Visalia Unified
School District
Golden West High School

2020-2021
Program
Planning Guide
Welcome to Golden West High School!

On behalf of our staff I welcome our new and returning Trailblazers to a new and exciting school year. It is an honor and a pleasure to be able to call myself your principal.

In my time here I have seen the pride of our school and community. Our school is full of caring adults who love our kids and their positions. Our students are kind, polite, and respectful young adults. There is a rich history of success inside and outside of the classroom at Golden West. As a staff, we are committed to continue our work to help each student acquire the Five C’s of our graduate profile: Communication, Collaboration, Critical Thinking, Creativity, and Civic mindedness.

This planning guide, along with our school website, is to help you get acquainted with the resources and opportunities available at Golden West High School. It is also a tool to understand the expectations for each one of our students. Enclosed you will find information about academic support systems, graduation requirements, college entrance requirements, athletics, dual/concurrent enrollment, advanced placement courses, course descriptions, and most importantly, the names of those on campus who are here to help you. Our school motto and expectations for our Trailblazer family is to “Blaze a T.R.A.I.L.” All members are expected to show Teamwork, Respect, Achievement, show Integrity and Leadership (T.R.A.I.L.).

As I stated above, our teachers, staff, and administrators care about our students. We are here to help each one of you reach your potential and have the best high school experience possible. We want you to be successful inside and outside of the classroom. That is why we encourage all our students to join clubs and get involved in extra-curricular activities. We expect your high school experience to prepare you for limitless opportunities for the future.

I hope you will take advantage of the many resources and activities available for you. Getting involved in positive high school activities will not only make your time here go by quickly but it will help you build great relationships with coaches, teachers, and other peers.

I look forward to another exciting year at Golden West High School. I am thrilled to embark on this exhilarating journey with you.

Sincerely,

José Fregoso
Principal
"Go…Blazers!"
GOLDEN WEST HIGH SCHOOL
-- HOME OF THE TRAILBLAZERS --

- Vision -
All students will be college and career ready, and proud T.R.A.I.L. Blazers

- Mission -
It is our mission to provide a diverse and nurturing learning environment with highly-qualified teachers and standards-based curriculum that promotes productive citizenship and the highest student achievement. All Golden West High School students will graduate and serve their community with the skills to think critically, communicate openly, work creatively, and collaborate effectively.

SCHOOLWIDE LEARNER OUTCOMES

CRITICAL THINKING
- Exhibit Self-Discipline and Self-Correction
- Engage in relevant, logical, and fair thinking
- Engage in self-reflection

CREATIVITY
- Seek new approaches to problems
- Accept failure as part of the innovation

COLLABORATION
- Focus on shared outcomes
- Leverage team members' strengths
- Listen actively and value diverse thinking
- Share responsibility but hold self and others accountable

COMMUNICATION
- Attend to audience and purpose
- Use multiple presentation formats effectively
- Demonstrate clarity and accuracy
- Respond positively to thoughts and ideas of others

CIVIC-MINDEDNESS
- Make ethical choices
- Show concern for the greater good
- Contribute as members of the community
- Act in an informed and law-abiding manner

T.R.A.I.L.- TEAMWORK - RESPECT - ACHIEVEMENT - INTEGRITY - LEADERSHIP
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## Golden West High School Course Descriptions

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<td>Industry and Technology Education</td>
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<td>Mathematics</td>
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<td>Physical Education</td>
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<td>Science</td>
<td>48</td>
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<td>Social Science</td>
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<td>Academy Courses</td>
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<td>Business Finance Academy</td>
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<td>Academy of Engineering and Agricultural Manufacturing</td>
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<tr>
<td>First Responders Academy</td>
<td></td>
</tr>
</tbody>
</table>
Introduction

This program planning guide is made available to you as students and parents of Visalia Unified School District to assist you in effectively planning for your educational future. In this guide you will find descriptions of courses, graduation requirements, college entrance information, and a list of support services available to promote personal and academic success of students. The courses in VUSD have been designed to meet the needs of the college-bound student, the tech-prep student, and the student who plans to enter the workforce immediately after graduation.

Graduation from a Visalia Unified School District high school requires 220 units of specified courses and electives.

Discuss your plans with your parents, and work with your counselor so that your personal educational goals can be met. Your high school education will have an important effect on your adult life. Make wise choices about educational and career goals and then link those goals to specific courses with the help of your parents and counselor is the cornerstone of a successful high school career.

We hope that students and parents will study this program planning guide carefully. If you have any questions regarding this booklet, please contact the Student Services office for your high school.

School Site Student Services Contact Information

Golden West High School 559-730-7815

Golden West Counseling Department Contact Information
Registrar: Maria Rojo (559) 730-7817 mrojo@vusd.org
Counseling Aide: Kim McIntosh (559) 730-7815 kmcintosh@vusd.org

Counselors
For Last Names beginning with A - Cor:
Abby Shaewitz (559)730-7397 ashaewitz@vusd.org

For Last Names beginning with Cos - Heg:
Lydia Borquez (559)622-3155 lborquez@vusd.org

For Last Names beginning with Her - Mog:
Trini Gajdusek (559)622-3302 tgajdusek@vusd.org

For Last Names beginning with Moh - Sae:
Lisa Costa (559)730-7810 icosta@vusd.org

For Last Names beginning with Saf - Z:
Tiana Waters (559)730-7812 twaters@vusd.org
Using Your Planning Guide Effectively

Choose your classes carefully! **Classes in high school are year-long and the decisions you make when you register this spring will affect you all of next year!**

Avoid choosing classes because your friends are taking them, or because you want something “easy.” A high school career should lead to some very specific outcomes. Whether you wish to attend a university, college, vocational/technical school, or want to move directly into the job market, each class you take should move you closer to your overall goal. The purpose of this handbook is to allow you to make these choices in an informed manner. You should discuss your choices with your parents and also your counselor.

**Step 1: Review the information in this planning guide carefully**

The information in this booklet should be reviewed carefully as you plan your program for next year and consider how that program will fit into your overall four-year high school plan. In selecting your classes for next year, please note the grade level of the course as well as any prerequisites that are needed. Also note the description of the course to get a sense of what the course is all about.

**Step 2: Select your classes**

After reviewing the variety of courses that are offered, list your selection on the back cover of this planning guide. Consult with your counselor in making your selections to ensure that they are appropriate and match the pathway that will allow you to meet hour post-high school goals. If you are not sure which counselor oversees your name, contact the Student Services department at your high school.

**Step 3: Should I repeat a class?**

A class must be repeated when it is a specific graduation requirement that has been failed. A grade of “D” is considered a passing grade for graduation. If a student is college bound, courses required for college entrance generally must be repeated if a grade of “D” or “F” is earned. There are a few exceptions to this rule. Please be sure to consult the counselor if you have a question. Grades of “C” or better are considered college-qualified marks and should not be repeated, as the colleges and universities will use only the first qualified grade received in a specific course. In all cases of repeated courses, both the original grade and the repeated grade will appear on the transcript. There may be cases in which a teacher may recommend that a student repeat a course in order to improve the students’ skills before moving on to a higher level of the same subject. The policy stated above still applies in such cases and the counselor should be consulted.

**Step 4: Know your post-high school goals: Basic diploma or college preparatory pathway?**

Before you look at the specific classes that you want to take for next year, you should review with the counselor and with your parents the page entitled “VUSD Graduation Requirements and UC/CSU Entrance Requirements”. This page will give you a sense of what the district’s graduation requirements are. It will also show you what the **California State University (CSU)** system requires as well as what the **University of California (UC)** system requires. This page is critical in aligning your future goals with the classes that you may need to take. We have also included more detailed information that comes to us from colleges and universities.

These more detailed pages are:

- University of California Entrance Requirements
- California State University Admission Requirements for Entering Freshmen
**Step 5: Will athletics be a part of the picture?**

In order to promote healthy, competitive athletes, a program of strength and conditioning is recommended for all athletes grades 9-12. All freshman are **required** to take Core PE and freshmen athletes will take Integrated Core PE, which includes a weight training element. The VUSD Activity Code that describes the code of conduct for participation in athletics or extracurricular activities has also been included in this guide.

If you want to participate as an athlete in college, you must also maintain academic eligibility in high school. We have included a page entitled “Athletic Eligibility Requirements that will help you understand what you need to do. Your counselor can help with explanation of this as well.

**Definitions**

**Credits:** Courses passed earn five (5) credits per semester or ten (10) credits per year. Students need 220 credits to graduate from Golden West High School.

**Prerequisites:** These are classes or skills that are required before a student can take a course. For example, a student must pass Spanish I before being able to take Spanish II.

**Elective:** This is a course that is not required by local or state educational agencies.
Policies for Student Scheduling

Some general notes about schedules and schedule changes:

- **Six-Period Day:** Per Education Code and VUSD Board Policy, all students are expected to have a six-period day. Seniors may be exempted from a full 6-period day to a 5-period day if he/she meets the following criteria:
  
  1. Passed 180 credits (as of August of Senior year) or 205 credits (as of January (Spring Semester) of senior year), and have a weighted GPA of 2.75 or higher.

- **Academic Tutors, Teacher Aides, Office Aides:** Only juniors and seniors may be considered for these positions. Students may only have one period of this type of position in their schedule each school year. Positions require approval from the student’s prospective supervising teacher and counselor prior to being scheduled.

- **Teacher Changes:** A vast amount of time and energy goes into the scheduling of students into classes. The process of scheduling students is influenced by the number of student requests and also by the need to balance classes. As a result, requests for teacher changes or for period changes cannot be accommodated because of the impact these changes have on the class sizes.

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Please choose your classes carefully. We cannot overemphasize the importance of selecting classes and alternates with which you will be satisfied throughout the entire upcoming school year. It is difficult to accommodate requests for changes in schedule after registration.

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**Before the semester begins:**

The only schedule changes that will be made must fit into the following categories:

1. To correct a schedule conflict, or to complete an incomplete schedule.
2. To correct an error due to a change of summer school plans or failure to pass a summer school class.
3. To act upon teacher recommendations regarding student placement.

**First week of the semester:**

Schedule changes during the first week of classes will only be allowed if:

1. A teacher and department head are requesting the change within their department.
2. The counseling staff has concluded that a change is warranted due to extenuating circumstances.

**Beginning the second week of each semester:**

After the first week of classes, any student or parent initiated request for a schedule change requires the approval of the Assistant Principal of Student Services, and will be approved only for extreme situations. **In the case of dropping a class (other than a level change) after the third week of instruction, a withdrawal grade of “F” will appear on the transcript.**

**Schedule Changes and College Admission:**

If you drop a year-long class after you have submitted your college application, the student or parent must notify the college’s admission office immediately.
Visalia Unified School District  
Reduced High School Schedule Protocol  
Fall 2020

As a learning institution, Visalia Unified School District (VUSD) endorses the idea that all students (K-12) should be engaged in schooling on a full-time basis. We appreciate and like students at all levels to be taking a full school schedule, ensuring that our district provides necessary education services to every student.

Students attending a VUSD high school are expected to be enrolled in a full six-period instructional day beginning and ending according to the individual school bell schedule. Options for a reduced school schedule are afforded to current year seniors only.

A **high school senior** may exempt from the required full, six-period schedule and granted a five-period day instead of a six-period day *if they meet the following criteria:*

1. The student has accumulated 180 credits toward high school graduation and has an unweighted GPA of 2.75 or higher.

All students in their **final year of high school** must meet the criteria described above to be released from a **full, six period** high school schedule. **Exceptions to the policy may be approved on a case-by-case basis by the school principal.** Special circumstances which allow for a reduced schedule for an individual senior will need full site documentation in the student’s file and notification to the district office.

Students in grades nine through eleven are required to be assigned a **full, six-period high school schedule.** An individual case review by the principal is necessary to exempt a student from the required full school day. In addition, high school students should not have unscheduled periods during the school day.
## Visalia Unified School District Graduation Requirements

### UC/CSU Entrance Requirements

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>District Graduation Requirements in units</th>
<th>University of California* and California State University requirements (A-G Requirements) in years required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>World History</td>
<td>10 units</td>
<td>A. 2 years total, including 1 year of World History --AND-- 1 year of U.S. History</td>
</tr>
<tr>
<td></td>
<td>U.S. History</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Civics</td>
<td>5 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>5 units</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English I</td>
<td>10 units</td>
<td>B. 4 years of college prep English</td>
</tr>
<tr>
<td></td>
<td>English II</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior level English</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior level English</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I / Integrated Math 1</td>
<td>10 units</td>
<td>C. 3 years of college prep math— (UC recommends 4 years )</td>
</tr>
<tr>
<td></td>
<td>Other math</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Core PE (must be taken in 9th grade)</td>
<td>10 units</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PE elective/Dance</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Health Science</td>
<td>5 units</td>
<td>D. 2 years of lab science (usually Biology and Chemistry); UC recommends 3 years of lab science</td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life Science (Biology)</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>10 unit/s of Foreign Language or Visual and Performing Arts**</td>
<td>10 Units</td>
<td>E. 2 years of the same foreign language; UC recommends 3 years</td>
</tr>
<tr>
<td>Visual &amp;</td>
<td></td>
<td></td>
<td>F. 1 year of College prep visual or performing arts (art, music, dance, drama)</td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>75 Elective Units</td>
<td>G. 1 year of college prep elective</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>220 Elective Units</td>
<td>Minimum of 15 A-G courses needed for admission; 18 Recommended for UC</td>
</tr>
<tr>
<td>Additional</td>
<td></td>
<td></td>
<td>SAT I or ACT</td>
</tr>
</tbody>
</table>

** Metal, Ag Mech, or Wood may be substituted.
Supporting Student Success

At VUSD we seek to ensure that every student has the support needed to succeed. Listed below are a number of services and programs we have put in place to provide the support students may need.

**Link Crew** Upperclassmen provide incoming freshman with an orientation to high school and follow-up contacts throughout the school year to facilitate a successful transition into high school from middle school.

**Supportive Services** Students are referred to various community agencies in order to receive appropriate services. For more information please contact your counselor.

**Study Skills** are integrated into the instruction of nearly all classes and highly developed through the AVID program. Student with an organized binder and calendar will be better able to manage the assignments and deadlines that are a part of high school. Study skills and basic skills in English and Math are also developed in the Freshman Academy, and Math Intervention classes.

