ensemble will learn intermediate jazz literature, jazz improvisation, and perform in concerts and festivals. Credit for this course is earned on the basis of participation during rehearsals, concerts, and festivals, in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Perform music in swing, blues, Latin, jazz, rock, funk and big band at an intermediate level
- Demonstrate techniques for jazz solo and improvisation
- Demonstrate ensemble techniques required in the performance of jazz styles
- Demonstrate knowledge of jazz history and aural traditions through listening skills

### **Jazz Ensemble 1**

**Credit:** 2.5 units per quarter

**Grade Level:** 9-12

**Length:** Q2 - Q4

**Prerequisites:** Audition Required. Students must be concurrently enrolled in a yearlong band or orchestra ensemble.

Jazz 1 is designed to develop advanced technique, music reading, and performance skills relating to jazz styles, including swing, blues, Latin, rock, funk, and big band. This ensemble will learn advanced jazz literature, jazz improvisation, and perform in concerts and festivals. Credit for this course is earned on the basis of participation during rehearsals, concerts, and festivals, in addition to the director's evaluation of each student's performance ability.

Upon completion of the course, students will be able to:

- Perform music in swing, blues, Latin, jazz, rock, funk and big band at an advanced level
- Demonstrate techniques for jazz solo and improvisation
- Demonstrate ensemble techniques required in the performance of jazz styles
- Demonstrate knowledge of jazz history and aural traditions through listening skills

## **AP® Music Theory**

**Credit:** 5 units per semester

**Grade level:** 10-12

**Length:** 1 year

**Prerequisites:** Advanced experience on primary instrument or voice and teacher recommendation.

This course is designed for music students with advanced music skills and a strong interest in music. This course will prepare students for the Advanced Placement Music Theory Exam. This course integrates aspects of melody, harmony, texture, rhythm, form, music history and style, and performance practices.

Upon completion of this course, students will be able to:

- Compose a 32-measure musical composition in a chosen style
- Demonstrate developing speed and fluency in working with musical notation
- Exhibit advanced skills in melodic, harmonic, and rhythmic dictation
- Perform sight-singing in 4 to 8 measure melodies in major and minor tonalities.

## **Guitar Studio 1**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** Year/Semester

**Prerequisites:** None

This course is designed for students with some to no guitar experience. This course is intended to teach students the skills necessary to enjoy playing the guitar. The class will primarily consist of units of study to cover specific skill development and projects to develop those skills at the student's own pace based on experience and ability.

Upon completion of this course, students will be able to:

- Maintaining a guitar
- Acquiring appropriate music to learn
- Interpreting notation
- Performance Technique

## **Guitar Studio II**

**Credit:** 5 units per semester

**Grade Level:** 9-12

**Length:** Year/Semester

**Prerequisites:** Completion of Guitar 1 or Audition

This course is designed for students with prior guitar experience, including basic knowledge of chords, melodies, and additional guitar techniques. This course is intended to build upon previously learned skills on guitar. The class will primarily consist of units of study to cover specific skill development and projects to develop those skills at the student's own pace based on experience and ability.

Upon completion of this course, students will be able to:

- Maintain a guitar
- Perform all major, minor, pentatonic, and blues scales
- Show proficiency in melodic performance and basic improvisation
- Be fluent in standard and tablature notation reading

## **Music Technology**

**Credit:** 5 units per semester

**Grade level:** 9-12

**Length:** 1 year

**Prerequisites:** Some ability to play an instrument or read music is highly recommended.

This is a practical course using computer software and musical instruments to explore the world of Music Production. Students will explore music in the media arts including TV, Film, advertisements, and games. Students will use both their musical and technological creativity to create music compositions. Using sequencer and editing software students will record audio or MIDI (Musical Instrument Digital Interface) musical compositions. This class is intended for students with an interest in any kind of music from modern popular styles to classical. Upon completion of this course, students will be able to:

- Demonstrate an understanding of industry standards for producing music technology.
- Record original work using electronic instruments.
- Use sequencing software to create music compositions for a variety of projects.
- Demonstrate an understanding of the processes of synthesizing.
- Produce master tapes and CD's; produce live sound using mixing boards and effects producers.
- Demonstrate that the parameters of music can be controlled using MIDI.
- Understand copyright laws related to the music industry.
- Create an electronic composition specific for different media (i.e. movie trailer, advertisement, school broadcast news, etc.)

## World Language

Knowledge of and proficiency in foreign languages are important tools in today's world. They lead us to a better understanding of, as well as communication with, other people and nations. We offer programs in 5 languages: Chinese, French, Latin, Spanish and American Sign Language. The Chinese, Latin and Spanish programs offer five- year programs, including a fifth year of Advanced Placement®. In all programs, reading, writing, speaking and listening skills are stressed as well as cultural studies. Our students use our language lab on a regular basis when appropriate. We believe that all of these components together are necessary to achieve language proficiency and understanding. All of our courses are yearlong with entry in the fall.

### World Language Department Course Offerings

All World Language courses above level 1 require permission from the current world language teacher  
Enrollment in Advanced Placement® requires the commitment noted in the Academic Program of this catalog

Course Title	UC a- g	Bonus Pt ‡	Length Year Semester	Prerequisites	Grade Low	Grade High
Chinese 1	e		Y	Must be a non-native speaker.	9	12
Chinese 2	e		Y	≥ C in previous level	9	12
Chinese 3	e		Y	≥ C in previous level	10	12
AP® Chinese Lang & Cult	e	‡	Y	≥ C in previous level	11	12
French 1	e		Y	None.	9	12
French 2	e		Y	≥ C in previous level	9	12
French 3	e		Y	≥ C in previous level	9	12
French 4	e	‡	Y	≥ C in previous level	11	12
Latin 1	e		Y	None.	9	12
Latin 2	e		Y	≥ C in previous level	9	12
Latin 3	e		Y	≥ C in previous level	9	12
Latin 4	e	‡	Y	≥ C in previous level	11	12
AP® Latin	e	‡	Y	≥ C in previous level	11	12
Spanish 1	e		Y	None.	9	12
Spanish 2	e		Y	≥ C in previous level Entering freshmen need a ≥ B in Spanish 1 and teacher recommendation	9	12
Spanish 3	e		Y	≥ C in previous level	9	12
Spanish 4	e	‡	Y	≥ C in previous level	11	12
AP® Spanish Language	e	‡	Y	≥ C in previous level; A in Sp. 3 + Teacher Rec	11	12
AP® Spanish Literature	e	‡	Y	≥ C in previous level	11	12
Spanish 2/3/4 – Native Speakers	e			Permission from instructor	9	12
American Sign Language I	e		Y	None.	9	12
American Sign Language II	e		Y	≥ C in previous level	10	12
American Sign Language III	e		Y	≥ C in previous level	10	12
American Sign Language IV	e	‡	Y	≥ C in previous level	10	12

\*College Prep (meets UC-e requirement) ‡ Honors/AP® course bonus point



## Chinese Program

### Chinese 1

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Must be a non-native speaker.

First year Chinese students will learn the basics of both the spoken and written language. A Romanized phonetic pronunciation system called "Pinyin" will be introduced. Listening, speaking and reading will be emphasized and students will be introduced to writing.

Upon completion of the course, students will be able to:

- Master the Pinyin system
- Build a primary vocabulary
- Comprehend basic conversational Chinese
- Construct both orally and in writing simple sentences about self, family, school and activities
- Identify different aspects of daily life and customs in Chinese culture.

### Chinese 2

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** ≥ C in previous level

This course will continue developing students' vocabulary, deepening their understanding of Chinese word formation and sentence structure and building upon listening, speaking and writing skills.

Second year students will be able to

- Speak with increased fluency
- Express themselves orally with a variety of sentence structures
- Demonstrate understanding of topics, such as school subjects, holidays and festivals, TV programs, movies, and sports
- Ask and give directions, explain health concerns at a doctor's visit, make comparisons
- Recognize more Chinese characters
- Construct compound and complex sentences.

### Chinese 3

**Credits:** 5 units per semester

**Grade Level:** 10 -12

**Length:** 1 year

**Prerequisites:** ≥ C in previous level

The third-year student will be more fluent in speaking Chinese and will learn to read Chinese characters without relying upon the phonetic system. They are encouraged to apply their knowledge to "real" communicative situations.

Upon completion of the course, students will be able to:

- Talk about Chinese food, read menus order meals and interact in a socially appropriate way
- Demonstrate knowledge of traveling in China, make travel arrangements, take public transportation, and other related issues
- Express opinions both orally and through writing
- Read selected poems and short stories
- Write guided essays or stories.

### AP® Chinese Language and Culture

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** ≥ C in previous level and teacher recommendation

This course is designed to develop students' Chinese language proficiency at an advanced level and is equivalent to a college course. This class will provide students with various opportunities to immerse themselves in the language and culture. The AP® Chinese class follows the five C's (Communication, Cultures, Connections, Comparisons, and Communities) and three modes suggested by the College Board to help students acquire comprehensive language and cultural skills.

Upon completion of this course, students will be able to:

- Communicate in linguistically and culturally appropriate ways in a wide range of situations
- Comprehend and interpret written Chinese texts that pertain to daily life

- Read short stories and selected literary works
- Write with accuracy and sophistication
- Skillfully use Chinese word processing software
- Understand Chinese society and apply cultural knowledge.

## French Program

### French 1

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None.