**Counselors** are an important source and can help answer questions and meet a wide range of student needs. They are able to provide personal counseling as well as information and advice regarding academic and personal issues. Our counselors also serve as a link to other resources in the community that can assist our students in meeting their individual needs.

**Tutorials** are offered through a variety of sources. Teachers frequently provide extra assistance before school, at lunch or after school by appointment. School sites also provide a Tutorial Center before school and after school through the XL Program. See your counselor for more information on these tutorials, or for information on other sources of outside help, many of which are available free of charge.

**Psychological Services** are available from district school psychologists who meet with students on campus two days a week. Alcohol and drug abuse, family and personal issues are a few of the areas this professional can assist students with.

A **School Nurse** is available at each school site every day. The nurse provides services in providing first aid for injuries and general consultation with students about health-related issues. Additionally, the school nurses serve as a resource with a wealth of information about community resources to assists with health-related issues.

A **Youth Services Officer** is assigned to each school site through an agreement between Visalia Unified School District and the Visalia Police Department. The YSO assists in ensuring student safety and is available to take reports and for consultation regarding police matters for students, parents and staff.
Meeting Special Needs

VUSD recognizes that each student is unique and that there is no one best way to help each student obtain a successful high school career. The following programs offer services designed to meet some of the needs of our diverse student population. For more information about the services described below, please contact your counselor.

Special Education
Students who have an identifiable learning disability may be placed in Resource or Special Day classes in math, english, social science and science. An Individualized Educational Plan (IEP) is made for each student to determine how the student’s learning needs can best be met. Class sizes are smaller and instructional strategies are individualized according to the student’s needs. Students, parents and staff work together in IEP meetings to set goals and identify strategies to assist the students’ in meeting their academic and vocational goals.

Migrant Education
Many special hurdles exist for the migrant student who wants to get a high school education. In order to help this student overcome the hurdles. The district Migrant Coordinator works with site staff to provide the support needed to ensure academic success. Test results, activities, records, and student progress all help in determining how best to support the student. Career Day conferences, summer programs (such as UCLA/MENTE), student leadership symposium, and informative field trips are organized. All activities are designed to curb high rates of migrant student drop-out and to help the migrant student realize his/her potential.

Math Intervention
Integrated Math 1 is the initial required math class for both graduation and college requirements. VUSD offers math intervention classes to freshman in conjunction with an Integrated Math 1 class for students who have low grades or scores. Identified students will have multiple teachers for Integrated Math 1 and Math Intervention classes so that the student receives continuous support and additional practice.
Visalia Unified School District Activity Code

In order to emphasize the importance of academic achievement, satisfactory citizenship and good attendance, Visalia Unified School District has adopted basic minimum requirements for students to participate in extracurricular activities, including athletics, dances, school clubs, student government, and extracurricular field trips. The requirements are as follows:

- A student must have a grade point average of “C” (2.0) with no more than one “F” during each session grading period.
- Should a student fall below the above requirement, a grading session (six week) probationary period will be provided to allow the student to bring up his/her grades. If unsuccessful in bringing the grades up to the standard required, the student will not be eligible for participation in extra-curricular student activities during the next grading session and until his/her grades meet the academic standards at the next regular grade reporting period.
- Students who are absent fifteen days in one school year may be placed on Attendance Supervision, which imposes the requirement that future absences be verified by a licensed medical practitioner. If a student on Attendance Supervision accumulates five unexcused absences, he or she will be ineligible to participate in any extra-curricular activities for the remainder of the school year unless the student returns to the regular campus after successfully completing an alternative education program.
- A student with two or more unsatisfactory citizenship marks from teachers may not participate in extracurricular activities until the next regular reporting period (the following session).
- In addition to the stipulations above, high school athletes are bound by C.I.F. (California Interscholastic Federation) regulations that state that an athlete must be passing a minimum of 20 units each grading session or immediately be declared ineligible to participate in extracurricular activities.

Academic Eligibility
- Students, if eligible under C.I.F. rules, may compete in extracurricular activities at the time of first enrollment in a high school in Visalia Unified School District.
- Transfer students must meet all eligibility guidelines.
- An expelled student will be ineligible until return to the regular high school program.
- Students are not declared “re-eligible” or off probation until the computer printout is issued (approximately one week after each grading session). The student will then become eligible on the first Monday following issuance of the eligibility report.
- It is the responsibility of the student to see his or her counselor at the beginning of the fall semester if he or she feels that summer school grades have affected his or her eligibility. The school will not notify students of summer school re-eligibility.
- Summer school grades may not necessarily improve eligibility. The following factors are to be considered:
  - A summer class can replace a failed semester class only when the class is an exact duplicate. This could affect both the G.P.A. and the “no more than one F” rule.
  - A summer class will be added to the semester classes if it is not a duplicate. This would affect the G.P.A., but not the “no more than one F” rule.
  - Summer school proficiency classes do not count toward the G.P.A.
Attendance:
- Students shall be in attendance all periods of the day of the event/practice (or in attendance the day prior on a weekend event/practice) unless excused by his/her Principal in advance or be ineligible for the first event following administrative contact.
- A student participating in a sport may drop that sport with no penalty providing that the student left that sport prior to 2 weeks from the legal (C.I.F. regulations) start of the season. If a student quits a sport after the defined period, the student must wait until the end of the season of that sport, excluding playoffs, before participating in another sport.

Citizenship:
- Students are expected to display satisfactory citizenship and attitude as a participant in extracurricular activities. Situations that involve administrative intervention in compliance with the Visalia Unified School District Student Conduct Code will result in suspension from participation in extracurricular activities for a period of up to ten weeks.
- A student with two or more unsatisfactory citizenship marks from teachers may not participate in extracurricular activities until the next regular reporting period (the following grading session).

Alcohol, Drugs, Narcotics and Tobacco:
- Possession, use, sale, furnishing or being under the influence of alcohol, drugs, narcotics or tobacco, or any kind of controlled substance listed in Health & Safety code 1-1053, will result in suspension from participation in extracurricular activities for a period of up to nine weeks.

Period of enforcement:
- The Student Conduct Code takes effect with the initiation of school activities in August and terminates with the last activity in June. A student may be suspended or expelled for any of the acts enumerated within the Conduct Code that are related to school activity or school attendance including but not limited to those that occur while on school grounds, while going to or coming from school, during the lunch period (whether on or off campus) or during or while going to or returning from a school-sponsored activity.
SELECTING THE RIGHT COURSES

Within the pages of this guide, you will find a brief description of each of the courses offered at Golden West High School. For each department, there is also a table with some important information to consider as you make your class choices, such as:

- Does the class meet a graduation requirement?
- Is it acceptable to the UC/CSU?
- Is the course a part of a career-technical pathway that I am interested in?
- What grade must I be in and what prerequisites should I have completed to take the course?
- Is it a year or semester course?
- Is it acceptable for NCAA eligibility requirements? (Athletes intended to participate in collegiate athletics, please see Student Services office for additional information and requirements.)

All of these questions must be carefully considered. Your counselor can assist you with questions you may have about a specific course.

SAMPLE SCHEDULES

Schedules will vary based on post-secondary goals, assessment results, acceleration and remediation needs, and summer school enrollment. However, here are “typical” class schedules for a student in grades 9 -12:

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Civics/Economics</td>
</tr>
<tr>
<td>Core PE</td>
<td>Biology</td>
<td>U.S. History</td>
<td>Mathematics/Elective</td>
</tr>
<tr>
<td>Health/College &amp; Careers/Dr Ed</td>
<td>World History</td>
<td>Science/Alternative</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>PE/Alternative</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>
University of California Requirements

Minimum Admission Requirements for Freshman Applicants to a UC

The University of California defines freshman applicants as students who have graduated from high school and who have not enrolled in a regular session at any college or university. Students who attend a summer session immediately after graduating from high school are still considered freshman applicants.

The requirements described in this section represent the minimum academic standards students must attain to be eligible for admission to a University of California campus. Meeting the minimum eligibility requirements does not guarantee admission. Admission to a campus and program of choice often requires students to meet more demanding expectations. Please refer to the university admissions policy and undergraduate selection criteria for more information.

California Residents

There are three paths to satisfying the University's minimum admission requirements for freshman students: eligibility in the statewide context, eligibility in the local context, and eligibility by examination alone.

Eligibility in the Statewide Context

Eligibility in the Statewide Context is the pathway by which most students attain UC eligibility. To be eligible in the statewide context, students must satisfy the Subject, Scholarship and Examination Requirements.

Subject Requirement

To satisfy this requirement, students must complete the high school courses listed in the box on this page. This sequence of courses is also known as the "a-g" requirements. The requirements are described in more detail in this section. Students must take 15 units of high school courses to fulfill the Subject Requirement, and at least 11 of the 15 units must be completed by the end of the junior year of high school. (A unit is equal to an academic year, or two semesters, of study.)

UC Certified Course Lists

To be accepted by the University, courses taken to satisfy the Subject Requirement ("a-g" courses) must appear on the official University of California Certified Course List of the school the student attended, for the year the student took the course. Courses must appear on the student's transcript as they appear on the UC-certified course list. (Contact your counselor for your high school site’s a-g course list)

Course Lists Available Online: UC-certified course lists available online at:

https://doorways.ucop.edu/list/app/home
"a-g" Subjects

a. **History/Social Science** -- 2 years required.
   Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures and geography.

b. **English** -- 4 years required.
   Four years of college preparatory English that includes frequent writing, from brainstorming to final paper, and reading of classic and modern literature. Not more than one year of ELD courses 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 elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or this entire requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own courses.

d. **Laboratory Science** -- 2 years required, 3 years recommended.
   Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry and physics. Laboratory courses in earth sciences are acceptable as a science elective if they have as prerequisites or provide basic knowledge in biology, chemistry or physics. The appropriate two years of an approved integrated science program may be used to fulfill this requirement. Not more than one year of ninth grade laboratory science can be used to meet this requirement.

e. **Language Other than English** -- 2 years required, 3 years recommended.
   Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading and composition. Language other than English courses taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

f. **Visual and Performing Arts (VAPA)** -- 1 year required.
   One year of visual and performing arts chosen from the following: dance, drama/theater, music and/or visual art including Advanced Digital Film.

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 (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).
**Scholarship Requirement**

The Scholarship Requirement defines the grade point average (GPA) you must earn in the "a-g" subjects and the test scores you must achieve to be eligible for admission to UC. The University uses an Eligibility Index — a combination of GPA and test scores — to determine if you meet this requirement. The minimum GPA for California-residents students is 3.0 (for nonresidents 3.4)

The University calculates the GPA in the "a-g" subjects by assigning point values to the grades a student earns, totaling the points, and dividing the total by the number of "a-g" course units. Points are assigned as follows: A=4 points, B=3 points, C=2 points, D=1 point, and F=0 points. The University assigns extra points for up to four units of University-certified honors level and advanced placement courses taken in grades 10 and 11: A=5 points, B=4 points, and C=3 points. A maximum of two of the four units may be taken in grade 10. Grades of D are not assigned extra honors points. (Extra points will be awarded to tenth graders only when they take honors and advanced placement courses which have been certified by the University as honors level courses. See definition of honors level courses and guidelines on the certification of high school honors level courses.)

Only grades the student earns in "a-g" subjects in grades 10-11 are used to calculate the GPA. Courses taken in the ninth grade can be used toward the Subject Requirement if the student earns a grade of C or better, but they will not be used to calculate the GPA.

**Examination Requirement**

Freshman applicants must submit their ACT Assessment plus Writing or the SAT Reasoning Test scores. **Under the new policy, SAT Subject Tests will no longer be required for admission.** Students may submit scores if they wish to showcase academic mastery in a subject. Competitive majors on some campuses may recommend particular SAT Subject Tests to demonstrate proficiency.

**Eligibility in the Local Context (ELC)**

The Eligibility in the Local Context (ELC) program recognizes students’ individual accomplishments in light of the opportunities offered by their particular high schools. If a student ranks in the top 9 percent of their high school graduating class and if your high school participates in the program, you may be admitted via the ELC path.

To be considered for ELC, you must complete the equivalent of 11 specific yearlong courses of the Subject Requirement by the end of your junior year, as noted below. With the assistance of each participating high school, the University will identify the top 9 percent of students on the basis of GPA in UC-approved coursework completed in the 10th and 11th grades.

**ELC Requirements:**

- GPA ≥ 3.0
- Must be designated by UC evaluators as being in top 9% of participating high school graduating class
- Must complete 11 specific UC-approved courses by end of junior year. The 11 units include: History/Social Science – 1 year; English – 3 years; Mathematics – 2 years; Laboratory Science – 1 year; Language Other than English – 1 year; VPA or Electives – 3 years
If you are UC-eligible through ELC, the University will notify you at the beginning of your senior year. You must then submit the University's undergraduate application during the filing period and complete remaining eligibility requirements – including the Subject and Examination requirements – to be considered fully eligible. Fully eligible ELC students are guaranteed a spot at one of UC's undergraduate campuses, though not necessarily at their first-choice campus.

Comprehensive information about ELC is available on the University's ELC Website:

http://www.ucop.edu/sas/elc/

**Eligibility by Examination Alone**

_**Under the new policy, students who qualify for admission by examination will not be guaranteed admission. They will, however, be entitled to a full review of their application.**_

A student who does not meet the Subject and Scholarship Requirements may be able to qualify for admission to the University by examination. To qualify by examination alone, a student must achieve a minimum UC score total—calculated according to the UC Eligibility Index—of at least 410. Students must also achieve a minimum UC Score of 25 on the ACT composite with ACT with Writing Test or 580 on each component of the SAT Reasoning Test and 580 on each SAT Subject Test.

Students may not use a SAT Subject Test to meet these requirements if they have taken a transferable college course with a grade of “C” or better in that subject.

An applicant who is currently attending high school may qualify for admission to the University by examination alone without completing his or her high school program.

*Source for this information: University of California Pathways Website: http://www.ucop.edu/pathways/
Minimum Eligibility Requirements

You are eligible for admission if you:

1) Have or will have graduated from high school.
2) Meet the eligibility index with your grade point average and test scores (see CSU Website)
3) Have or will have completed with a grade of C or better the following pattern of courses which total 15 units (a unit is one year of study in high school)

Please note, you may be required to meet higher admission requirements for impacted programs.

Subject Requirements

You must complete with a grade of C or higher the following pattern of college preparatory subjects totaling 15 year long college preparatory courses:

(a) Social Science: 2 years (1 year World History and 1 year U.S. History or 1/2 year U.S History and 1/2 year Civics)

(b) English: 4 years of college prep English.

(c) Mathematics: 4 years recommended (Integrated Math I, Integrated Math II, Integrated Math III, and higher math)

(d) Laboratory Science: 2 years (biology, chemistry, physics, etc.)

(e) Foreign Language: 2 years (same language); ASL is applicable

(f) Visual and Performing Arts: 1 year (visual art, dance, theatre/drama or music, including Advanced Digital Film)

(g) College Preparatory Electives: varies

Additional year, chosen from the subject areas listed above.
Eligibility for Admission
Any graduate of an accredited high school may be admitted to College of the Sequoias. Also, any person having successfully completed the California High School Proficiency Examination (CHSPE) or the General Educational Development Test (G.E.D.) with scores of 45 overall and with no subtest lower than 35 may be admitted.

The college may admit other persons 18 years of age or over when the evidence indicates that the individual will benefit from college level instruction. Students are encouraged to complete high school prior to enrolling in the college.

Placement Tests
All students are required to take the COS Placement Test for math and English if they have completed or will complete six (6) or more units AND plan to pursue either a certificate, Associate degree, or transfer program. All other students who plan to enroll in an English or math course or any course with an English and/or math prerequisite, must also take the test. These include Social Science courses. Students may be exempt from the Placement Test requirements based upon criteria listed in the Matriculation Policies section of the catalog. Tests are administered throughout the year. Information on test dates and test registration may be obtained by contacting the Assessment/Placement Test Office in Room 101B.

NCAA Eligibility Requirements
Divisions I and II Initial-Eligibility Requirements

Contact your counselor at your high school site for further details about NCAA eligibility requirements. You may also visit the following website for details:

Advanced Placement Courses

In essence, Advanced Placement courses are college courses taught on a high school campus. These courses are matched to college expectations, are rigorous and require a significant amount of time and effort. The pace and rigor of these courses equals to that of a college classroom. It is vital to help your student select classes that he/she will be successful in as well as focusing on classes that are their educational strength.

The following information will assist parents and students in deciding which Advanced Placement courses are most appropriate. If you still have questions after reviewing this information, please contact your high school counselor.

What is the difference between an AP and a Pre-AP class?

An AP (Advanced Placement) class is a college level course designed to prepare students to take the College Board-sponsored AP exam in May of each year. These national curricula are developed by both high school and college faculty under the auspices of the College Board. Many universities award college credit based on AP exam scores of 3 or better (exam is based on score of 0 – 5.) Pre AP courses are developed locally by district teachers to meet the needs of talented students. A Pre AP class parallels the curriculum offered in the corresponding regular class, but may cover additional topics or some topics in greater depth. Pre AP courses are matched to both state and College Board standards.

When and how do students get information about a particular AP class?

Students will receive information regarding AP class enrollment, expectations and pre-requisites during the student registration process. Students may schedule an appointment with their high school counselor at any time for further information. AP classes by designed are open access, meaning that students who meet necessary prerequisites may register for the class. Registration does not guarantee enrollment. Students will be notified in the late spring of their enrollment, and any summer assignment required for the class. It is important that parents/guardians participate in discussion about which AP courses will be of greatest value for their student.

How do AP classes affect a student's GPA?

Due to the extra degree of difficulty associated with AP classes, the Visalia Unified School District awards a weighted grade point (A = 5.0, B = 4.0, C = 3.0) for these classes. These additional grade points may boost a student's GPA. The degree to which colleges and universities accept these enhanced grades varies by institution. Some universities may not grant credit for lower AP exam scores (scores of 4 or lower, on scale of 5.)

What are the admissions criteria and prerequisites for AP and Pre AP classes?

AP classes recommend that students achieve an A, no less than a B in the pre-requisite class.

How many AP classes should a student attempt at one time?

Counselors usually advise students to take no more than three AP classes simultaneously. If a student is involved in athletics, a part-time job, or other extra-curricular activity, fewer AP courses may be appropriate.

Are AP Exams required and how much do they cost?

Each AP class is designed to prepare students for the College Board AP Exam given in May. The exams currently cost $91 and reduced cost applications are available. Contact your counselor for further information.

Contact your counselor for a full list of the AP Courses offered at your high school site.
Weighted Coursework, GPA, and Ranking on VUSD Transcripts

VUSD Transcript GPAs and Class Ranks
Board policy was updated June 26, 2018 by adding honors weight (5.0 scale), to transferable college coursework successfully completed by a VUSD high school student. This policy went into effect immediately after being approved by the school board. Due to the effect on current student who did or did not take advantage of this opportunity during the summer of 2018, an additional class tracking was added to the VUSD transcript. The VUSD transcript will now contain a class rank based on honors weight to AP courses only (the previous class rank calculation) and a class rank with the addition of college transferable course work.

Dual Enrollment/Concurrent Enrollment
“Dual credit” refers to the awarding of both high school and college credits for the same course. In many cases, the high school awards double the credit for a college course, so that a one-semester college course fulfills a year-long high school requirement. In California, the high school district and the community college district governing boards can determine whether to award both high school and college credit to students for dual enrollment courses (CA Education Code Section 76001).

Common Questions Regarding Dual/Concurrent Enrollment

How do I take a college course?
A student must receive prior approval by the high school Student Services department to take college courses. Permission is required to substitute courses from another institution for high school graduation requirements. A concurrent Enrollment Permission Form is required each semester. Please see your Student Services department regarding college enrollment and college placement policies.

How many college courses can I take as a high school student?
Students are required to be enrolled in high school full time (6 periods). Any variation to this requires administrative permission. High School students may take up to 11 units of college coursework a semester. Please see your high school Student Services and the colleges’ policies regarding full-time status for high school age students.

How does a student get credit for college coursework?
Parents/students must present an official college transcript to their high school Student Services to receive high school credit and for the coursework to appear on a student’s high school transcripts.

What College coursework receives the 5.0 scale?
Coursework from a 4 year university or coursework which is transferable to a 4 year university/college qualifies. this is generally understood as academic community college courses numbered 001-099 (University of California transferable), and Courses numbered 100-199 (California State University transferable). Coursework numbered 200 and above will be weighted on a normal 4.0 scale.

Does transferable college PE courses receive credit on the 5.0 scale?
College Physical Education courses are not weighted on the 5.0 scale. PE courses are not considered academic coursework and will therefore be on the regular 4.0 scale if transferred into one’s high school transcript.
Will college coursework count toward high school graduation requirements?
college courses that generally align with the high school graduation requirement courses may be transferred in
to meet a graduation requirement by pre approval must be received. there will an updated approved COS
course list forthcoming. All other college coursework added to the high school transcript will go toward high
school elective credit.

How much high school credit will be awarded for a college course?
Every 1 unit of college coursework equals 3.3 high school credits. Earned credits will be rounded up or down
and capped at 10 units for any one course. Therefore, 1 college unit equals 3 high school credits, 2 equals 7,
and 3 or more will equal 10.

Relevant VUSD Board Administration Regulations (AR)

AR 5121(a)
Grades for Advanced Placement Courses and College Coursework that is Transferable toward a Four
Year University
Grades shall be reported for each marking period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little of No Achievement</td>
<td>0.0</td>
</tr>
</tbody>
</table>

AR 5121(c)
Grade Point Average (GPA)
The Superintendent or designee shall determine the methodology to be used in calculating students’ grade point average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, and/or concurrent postsecondary courses.

AR 6146.11(a)
College Courses
To receive high school credit for coursework completed at a community college or four-year college, the
student or parent/guardian shall submit a written request and a transcript showing successful completion of the
course. The course shall be one that satisfies college entrance requirements, applies toward college-level
general education requirements, or is part of a vocational or career technical education course leading to a
degree or certificate.

AR 6146.11(b)
Alternative Credits toward Graduation Continued
Students who take college level coursework will be awarded high school credit based on the college level units
awarded. Every 1 unit college course = 3.3 high school credits with a cap of 10 high school credits (equivalent
to a yearlong high school course). The credits will be rounded down or up
Example: 1 unit college course = 3 high school credits
2 unit college course = 7 high school credits
3 or more unit college course = 10 high school credits
Course Title: Agricultural Mechanics 2
Course Number: 0054/0055
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits

Course Description:
This course is designed to provide deeper understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction, as well as small engine repair and maintenance. Following completion of the Agricultural Mechanics 1 course, instruction in course two of the sequence includes advanced welding techniques, as well as beginning project construction.

Course Title: Agricultural Mechanics 3
Course Number: 0056/0057
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits

Course Description:
Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.
Course Title: Agricultural Mechanics 4  
Course Number: 0058/0059  
Grade Level: 12  
Elective/Required: Elective  
Length/Credits: 1 year/10 credits  
Course Description:  
Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc. This course is an extension of the principles taught in Agricultural Mechanics 3.

Course Title: Agricultural Biology (P)  
Course Number: 0039/0040  
Grade Level: 10 - 11  
Elective/Required: Required  
Length/Credits: 1 year/10 credits  
Course Description:  
A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agricultural career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California’s academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things.

Course Title: Agriculture Science 1  
Course Number: 0009/0010  
Grade Level: 9  
Elective/Required: Elective  
Length/Credits: 1 year/10 credits  
Course Description:  
Agriculture Science 1 focuses on beginning animal and plant science; leadership training (public speaking, parliamentary procedure-debate, judging teams, Supervised Occupational Experience Projects); record keeping skills, and career opportunities in the field of agriculture. Introductory material supports success in continuing science coursework, specifically in the area of biological sciences. This course is a recommended elective for college or university bound students majoring in Agriculture, Business, and/or Life Science.

Course Title: Animal Science (P)  
Course Number: 0094/0095  
Grade Level: 11-12  
Elective/Required: Elective  
Length/Credits: 1 Year/10 credits  
Course Description:  
This is an advanced course in the Agriculture Animal Science pathway. Instruction includes the anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in mathematics, with emphasis on problem solving, and English. Students will be assessed with written and practical exams.
Course Title: Introduction to Environmental Horticulture
Course Number: 0032/0033
Grade Level: 10 - 12
Elective/Required: Elective
Course Description:
Instruction in this course provides an understanding of the basic anatomy and physiology of plants. The Introduction to Environmental Horticulture course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

Course Title: Advanced Environmental Horticulture
Course Number: 8873/8734
Grade Level: 11 - 12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Course Description:
This advanced course designed for those with a sincere interest in the nursery and/or floral industry. Topics include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Course participation includes production of nursery crops and marketing and sales of nursery/floral products each semester. Leadership skills will be taught through participation in FFA.

Course Title: Vet Science
Course Number: 0042/0043
Grade Level: 11 - 12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Course Description:
This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. Student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.
<table>
<thead>
<tr>
<th>Agriculture Department</th>
<th>Req/Elec</th>
<th>UC a-g</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Yr/Sem</th>
<th># Periods</th>
<th>Credit</th>
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<td>E</td>
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<td>9</td>
<td>none</td>
<td>Yr</td>
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<td>10</td>
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<td>Agricultural Biology</td>
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<td>10-12</td>
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<td>Yr</td>
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<tr>
<td>Ag Mechanics and Manufacturing</td>
<td>E</td>
<td>no</td>
<td>9-10</td>
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<td>Yr</td>
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<td>Agricultural Mechanics 2</td>
<td>E</td>
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<td>10-12</td>
<td>Ag Mech &amp; Man</td>
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<tr>
<td>Agricultural Mechanics 3</td>
<td>E</td>
<td>yes (g)</td>
<td>11-12</td>
<td>Ag Mech &amp; Man, Ag Mech 2 or approval of instructor</td>
<td>Yr</td>
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<td>20</td>
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<td>yes (g)</td>
<td>10-12</td>
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<td>11-12</td>
<td>Intro to Environmental Horticulture</td>
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<td>Animal Science</td>
<td>E</td>
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<td></td>
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<tr>
<td>Veterinary Science</td>
<td>E</td>
<td>yes (g)</td>
<td>11-12</td>
<td>Ag Biology, Integrated Math 1, English 1</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
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</table>
BUSINESS

Course Title: Introduction to Video Production
Course Number: 0165/0166
Grade Level: 9 - 11
Elective/Required: Elective
Length/Credits: One year, 10 credits
Course Description:
Students in this yearlong course produce high-quality videos suitable for entertainment and local industries. Instruction assists in the development of a strong understanding of the language of film in a real-world, hands-on production studio that supports the learning core academic skills. Production skills includes story development, script writing, camera skills, shot composition, lighting and sound, film editing, and publishing.

Course Title: Advanced Filmmaking
Course Number: 8584/8585
Grade Level: 10-12 or permission of Instructor
Elective/Required: Business/Elective
Length/Credits: One-Two Year/10 credits
Course Description:
This course introduces students to the art and language of film. The course will initially focus upon the specialized vocabulary of film, film history and criticism, and film analysis. In addition, course work examines how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. As the course progresses, participants learn the art of filmmaking, including video camera and shot techniques; script writing; and preproduction, production, and post-production skills, by creating collaborative film projects and an individual Film Portfolio.

Course Title: Advanced Media Broadcasting
Course Number: 0158/0159
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Course Description:
This is a yearlong course covering the language of television. Concepts of broadcast, cable, and satellite are covered, in addition to commercials and promotions. This interactive, project based course culminates with the production of a weekly television program highlighting the events and stories from campus and beyond. Students will learn to write scripts, work effectively in groups, and will develop time management skills while learning the job skills necessary to enter the television work place.