The first two semesters serve as an introduction to French language and culture. Our communication-based approach places students in situations that they might really encounter in a French speaking environment. When introducing structures and vocabulary, we move from controlled exercises to open-ended activities in which students are asked to handle a situation much as they might in the actual experience. Through this course, students increase proficiency in the following. This course will develop grammar and vocabulary skills which will enhance students' knowledge of the English language as well as their performance on standardized tests such as the SAT's.

Upon completion of the course, the students will be able to do the following in French

- Talk about themselves, their family and friends
- Communicate in basic practical French travel, ordering food, making purchases. Discuss activities and interests
- Use appropriate language in a variety of social interactions.

### French 2

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** ≥ C in previous level

As students move through the French program, they will increase their ability to understand what others say and to transmit more of their own messages in ways that avoid misunderstanding. The emphasis is not on accumulating large quantities of knowledge about French grammar and vocabulary, but rather on using what is known effectively and creatively. Through this course, students increase proficiency in the following. This course will develop grammar and vocabulary skills which will enhance students' knowledge of the English language as well as their performance on standardized tests such as the SAT's.

Upon completion of the course, the student will be able to do the following in French:

- Interact with others about daily, weekend and vacation activities, as well as family and school life
- Utilize communication options, such as the telephone and the postal system
- Talk about health concerns
- Expand cultural knowledge about France and francophone countries with their varied customs, landscapes and points of interest.

### French 3

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** ≥ C in previous level

Students' progress in developing skills in everyday functional French while developing analytical skills to approach language learning and activate their knowledge in real communicative situations. They develop a basis for understanding and appreciating authentic French literary texts, the media and the arts. This course will develop grammar and vocabulary skills which will enhance students' knowledge of the English language as well as their performance on standardized tests such as the SAT's.

Upon completion of the course, the student will be able to do the following in French:

- Communicate with others in French regarding travel, leisure, popular culture, health
- Understand and talk about the media and the arts in France
- Understand and write about a variety of literary texts from the French-speaking world.

### French 4

**Credits:** 5 units per semester  
**Prerequisites:** ≥ C in previous level

**Grade Level:** 11-12

**Length:** 1 year

Students will develop their fluency in written and spoken French by studying various genres of French and francophone literature from several centuries. Their appreciation of French cinema will be enhanced by the viewing of French films. The course will reinforce and improve the students' language skills through advanced grammar study, writing, and classroom discussion which will take place entirely in French. This course will develop grammar and vocabulary skills which will enhance students' knowledge of the English language as well as their performance on standardized tests such as the SAT's.

Upon completion of the course, the student will be able to do the following in French:

- Understand a variety of oral presentations at normal conversational speed, e.g. native speakers, films, tapes, etc.
- Express emotions, desires, opinions, and abstract ideas orally
- Understand literature and the print media (newspapers)
- Write formally and informally on a variety of topics.

## Latin Program

### Latin 1

**Credits:** 5 units per semester  
**Prerequisites:** None.

**Grade Level:** 9-12.

**Length:** 1 year

The student will be introduced to the basic skills of reading, writing, listening to and speaking Latin. The course gradually develops these abilities through the reading of stories and plays which depict daily Roman life. The reading and discussion of true-to-life situations in Pompeii, Roman Britain and Roman Egypt provide the student an introductory background to the cultural, social, and political life and the history of the Romans. The course emphasizes the improvement of Basic English skills and vocabulary while learning Latin.

Upon completion of this course, students will be able to:

- Read short narrative passages in Latin and translate them into English
- Write simple phrases and sentences using most forms of verbs, nouns, and adjectives in Latin
- Demonstrate correct pronunciation of Latin
- Recognize and analyze basic grammatical structures of Latin and demonstrate a better understanding of English grammar
- Demonstrate an enrichment of English vocabulary through the study of Latin words, including prefixes, roots, and suffixes
- Describe major gods, heroes and stories of Roman and Greek mythology
- Discuss selected historical persons, places, and situations during the Republic and Roman Empire
- Identify various basic influences of Roman society and institutions upon the modern world.

### Latin 2

**Credits:** 5 units per semester  
**Prerequisites:** ≥ C in previous level

**Grade Level:** 9-12

**Length:** 1 year

Stories and plays depicting life throughout the Empire further develop reading comprehension of the Latin language. The materials provide the student with additional cultural, social and historical themes which lead him into a greater understanding of the Roman influence upon modern man and events. The student will practice new grammatical features which provide a natural progression toward Latin literature. The course continues to emphasize the improvement of Basic English skills and vocabulary through learning Latin. Oral and written Latin is also practiced through individual, small-group, and class activities.

Upon completion of this course, students will be able to:

- Read and comprehend connected narrative passages in Latin and translate them into English
- Write Latin phrases and sentences using all forms of verbs, nouns and adjectives with various sentences and patterns
- Demonstrate correct pronunciation of Latin;
- Demonstrate recognition of additional Latin grammatical structures and in turn demonstrate a better understanding of English grammar
- Demonstrate further enrichment of English vocabulary comprehension by identifying newly acquired Latin prefixes, roots, and suffixes
- Discuss additional aspects of Roman culture, society, and politics during the Empire and their influence upon the western world past and present
- Relate additional information regarding Roman religion and mythology

- Identify a broader range of historical characters, places, and situations with an emphasis on the city of Rome
- Discuss selected philosophical concepts popular during the Empire and their significance in the thinking of subsequent eras including the present.

### Latin 3

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** ≥ C in previous level

Latin 3 students will complete their study of grammar. They will read, understand and interpret Latin prose and poetry. They will read additional selections from Ovid's "Amores" and "Metamorphoses" as well as Cicero, Catullus and Horace.

Upon completion of the course, students will be able to:

- Demonstrate understanding of subjunctive, indirect statement and all tenses and cases of Latin nouns
- Appreciate characteristic or noteworthy features of Latin writers, including their use of imagery, figures of speech, sounds, and metrical effects
- Discuss particular motifs or general themes suggested by particular passages
- Identify context and significance of excerpts from the passages studied
- Mark the scansion of meters studied
- Demonstrate further awareness of classical influences upon later literature, including that of modern times.

### Latin 4

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** ≥ C in previous level

The Advanced Latin student will begin to read selections from notable Roman writers of prose and poetry. These introductory selections include love poems by Catullus and Ovid, Ovid's mythology in his "Metamorphoses," epigrams by Martial. The student will continue to explore various techniques for understanding and interpreting Latin in the original. This course amplifies the social, cultural, and historical themes already studied. The student will continue to observe the influence of ancient Rome and its language upon American law, society, medicine, philosophy, art, literature and its language.

Upon completion of the course, the Latin student will be able to do the following:

- Read selections from Latin poetry and prose, and accurately translate them from Latin into English
- Demonstrate mastery of grammatical structures and vocabulary which authors have used
- Appreciate literature more fully by identifying, analyzing, and interpreting basic literary techniques used by Latin writers
- Identify and scan basic meters of selected poems and analyze their influences upon the interpretation of the poem
- Discuss the political, social, and cultural background of the writers being read and their works
- Demonstrate an elementary awareness of classical influences upon later literature.

### AP® Latin

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** ≥ C in previous level

This course is designed for advanced Latin students who, at the end of the third or fourth year of Latin, opt to prepare for the Advanced Placement® AP® examination for Latin. The student will read Vergil and his Aeneid and Caesar and the Gallic Wars... As in the courses beyond Latin 2, the basic objective is progress in reading, understanding, and interpreting Latin in the original.

Upon completion of the course, the Latin student will be able to do the following:

- Translate a prepared Latin passage from the Vergil accurately into idiomatic English
- Critically appreciate characteristic or noteworthy features of the poet's mode of expression including his use of imagery, figures of speech, sounds and metrical effects, as seen in specific passages
- Discuss particular motifs or general themes suggested by specific passages but relevant also to the poem as a whole or to other poems studied in the syllabus
- Critically analyze characters and situations as portrayed in specific passages
- Identify the context and significance of short excerpts from the required reading
- Explain specific words or phrases in context
- Mark the scansion of the meters specified in the syllabus
- Discuss classical influences upon later literature

## Spanish Program

### Spanish for Native Speakers

Students who are native speakers and who have sufficient vocabulary and fluency skills are invited to participate in Spanish 2, 3 or 4 with their peers who are also Spanish native speakers. Permission from the instructor is required.

### Spanish 1

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None.

This class serves as an introduction to Spanish language and culture. Our communication-based approach places students in situations which they will really encounter in a Spanish speaking environment. When introducing structures and vocabulary, we move from controlled exercises to open-ended activities in which students must handle a situation much as they might in real life.

Upon completion of the course, the student will be able to do the following in Spanish:

- Talk about self, family, and friends
- Discuss leisure-time activities
- Talk about daily life and activities
- Talk about Spanish speaking countries and their various attractions
- Use appropriate language in a variety of social interactions.

### Spanish 2

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisite:**  $\geq$  C in previous level and teacher recommendation. Entering freshmen need a B or higher grade in Spanish 1 and teacher recommendation.

As students' progress through the Spanish program they will increase their ability to understand what others say (in a variety of mediums) and will transmit more of their own messages in ways that avoid misunderstandings and are more complete and/or complex. The emphasis is on using what is known and introduced to communicate effectively and creatively.

Upon completion of the course, students will be able to:

- Describe and compare people and things
- Describe home and surrounding
- Interact with others about daily, weekend and vacation activities
- Talk about the past and the future
- Demonstrate an expanded cultural knowledge of the Spanish- speaking world.

### Spanish 3

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:**  $\geq$  C in previous level

The third year of the study of Spanish serves to continue, reinforce and strengthen the skills and objectives of Spanish 2. The students expand their knowledge of Spanish through our communication-based approach so that they can adequately react to most situations in the target language. The students will learn about art, music and literature of the Spanish-speaking world.