Course Title: Student Store
Course Number: 8717/8718
Grade Level: 11-12
Elective/Required: Business/Elective
Length/Credits: Year/10 Credits
Course Description:
The Student Store is an actual business operation handling monies from store operations. Classroom instruction is correlated to student store on-the-job-training. Students will be responsible for merchandising and stocking the store, as well as merchandise inventories. They will be involved in the decision process about what merchandise will be carried in the store along with the quantity purchased and pricing. Students will balance the cash registers under the guidance of the instructor and prepare deposits. Students will also complete a virtual retail merchandising software project. This course prepares students for entry-level retail clerk positions/retail management.
<table>
<thead>
<tr>
<th>Business Department</th>
<th>Req/Elec</th>
<th>UC a-g</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Yr/Sem</th>
<th># Periods</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Computer Applications</td>
<td>E</td>
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<td>9-12</td>
<td>none</td>
<td>Yr</td>
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<td>10</td>
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<td>9-11</td>
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<td>Yr</td>
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<td>10-12</td>
<td>Introduction to Video Production</td>
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<tr>
<td>Advanced Media Broadcasting</td>
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<td>Introduction to Video Production and/or Digital Film Production</td>
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<td>11-12</td>
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<td>Yr</td>
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</table>
Course Title: English I (P)/English I FA (P)  
Course Number: 1002/1003  
Grade Level: 9  
Elective /Required: Required  
Length/Credits: 1 year/10 credits  
Course Description:  
English I is a college preparation course aimed at reinforcing and further developing the critical reading, writing, speaking and listening, and language abilities of 9th graders. The course offers instruction in a variety of literary genres, expository and informational text, and composition (including the writing process and various writing domains – narrative, critical analysis of literature, informational and analytical essays, research papers, and argumentative and persuasive essays). Course content focuses on developing independent and proficient readers and writers through the use of a variety of increasingly complex text, opportunities for academic classroom discourse and the integration of academic vocabulary and Standard English conventions (syntax and diction). Emphasis is placed on the development of college and career readiness skills - communication, collaboration, critical thinking and creativity. This course is aligned to California Content Standards for 9th grade English/Language Arts.

Course Title: English I H (P)  
Course Number: 1006/1007  
Grade Level: 9  
Elective /Required: Required  
Length/Credits: 1 year/10 credits  
Course Description:  
This challenging course provides content similar to a college preparatory English I course, but differs in depth, complexity and pacing as an aligned pre-AP class. Emphasis is placed on the development of college and career readiness skills - communication, collaboration, critical thinking and creativity. A focus on the higher level thinking skills requires students to exhibit responsibility and maturity in their approaches to learning. This course allows students to read complex texts with understanding and to write in a variety of forms in order to communicate effectively. Students will also be responsible for oral presentations, MLA research projects, and extensive outside reading. The course is aligned with the California Common Core State Standards for English Language Arts.

Course Title: English II (P)  
Course Number: 1022/1023  
Grade Level: 10  
Elective/Required: Required  
Length/Credits: 1 year /10 credits  
Course Description:  
English II is an integrated English/language arts program emphasizing reading, writing, listening, speaking, and researching for a variety of purposes in a variety of settings. The course of study explores ideas, considers strategies, and broadens student perspectives via a thorough exploration of narrative and expository literature. Poetry, novel, short story, drama, speech, memoir, and essay are the principal genres used as vehicles of study. Course content focuses on developing independent and proficient readers and writers through the use of a variety of increasingly complex text, opportunities for academic classroom discourse and the integration of academic vocabulary and standard English conventions (syntax and diction). Emphasis is on analyzing literature in greater depth, analyzing career-related and other informational discourse, and completing increasingly complex writing assignments. This course is aligned to California Content Standards for 9th grade English/Language Arts.
Course Title: English II (H)*
Course Number: 1026/1027
Grade Level: 10
Elective/Required: Required
Length/Credits: 1 year /10 credits
Course Description:
English 2 Honors is an integrated English/language arts program emphasizing reading, writing, listening, speaking, and researching for a variety of purposes in a variety of settings. The course of study explores ideas, considers strategies, and broadens student perspectives via a thorough exploration of narrative and expository literature. Poetry, novel, short story, drama, speech, memoir, and essay are the principal genres used as vehicles of study. Emphasis is on analyzing literature in greater depth, analyzing career-related and other informational discourse, and completing increasingly complex writing assignments.

Course Title: American Literature and Composition (P)
Course Number: 1118/1119
Grade Level: 11
Elective/Required: Elective
Length/Credits: year/10 credits
Prerequisites: Grade of C or better in English II
Course Description:
This course is a survey of American Literature. Content explores how American literature reflects different aspects of the American dream and how it has shaped our cultural identity. Writing styles and literary analysis are emphasized. Instruction requires that students compare and contrast ideas and themes as they learn to interpret and analyze literature and informational text within a variety of topics, themes and genres. Symbolism, tone, and reflection of the historical significance of any given work are explored. Academic language and explicit vocabulary enrichment is an important component of the course. The Standard English/Language Arts conventions (grammar) studied will encompass and go beyond that covered in English 1 and 2 courses. The study of conventions is connected directly to the production of a variety of text types with a focus on written analysis and the improvement of communication skills.

Course Title: AP English Language and Composition
Course Number: 1202/1203
Grade Level: 11
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Course Description:
This course engages students in becoming skilled readers of prose written in a variety of genres, periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes and audiences. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way conventions and resourceful use of language contribute to effective prose. Students study and develop oral presentations, conduct research and document sources, peer edit, and practice for the verbal sections of the SAT and the Advanced Placement English Language and Composition Exam. The course is aligned with the California Common Core State Standards for English Language Arts.
Course Title: Expository Reading and Writing  
Course Number: 1056/1057  
Grade Level: 12  
Elective/Required: Required  
Length/Credits: 1 year/10 credits  
Course Description:  
The Expository Reading and Writing Course prepares college bound seniors for the literacy demands of higher education. This yearlong, rhetoric-based course advances proficiencies in expository analytical and argumentative reading and writing. Instruction focuses on providing a process to assist students in reading, comprehending, and responding to nonfiction and literary text. Course content provides instruction in research methods and documentation conventions. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. Course material includes the study of two full-length works.

Course Title: AP English Literature and Composition  
Course Number: 1206/1207  
Grade Level: 12  
Elective/Required: Elective  
Length/Credits: 1 year/10 credits  
Course Description:  
In order to be aligned with the national Advanced Placement stipulations, this course is a university course and the subject matter will be approached as such. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Besides considering a work's literary artistry, the social and historical values it reflects and embodies will be studied. This attention to both textual detail and historical context will provide a foundation for oral and written interpretation. The course is designed to provide a broad spectrum of literature so that students might critically evaluate subject matter and themselves. The course is aligned with the California Common Core State Standards for English Language Arts.
Course Title: Gateways Literacy
Grade Level: 9-12
Course Number: 1221/1222, 1224/1225, 1227/1228, 1230/1231
Elective/Required: Required
Length/Credits: One year/10 credits
Course Description:
The GATEWAYS Literacy course provides an instructional model designed to accelerate reading growth and to provide tactical reading strategies necessary to comprehend increasingly complex text. Placement is based upon diagnostic reading assessments and/or standardized test scores, with target students reading more than two years below grade level. Instruction includes modeled, guided, and shared reading activities and supports writing improvement. Large group, small group, and individual instructional plans support a diverse learning community. Direct instruction and reading activities build phonetic awareness, comprehension, vocabulary, and fluency. Instruction is leveled to best support each individual student’s growth and development as a reader and writer. The course is organized around a balanced approach to literacy for secondary students, incorporating elements of effective instruction in reading, writing, listening and speaking.

Course Title: Gateways Lab 3, and Lab 4
Grade Level: 9-12
Course Number: 1239/1240, 1242/1243
Elective/Required: Required
Length/Credits: One year/10 credits
Course Description:
The GATEWAYS Lab course provides an instructional model designed to accelerate reading growth and to provide tactical reading strategies necessary to comprehend increasingly complex text. Placement is based upon diagnostic reading assessments and/or standardized test scores, with target students reading more than two years below grade level. Instruction includes modeled, guided, and shared reading activities and supports writing improvement. Large group, small group, and individual instructional plans support a diverse learning community. Direct instruction and reading activities build phonetic awareness, comprehension, vocabulary, and fluency. Instruction is leveled to best support each individual student’s growth and development as a reader and writer. The course is organized around a balanced approach to literacy for secondary students, incorporating elements of effective instruction in reading, writing, listening and speaking.

Note: Each GATEWAYS level has distinct, thematic units linked to social studies and science content allowing for students to interact with both narrative and expository text during instruction at any particular level. These thematic units, and the text/readings and writing built into each unit, are unified by an essential question students explore during instruction in a unit. Readings are selected to span genres, text formats, and styles.

Each GATEWAYS level has three units, with each unit containing three chapters. Chapters include three to four readings that cross genres. In addition, each chapter provides specific, explicit vocabulary instruction (vocabulary development and word study skills).
## English Department: ESSENTIAL COURSE INFORMATION

<table>
<thead>
<tr>
<th>English Department</th>
<th>Req/Elec</th>
<th>UC a-g</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Yr/Sem</th>
<th># Periods</th>
<th>Credit</th>
</tr>
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<td>English I H</td>
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<td>English II</td>
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<td>English I</td>
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<tr>
<td>English II H</td>
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<td>English I H</td>
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<td>American Literature and Composition</td>
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<td>Grade C or better in English II</td>
<td>Yr</td>
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<tr>
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## English Language Development: ESSENTIAL COURSE INFORMATION

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<td>CELDT Level 1, 2, 3 Teacher recommendation</td>
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<td>Concurrent enrollment with Gateways Literacy</td>
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</table>
FOREIGN LANGUAGE

Course Title: French 1(P)
Course Number: 2002/2003
Grade Level: 9-10
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This course is designed to introduce the beginning student to the fundamentals of the French language. Language development is accelerated using the Language Learning Continuum for Stage 1 found in the Foreign Language Framework for California Public Schools. French for communication is the emphasis of the course, with at least 50% of the class time spent working orally with the language. Classroom discourse emphasizes both receptive and productive language skills, including interactive comprehension and production, receptive comprehension, and comprehensible production. Language practice is contextualized and reflects real world use. Instruction builds accuracy with the language – language that is grammatically correct, situationally appropriate, and culturally authentic. In addition to learning how to speak and write French, the unique culture of France is introduced. Through a wide variety of interactive learning methods such as projects, games, skits, and paired activities, language proficiency is developed through situations that promote the use of language skills. Key topics include personal introductions, greetings, school life, family members, food, and leisure activities.

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Course Title: French 2 (P)
Course Number: 2006/2007
Grade Level: 10-11
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This course is designed to introduce the beginning student to the fundamentals of the French language. Language development is accelerated using the Language Learning Continuum for Stage 1 found in the Foreign Language Framework for California Public Schools. French for communication is the emphasis of the course, with at least 50% of the class time spent working orally with the language. Classroom discourse emphasizes both receptive and productive language skills, including interactive comprehension and production, receptive comprehension, and comprehensible production. Language practice is contextualized and reflects real world use. Instruction builds accuracy with the language – language that is grammatically correct, situationally appropriate, and culturally authentic. In addition to learning how to speak and write French, the unique culture of France is introduced. Through a wide variety of interactive learning methods such as projects, games, skits, and paired activities, language proficiency is developed through situations that promote the use of language skills. Key topics include personal introductions, greetings, school life, family members, food, and leisure activities.

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Course Title: French 3 (P)  
Course Number: 2010/2011  
Grade Level: 11-12  
Elective/Required: Elective  
Length/Credits: One year/10 credits  
Course Description:  
The level 3 course of study for French focuses on the four major aspects of language communication: listening, reading, writing and speaking. The stress will be on oral communications, sentence structure, vocabulary, culture and heritage. Emphasis will also be on communication and function of the French language as well as the culture of the francophone world.

Course Title: French 4 (P)  
Course Number: 2014/2015  
Grade Level: 12  
Elective/Required: Elective  
Length/Credit: One year/10 credits  
Course Description:  
This course focuses on preparing the students to take the French Language AP Test and helping students study for the SAT II French test as well as university language placement tests. Students work on proficiency in the areas of listening, speaking, reading, and writing as suggested by the College Board instructions for test preparation.

Course Title: Spanish I (P)  
Course Number: 2202/2203  
Grade Level: 9-11  
Elective/Required: Elective  
Length/Credits: One year/10 credits  
Course Description:  
Spanish I is a beginning course that requires no prior experience with the Spanish language. Spanish for communication is the emphasis of the course, with at least 50% of the class time spent working orally with the language. The development of vocabulary and Spanish language concepts is essential to success in the class. Classroom discourse emphasizes both receptive and productive language skills, including interactive comprehension and production, receptive comprehension, and comprehensible production. Language practice is contextualized and reflects real world use.

Course Title: Spanish 2 (P)  
Course Number: 2206/2207  
Grade Level: 10 - 12  
Elective/Required: Elective  
Length/Credits: One year / 10 credits  
Course Description:  
Spanish I is a beginning course that requires no prior experience with the Spanish language. Spanish for communication is the emphasis of the course, with at least 50% of the class time spent working orally with the language. The development of vocabulary and Spanish language concepts is essential to success in the class. Classroom discourse emphasizes both receptive and productive language skills, including interactive comprehension and production, receptive comprehension, and comprehensible production.
Course Title: Spanish 3 (P)
Course Number: 2210/2211
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
Spanish 3 is an advanced foreign language course that continues to focus on the four major aspects of effective communication: speaking and listening, reading and writing. At this pivotal stage, learners move from the relative comfort of learned materials to the challenging world of creating with the language. Instruction emphasizes a higher level of communication than expected in introductory Spanish language courses. Participants are expected to engage in elaborate, extended, and well-organized discourse in Spanish. Culture and heritage continue to be presented. The course meets the A-G requirements for admission to the University of California or California State University system.

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Course Title: AP Spanish Language and Culture (Spanish 4 AP)
Course Number: 2218/2219
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: One year, 10 credits
Course Description:
This course seeks to make students proficient by developing the language skills of listening, speaking, reading and writing with correct grammatical structure and appropriate vocabulary. Proficiency of the language is facilitated through the study of the arts, history, current events, literature and culture as per the California State Standards for Foreign Language. Students are required to use only Spanish in all the language skills listed above.

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Course Title: AP Spanish Literature and Culture (Spanish 5 AP)
Course Number: 2222/2223
Grade Level: Spanish 4 AP or permission of Instructor
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This course is designated to be the 2nd of a two-year Literature program. It will complete the study of selected works of the required authors for the AP Literature exam, which is given in May. This study will draw from the various genres of each author, as well as those of other major authors. Students will be required to analyze short stories, novels, poems and plays both orally and in written format. They will learn to write literary analysis, as well as literary terms necessary for this analysis.

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SPANISH FOR SPANISH SPEAKERS PATHWAY:

Please note: Students who speak Spanish will be given a placement test during the spring semester of their 8th grade year.

Course Title: Spanish for Spanish Speakers 1 (P)
Course Number: 2306/2307
Grade Level: 9-11
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
Spanish for Spanish Speakers is a basic course for students fluent in everyday conversational Spanish. Heavy emphasis is placed on basic reading and writing skills. Reading is developed by class reading and analyzing short stories and poetry. Writing skills are developed by the use of activities in conjunction with the reading assignments including graphic organizers, written responses to literary works, essays, and projects. Additionally, grammar and vocabulary exercises are used to refine language skills. Students’ verbal skills are enhanced through small-group and whole-class discussions.

Course Title: Spanish for Spanish Speakers 2 (P)
Course Number:
Grade Level: 9-11
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
Introduction to Spanish is a beginning Spanish course designed for the student with prior experience with the Spanish Language. Emphasis of the course is to prepare students for Spanish 1. Learning groups, listening activities, situational conversations and other directed oral activities will provide practice and reinforcement. Memorization and practice of vocabulary is essential to success in the class.

Course Title: Spanish for Spanish Speakers 3 (P)
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
Language for Spanish Speakers, Level 3, is a continuation of Spanish for Spanish Speakers 2. This class reinforces and expands on the knowledge and skills presented in the first 2 years, specifically reading, writing, listening, speaking and culture. Emphasis is placed on preparing students to take the Advanced Placement exam.

<table>
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<th>Pathways For Spanish Students</th>
<th>Traditional Spanish: For Novice Students</th>
<th>Spanish Speakers: Who do not read and write Spanish</th>
<th>Spanish Speakers: Who are literate in Spanish</th>
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<td>FOREIGN LANGUAGE</td>
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INDUSTRY AND TECHNOLOGY EDUCATION

Course Title: Introduction to Automotive Technology
Course Number: 0406/0407
Grade Level: 9-11
Elective/Required: Elective
Length/Credits: Year/10 credits
Course Description:
Introduction to Automotive Technology is designed as a basic course in automotive service, maintenance and repair. It is also a pre-vocational class for those interested in a career in automotive technology field. The course content includes automotive safety, tools of the trade, automotive maintenance, minor service techniques, including checking of fluids, lubrication, battery service, cooling system service, wheel, tire and suspension service, brake service, and performance of minor electrical tune-up. Hands-on experience with tools, lifting equipment, service equipment, test equipment, and automotive components is included.

Course Title: Advanced Auto Mechanics
Course Number: 8912/8913
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 Year/2 Periods Class 20 credits
Course Description:
Students will learn entry-level auto mechanics job skills. They will learn how to work safely by themselves and with others. Advanced Auto Maintenance class time will be devoted primarily to actual garage type work experience. Students will be introduced to the latest computerized service and repair databases. Intensive hands-on experience with hand tools, lifting equipment, service equipment, and diagnostic tools is emphasized. Most work will be performed on late-model vehicles and modern component units. This is a two period certificate issuing class.

Course Title: Introduction to Wood
Course Number: 0486/0487
Grade Level: 9-11
Elective/Required: Elective
Length/Credits: Year/10 credits
Course Description:
This course provides students with a basic knowledge of wood product manufacturing through exercises and the construction of projects. It is designed to cover many facets of wood product manufacturing, including the correct use of tools and machines, abrasives, adhesives, fasteners, finishes, and related information. Craftsmanship and safety are stressed.

Course Title: Building Trades
Course Number: 8870/8871
Grade Level: 10-12
Elective/Required: Elective
Length/Credits Two period class; one year/20 credits
Course Description:
The building trades program is a course for the serious woodworking student, one considering a career in the construction industry. This course stresses expanding higher woodworking knowledge and skills specifically in the various areas of carpentry. Course content emphasizes an instructional program that integrates academics and technical preparation and focuses on career awareness and exploration. The course is hands-on and project-based.
<table>
<thead>
<tr>
<th>Industrial Technology</th>
<th>Req/Elec</th>
<th>UC a-g</th>
<th>Grades</th>
<th>Prerequisite</th>
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Course Title: Integrated Math I (P), Integrated Math I FA (P)
Course Number: 3267/3268
Grade Level: 9-12
Elective/Required: Required
Length/Credits: Year/10 credits
Course Description:
Integrated Mathematics Course I is the first of three mathematics courses required for college entrance. The course content includes: functions; algebra; geometry; statistics; probability; discrete mathematics; measurement; number; logic; and language. The course emphasizes mathematical reasoning, problem solving, and communication through the integration of the various mathematics strands, connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. The course emphasizes algebra and builds a geometry foundation.

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Course Title: Integrated Math II (P)
Course Number: 3270/3271
Grade Level: 10-12
Elective/Required: Required
Length/Credits: Year/10 credits
Course Description:
Integrated Mathematics Course II is the second of three mathematics courses required for college entrance. The course content includes: functions; algebra; geometry; statistics; probability; discrete mathematics; measurement; number; logic; and language. The course emphasizes mathematical reasoning, problem solving, and communication through the integration of the various mathematics strands, connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. The course emphasizes geometry and builds a rigorous foundation for higher elements of algebra.

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Course Title: Integrated Math II H (P)
Course Number: 3272/3273
Grade Level: 9-10
Elective/Required: Required
Length/Credits: Year/10 credits
Course Description:
This challenging course provides content similar to a college preparatory Integrated Math II course, but differs in depth, complexity and pacing as an aligned pre-AP class. Integrated Mathematics Course II is the second of three mathematics courses required for college entrance. The course content includes: functions; algebra; geometry; statistics; probability; discrete mathematics; measurement; number; logic; and language. The course emphasizes mathematical reasoning, problem solving, and communication through the integration of the various mathematics strands, connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. The course emphasizes geometry and builds a rigorous foundation for higher elements of algebra.
Course Title: Integrated Math III (P)
Course Number: 3274/3275
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Course Description:
Integrated Mathematics Course III is the last of three mathematics courses required for college entrance. The course content includes: functions; algebra; geometry; statistics; probability; discrete mathematics; measurement; number; logic; pre-calculus topics; and language. The course emphasizes mathematical reasoning, problem solving, and communication through the integration of the various mathematics strands, connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. The course emphasizes on higher elements of algebra and builds a pre-calculus foundation.

Course Title: Integrated Math III H (P)
Course Number: 3290/3291
Grade Level: 10-11
Elective/Required: Required
Length/Credits: Year/10 credits
Course Description:
This challenging course provides content similar to a college preparatory Integrated Math III course, but differs in depth, complexity and pacing as an aligned pre-AP class. Integrated Mathematics Course III is the last of three mathematics courses required for college entrance. The course content includes: functions; algebra; geometry; statistics; probability; discrete mathematics; measurement; number; logic; pre-calculus topics; and language. The course emphasizes mathematical reasoning, problem solving, and communication through the integration of the various mathematics strands, connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. The course emphasizes on higher elements of algebra and builds a pre-calculus foundation.

Course Title: Pre Calculus (P)
Course Number: 3302/3303
Grade Level: 11 - 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
The fundamental purpose of the Pre-Calculus course is to build on the trigonometric, geometric, and algebraic foundations needed to prepare for the study of Calculus. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Calculus. Facility with these concepts is especially important for students intending to prepare for a STEM-related career (Science, Technology, Engineering and Mathematics). The four critical focus areas are: (1) develop further understanding of polynomial, logarithmic and exponential functions; (2) develop an understanding of trigonometric functions and the use of trigonometric properties to solve problems; (3) understand the use of vector properties to solve vector-related problems; and (4) develop the concept of limit.
Course Title: AP Calculus
Course Number: 3306/3307
Grade Level: 11 -12
Elective/Required: Elective
Length/Credits: One year / 10 credits

Course Description:
Calculus AB is primarily concerned with developing the student's understanding of the essential concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally.

Course Title: AP Statistics
Course Number: 3310/3311
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: Year/10 credits

Course Description:
This course provides college-level work in statistics and will also include the topics of data, probability and interdisciplinary application. Technology will be an integral part of this course. The course will focus on four broad conceptual themes: A. Exploring Data: observing patterns and departures from patterns. B. Planning a Study: deciding what and how to measure. C. Anticipating Patterns in Advance: introducing probability and simulation. D. Inferential Reasoning: confirming models.

Mathematics Department: ESSENTIAL COURSE INFORMATION

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Req/ Elec</th>
<th>a-g</th>
<th>Grades</th>
<th>Prerequisites</th>
<th>Yr/ Sem</th>
<th># Peri ds</th>
<th>Credit s</th>
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<td>11-12</td>
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<tr>
<td>AP Statistics (P)</td>
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<td>Successful completion of Integrated Math I and Integrated Math II</td>
<td>Yr</td>
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</table>
### PHYSICAL EDUCATION

**Course Title:** Core Physical Education 1  
**Course Number:** 0602/0603  
**Grade Level:** 9th Grade  
**Elective/Required:** Required  
**Length/Credits:** One year/10 credits  
**Course Description:**  
Core Physical Education 1 is a coeducational class designed to meet the goals and objectives of the California Content Standards for Physical Education. This course is organized into five components that include exercise science, cardiovascular fitness training, lifetime activities, rhythm and movement instruction, and strength improvement. Students will participate in a variety of activities that will provide the forum for personal development, motor skill development, and social development.

**Course Title:** Integrated Core Physical Education 1 (GW Athletes)  
**Course Number:** 0641/0642  
**Grade Level:** 9th Grade  
**Elective/Required:** Required  
**Length/Credits:** One year/10 credits  
**Course Description:**  
Integrated Core Physical Education is a co-educational class designed to meet the goals and objectives of the California Content Standards for Physical Education. The course is designed for freshman students who plan to compete in interscholastic athletics at Golden West High School. Curriculum integrates weight lifting, plyometrics, speed and agility work, and cardiovascular training.

**Course Title:** Core Physical Education 2 (Competitive Games)  
**Course Number:** 0609/0610  
**Grade Level:** 10-12  
**Elective/Required:** Required  
**Length/Credits:** One year/10 credits  
**Course Description:**  
P.E. 2 is a co-educational class for 10th, 11th and 12th graders, offered as part of the two year physical education graduation requirement. Students will be introduced to games emphasizing team sports and physical fitness concepts. Sports such as football, ultimate frisbee, basketball, soccer (indoor and outdoor), volleyball, badminton and softball will be offered. Curriculum will include discussion of fitness components and participation in fitness activities that promote personal improvement and life-long wellness.

**Course Title:** Integrated Core Physical Education 2 (Weights)  
**Course Number:** 0643/0644  
**Grade Level:** 10-12  
**Length/Credits:** One year/10 credits  
**Course Description:**  
Integrated Core PE 2 is a 10-12 grade co-educational class designed to meet the goals and objectives of the California Content Standards for Physical Education. Curriculum integrates weight lifting, interval training, speed and agility work, plyometrics, and cardiovascular activities designed to maximize physical fitness.
Course Title: Weight Training (GW Athletes)  
Course Number: 0626/0627  
Grade Level: 10 - 12  
Elective/Required: Elective  
Length/Credits: One year/10 credits  
Course Description: Weight training is a coeducational class open to Golden West athletes competing in a sport on campus. Student athletes in this course will participate in speed, strength, and agility activities designed to maximize physical fitness and sport performance.

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>Req/Elec</th>
<th>UC a-g</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Yr/Sem</th>
<th># Periods</th>
<th>Credit</th>
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<td>Golden West High School Athlete</td>
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<td>None</td>
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<td>Yr</td>
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</table>
Students who are planning to attend college after high school, should complete a three-year series of the “core science” courses. The three “core science” courses are Biology, Chemistry, and Physics. These three classes are the foundation for the understanding of science and are recommended for all students who plan to attend college.

Course Title: Biology (P)
Course Number: 4006/4007
Grade Level: 10-12
Elective/Required: Required
Length/Credits: One Year/10 credits

Course Description:
A study of biology is basic to all students regardless of their educational goals. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California’s academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things.

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Course Title: Chemistry (P)
Course Number: 4106/4107
Grade Level: 10 -12
Elective/Required: Elective
Length/Credits: One Year/ 10 credits

Course Description:
A study of chemistry is basic to all students regardless of their educational goals. This course is an introduction to the composition of matter and the changes it undergoes – the science of matter. The course is designed to follow the California State Content Standards for chemistry. Major areas of study are atomic and molecular structure, chemical bonds, conservation of matter, stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic and biochemistry, and nuclear processes. Homework and laboratory work are an integral part of the program.

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Course Title: Physics (P)
Course Number: 4206/4207
Grade Level: 11 - 12
Elective/Required: Elective
Length/Credits: One year/10 credits

Course Description:
This is an introductory, algebra/geometry based physics course designed for the student who has strong mathematical and English skills. The major goal of the course will be to develop a depth of understanding of the fundamental concepts and principles of physics, and develop the student’s mathematical skills of solving physics problems.

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Course Title: Health
Course Number: 4302
Grade Level: 9
Elective/Required: Required
Length/Credits: One semester/5 credits

Course Description:
Health is a required course which addresses federal and state mandates and frameworks. Student will learn about personal health, communicable and noncommunicable disease, nutrition, emotional and mental health, substance use and abuse, individual growth and development, reproductive health, consumer and community health, environmental health and personal and social safety.
Course Title: AP Biology
Course Number: 4034/4035
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: One Year/ 10 credits
Course Description:
AP Biology is a course designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP Examination, some students, as college freshmen, are permitted to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their majors. AP Biology includes all the topics regularly covered in a college introductory biology course for majors. The textbooks used in this course are the same as those used by college biology majors. The types of labs done by AP students are equivalent to those done by college students.

AP Biology is a course designed to be taken by students after the successful completion (grade of "B" or better) of a first year course in high school biology and high school chemistry. The intent of this 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.