Upon completion of the course, the students will be able to do the following in Spanish:

- Solve problems pertaining to travel plans
- Invite, accept or refuse an invitation
- Talk about pastimes and values
- Talk about the world in imaginary, unreal and contrary to fact situations
- Refer to outcomes that are imagined or depend on previous actions/

### Spanish 4

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:**  $\geq$  C in previous level

Students will develop their fluency and strengthen their skills in Spanish. They will study various genres of Spanish language literature. The course will reinforce and improve language skills through advanced grammar study, writing, and classroom discussions which will take place entirely in Spanish.

Upon completion of the course, the student will be able to do the following in Spanish:

- Understand the spoken language in a large range of situations
- Express emotions, desires, opinions, and abstract ideas orally
- Read and discuss short stories and plays
- Write compositions with a greater degree of sophistication

### **AP® Spanish Language**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** ≥ C in previous level

This class is designed to help students speak at a level of fluency that is acceptable in the Hispanic world of today. Communication skills will be complemented by developing students' awareness of contemporary as well as historical issues and aspects of the Spanish speaking world. Writing ability will be refined through a review of the formal structures of the Spanish language and training in the organization and writing of compositions.

Upon completion of this course, students will be able to:

- Understand the spoken language in a wide range of situations, i.e., native speakers, films, tapes
- Understand the contemporary written language, e.g., short stories, essays
- Express self orally with fluency
- Write a well-organized and coherent composition of substantial length and sophistication
- Speak or write on contemporary as well as historical issues/topics concerning the Hispanic world.

### **AP® Spanish Literature**

**Credits:** 5 units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** ≥ C in previous level and A in Spanish 3

In AP® Spanish Literature students will explore a comprehensive history of both Peninsular and Latin American literature. The course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays). Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). They will read, discuss and analyze canonical pieces from all literary epochs which include Medieval, Golden Age, Enlightenment, the 19<sup>th</sup> century and 20<sup>th</sup> century for Spain and Colonial, 19<sup>th</sup> century and 20<sup>th</sup> century for Latin America. Students will participate in class discussions and then write analytical essays from a socio-historic, sociopolitical and sociocultural point of view. The class will be conducted in Spanish. It may be taken at the same time as or after the completion of AP® Spanish Language.

## **American Sign Language (ASL)**

### **American Sign Language (ASL) I**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisite:** None.

This introductory course is designed to develop the fundamentals of communicative competence in conversational ASL. Finger spelling, sign vocabulary development, receptive and expressive skills development and basic sentence patterns of ASL, will be explored. The history of the Deaf in the United States and their culture will also be examined and discussed.

Upon completion of this course, students will be able to:

- Understand and perform basic conversational vocabulary
- Demonstrate expressive fingerspelling with correct placement and rhythm
- Demonstrate receptive comprehension of finger spelled words
- Demonstrate expressive and receptive signing skills for numbers and expressions of time
- Describe and demonstrate basic linguistic and grammatical structures of American Sign Language
- Describe the history of and current trends in Deaf culture and education
- Provide and receive basic information in ASL at a slow to moderate rate
- Explain the differences between ASL and other English based signing systems.

### **American Sign Language (ASL) II**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisite:** ≥C in previous level

This course reviews and expands the fundamental skills and concepts taught in ASL I. There will be a focus on the acquisition of additional sign vocabulary and complex grammatical structures. The improvement of basic receptive and expressive skills, and finger spelling will also be emphasized. The course will continue to explore and discuss the history of the Deaf and their culture.

Upon completion of this course, students will be able to:

- Demonstrate knowledge of intermediate concepts and grammatical structures of ASL
- Have the ability to identify and accurately produce approximately 1200 signs
- Demonstrate the ability to use intermediate receptive and expressive sign language skills in conversations, short stories, and dramatizations
- Exhibit a knowledge of handshapes and classifiers
- Perform effective class discussions and conversations in ASL, demonstrating the ability to initiate conversations, pose questions, and sign spontaneously when given a topic
- Provide and receive information in ASL at a moderate rate.

### **American Sign Language (ASL) III**

**Credits:** 5 units per semester

**Grade Level:** 10- 12

**Length:** 1 year

**Prerequisites:** ≥C in previous level

This course continues to develop deeper language skills through receptive, expressive, and translating activities. Specific practice in receptive and expressive skills continue to appear at a level of difficulty corresponding to the ever-accumulating content of the program. Students are introduced to interpreting, both English to ASL, and ASL to English. The main goal of the course is near-native fluency in ASL.

Upon completion of this course, students will be able to:

- Demonstrate knowledge of complex concepts and grammatical structures of ASL
- Demonstrate the ability to use receptive and expressive sign language skills in conversations, interpreting situations, short stories, and dramatizations
- Exhibit an extensive knowledge of handshapes and classifiers
- Perform effective discussions and conversations in ASL, demonstrating the ability to initiate conversations, pose questions, and sign spontaneously when given a topic
- Interpret situations in which both translation from English to ASL and ASL to English is necessary
- Provide and receive information in ASL at near-native rate.
- Analyze Deaf literature
- Analyze the history of and current trends in Deaf culture and education

### **American Sign Language (ASL) IV**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** ≥C in previous level

The purpose of this course is an advanced study of American Sign Language within a full immersion environment. The advanced study of American Sign Language focuses on: an emphasis on production/conversational skills along with continued focus on grammatical and cultural features.

Upon completion of this course, students will be able to:

- Demonstrate knowledge of complex concepts and grammatical structures of ASL
- Demonstrate the ability to use receptive and expressive sign language skills in conversations, interpreting situations, short stories, and dramatizations
- Perform effective discussions and conversations in ASL, demonstrating the ability to initiate conversations, pose questions, and sign spontaneously when given a topic
- Interpret situations in which both translation from English to ASL and ASL to English is necessary
- Provide and receive information in ASL at near-native rate.
- Demonstrate knowledge of careers in the Deaf Community
- Analyze Deaf literature
- Analyze the history of and current trends in Deaf culture and education

## Specialized Programs

### English Language Learners

The English Language Developmental Program consists of two major areas of classes: English Language Development (ELD) curriculum classes and Sheltered classes. These classes are designed to meet the needs of the non-native English speaker who has limited English proficiency.

The goals of this program are to teach students English and academic skills while supporting their adjustment to a new country and culture. Students are placed into courses within the program which fit his or her language proficiency level as determined by standardized test results and the recommendation of a prior IUSD instructor. Courses designated as ELD have as their primary goal the advancement of the student's proficiency in English to such a degree that he or she can access the high school curriculum in content-based classes. Courses designated as Sheltered are college-preparatory classes and require the student's proficiency in English to be at such a level that he or she can continue to develop English proficiency while focusing upon content area standards.

Students learning English move from ELD to Sheltered to non-sheltered courses based on both the State of California's test of English Language proficiency and teacher recommendation. Students in the ELD program may also take courses in Mathematics, Visual and Performing Arts, Physical Education, and Athletics.

#### **ELD**

ELD 1

ELD 2

ELD 3

#### **Science**

Next Gen Biology 1A

Next Gen Chemistry 1A

#### **English**

ELD 1 English

ELD 2 English

English 1A CP

#### **Social Science**

World History A CP

United States History A CP

### Special Education

Special Education courses are designed to meet the needs of students with an individual Education Program (IEP). Students may be assigned to Collaborative, Practical and/or Functional Academic Instruction as required by their IEP.

#### **Collaborative Courses**

Collaborative courses are all courses taught by a general education teacher and supported by an educational specialist or instructional assistant. Students learn the core curriculum to meet common core standards.

#### **Practical Courses**

Practical courses are self-contained classes taught by educational specialists in select academic content areas. Students learn the major concepts and acquire the skills of core curriculum to meet common core standards, but with modifications commensurate with their abilities.

#### **Functional Academic Instruction**

This program is designed to meet the needs of students with developmental disabilities. Students enrolled in this program are identified and referred by the IEP Team. Functional courses are specifically designed to meet the needs of the individual students. The Program emphasis includes: functional academics, career preparation, workplace learning, independent living skills, and community-based instruction.



## Non-Departmental Elective Courses

Course Title	Length Year Semester Quarter	Prerequisites	Grade Low	Grade High
AVID 9	F	Student selection process.	9	9
Study Skills	S	None.	9	12
Community Work Experience	Qtr	Meet $\geq 16$ age requirement, have a job, and administrator approval.	11	12
Leadership - Associated Student Body(ASB)	Y	Appointment to ASB or elected to ASB. 2.0 GPA minimum.	9	12
College Class	S	Counselor approval.	10	12
Student Assistant	Qtr	Permission from instructor and counselor.	9	12
Peer Tutor	Qtr	Counselor and teacher approval.	10	12
PE Private Instruction	Qtr	National Ranking of approved sport or team. Administrator approval.	9	12

### AVID 9

**Credits:** 5 units per semester

**Grade Level:** 9th only

**Length:** 1 year

**Prerequisites:** Student selection process

Advancement Via Individual Determination (AVID) 9 is an academic elective course that prepares students for college readiness and success. The rigorous, college-preparatory curriculum provided by the AVID Center includes developing academic success skills, facilitating tutor supported study groups, and participating in academic and career oriented experiences. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support academic growth.

### Study Skills

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** semester

**Prerequisites:** none

This course is designed to help students develop organizational and study skills to help them succeed in their academic courses. Students create weekly Smart Goals and have time to work on course material from other classes. Students also develop and enforce literacy and communication skills during the semester.