The AP® Biology course and exam are organized around a few underlying principles called the Big Ideas, which encompass the core scientific principles, theories and processes governing living organisms and biological systems. For each of the big ideas, enduring understandings, which incorporate the core concepts that students should retain from the learning experience, are also identified.

- **Big Idea 1**: The process of evolution drives the diversity and unity of life.
- **Big Idea 2**: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- **Big Idea 3**: Living systems store, retrieve, transmit, and respond to information essential to life processes.
- **Big Idea 4**: Biological systems interact, and these systems and their interactions possess complex properties.

Course Title: AP Environmental Science
Course Number: 4531/4532
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Course Description:
This course is a laboratory science course that enables students to study more advanced topics in Environmental Science. The course provides 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 man-made), to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and preventing them. AP Environmental Science is interdisciplinary because it embraces a wide variety of topics from different areas of study. It emphasizes physical rather than biological concepts. The Internet will be used extensively for research and communication in the course. Guest speakers and field trips will be an integral part of the course as well. Every student will complete an independent project.
Course Title: Anatomy & Physiology (P)
Course Number: 4042/4043
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This is a second year, rigorous course for the college preparatory student who wishes to deepen their understanding of the principles of biology that underlie the function of the human body. The focus of the course is to know how anatomical structures relate to the functioning of the organism as a whole. This course is designed for students who may be interested in a career in the health related fields. Homework and laboratory work are a critical component of the curriculum.

Course Title: Physical Earth Science (P)
Course Number: 4406/4407
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
Physical Earth Science plays a unique and essential role in today's rapidly changing world. A knowledge of the Earth Sciences is important because most human activities involve interaction with the structures, cycles and history of this planet. Students who understand the processes that have created, changed and currently maintain systems of the Earth will be better able to make informed, responsible decisions concerning both their local environment and the global environment at large. Physical Earth Science is designed to be a course that introduces the student to the history and structure of the Earth. Described by NASA as "Earth System Science," this course will explore the Solid Earth (tectonics, magnetism, and geologic history), and the Fluid and Biologic Earth (water cycle and climate, radiation, ocean currents, biogeochemical cycles, and ecosystems/biomes). Throughout the course students will consider the unique qualities of planets of the solar system. The observational aspects of science will be emphasized. Through laboratory investigations and activities students will understand how observed evidence develops into theoretical explanations.

Course Title: AP Chemistry (P)
Course Number: 4118/4119
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This is an advanced placement course designed to prepare the student for the AP Chemistry exam. The course covers the equivalent of one full year of college level General Chemistry, comparable to a first year course at a college or university. The course is a rigorous math based course, with a strong laboratory component. It is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of class, and who have successfully completed a prior course in chemistry during high school. The course will develop the student's ability to incorporate mathematical skills in the solution of chemistry problems, both through the use of textbook problems and laboratory activities. Since the AP exam no longer allows the use of calculators on the multiple choice section, significant emphasis will be placed on developing the student's ability to solve problems through dimensional analysis and estimation. Students will be required to do extensive writing, and to keep a thorough and accurate ongoing laboratory notebook.
<table>
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<th>SCIENCE</th>
<th>Req/Elec</th>
<th>UC a-g</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Yr/ Sem</th>
<th># Periods</th>
<th>Credit</th>
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<td>Chemistry (P)</td>
<td>Phys Sci**</td>
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<td>Integrated Math II (May be taken concurrently)</td>
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<td>Phys Sci**</td>
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*Meets Health Science requirement.

**Meets Physical Science requirement.
Course Title: Civics (P)  
Course Number: 5212  
Grade Level: 12  
Elective/Required: Required  
Length/Credits: One Semester / 5 credits  
Course Description:  
Course content develops a deeper understanding of the institutions of American government. The course of study includes comparison of systems of government in the world today and analysis of changing interpretations of the United States Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

Course Title: Economics (P)  
Course Number: 5228  
Grade Level: 12  
Elective/Required: Required  
Length/Credits: One Semester / 5 credits  
Course Description:  
Economics is a one-semester course designed to help students become responsible citizens and effective decision makers as they are exposed to economic issues at the personal, local, national and international levels. The course will focus on economic principles and concepts with emphasis on practical application as it relates to the consumer. The course is divided into four basic economic units:  
1. Fundamental economic concepts and comparative economic systems  
2. The principles of microeconomics  
3. The principles of macroeconomics  
4. International economic concepts

Course Title: AP United States Government and Politics (P)  
Course Number: 5217  
Grade Level: 12  
Elective/Required: Elective  
Length/Credits: One Semester / 5 credits  
Course Description:  
An effectively designed AP course in U.S. Government and Politics provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP United States Government and Politics course must follow, certain topics are generally covered in college courses.
Course Title: United States History & Geography (P)
Course Number: 5112/5113
Grade Level: 11
Elective/Required: Required
Length/Credits: One Year / 10 credits
Course Description:
The course of study includes the major turning points in American history in the 20th century. Following a review of the nation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, including the social and cultural effects, the course traces the changes in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts, as well as, the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. The course visits those rights, under the U.S. Constitution, that comprise a precious inheritance dependent upon an educated citizenry for their preservation and protection.

Course Title: AP United States History (P)
Course Number: 5116/5117
Grade Level: 11
Elective/Required: Elective
Length/Credits: One Year / 10 credits
Course Description:
The course structure, content and assessment are determined by the College Board and do not necessarily reflect or comply with the California Framework. The course offers a traditional chronologically-based survey of American History from the Colonial period to the present for students capable of and intending to pursue college-level work. Emphasis is on critical writing, analysis, discussion, interpretation and historiography, as well as mastery of historical facts. No one period of US History is stressed over any other.

Course Title: World History: The Modern World (P)
Course Number: 5012/5013 (5016/5017)
Grade Level: 10
Elective/Required: Required
Length/Credits: One Year / 10 credits
Course Description:
Students study major turning points that shaped the modern world, from the beginnings of Democracy to the present. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues as they pertain to international relations. Students study the cause and effects of international events including the Industrial Revolution, Imperialism and the two world wars. Students also develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts.
Course Title: AP European History
Course Number: 5031/5032
Grade Level: 10
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
The objective of the course is to increase students’ understanding and appreciation of European history while helping each student succeed on the AP European History Exam. The course is divided into two semesters: (1) the Later Middle Ages through the French Revolution, and (2) the Industrial Revolution to the present. Areas of concentration include historical, political, and economic history coupled with an intense study of cultural and intellectual institutions and their development. These areas are studied from a variety of perspectives to ensure a presentation of a balanced view of history. Instruction includes analysis, synthesis and evaluation of both primary and secondary historical sources as well as comprehension, memorization and application of facts and details to provide context to the broad themes covered.

Course Title: History in Film
Course Number: 5331/5332
Grade Level: 11 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
History in Film requires students to take a less passive approach to viewing films with historical themes as they analyze the accuracy and effectiveness of those films. The overall effect on the audience’s perception of facts will be examined in films with both world and American history themes. Students will develop and practice research techniques to help them accomplish this analysis, and a rigorous writing component will provide the main method for demonstrating their conclusions.

Course Title: AP Human Geography
Course Number: 5328/5329
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
Human Geography is the study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. In this course we will examine human social structure and organization and its environmental consequences. The course is structured according to the course description found in the most recent Human Geography Course Description published by the College Board. There are seven units of study. At the beginning of each unit, students receive one or more study guides that indicate the primary topic or activities for each week, the reading assignments, and other information about the unit.
Course Title: Driver Education/College and Careers  
Course Number: 5444  
Grade Level: 9-12  
Elective/Required: Elective  
Length/Credits: One Semester / 5 credits  

Course Description  
This course is designed to give students the necessary meta-cognitive, interpersonal and intrapersonal skills to have a successful high school career. These skills will include:  
- Cornell note-taking (from texts, lectures, presentations, and video)  
- Using educational technology  
- Organizing a binder  
- Managing time  
- How to get into colleges  

In the first four weeks of the course the focus is, “How to help students be successful in high school.” The second four weeks the focus is geography. The course will cover all seven continents and focus on countries that are relevant to what students will need to know to help them be successful in World History. The remainder of the course will focus on drivers education which will include the study of driving behaviors which will lead to low-risk driving decisions. It will develop student knowledge of the provisions of the Vehicle Code and other laws of California related to the operation of motor vehicles and attitudes necessary for the safe operation of motor vehicles. The emphasis point within each units discussed will be on safety and taking every precaution necessary to avoid putting oneself and others in harm’s way. There is also an emphasis upon the dangers of drinking and driving and also why the sixteen-year-old driver is at the greatest of risks.

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Course Title: AP Psychology  
Course Number: 5312/5313  
Grade Level: 11th and 12th  
Elective/Required: Elective  
Length/Credits: Year/10 credits  

Course Description:  
The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. They also learn about the methods psychologists use in the practice of their science. The aim of the course is to provide the student with a rigorous learning experience, equivalent to most college introductory psychology courses. Students completing this course will also be prepared to take the AP Psychology exam in May.
<table>
<thead>
<tr>
<th>Social Science</th>
<th>Req/El</th>
<th>UC a-g</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Yr/ Sem</th>
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<th>Credit</th>
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<td>AP European History</td>
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<td>Yr 1</td>
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Course Title: 3D Art 1 (P)  
Course Number: 6001/6002  
Grade Level: 9-10  
Elective/Required: Elective  
Length/Credits: One Year/10 credits  
Course Description:  
Three-dimensional Art 1 is an introductory course that explores three-dimensional art forms through lecture, demonstration, audio visual aids, and execution of projects. Understanding the terminology, being able to communicate effectively using art vocabulary, and implementing basic art elements and principles that will be taught through a variety of media. Projects will include studies in art history and cultural civilizations and will encourage exploration and personal growth through the arts through discussions, presentations, and technology or research. Units of study may include sculpture, clay, fiber, paper, mixed media, jewelry, color theory, and printmaking.

Course Title: 3D Art 2 (P)  
Course Number: 6006/6007  
Grade Level: 10 – 11  
Elective/Required: Elective  
Length/Credits: One Year /10 credits  
Course Description:  
Three-dimensional Art 2 is the intermediate level and continuation of 3D Art 1. The course provides further exploration of these art elements and principles: line, color, value, shape and form, space, texture, balance, unity, contrast, emphasis, movement or rhythm, and pattern. Emphasis is placed on creative application and presentation. Projects involve creative thinking and problem solving. Units of study may include sculpture, ceramics, jewelry, advanced color theory, printmaking, mosaics, stained glass, and weaving, research papers, sketchbook/journal keeping and presentations.

Course Title: 3D Art 3 (P)  
Course Number: 6010/6011  
Grade Level: 11 -12  
Elective/Required: Elective  
Length/Credits: One Year/10 credits  
Course Description:  
Three-Dimensional Art 3 is a continuation of the skills and media discovered in the previous courses, while enhancing the ability to be creative and solve problems. Exploration may include units of study in sculpture, ceramics, jewelry, stained glass, weaving, printmaking, sketchbook or journals, computer skills, art careers, portfolio development, school or community art projects, research papers and oral presentations.
Course Title: 3D Art 4 (P)  
Course Number: 6026/6027  
Grade Level: 12  
Elective/Required: Elective  
Length/Credits: One Year/10 credits  
Course Description:  
Three-dimensional Art 4 is an advanced level course in which 3-D media and techniques are refined, striving toward a professional level, while encouraging the ability to be creative problem solvers. Exploration may include one or more of the following areas: sculpture, ceramics, jewelry, stained glass weaving, printing, sketchbook or journals, computer skills, art careers, portfolio development, school or community art projects, research papers and oral presentations.

Course Title: Studio Art 1 (P)  
Course Number: 6102/6103  
Grade Level: 9 -10  
Elective/Required: Elective  
Length/Credits: One Year/10 credits  
Course Description:  
Introduction and exploration of 2 dimensional art forms through lecture, demonstration, audio visual aids and execution of projects. Understanding the terminology, being able to communicate effectively using design dialog, and implementing basic design principles and elements will be taught through a variety of media. Projects will include studies in art history and cultural civilizations while encouraging exploration and personal growth through the arts in discussions, presentations, audio visual or research papers. Units of study include painting and drawing techniques, color theory, graphics, perspective, creative thinking and problem solving. Students will work independently and in cooperative situations. Students will demonstrate respect for their projects, classroom tools and equipment, as well as other people’s projects.

Course Title: Studio Art 2 (P)  
Course Number: 6106/6107  
Grade Level: 10 - 11  
Elective/Required: Elective  
Length/Credits: One Year/10 credits  
Course Description:  
Intermediate level and continuation of Studio Art 1. Further exploration of the design elements and principles: line, color, value, shape and form, space, texture, balance, unity, contrast, emphasis, movement or rhythm, and pattern. Emphasis will be placed on creative application and presentation. Projects are usually larger and require problem solving and decision making ability. Units of study will include painting and drawing, color theory, graphic design, careers in art, portfolio development, computer skills, printmaking and school based projects. Students will also complete projects in art history, cultural research, along with critiques of their own art works and works of others. Papers and oral presentations in groups and individually are also required.
Course Title: Studio Art 3 (P)  
Course Number: 6110/6111  
Grade Level: 11-12  
Elective/Required: Elective  
Length/Credits: One Year/10 credits  
Course Description:  
Advanced level students will explore in-depth 2D media. Advanced level and continuation of Studio Art II. Students will do in-depth exploration of painting and drawing techniques, creative thinking skills, technology, portfolio development, art history, printmaking, and color interaction. Media may be one already explored in previous classes or entirely new. Each project’s execution will be presented and evaluated at an advanced level. Students will be effective goal setters and demonstrate personal responsibility. Sketchbook journals or calendar notebooks will be required to support student’s work. Student and teacher may develop a curriculum contract which develops and challenges the student’s special interests with approval of teacher, parent and student.

Course Title: Studio Art 4 (P)  
Course Number: 6114/6115  
Grade Level: 12  
Elective/Required: Elective  
Length/Credits: One Year/10 credits  
Course Description:  
Advanced level Students will explore in-depth 2D media. Advanced level continuation of Studio III. Students will do in-depth exploration of painting and drawing skills and techniques, portfolio development, creative thinking, computer graphic skills, art history research, school-wide art projects and advanced printing techniques. Media may be one already explored in previous classes or entirely new. Students will be effective goal setters and demonstrate personal responsibility. Sketchbook journals or calendar notebooks will be required to support student’s work. Student and teacher may develop a curriculum contract that develops and challenges the student’s special interests with the approval of teacher, parent and student.

Course Title: Photography (P)  
Course Number: 6352/6353  
Grade Level: 9 - 10  
Elective/Required: Elective  
Length/Credits: One Year/10 credits  
Course Description: Photography is a one period lab-oriented course centered on the principles of photography including 35 mm camera operation, black and white film and print processing, studio strobe units and flash equipment, photographic expression, and digital imagery (the use of computer software and hardware to scan, alter, print and present photographic images well as copyright laws). The course includes a variety of hands-on projects focused on the course objectives and based on the state standards in Visual Arts and California Career Technical Education. Students will become familiar with information and skills across several different academic disciplines and career pathways as well as within their primary pathway. In addition to the projects, the course includes a survey of the history of photography and an overview of famous photographers, illustrating the impact of their work on national and world events. This course provides a foundation for jobs that require a vast range of creative and technical knowledge and skills.

Course Title: Advanced Photography  
Course Number: 6356/6357  
Grade Level: 10 - 12  
Elective/Required: Elective  
Length/Credits: One Year/10 credits  
Course Description: Photography is a lab-oriented course designed for the advanced photo students to
continue their photographic work as a photographer for the school newspaper, yearbook, or slide show. The course provides instruction in design, techniques and tools beyond that taught in previous courses. Participants explore a number of mediums and photographic processes to further develop skills and define creative expression through a portfolio of photographic work. Advanced Photography provides an avenue to share and tutor beginning photography students.

Course Title: Yearbook
Course Number: 6302/6303
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits

Course Description:
The Yearbook class centers on the production of the school yearbook. Students meet to plan the book's theme and content, determine what the book will cost and plan the financial campaign. They then sell the books and advertising to help finance its production. The staff develops a production schedule and then works to maintain that production schedule by developing and printing pictures, writing stories and headlines and designing layouts under the deadline schedule. Students use the darkroom and the PageMaker and Photoshop software programs in the production process.
### Visual Arts: ESSENTIAL COURSE INFORMATION

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<tr>
<th>Visual Arts</th>
<th>Req/Elec</th>
<th>UC a-g</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Yr/Sem</th>
<th># Periods</th>
<th>Credit</th>
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<td>Yearbook</td>
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Course Title: Drama I (P)
Course Number: 6202/6203
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This course is an introduction to the dramatic arts. This is an activity-centered course so during the year the following interactive areas will be studied: warm-up exercises (both physical and vocal), improvisation, pantomime and movement, oral interpretation, and acting techniques. This is also an academic course where during the year we will study acting and technical theatre terminology, theatre history, the structure of the play, and play criticism.

Course Title: Drama 2 (P)
Course Number: 6206/6207
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
The Drama 2 course continues where the introductory drama leaves off. Instruction continues to focus on acting techniques voice and articulation, theatre history from the Renaissance through the 18th century, character analysis and play production. The course provides opportunities for an in-depth study of William Shakespeare and his plays. Increasingly challenging skits and longer plays are performed in class. Performances required increased skill in pacing, fluency, timing, blocking, movement, line delivery and other aspects in an overall performance. Instruction is an activity-centered and involves participation outside of class.

Course Title: Advanced Drama Production (P) (Drama 3)
Course Number: 6210/6211
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This course emphasizes the production of plays (the fall and spring plays which are open to all students to audition). Students will know the jobs of all members of a production company theoretically as well as from practical experience. Students will also adapt a published short story or write an original one-act play for presentation. Students will also continue to survey theatre history. It is an activity-centered course and will require participation outside of class.

Course Title: Color Guard
Course Number: 6422/6423
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Prerequisites: Audition/Permission by instructor
Course Description:
This course is designed to expose the student to styles of dance and flag techniques utilized in the modern marching band and winter guard. Skills and concepts will include: its terminology and the physical/mental attitude required to perform appropriately.
Course Title: Intermediate Band
Course Number: 6402/6403
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This course is designed to expose the student to the various styles of band literature. Skills and concepts are developed by playing a wide range of musical/physical ideas will include its terminology, advanced instrumental techniques, performance practices and styles, form (as it relates to various idioms of selected instrumental music), and the physical/mental attitude required to perform music appropriately. Students will learn the basics of general music theory and music history as it relates to the music being performed. This class is designed to prepare the student for an advanced group.

Course Title: Advanced Band (P) (Blazer Band)/ Percussion
Course Number: 6406/6407
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This course is designed to expose the student to the various styles of band literature and marching styles. Skills and concepts developed through playing/marching this wide range of musical/physical ideas will include its terminology, advanced instrumental techniques, performance practices and styles, form as it relates to various idioms of selected instrumental music, and the physical/mental attitude required to perform this music appropriately.

Course Title: Jazz Band (P)
Course Number: 6414/6415
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This course is designed to expose the student to the 20th century American music called jazz. Skills and concepts through playing/marching this wide range of musical/physical ideas will include its terminology, advanced instrumental techniques, improvisation, performance practices and styles, form as it relates to various idioms of selected instrumental music, and the physical/mental attitude required to perform this music appropriately.

Course Title: Orchestra (P)
Course Number: 6452/6453
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This course uses a wide range of orchestral music to develop artistic awareness and technical performance skills. Skills and concepts developed through playing this wide range of musical ideas will include terminology, advanced instrumental techniques, performance practices and styles, form as it relates to various idioms of selected instrumental music and the attitude required to perform this music appropriately. Performances are expected.
Course Title: Advanced Orchestra (P)
Course Number: 6456/6457
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This course uses a wide range of advanced orchestral music to develop artistic awareness and technical performance skills. Skills and concepts developed through playing this wide range of musical ideas will include terminology, advanced instrumental techniques, performance practices and styles, form as it relates to various idioms of selected instrumental music and the attitude required to perform this music appropriately. Performances are required.

Course Title: Advanced Choir (P) (Blazer Choir)
Course Number: 6514/6515
Grade Level: 10 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
This is a year long course in advanced vocal techniques, music theory, sight reading, and choral literature. Students study advanced specialized literature composed for the advanced mixed choir (SATB). This ensemble is a performing ensemble and is an active participant in concerts, festivals, and performance tours. This highly select ensemble that requires leadership and musical excellence. Several co curricular performances are required.

Course Title: Intermediate Soprano/Alto Chorus (P)
Course Number: 6510/6511
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
Intermediate Soprano/Alto Chorus is open to all students whose natural vocal range is primarily concentrated in the so-called “treble register,” or from G to approximately G (and/or a 4th degree higher C,) as well as consent of the director (via interview/audition)

Course Title: Advanced Soprano/Alto Chorus (P)
Course Number: 6521/6522
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
This is a year-long course in advanced vocal techniques, music theory, sight-reading, and choral literature. Course work includes in-depth study of advanced specialized literature composed for the advanced women’s chamber ensemble (SSAA). Besides classical literature, other idioms such as barbershop and jazz will be studied. This vocal group is an active participant in concerts, school assemblies, festivals, and other tours. This highly select ensemble requires leadership and musical experience. Co-curricular performances are part of the grade and are required.
Course Title: Chamber Ensemble (P)
Course Number: 6518/6519
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
Chamber Singers is open to select advanced singers grades 10 through 12. Students are expected to be the
top musicians while continuing to develop advanced vocal and musicianship skills. This is a performing
ensemble is the top choir and is an active participant in concerts, school assemblies, festivals, and tours.
Students study advanced specialized vocal literature composed for the chamber sized ensemble. This
ensemble is comprised of the finest singers. Many co-curricular performances are required.

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Course Title: Bass Clef Chorus (P)
Course Number: 6506/6507
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
Bass Clef Chorus is open to all students whose natural vocal range is primarily concentrated in the so-called
“bass register”, or from C to middle C (and/or 4th degree higher F), as well as consent of the director (via
interview/audition).

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Course Title: Introduction to Dance (P)
Course Number: 6601/6602
Grade Level: 9 – 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
Introduction to Dance develops correct beginning terminology and technical execution in tap, jazz modern and
ballet. The course develops creative expression through choreography and performance. An appreciation for
dance as an art form is promoted through the study of the artistic contributions and the influence of culture on
dance. Through the study of stage and screen productions, participants develop an aesthetic, of dance through
analysis and critical assessment of various works. Career opportunities available to dancers, including those
performers and/or educators are included as a part of course content.

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Course Title: Intermediate Dance (P)
Course Number: 6606/6607
Grade Level: 9 – 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
Instruction in Intermediate Dance emphasizes and extends understanding of
intermediate dance terminology and technical execution in tap, jazz, modern, and ballet. The course develops
creative expression through choreography and performance. An appreciation for dance as an art form is
promoted through the study of the artistic contributions and the influence of culture on dance. Through the
study of stage and screen productions, participants develop an aesthetic, of dance through analysis and critical
assessment of various works. Career opportunities available to dancers, including those performers and/or
educators are included as a part of course content.
Course Title: Advanced Dance (P)
Course Number: 6608/6609
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description: This course focuses on learning correct advanced terminology and technical execution in modern, tap, jazz, and ballet. Through choreography and performance, creative expression and an appreciation of dance as an art form will be explored in addition to the study of historical contributions and the influence of culture on dance. Opportunities for aesthetic valuing of dance through analysis and critical assessment of various works, including stage and screen productions, will be explored. Various career opportunities available to dancers, including those as performers and/or educators will be noted.

Course Title: Performance Dance (P)
Course Number: 6611/6612
Grade Level: 9-12
Elective/Required: Elective / meets PE requirement for 9th grade
Length/Credits: One year/10 credits
Course Description: This course focuses on learning and using advanced terminology and technical execution in modern dance, tap, jazz, and ballet. Through choreography and performance, creative expression and an appreciation of dance as an art form will be explored. In addition, the course of study includes the historical contributions and influence of culture on dance and opportunities for aesthetic valuing of dance through analysis and critical assessment of various works, including stage and screen productions. Career opportunities available to dancers, including those as performers and/or educators, will be noted.
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<th>Req/Elec</th>
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<th>Grades</th>
<th>Prerequisite</th>
<th>Yr/Sem</th>
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<th>Credit</th>
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<td>9-12</td>
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<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Chamber Ensemble</td>
<td>E</td>
<td>yes (f)</td>
<td>10-12</td>
<td>Audition and permission of instructor; concurrent enrollment in Advanced Choir.</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Bass Clef Chorus</td>
<td>E</td>
<td>yes (f)</td>
<td>9-12</td>
<td>none</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Introduction to Dance</td>
<td>E</td>
<td>yes (f)</td>
<td>9-12</td>
<td>9th graders must be concurrently enrolled in Core Physical Education.</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Intermediate Dance</td>
<td>E</td>
<td>yes (f)</td>
<td>9-12</td>
<td>“C” or better in Introduction to Dance or audition. 9th graders must be concurrently enrolled in Core PE.</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Advanced Dance</td>
<td>E</td>
<td>yes (f)</td>
<td>9-12</td>
<td>Enrollment in this class is by audition only.</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Performance Dance</td>
<td>E</td>
<td>yes (f)</td>
<td>9-12</td>
<td>Enrollment in this class is by audition only.</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>
Course Title: English Sk
Course Number: 7324/7325
Grade Level: 9 - 12
Elective/Required: Required
Length/Credits: One Year/10 credits
Course Description:
English Sk is designed to provide students with the continuum of the Standard English/Language Arts conventions (grammar) studied will encompass and go beyond that covered in English 1 and 2 courses. The study of conventions is connected directly to the production of a variety of text types with a focus on written analysis and the improvement of communication skills. Curricular content may be modified to meet individual needs as outlined by student Individual Education Plans.

Course Title: Integrated Math 1 A/B Sk (9th Grade)
Course Number: 7405/7406
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
This is a freshmen course designed to cover the content of the first half of the Integrated Math 1 content. It involves understanding, writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Curricular content may be modified to meet individual needs as outlined by student Individual Education Plans.

Course Title: Integrated Math 1 C/D Sk (9th Grade)
Course Number: 7407/7408
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
This course is a sophomore course designed to cover the content of the second half of the Integrated Math 1 content. Quadratic equations are solved by factoring, completing the square, using graphs, or applying the quadratic formula solves quadratic equations. Students will become proficient with operations on monomial and polynomial expressions. Curricular content may be modified to meet individual needs as outlined by student Individual Education Plans.

Course Title: Math Sk
Course Number: 7015/7016
Grade Level: 11 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
This course involves understanding, writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations are solved by factoring, completing the square, using graphs, or applying the quadratic formula solves quadratic equations. Students will become proficient with operations on monomial and polynomial expressions. Curricular content may be modified to meet individual needs as outlined by student Individual Education Plans.
Course Title: Life Skills 1  
Course Number: 7031/7032  
Grade Level: 9th  
Elective/Required: Required  
Length/Credits: Year/10 credits; meets health science requirement at completion of the course  
Course Description: Life Skills 1 is the first course in a four-year sequence of classes designed to provide required instruction in health science along with key academic, life and transition skills. The course of study focuses on a variety of academic skills and behaviors, personal and social skills, and personal health and wellness, with a focus on the development of responsible decision-making skills in relationship to personal independence (mobility and community resources) and a healthy lifestyle. Explicit Instruction provides models and opportunities to practice the use of self monitoring, inter-personal communication and life planning skills and tools. Course content includes life skills that support healthy choices in the areas of nutrition, fitness, stress management and social/emotional health, substance use and abuse, growth and development, and reproductive health. The course also explores environmental factors influencing health and healthy lifestyle choices, as well as societal influences and media pressures.

Course Title: Biology SK  
Course Number: 7284/7285  
Grade Level: 10th  
Elective/Required: Required  
Length/Credits: Year/10 credits; meets life science requirement at completion of the course  
Course Description: The course of study focuses on a variety of academic skills and behaviors, personal and social skills, and personal health and wellness, with a focus on the development of responsible decision-making skills in relationship to personal independence (career/post secondary exploration and preparation) and employability. Explicit Instruction provides models and opportunities to practice the use of self monitoring, inter-personal communication and life planning skills and tools. Course content includes life skills that support increasingly independent choices in the areas of personal and life planning, management and social/emotional growth and development, and personal safety. In addition, the Biology SK course also explores community resources and support systems, citizenship and personal responsibility.