### Community Work Experience

**Credits:** 2.5 per quarter (may be variable depending on circumstance)

**Grade Level:** 11-12

**Length:** 1 quarter (may be repeated)

**Prerequisites:** > 16 years old, have a job (plus work permit if under 18 years old), administrator approval

Work Experience is a program that develops skills, habits and attitudes conducive to job success, personal growth, and career preparation. This course will grant credit to students for paid employment. The part time job held by the student need not be related to the occupational goal of the student. Instructional time will focus on reflection and skill building that will serve to foster job skills and career focus.

Failure to adhere to the requirements and expectations of the class will result in removal and inability to remain enrolled in the course.

### Work Permits:

Students with work permits must adhere to the following restrictions:

- The maximum allowable work hours are 28 hours per week and no more than four (4) hours per day on school nights.
- Students cannot work after 10:00 p.m. on school nights or after 12:30 p.m. on other nights.



## Deaf and Hard of Hearing Program (DHH)

The Orange County Department of Education's Deaf and Hard of Hearing Program (DHH) provides an inclusive American Sign Language and English bilingual learning environment that includes direct, ongoing access to language and communication in and out of the classroom with same-age peers and adults. Students are interactive learners who receive a dynamic, high quality, standards-based instruction in a variety of curricular and extracurricular activities. Students who attend OCDE's Secondary Regional Deaf and Hard of Hearing Program at University High School will acquire the necessary competencies to become lifelong learners and contributing, well-rounded successful individuals in the 21st century.

The primary goal of the instructional program is to prepare each student to function successfully and independently in society upon graduation. In promoting student success, the individual student's rate of learning, levels of academic performance, and social interaction are weighed carefully prior to preparation of IEP objectives and classroom placement. Deaf and hard of hearing students either meet the graduation requirements established by the Irvine Unified School District or the State of California and are awarded a diploma from either University High School or OCDE. Students can receive a Certificate of Completion, if they are unable to meet district and/or state diploma requirements.

The DHH Program focuses on the educational competencies established by the State of California and the Irvine Unified School District. Instructional experiences are designed to develop student proficiency in all six of the ESLRS: Critical Thinking and Problem Solving, Communication and Interpretation, Artistic Expression and Aesthetics, National and International Awareness, Personal and Social Development, and Interrelationship of Science, Mathematics, Technology, and Society. Curriculum is based on the California Content Standards and the national Common Core Standards and includes a full-range of standards-based academic curriculum, as well as appropriate prevocational and vocational preparation opportunities

### DHH Lab

**Credits:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in DHH Program

This course is designed to provide resources and academic support services for the student in the DHH Program. Students work independently or in groups on projects and homework. Staff members provide one-on-one or group instruction to help students complete their work and improve their skills in the areas of math, reading, and English. Upon completion of this course, students will be able to:

- Complete assignments through reinforcement of concepts taught in the classroom
- Improve skill levels through instruction and/or remediation
- Develop appropriate study skills and test-taking skills to foster independence
- Learn to work independently and in groups.

### DHH Directed English 1

**Credits:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in DHH program

This course is a beginning language program for the student entering a secondary Deaf and Hard of Hearing program at the pre-reading level. Emphasis will be placed on an introduction to the English language and American Sign Language. This class includes intensive instruction in functional and daily living skills, providing students "real life experiences". The goal is to provide a variety of hands-on learning opportunities to help students acquire the skills to live in the world today. Writing and language foundations are a focus in class as well as incorporated into functional activities. Upon completion of this course, students will be able to:

- Recognize and write the following: alphabet, numbers, name, address, telephone number, days of the week, months and seasons of the year, and basic sight words
- Write three sentences to correspond to a given picture sequence or prompt
- Develop paragraph skills to include: punctuation, capitalization, indentation, margins and correct spelling
- Use American Sign Language to formulate statements and answer simple questions
- Develop problem solving strategies in cooperative groups
- Employ technology and/or artistic media to complete creative projects
- Use writing and communication skills to communicate in the community

### DHH Directed English 2

**Credits:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in the DHH program and per DHH teacher recommendation

This course is a language class designed to focus upon skill areas in written communication, vocabulary development, mechanics, syntax and grammar. Upon completion of this course, students will be able to:

- Identify and/or define the eight parts of speech to include nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections
- Demonstrate correct usage of regular and irregular verbs in the past, present and future tenses
- Develop paragraphs using a variety of sentence structures and vocabulary
- Interpret and respond to writing prompts that ask the writer to answer a question or explore a topic
- Write short Persuasive, Descriptive, Narrative and Expository essays that include paragraphs with a topic sentence, at least three supporting sentences, and a concluding sentence
- Use American Sign Language to answer and ask questions during discussions and lectures
- Develop problem solving strategies in cooperative groups  
Employ technology and/or artistic media to complete creative projects
- Discuss ethical issues as they impact society
- Expand vocabulary through a variety of vocabulary building exercises

### **DHH English 2**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in the DHH program and per DHH teacher recommendation

This course is a language class designed to focus upon skill areas in written communication, vocabulary development, mechanics, syntax and grammar. Upon completion of this course, students will be able to:

- Identify and/or define the eight parts of speech to include nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections
- Demonstrate correct usage of regular and irregular verbs in the past, present and future tenses
- Develop paragraphs using a variety of sentence structures and vocabulary
- Interpret and respond to writing prompts that ask the writer to answer a question or explore a topic
- Write short Persuasive, Descriptive, Narrative and Expository essays that include paragraphs with a topic sentence, at least three supporting sentences, and a concluding sentence
- Use American Sign Language to answer and ask questions during discussions and lectures
- Develop problem solving strategies in cooperative groups  
Employ technology and/or artistic media to complete creative projects
- Discuss ethical issues as they impact society
- Expand vocabulary through a variety of vocabulary building exercises

### **DHH English 3**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in the DHH program and DHH teacher recommendation

This course is a comprehensive English class that aims to improve the student's writing skills through the completion of essay assignments. Upon completion of this course, students will be able to:

- Use a variety of multiple-meaning words in various contexts
- Use the correct part of speech for a given word in compositions
- Interpret and respond to writing prompts that ask the writer to persuade or convince
- Write a three-part thesis statement that states an opinion or addresses a question
- Write persuasive, narrative and expository essays with an emphasis on argumentative/analytical writing
- Analyze informational texts for the purpose of writing
- Write a five-paragraph essay to include a thesis statement, at least three supporting paragraphs and a conclusion with close attention being given to transition words and phrases
- Incorporate the three elements of essay writing into all written assignments: focus, organization, and support
- Plan a research paper, outlining the topic, writing, and editing the report
- Incorporate in-text citations that adhere to MLA Format
- Converse fluently using American Sign Language
- Develop problem solving strategies in cooperative groups
- Employ technology and/or artistic media to complete creative projects

- Discuss ethical issues as they impact society
- Expand vocabulary through a variety of vocabulary building exercises, emphasizing Latin roots, prefixes, suffixes, and vocabulary in various kinds of usages

### **DHH English 1 CP**

**Credits:** 5 college-preparatory units per semester **Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Enrolled in DHH program and DHH teacher recommendation

Structured around the study of both genres and informational texts, this year-long college preparatory literature and writing program asks Deaf and Hard of Hearing students to relate their study of both fiction and non-fiction to their own experiences and work across disciplines. Students will respond to reading in the form of written analysis and group discussion. Student writing will take the form of both explanatory/informative and persuasive essays, moving through the basics of paragraph and argument construction to the production of substantially more complex multi-paragraph essays and compositions. Students will be given the opportunity to cite texts, incorporate evidence, and anticipate counter-arguments. Vocabulary development will be literature based, with an emphasis on Latin and Greek etymology. In terms of standards and performance outcomes, this course focuses primarily on the development of critical thinking and problem solving, communication and interpretation.

Upon completion of this course, students will be able to:

- Read and study multiple genres of literature (poetry, short stories, novels) with an emphasis on beginning literary analysis
- Learn and practice active reading skills, including, but not limited to, decoding difficult text, and annotating works for theme, character, plot, and literary devices
- Develop and polish academic writing skills, advancing from basic expository essays to fully-developed essays that contain a point-of-view or support and argument
- Increase and implement vocabulary and etymology knowledge
- Demonstrate level-appropriate correct usage of grammar, spelling, punctuation, and usage rules
- Think critically and communicate effectively, in both English and ASL, at a level appropriate for students' age and maturity
- Make connections between the text and the world around them, including, but not limited to, their own personal experience

### **DHH Directed Reading 1**

**Credits:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in DHH program

This course is a beginning reading program designed for the emerging reader. Emphasis will be placed on reading readiness, basic comprehension, survival and functional sight vocabulary, following directions, and reasoning skills. This class includes intensive instruction in functional and daily living skills, providing students "real life experiences". The goal is to provide a variety of hands-on learning opportunities to help students acquire the skills to live in the world today. Reading foundations are a focus in class as well as incorporated into functional activities. Upon completion of this course, students will be able to:

- Recognize survival and functional vocabulary used out in the community
- Define words in context, with an emphasis on basic sight words and simple multiple meaning words
- Answer short questions about a simple paragraph
- Read and follow directions in a variety of real-life areas: recipes, transportation schedules, and laundering
- Answer basic who, what, when and where questions
- Follow directions on a simple worksheet or test
- Use technology to complete various assignments
- Work in cooperative groups

### **DHH Directed Reading 2**

**Credits:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in the DHH program and DHH teacher recommendation

This course is designed to build on the student's emerging literacy by increasing student reading comprehension, expanding vocabulary, and introducing literature and literary terms. Emphasis is on critical thinking and basic reasoning skills. Upon completion of this course, students will be able to:

- Improve comprehension skills by recalling basic information, using deductive reasoning, and employing inferential thinking

- Develop critical reading skills in the areas of cause/effect, fact/opinion, predicting outcomes, making judgments, and citing evidence to support conclusions
- Improve and expand knowledge of vocabulary in the area of context clues, idioms, multiple meanings, synonyms and antonyms through a variety of reading exercises
- Put the events of stories and articles in order and use that information to write short summaries
- Define and cite examples of literary terms to include plot, setting, character and characterization, protagonist, antagonist, point of view, tone and mood
- Use technology to complete assignments
- Work in cooperative groups

### **DHH Reading 3**

**Credits:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in the DHH program and DHH teacher recommendation

This course is designed to develop the student's awareness and comprehension of various forms of literature and acquire the skills to analyze and critique major literary pieces. Emphasis will be on figurative language, in-depth vocabulary expansion, and inferential thinking. Upon completion of this course, students will be able to:

- Increase reading comprehension through exposure to short stories, novels, and/or plays
- Identify and cite examples of literary terms to include plot, setting, character and characterization, protagonist, antagonist, theme, mood, tone, symbolism, point of view, irony, author's purpose, and the elements of style
- Increase critical thinking skills in the areas of fact/opinion, cause/effect, making inferences, drawing and supporting conclusions, and predicting outcomes
- Identify examples of figurative language, including, but not limited to: metaphor, simile, hyperbole, personification, allusion and imagery

### **DHH Directed Modern World History**

**Credits:** 5 elective units per semester

**Grade Level:** 9-10

**Length:** 1 year

**Prerequisites:** Enrolled in the DHH Program

In this course, students will examine major events of World History and learn about various countries around the world.

Upon completion of the course, students will be able to:

- Understand and use terms related to Modern World History
- Define functional vocabulary related to maps such as globes earth, continent, country, region, state, ocean, mountain, etc.
- Identify and locate the seven continents, oceans, and major countries in the world
- List and discuss the various characteristics of a country such as location, government, language, climate, resources, traditions, food, and history
- Discuss current events as they apply to weekly lessons

### **DHH Modern World History**

**Credits:** 5 units per semester

**Grade Level:** 9-10

**Length:** 1 year

**Prerequisites:** Enrolled in the DHH Program

In this course, students will examine major turning points that shaped the modern world. Students will focus on events which occurred in Western Europe, examining the political, social, and economic changes that occurred and how those changes affected the Modern Age. Upon completion of the course, students will be able to:

- Identify major physical and political features of Europe, Latin America, Asia, and the Middle East
- Identify examples of Absolute Monarchy
- Analyze the effects of the Glorious Revolution in England
- Identify the important philosophers and artist of the Renaissance
- Evaluate the effects of the Industrial Revolution on modern society
- Explain how nationalism, militarism, and Imperialism led to World War I and the system of alliances
- Understand how the weapons of the Industrial Revolution changed how wars were fought
- Evaluate the Versailles Treaty and the rise of Totalitarianism as factors contributing to World War II
- Understand the causes and consequences of World War II
- Analyze the international developments in the Cold War era
- Understand and use terms related to Modern World History

- Define functional vocabulary related to maps such as globes earth, continent, country, region, state, ocean, mountain, etc.
- Identify and locate the seven continents, oceans, and major countries in the world
- List and discuss the various characteristics of a country such as government, language, climate, resources, traditions, food, and history
- Discuss current events as they apply to weekly lessons

#### **DHH Directed U.S. History**

**Credits:** 5 elective units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

This course is a survey of American events from pre-colonial times to the present. Different aspects of American social, political, military, economic and intellectual history will be presented. The accomplishments of political leaders, inventors, scientists, reformers and humanitarians will be explained. Upon completion of this course, students will be able to:

- Identify cause and effect of major historical events
- Recognize the accomplishments of political leaders, inventors, scientists, reformers and humanitarians
- Develop an appreciation of American heritage through the study of slavery, immigration, labor and civil rights

#### **DHH U.S. History**

**Credits:** 5 units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

This course is a survey of American events from pre-colonial times to the present. Different aspects of American social, political, military, economic, and intellectual history will be examined. The major accomplishments of great political leaders, inventors, scientists, reformers, and humanitarians will be discussed. Current events will be covered as they apply to weekly lessons. An appreciation of American heritage will be developed. Upon completion of this course, students will be able to:

- Identify and describe the chronology of major events, their causes and effects, from pre-colonial times to the present
- Identify and explain the causes, events, and results of the wars and treaties in which the U.S. has engaged
- Recognize the major accomplishments of great political leaders, inventors, scientists, reformers, and humanitarians
- Compare and contrast historical events to current social, economic, and political trends
- Develop an appreciation of American heritage through a study of major movements in American history such as slavery, immigration, labor, civil rights, etc.
- Think critically by resolving problems in cooperative groups
- Expand knowledge and skills to include the development of artistic judgment

#### **DHH Directed Economics**

**Credits:** 5 elective units

**Grade Level:** 10-12

**Length:** 1 semester

**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

This course is a basic study of the American economic system that exposes students to foundational economic concepts. Upon completion of this course, students will be able to:

- Identify the difference between a good and a service
- Identify the difference between a need and a want
- Explain the four factors of production
- Explain the role of the consumer and producer in the American system
- Explain the circular flow of income

#### **DHH Economics**

**Credits:** 5 units

**Grade Level:** 10-12

**Length:** 1 semester

**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

This is a course that examines the U.S. economy in detail. Emphasis is on the laws of supply and demand, competition, and the role of government in a free market economy. Upon completion of this course, students will be able to:

- Identify different economic systems including capitalism, socialism and communism
- Define the laws of supply and demand and how those laws are influenced and impacted
- Define the circular flow of income, the profit incentive, and various types of businesses

- Think critically about the stock market as a reflection of economic trends and events
- Think critically about how competition informs and defines the U.S. economic system
- Explore the role of workers, wages, and labor unions in a capitalist system
- Explore the role of the consumer and the banking system in the U.S. economy
- Explore the impact of inflation, unemployment, and poverty on the U.S. economy

#### **DHH Directed Political Science**

**Credits:** 5 elective units

**Grade Level:** 11-12

**Length:** 1 semester

**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

This course is a basic study of American government at the national level. Areas of study will include the basic differences between political parties, the Declaration of Independence, the U.S. Constitution, the Bill of Rights, and the three branches of government. Upon completion of this course, students will be able to:

- Identify differences between the two major political parties
- Explain the reasons for the Declaration of Independence
- Identify the different sections of the Constitution and what they mean or establish
- Explain the Bill of Rights and appreciate its application to the lives of American citizens
- Explain the three branches of government (Legislative, Executive and Judicial) and the function of each

#### **DHH Political Science**

**Credits:** 5 units

**Grade Level:** 11-12

**Length:** 1 semester

**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

This course is a basic study of American government at the national, state, and local levels. The student will focus on the foundations of the American government, the Constitution of the U.S., and the function and purpose of the three branches of government. The rights and responsibilities of citizenship will be introduced and applied to daily life. Current events are an integral part of this study. Specific objectives will vary based on individual student ability. Upon completion of this course, students will be able to:

- Define political science and discuss why government and laws are necessary
- Examine and discuss the Constitution including the Preamble, Bill of Rights, Articles, and Amendments
- Identify the three branches of government and explain the function and purpose of each branch
- Describe and sequence the process by which a bill becomes a law
- Describe the election process to include basic voting procedures
- Identify current government officials and describe their responsibilities
- Discuss the inter-relationships of the national, state, and local government
- Discuss the rights and responsibilities of being a citizen and apply them in simulated situations
- Discuss current events as they apply to weekly lessons
- Discuss ethical issues as they impact society
- Think critically by resolving problems in cooperative groups
- Explain the role and purpose of political parties in the democratic process

#### **DHH Functional Social Science/Social Studies**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in DHH program

A standard based special education course in social studies and science. Alternating monthly between social studies and science themes, the following topics will be explored:

##### **Science:**

Earth and Space Science - Explores scientific ways to measure, predict and report weather.

Life Science (Biology) - Investigates the process of photosynthesis.

Physical Science - Looks at objects in motion in terms of distance, speed, position, acceleration and time.

Health/Life Science - Explores body systems and reviews health and grooming skills needed for a lifetime.



**Social Studies:**

American History - Explores the reasons for the Declaration of Independence and the American Revolution.

American Government - Explores why rules and laws are important and how they impact our daily lives.

Geography - Looks at the advantages and disadvantages of changes people make to the environment, including impact on natural resources.

World History - Investigates how communities and cultures have changed over time.

**DHH Earth System Science**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

This course is designed to cover basic science principles in the areas of Life Science, Earth Science, and Physical Science. The students will learn content through Project Based Learning (PBL). Students will use critical thinking, communication, and collaboration to solve science-based problems and become both teachers and learners. Specific objectives will be based upon individual student ability.

**DHH Directed Environmental Studies**

**Credits:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Enrolled in the DHH program

This course covers introductory science processes using content of environmental studies as a vehicle to establish an appreciation of the scientific method, critical thinking and problem solving. The basic processes of observing, collecting data, classifying, comparing, analyzing and forming hypotheses will be addressed using the concepts of environmental studies. Upon completion of the course, the students will be able to:

- To develop reading, writing and analytical skills related to the environmental studies content and to use those skills to develop and revise written laboratory reports
- To enhance skills in communicating scientific ideas and processes in writing and face-to-face, using English and ASL
- To develop students' ability to think critically and solve problems as they relate scientific concepts to real world issues
- To develop skills in observation, basic measurement techniques, data collection, and graphical and analytical interpretation of data

Topics covered:

- Air Pollution
- Vehicle Pollution
- Fuel Economy
- Alternative Energy Sources
- Toxic Release Inventory
- Water Pollution
- Water Quality Monitoring
- Water Quality Testing (chemical based)
- Water Quality Testing (species based)
- Great Lakes
- Environmental Policy
- Global Warming
- Environmental Disasters
- Biodiversity
- Human Population
- Overfishing
- Technical signs and science vocabulary
- ASL signs used in this course

**DHH Environmental Studies**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** Enrolled in the DHH program

This course covers introductory science processes using content of environmental studies as a vehicle to establish an appreciation of the scientific method, critical thinking and problem solving. The basic processes of observing, collecting data, classifying, comparing, analyzing and forming hypotheses will be addressed using the concepts of environmental studies.

If the student meets the National Technical Institute for the Deaf requirements for this class, the student will earn dual credit solely for NTID purposes.

Upon completion of the course, the students will be able to:

- To develop reading, writing and analytical skills related to the environmental studies content and to use those skills to develop and revise written laboratory reports
- To enhance skills in communicating scientific ideas and processes in writing and face-to-face, using English and ASL
- To develop students' ability to think critically and solve problems as they relate scientific concepts to real world issues
- To develop skills in observation, basic measurement techniques, data collection, and graphical and analytical interpretation of data

Topics covered:

- Air Pollution
- Vehicle Pollution
- Fuel Economy
- Alternative Energy Sources
- Toxic Release Inventory
- Water Pollution
- Water Quality Monitoring
- Water Quality Testing (chemical based)
- Water Quality Testing (species based)
- Great Lakes
- Environmental Policy
- Global Warming
- Environmental Disasters
- Biodiversity
- Human Population
- Overfishing
- Technical signs and science vocabulary
- ASL signs used in this course

#### **DHH Directed Biology**

**Credits:** 5 elective units per semester

**Grade level:** 9 – 12

**Length:** 1 year

**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

The course will cover introductory science processes using modified biology content. This course is a basic foundation as a vehicle for the biology curriculum in the DHH Directed class. Most of the units will be modified with hand on activities. Topics covered:

- Introduction to Biology
- Cell Biology (Part of cells, Cell Structure, Cell Organization, Plant & Animals Cells) with microscope
- Photosynthesis
- Osmosis
- DNA
- Bacteria/Prokaryotes and Viruses
- Genetics
- Basic Human Body Organization
- Squid or another animal dissection

Students will practice process skills such as analysis, observation, organization, problem solving, research, communication, lab safety, and technical reading. Project-based learning through laboratory activities/investigations, discussions, real world examples, videos, and study guides will be the primary mode of content.

#### **DHH Biology**

**Credits:** 5 units per semester

**Grade level:** 9 – 12

**Length:** 1 year

**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

This course covers introductory science processes using biology content as a vehicle to establish an appreciation of the scientific method, critical thinking, and problem solving. The basic processes of observing, collecting data, classifying, comparing, analyzing, and forming hypotheses will be addressed using selected concepts in biology.

If the student meets the National Technical Institute for the Deaf minimum requirements for this class, the student will earn dual credit solely for NTID purposes.

Goals:

- To develop reading, writing and analytical skills related to selected concepts in biology and to use those skills to develop and revise written laboratory reports
- To enhance skills in communicating scientific ideas and processes in writing and face-to-face, using English and ASL
- To develop students' ability to think critically and solve problems as they relate scientific concepts to their health and development
- To develop skills in observation, basic measurement techniques, data collection, and graphical and analytical interpretation of data

Topics:

- The Scientific Method and Hypotheses
- Homeostasis in the human body
  - Circulatory System
  - Respiratory System
  - Excretory System
- Human Nutrition
  - Macromolecules
  - Digestive System
- Human Development
  - Cells
  - Mitosis and Meiosis
  - Reproductive System
- Human Inheritance
  - Genetics
  - Biotechnology
- Human Disease
  - Bacteria & Viruses
  - Circulatory System Diseases
  - Respiratory System Diseases
  - Excretory System Diseases
  - Digestive System Diseases
  - Reproductive System Diseases
  - Cancer
- Technical signs and science vocabulary
  - ASL signs used in this course
  
  - How the science concepts relate to the signs

**DHH Directed Math**

**Credits:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

The course is designed to give the student basic survival mathematical skills and expand the student's computation skills including operations with whole numbers, fractions, decimals, basic measurement, and geometry. Whole number operations and real-life application are emphasized.

**DHH Directed Applied Mathematics****Credits:** 5 elective units per semester**Grade Level:** 11-12**Length:** 1 year**Prerequisites:** Enrolled in DHH Program and DHH teacher recommendation

This course is designed to assist the student in his use of mathematics as a tool in his personal life. The student will strengthen basic math skills and gain the knowledge and confidence to solve a wide variety of issues including budgeting, banking, and planning for the future. Upon completion of the course, students will be able to:

- Prepare a budget for essential living expenses
- Discuss salary issues and calculate gross and net income
- Apply mathematics in checking, savings, and money management
- Discuss housing options and calculate costs
- Calculate charge and cash sales transactions
- Calculate costs related to insurance, automobiles, home ownership and other investments
- Demonstrate bank transaction skills such as opening and maintaining an account, and reconciling a bank statement

**DHH Pre-Algebra****Credits:** 5 units per semester**Grade Level:** 9-12**Length:** 1 year**Prerequisites:** Completion of Level 6 with a C or better and/or teacher recommendation

The Pre-Algebra course is an introduction to basic algebra concepts and a review of arithmetic algorithms. The course is designed to give students the fundamental skills necessary to be successful in Math I. The course helps students to develop good mathematical study skills and learning strategies as an integral part of this course. Pre-Algebra begins with an overview of the number system and operations with whole numbers, fractions, decimals, and positive and negative numbers. Upon completion of this course, students will be able to:

- Perform the four basic operations of addition, subtraction, multiplication and division of whole numbers, fractions, mixed numbers, and decimal numbers
- Find the multiples, divisibility, and factors of composite numbers; find the least common multiple and greatest common factor of two or more numbers
- Find the ratio of two quantities in fraction notation, write rates as a ratio of two different measures, solve proportions, and solve application problems
- Rewrite percent in fractional or decimal form; rewrite fractions and decimals as percent; solve percent equations
- Find the perimeter and surface area of rectangles, squares, parallelograms, triangles, circles, and composite figures
- Find the volume of solids and composite geometric solids
- Apply the Properties of math and order of operations to solve equations
- Add, subtract, multiply and divide signed numbers (integers)
- Solve basic algebraic equations
- Solve real life word problems using various strategies involving real numbers
- Identify the parts of a coordinate graph and plot ordered pairs
- Add and subtract monomials and binomials
- Solve problems with integer exponents and radicals
- Understand and apply the concepts of congruence, similarity, and the concepts of the Pythagorean Theorem
- Define, evaluate, and compare functions

**DHH Functional Math****Credits:** 5 elective units per semester**Grade Level:** 9-12**Length:** 1-4 years**Prerequisites:** Enrolled in DHH program

Functional/Life skills math is a course designed to provide Deaf and Hard of Hearing students “real life experiences” in naturally occurring community environments. The goal is to provide a variety of hands-on learning opportunities at individualized levels to help students acquire the skills needed to live in the world today. Students learn skills such as; money handling, counting change, how to pay for goods and services, banking, budgeting, time concepts, time management, measurement, planning and scheduling. This class may include a Community Based Instruction component. Community Based Instruction (CBI) is designed for students that need intensive instruction in functional and daily living skills. Community Based Instruction (CBI) is educational instruction in naturally occurring community environments providing students “real life experiences”. The goal is to provide a variety of hands-on learning opportunities to help students acquire the skills to live in the world today. Math foundations are a focus in class as well as incorporated into functional activities.

**DHH Math I A/B****Credits:** 5 elective units per semester**Grade Level:** 9-12**Length:** 1 year**Prerequisites:** Completion of DHH Pre-Algebra with a C- or better and recommendation of the teacher

DHH Math I A/B is the first year of a two-year sequence and satisfies the requirements of the California State Standards. Upon passing this course with a C- or better, the student will take Math 1 C/D, which is required for the high school diploma. Graphing, equations, ratios, symbol manipulation and problem-solving threads are woven throughout the course. The first semester of the DHH Math I course will be covered over the two semester Math 1 A/B course. Upon completion of the course the student should be successful at all skills discussed in DHH Math I as well as the following:

- Apply the Properties of math and order of operations to solve equations
- Add, subtract, multiply and divide signed numbers
- Solve multistep equations and inequalities
- Compare linear, quadratic, and exponential models
- Use formulas to solve word problems
- Solve and graph inequalities
- Solve and graph functions
- Use the slope of linear equations to graph lines, and find parallel and perpendicular lines to given lines
- Solve systems of linear equations by graphing, substitution and elimination methods
- Calculate simple probabilities
- Solve arithmetic operations on polynomials

**DHH Math I C/D****Credits:** 5 units per semester**Grade Level:** 9-12**Length:** 1 year**Prerequisites:** Completion of Math I A/B with a C or better and recommendation of the teacher

DHH Math I C/D is the second year of a two-year sequence and satisfies the requirements of the California State Standards. Upon passing this course, the student will earn the required 10 algebra credits for the high school diploma. Graphing, equations, ratios, symbol manipulation and problem-solving threads are woven throughout the course. The second semester of the DHH Math I course will be covered over the two semester Math I C/D course. Upon completion of the course the student should be successful at all skills discussed in Math I C/D as well as the following:

- Apply basic factoring techniques to second and simple third-degree polynomials using common terms, special products and trinomials
- Add, subtract, multiply and divide monomials and polynomials
- Simplify fractions with polynomials in the numerator and denominator
- Add, subtract, multiply and divide rational numbers
- Add, subtract, multiply and divide radical expressions
- Solve radical equations
- Solve problems based on tables and graphs
- Write and solve linear, quadratic, and absolute value equations and inequalities
- Identify functions and function notation
- Use the Pythagorean Theorem as a tool to solve problems.

**DHH CP Math I****Credits:** 5 college preparatory units per semester**Grade Level:** 9-12**Length:** 1 year**Prerequisites:** "C" grade or better in DHH Pre-Algebra and/or teacher recommendation

DHH Math I is a one year college preparatory course which satisfies the requirements of the California State Common Core Standards. Basic skills are integrated with conceptual understanding and problem-solving skills. Graphing, equations, ratios, symbol manipulation and problem-solving threads are woven throughout the course. The study of real numbers and their properties, with concepts and skills developed are presented in a direct, logically ordered sequence. Topics include the fundamental operations on real numbers, solving equations and inequalities, factoring polynomials, fractions, relations, rational and irrational numbers, systems of open sentences, and quadratic equations and functions. The emphasis in this course is on teaching elementary algebra as an aid to problem solving and as a foundation for subsequent mathematics courses.

Upon completion of DHH Math I students will be able to:

- Solve complex, multistep equations with integers and real numbers
- Calculate probabilities
- Perform operations with polynomials

- Factor common terms, special products, trinomials and polynomials
- Solve and graph equations and inequalities
- Graph linear and quadratic functions using concepts of slopes and intercepts
- Identify properties of real numbers with an emphasis on the Distributive Property
- Solve systems of linear equations by graphing, substitution, and elimination methods
- Add, subtract, multiply, divide and simplify rational expressions
- Add, subtract, multiply, divide and simplify radicals with index 2
- Solve basic quadratic equations
- Identify functions and function notation.

### **DHH Math Foundations**

**Credits:** 5 elective units per semester      **Grade Level:** 9-12      **Length:** 1 year

**Prerequisites:** Enrolled in the DHH program; DHH teacher/counselor recommendation

DHH Math Foundations is a support course for students currently enrolled through Math 1 or AB/CD within the DHH Program. This course is intended to be concurrently enrolled with Math 1 or AB/CD by reviewing and supplementing critical Math 1 standards. Students will be able to:

- Make sense of problems and persevere in solving them - in individual work as well as collaborative
- Communicate mathematical understanding and problem solving through use of multiple representations
- Demonstrate mastery of concepts and skills through various assessments in form of homework, quizzes, and tests
- Use of appropriate technology to enhance learning and understanding

### **DHH CP Math II**

**Credits:** 5 college preparatory units per semester      **Grade Level:** 9-12      **Length:** 1 year

**Prerequisites:**  $\geq C$  in Math I or Math I CD,  $\geq 70\%$  on EOC, Teacher Appraisal (2 of 3 needed for recommendation)

DHH Math II is the second course in the college preparatory math sequence. The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 9 units of study surrounding the critical focus areas defined by the California Mathematics Content Standards. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Skills and Assessment: Students will be able to:

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

### **DHH CP Math III**

**Credits:** 5 college preparatory units per semester      **Grade Level:** 10-12      **Length:** 1 year

**Prerequisites:** Grade 10-12:  $\geq C$  in DHH Math II  $\geq 70\%$  on EOC, Teacher Appraisal (2 of 3 needed for recommendation)

DHH Math III is the third course in the college preparatory math sequence. Instructional time will focus on four critical areas: applying methods from probability and statistics to draw inferences and conclusions from data; expanding understanding of functions to include polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles and trigonometric functions; and consolidate functions and geometry to create models and solve contextual problems. This course is aligned with the California Common Core State Standards. Skills and Assessment: Students will be able to:

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.

- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

#### **DHH PFF (Project Fast Forward) Personal Finance**

**Credit:** 5 units per semester      **Grade Level:** 11-12      **Length:** 1 year

**Prerequisites:**  $\geq$  C in Math I or Math I C/D, Teacher Recommendation

This course provides students with information and resources needed to understand the creation and implementation of a budget, use of credit and borrowing money responsibly, financial rights and ways to safeguard their money, and factors used to determine readiness to buy a home or other major purchase. Information on financial institutions such as banks, credit unions, and savings and loan organizations will also be covered. The course will provide students with basic financial literacy so they can develop sound financial management of their personal income as well as an understanding of economic events that can influence their financial well-being and society as a whole.

If a student meets the National Technical Institute for the Deaf requirements for this class and passes a Financial Literacy test, the student will earn dual credit solely for NTID purposes.

Course Goals:

- To develop technical reading and writing skills as well as problem solving, critical thinking and decision-making skills related to understanding various financial aspects of everyday life
- To develop short-term and long-term financial goals required for a personal budget plan
- To develop an understanding of banking services and credit usage
- To develop an appreciation of sound personal financial management
- To develop and understanding of various decision-making processes that applies to roles of citizens, workers, and consumers

#### **DHH Exploring Computer Science**

**Credits:** 5 elective units per semester      **Grade Level:** 9-12      **Length:** 1 year

**Prerequisites:** Enrolled in the DHH program

*Exploring Computer Science* is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Students will be introduced to programming, web design, computing and data analysis and robotics. Students will be provided hands-on experience with robotics and circuit board assembly. Students will learn about sensors, displays, motors and power. Students will also work with 3D printing to create objects that are used for prototyping creative innovations to solve problems. HTML5 and CSS are used to plan, design and implement Web Page Design. Upon completion of this course, student will be able to:

- Develop the ability to problem solve using structured tinkering, creating multiple solutions through testing and group collaboration.
- Engage in simulations and role-playing activities to show evidence of computational thinking.
- Analyze a need or a problem, determine the best plan for action, and delegate and collaborate for multiple solutions and best results.
- Effectively use hardware (3D Printer, Robotics, Computers...) and know how to maintain it, and problem solve issues that may surface.
- Explore career opportunities using the skills learned in the Computer Science Field

#### **DHH Graphic Design: Raster and Vector Graphics**

**Credit:** 5 units per semester      **Grade Level:** 9-12      **Length:** 1 year

**Prerequisites:** Enrolled in DHH Program

If the student meets the National Technical Institute for the Deaf minimum requirements for this class and passes a test, the student will earn dual credit solely for NTID purposes.

This course introduces students to the skills needed for the successful production and manipulation of raster and vector images using image creation and production software. Students will work in bitmap and vector applications, producing and editing with the tools and techniques offered by the software programs such as selection techniques, basic layer controls, digital masking,

image correction and enhancement. Additional topics will include the relevance of image size, resolution and file format specifications when working with raster and vector images. Comprehension and correct usage of terminology and concepts are emphasized. The student will be able to:

- Set up and use the work area efficiently
- Identify and use raster and vector tools appropriately to edit and create graphics
- Understand and use the fundamentals of color, including the use of gradients and blends
- Identify and use type tools, work with layers, masks and channels
- Create and modify imagery for various print and web graphics
- Understand vocabulary related to vector and bitmap applications
- Save, export and archive work appropriately while managing multiple project files and folders

### **DHH Website Development**

**Credit:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisite:** Enrolled in the DHH Program

This is a hands-on course that engages students in the planning, designing and implementing web sites. The goal of this class is to give students technology, design and troubleshooting skills to design various forms of media for organizational promotion and advertising. This course will provide the student with the knowledge and skills necessary to develop web pages/sites and to integrate that knowledge into other works. Objectives include developing technology skills as well as design skills to promote creative outcomes.

If the student meets the National Technical Institute for the Deaf minimum requirements for this class and passes a test, the student will earn dual credit solely for NTID purposes.

Course Topics:

- The Internet, Web and Protocols
- HTML5(Hypertext Markup Language)
- W3C Validation
- Web Design, Graphic Design Basics
- Page Layout and Accessibility
- Cascading Style Sheets 3 (CSS3) Basics
- CSS 3 Validation
- Images and Colors for the Web
- CSSBox Model, Image Positioning
- UNIX Operating System

### **DHH ASL Lab**

**Credit:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1-4 years

**Prerequisites:** Enrolled in the DHH Program

This course is designed to provide in-depth ASL instruction to DHH students. Students will develop the fundamentals of communicative competence in conversational ASL. Sign vocabulary development, receptive and expressive skills development, and basic sentence patterns of ASL will be explored. Upon completion of this course, students will be able to:

- Understand and perform basic conversational vocabulary
- Demonstrate expressive and receptive signing skills for numbers
- Demonstrate basic linguistic and grammatical structures of American Sign Language
- Provide and receive basic information in ASL at a slow to moderate rate

### **DHH American Sign Language (ASL) I**

**Credit:** 5 elective units per semester

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisite:** Enrolled in the DHH program

This course is designed to provide in-depth ASL instruction to DHH students. Students will focus on vocabulary development with a heavy emphasis on grammatical and linguistic structures unique to ASL. The history of the Deaf in the United States, their culture, and Deaf literature will also be examined. Upon completion of this course, students will be able to:

- Understand and perform conversational vocabulary
- Demonstrate expressive fingerspelling with correct placement and rhythm
- Demonstrate expressive and receptive signing skills for numbers and expressions of time



- Describe and demonstrate linguistic and grammatical structures of American Sign Language
- Describe and demonstrate the parameters of ASL
- Describe and demonstrate spatial awareness
- Explain the differences between ASL and other English based signing systems.
- Analyze Deaf literature
- Describe the history of and current trends in Deaf culture and education

### **DHH American Sign Language (ASL) II**

**Credits:** 5 elective units per semester

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** ≥C in previous level; enrolled in the DHH program

This course reviews and expands the skills and concepts taught in DHH ASL I. There will be a focus on the acquisition of additional sign vocabulary and complex grammatical structures. The improvement of receptive and expressive skills, and will also be emphasized. The course will continue to explore and discuss the history of the Deaf, Deaf literature, and their culture. Upon completion of this course, students will be able to:

- Demonstrate knowledge of complex concepts and grammatical structures of ASL
- Demonstrate the ability to use receptive and expressive sign language skills in conversations, short stories, and dramatizations
- Exhibit a knowledge of handshapes and classifiers
- Perform effective discussions and conversations in ASL, demonstrating the ability to initiate conversations, pose questions, and sign spontaneously when given a topic
- Provide and receive information in ASL at an advanced rate.
- Analyze Deaf literature
- Analyze the history of and current trends in Deaf culture and education

### **DHH Career Link**

**Credits:** 5 elective units per semester

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** Enrolled in the DHH program

This course provides the important link between school and work. The students will have the opportunity to investigate and discover possible post high school careers. They will take career aptitudes tests, interest surveys, and learn how personality affects career choices. They will develop resumes, complete job applications, and participate in mock job interviews. The student will learn the basic requirements and steps to becoming an effective and satisfied employee. They will also learn about the laws that protect them as Deaf adults. Upon completion of the course, the student will be able to:

- Complete career assessments
- Develop a realistic career plan
- Complete a mock job application
- Discuss interview strategies and participate in a mock job interview
- Create an effective resume
- Explore problem solving and decision-making strategies related to work
- Discuss responsibility, ethics at work, and conflict resolution
- Understand steps in the job search process
- Complete career research project and possible job shadowing experience
- Discuss overcoming barriers, obtaining services, and learning about their rights under the law

### **DHH Health Education**

**Credits:** 5 units per semester

**Grade Level:** 9-12

**Length:** 1 semester, summer session available

**Prerequisites:** Enrolled in the DHH program; students in 12th grade have priority enrollment status over students

The primary goals of health education is health literacy for all students including Deaf and Hard of Hearing students in California. Health literate students will understand basic health information, directions, and services needed to make informed personal health decisions, which may also contribute to healthier communities. This course, taught by an OCDE-certified DHH Teacher, is designed for DHH students with the use of American Sign Language. Units of study include mental & emotional health, including depression awareness and suicide prevention, alcohol, tobacco and other drugs, human growth and development\*; principles of nutrition, and the role of exercise to achieve cardiovascular fitness. Other educational components of the high school level course include anti-harassment, anti-discrimination, and anti-bullying lessons with the intention to build respect for all. \*California state law, the California Healthy Youth Act, requires that comprehensive sexual health education and HIV prevention education be provided to students at least once in high school. Instruction must be medically accurate,

age-appropriate and inclusive of all students. Parent Consent is required for this portion of the class. This course satisfies the health education requirement towards the completion of a high school diploma. Upon completion of this course, students will be able to be:

- Critical thinkers and problem solvers when confronting health issues
- Self-directed learners who have the competence and skills to use basic health information and services in health-enhancing way
- Effective communicators who organize and convey beliefs, ideas, and information about health issues, translating their knowledge to applied practices
- Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure

#### **DHH Functional Life Skills**

**Credits:** 5 elective units per semester    **Grade Level:** 9th-12th    **Length:**1-4 years

**Prerequisites:** Enrolled in the DHH programThe DHH Functional Life Skills class is designed for DHH students who need functional and independent living skills. Students in this class will increase their knowledge and skills necessary for everyday living. Students will learn to use a calendar to record and refer to events during the year. The focus will be to develop skills needed to integrate into the community, prepare for a vocation, personal responsibility and become as independent as possible. Students will participate in weekly grocery shopping, cooking, and Community Based Instruction (CBI) trips. CBI trips will include restaurant, retail, recreational, and community experiences. Students will experience how to use the OCTA bus system and route their desired destinations. Through both classroom and CBI experiences, students will be taught numerous life skills including: money skills, cooking, personal communication, safety, cleanliness, health, exercise, housekeeping, following directions, laundry, crafting, and pre-vocational skills. Placement for this class is determined by the IEP team.

#### **DHH On-Campus Work Experience**

**Credits:** 5 elective units per semester    **Grade Level:** 9th-12th    **Length:** Semester

**Prerequisites:** Enrolled in the DHH program and teacher recommendation

This course is designed for DHH students who need developing and gaining work experience. It provides a unique educational experience that combines on the job training with learning experiences. Students are provided the opportunity to participate in a variety of jobs under the supervision of classroom personnel to learn skills that will be applicable to possible future employment opportunities. Some examples of on-campus jobs include: on-campus mail delivery, on-campus office support (shredding, filing, stuffing envelopes, etc.), vending and daily delivery of copies across campus. The fundamental purpose of the on-campus job experience is to provide students with opportunities to learn under real-life work conditions.

#### **DHH Off-Campus Work Experience**

**Credits:** 5 elective units per semester    **Grade Level:** 11th-12th    **Length:** Semester

**Prerequisites:** Enrolled in the DHH program and teacher recommendation

This course is designed for campus workshops, internships, and work experiences. These experiences Include career training as well as interviewing skills, soft skills, appropriate work attire, workplace interactions, and time management. Specific career skills will be taught in areas such as retail, hospitality (hotel/restaurants, cooking, cleaning, laundry), pet care, office skills, printing, auto mechanics, floral design and auto body. Students will be provided job coach/interpreter services to acclimate and learn their positions. Once the preliminary job coaching period ends, the students will have regular monitoring and support at the workplace. These work experiences are available on a limited basis and are determined by the IEP team.

# IUSD Board Policies

## **Nondiscrimination Statement**

The Irvine Unified School District is committed to equal opportunity for all individuals in education. District programs and activities including membership in student clubs shall be free from discrimination, harassment, intimidation, and bullying based on race, color, ancestry, nationality, ethnic group identification, immigration status, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The District does not discriminate in enrollment in or access to any of the activities and programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework where applicable. The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs. The Irvine Unified School District also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the District's designated compliance coordinators.

Section 504 Coordinator: Tim Tatum, Ed.D., Coordinator, Prevention and Intervention; 3387 Barranca Pkwy, Irvine, CA 92606, (949)936-5171

CTE Coordinator: Uli Garcia, 5050 Barranca Pkwy, Irvine, CA 92604, (949)936-7441

Title IX, Title V, CCR Coordinator: Keith Tuominen, Director of Secondary Education, 5050 Barranca Pkwy, Irvine, CA 92604, (949)936-5063 or [titleixcoordinator@iusd.org](mailto:titleixcoordinator@iusd.org)

Title II, Title VI Coordinator: Tim Tatum, Coordinator of Student Services, 5050 Barranca Pkwy, Irvine, CA 92604, (949)936-5171 or [studentservices@iusd.org](mailto:studentservices@iusd.org)

For assistance in translating this document, contact Language Development Programs at (949)936-8500 or visit [Language Development Programs](#)

## **Sexual Harassment – Students Board Policy 5145.7**

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

IUSD Executive Director, Secondary Education  
5050 Barranca Parkway, Irvine, CA 92604  
Phone: (949) 936-5063  
[titleixcoordinator@iusd.org](mailto:titleixcoordinator@iusd.org)

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the District's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the District's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

The Superintendent or designee shall ensure that all District students receive age-appropriate information on sexual harassment.

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

In accordance with law and District policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in District schools.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

Policy Adopted: August 25, 1992

Policy Revised: January 12, 2016

Policy Revised: February 2, 2021

Administrative Regulation 5145.7 Sexual Harassment – Students

Administrative Regulation 5145.71 Title IX Sexual Harassment Complaint Procedures

### **General Complaint Policy for Parents and Guardians**

#### **Board Policy 1312.1**

The Board of Education encourages early, informal resolution of complaints at the school site level whenever possible. However, it recognizes that there are occasions when a more formal process is necessary. Still, even in those circumstances, the Board strongly believes that the majority of parent/guardian general complaints are most successfully addressed by site-level school staff members and administrators.

The Board of Education authorizes the Superintendent of the District to prepare written procedures, via administrative regulation, whereby parents or guardians of currently enrolled students may present a formal written complaint against any District employee, or with respect to any District program, practice, policy, or procedure.

The General Complaint Policy is applicable to any issue or complaint that falls outside the parameters of the District's Uniform Complaint Policy (Board Policy: 1312.2) or Alternative Uniform Complaint Policy (Board Policy: 1312.3). Copies of these policies are available online at <http://www.iusd.org/> or through the District Administrative Offices.

Policy Adopted: December 6, 2011

Procedural Guidelines

Form 1312.1

Form 1312.1(a)

Form 1312.1(b)

Administrative Regulation

A complete list of IUSD Board Policies can be accessed through the district website at <https://iusd.org/about/board-education/board-policies>