Course Title: Physical Earth SK  
Course Number: 7133/7134  
Grade Level: 11th  
Elective/Required: Required  
Length/Credits: Year/10 credits  
Course Description: The course of study places emphasis on a variety of academic skills and behaviors, personal and social skills, and personal health and wellness, with a focus on the development of responsible decision-making skills in relationship to personal independence (career/post secondary exploration and preparation) and employability. Explicit Instruction provides models and opportunities to practice the use of self monitoring, inter-personal communication and life planning skills and tools. Course content includes life skills that support increasingly independent choices in the areas of personal and life planning, management and social/emotional growth and development, and personal safety. In addition, the Physical Earth SK course also explores community resources and support systems, citizenship and personal responsibility.
Course Title: Conceptual Physics SK
Course Number: 7287/7288
Grade Level: 11th
Elective/Required: Required
Length/Credits: Year/10 credits
Course Description:
The course of study places emphasis on a variety of academic skills and behaviors, personal and social skills, and personal health and wellness, with a focus on the development of responsible decision-making skills in relationship to personal independence (career/post secondary exploration and preparation) and employability. Explicit instruction provides models and opportunities to practice the use of self monitoring, inter-personal communication and life planning skills and tools. Course content includes life skills that support increasingly independent choices in the areas of personal and life planning, management and social/emotional growth and development, and personal safety. In addition, the Physical Earth SK course also explores community resources and support systems, citizenship and personal responsibility.

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Course Title: Civics/Econ SK
Course Number: 7200/7049
Grade Level: 12th
Elective/Required: Required
Length/Credits: Year/10 credits
Course Description:
The course of study places emphasis on a variety of academic skills and behaviors, personal and social skills, and personal health and wellness, with a focus on the development of responsible decision-making skills in relationship to personal independence (career/post secondary exploration and preparation) and employability. Explicit instruction provides models and opportunities to practice the use of self monitoring, inter-personal communication and life planning skills and tools. Course content includes life skills that support increasingly independent choices in the areas of personal and life planning, management and social/emotional growth and development, and personal safety. In addition, the Civics/Econ SK course also explores community resources and support systems, citizenship and personal responsibility.

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Course Title: World History Sk
Course Number: 7046/7047
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
Students study major turning points that shaped the modern world, from the late 18th century through the present. They trace the rise of democratic ideas and develop and understanding of the historical roots of current world issues as they pertain to international relations. Students study the cause and effects of international events including the Industrial Revolution, Imperialism and the two world wars. Students also develop an understanding of current world issues and relate them to their historical, geographic, political, economic and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

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Course Title: US History Sk
Course Number: 7336/7337
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
This course offers a traditional chronologically based survey of American History from the Colonial period to the present. Emphasis is on critical writing, analysis, discussion, interpretation and historiography, as well as mastery of historical facts. Curricular content may be modified to meet individual needs as outlined by student Individual Education Plans.

Course Title: Interdisciplinary Accel Sk (Study Table)
Course Number: 7028/7029
Grade Level: 9-12
Elective/Required: Required
Length/Credits: Year/10 credits
Course Description:
Interdisciplinary Acceleration is provided for students who need support in their academic subject areas. Skills to promote success in reading, writing, and math will be taught. Study skills will be foundational to the goals of Interdisciplinary Acceleration. Emphasis will be placed on developing the confidence needed to achieve each student’s highest potential. Enrollment is limited to those students challenged by grade level content and/or teacher, assistant principal, or Counselor recommendation.
<table>
<thead>
<tr>
<th>Special Education/Resource</th>
<th>Req/Elec</th>
<th>UC a-g</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Yr/Sem</th>
<th># Periods</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>Gateways Literacy</td>
<td>R</td>
<td>no</td>
<td>9-12</td>
<td>Identified by reading level; intensive or Tier 3 intervention placement; English Learner Designation</td>
<td>Yr</td>
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<td>10</td>
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<tr>
<td>English Sk</td>
<td>R</td>
<td>no</td>
<td>11-12</td>
<td>Successful completion of prior English Class</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
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<tr>
<td>Integrated Math 1 A/B Sk</td>
<td>R</td>
<td>no</td>
<td>9-12</td>
<td>none</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Integrated Math 1 C/D Sk</td>
<td>R</td>
<td>no</td>
<td>9-12</td>
<td>Successful completion of Integrated Math 1 A/B</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
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<tr>
<td>Math Sk</td>
<td>R</td>
<td>no</td>
<td>11-12</td>
<td>Completion of Integrated Math 1 A/B and C/D</td>
<td>Yr</td>
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<td>10</td>
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<tr>
<td>Life Skills 1</td>
<td>R</td>
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<td>9</td>
<td>none</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Biology SK</td>
<td>R</td>
<td>no</td>
<td>10</td>
<td>Successful completion of Life Skills 1</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Physical Earth SK</td>
<td>R</td>
<td>no</td>
<td>11</td>
<td>Successful completion of Life Skills 2</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Conceptual Physics SK</td>
<td>R</td>
<td>no</td>
<td>11</td>
<td>Successful completion of Life Skills 2</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Civics/Econ SK</td>
<td>R</td>
<td>no</td>
<td>12</td>
<td>Successful completion of Life Skills 3</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>World History Sk</td>
<td>R</td>
<td>no</td>
<td>10-12</td>
<td>none</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>US History Sk</td>
<td>R</td>
<td>no</td>
<td>9-12</td>
<td>Successful completion of World History Sk</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Interdisciplinary Acceleration Sk (Study Table)</td>
<td>E</td>
<td>no</td>
<td>9-12</td>
<td>none</td>
<td>Yr</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>
NON-DEPARTMENTAL COURSES

Course Title: AVID
Course Number: 8412/8413, 8422/8423, 8432/8433, 8452/8453
Grade Level: 9 – 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
AVID is an elective course which addresses the needs of students “in the middle” who have been identified by their core teachers, counselors, etc., as having the potential to be successful in a rigorous college preparatory program. The course provides the support and encouragement necessary for students to be successful, employing WIC (writing to learn, inquiry, collaboration), tutorials, study skills, time management skills, test preparation strategies for the PSAT, SAT and ACT, college visitations, and motivational speakers. Students are taught Cornell note-taking skills and are required to maintain a well organized three-ring binder containing notes, calendars, learning logs, assignments, etc. They participate in collaborative projects which require higher-level thinking skills and problem solving.

Course Title: Academic Tutor
Course Number: 8471/8472
Grade Level: 11 – 12
Elective/Required: Elective
Length/Credits: One year (may enter at semester)/10 credits
Course Description:
This class provides an opportunity for Juniors and Seniors to help our younger students. The academic tutors responsibility is to support the teacher and provide opportunities for students to get individual help. Each tutor will receive a letter grade from the Reading Improvement teacher. Tutors need to have a 3.0 or better, read at the 11th grade level and must be a Junior or Senior. To become an Academic Tutor, students must be recommended by the Reading Improvement teacher or counselor.

Course Title: Student Government/Leadership/ASB
Course Number: 8300/8301
Grade Level: 11 – 12
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
Student Government/Leadership/ASB is the course in which student leaders get together on a daily basis to decide and carry out the activities of the Golden West High School Associated Student Body. Students will be expected to demonstrate initiative, hard work, cooperation, etc. The requirements to be admitted to the class are: to either be elected to a school wide position by the students at Golden West and/or by an application process. All students must submit an application before running for office or entering the Leadership Class. The Activities Director and administration will screen students prior to the election. The Golden West High School Constitution regulates specific requirements to hold office and to be considered for the Leadership Class. Once approved and screened, newly elected officers and the Activities Director will determine the remaining members of the class. Factors considered include, but are not limited to; work ethic, ability to work with others, leadership qualities, demonstration of good character, and diversity.
Course Title: Student Activities (Link Crew)
Course Number: 8310/8311
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
Peer Communication/Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

Course Title: AVID/Academic Tutor
Course Number: 8490/8491
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
Students work under the direction of the classroom teacher providing direct academic assistance to other students, most often in mathematics, but sometimes in other areas. When not providing direct student assistance, tutors may perform other functions to support the classroom teacher. Students must be highly responsible. AVID Tutors must receive training as required by the AVID program. AVID Tutors and Academic Tutors are often given priority for openings at paid positions in the after-school study center.

Course Title: Interdisciplinary Acceleration
Course Number: 1088/1089
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: One Year/10 credits
Course Description:
Interdisciplinary Acceleration provides academic support for core subject areas. Skills to promote success in reading, writing, and math are a focus of instruction. In addition, the course provides direct instruction in study skills. Emphasis will be placed on developing the confidence needed to achieve each student’s highest potential. Enrollment is limited to those students challenged by grade level content and/or teacher, assistant principal, or Counselor recommendation.

Course Title: Interdisciplinary Acceleration (Freshman Academy)
Course Number: 1084FA/1085FA
Grade Level: 9
Elective/Required: Elective
Length/Credits: One year/10 credits
Course Description:
The purpose of the Golden West Freshman Academy is to provide coordinated support for 50 freshman students who have struggled academically during the 8th grade year. Students are selected on the basis of CST scores, class grades, attendance, and discipline. The purpose is to find students who have maintained positive attendance and perhaps may have some minor behavior issues, but who appear to put forth an effort in learning, yet have not had success in the classroom. Students will take one period of English, one period of Algebra 1, and one period of Interdisciplinary Acceleration. Interdisciplinary Acceleration is a class that is intended to provide additional academic support for Academy students. It is taught by the English and math teachers, and it is scheduled for the same period for both teachers so that they may move students flexibly to the subject area that a student most needs support.
BUSINESS FINANCE ACADEMY

The Business/Finance Academy at Golden West High School is an academic program designed to integrate the core curriculum (English, math, science, and social science), with a focus on business/finance careers. Career speakers, job shadowing, college visits, industry tours and project-based learning reinforce academic instruction. Ultimately, internship opportunities will be provided to students. Teachers and business/finance supervisors monitor the progress of the students through on-site evaluations, journals, integrated projects as well as traditional academic assessment methods.

Course Title: Integrated Business
Course Number: 0149/0150
Grade Level: 9
Elective Required: Elective
Length/Credits: Year/10 credits
Course Description:
This is a year-long course that introduces students to the basics of Business: Organization and Management, Influences on Business, Marketing, Personal Finance, and Entrepreneurship. Additional topics include: Stock Market, types of Business Ownership and Operations, Business Ethics, and Social Responsibility. Individual and group projects will be used throughout this course to assess student understanding of concepts. Students will have the opportunity to interact with the Business world through guest speakers and industry tours throughout the year. Students will complete a culminating project of writing a business plan at the end of the year.

Course Title: Business Technology
Course Number: 0113/0114
Grade Level: 10
Elective/Required: Elective
Length/Credits: One Year/ 10 Credits
Course Description:
This course introduces students to the objectives, strategies, and tools that are important to marketing. Students become familiar with each phase of marketing and with strategies to build business and brand equity for large-scale and small-scale operations. They will learn how to assess marketing niches, understand customer and consumer needs, and conduct basic market research and develop an integrated marketing campaign that uses a range of appropriate marketing channels. Another feature of this course will be graphic design through the use of Adobe Photoshop and Microsoft Publisher as they relate to the field of marketing.
Course Title: Accounting  
Course Number: 0146/0147  
Grade Level: 11  
Elective/Required: Elective  
Length/Credits: One year, 10 credits  
Course Description:  
This one-year course gives a thorough background in the basic accounting procedures used to operate service businesses progressing to the operation of corporations organized as merchandising businesses. The complete accounting cycle is covered utilizing the general journal approach, including specialized journals. Course content includes automated accounting applications, Excel training, and QuickBooks. Text covers many contemporary special features including accounting in the real world, internet research activities, accounting careers, character counts/ethics, business structures, cultural diversity, financial literacy, and a global perspective.

Course Title: Virtual Enterprise  
Course Number: 8933/8934  
Grade Level: 12  
Elective/Required: Elective  
Length/Credits: One Year/2 periods per day/10 credits per semester  
Course Description:  
Virtual Enterprise is a two-hour simulated business, set up and run by students to prepare them for working in an authentic business environment. Students determine the nature of their business, its products or services, its management and structure, and learn/experience the daily operations of a business under the guidance of a consultant. Enterprises are linked together in regional, national, and global networks so that the firms have each other as trading/business partners. As the firms begin to interact with other virtual enterprises worldwide, the students/employees receive first-hand knowledge about conducting business in the global economy. Students/employees will prepare for and compete in individual and trade show competitions throughout the year in different areas of California.
## Program of Study:

<table>
<thead>
<tr>
<th>Subject/Year</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 1* English 1H</td>
<td>English 2* English 2H</td>
<td>American Literature*</td>
<td>Expository Writing*</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Math 1* Math 2H</td>
<td>Math 2 Math 3H</td>
<td>Math 3 Pre-Calculus</td>
<td>Pre-Calculus A.P. Calculus <em>(optional)</em></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td>Biology*</td>
<td>Chemistry*</td>
<td>Additional science course <em>(optional)</em></td>
</tr>
<tr>
<td><strong>Social Science/PE</strong></td>
<td>Physical Education or Health/Driver’s Education <em>(summer school preferred)</em></td>
<td>World History*</td>
<td>U. S. History*</td>
<td>Civics/Economics <em>(summer school preferred)</em></td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>Integrated Business</td>
<td>Business Technology*</td>
<td>Accounting*</td>
<td>Virtual Enterprise <em>(2 periods)</em></td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>Foreign Language (Year 1)</td>
<td>Foreign Language (Year 2)</td>
<td>Fine Arts/Foreign Language</td>
<td></td>
</tr>
<tr>
<td><strong>Summer School &amp; Pre-First</strong></td>
<td>Health/Driver’s Education</td>
<td>Physical Education</td>
<td></td>
<td>Civics/Economics</td>
</tr>
</tbody>
</table>
The First Responders’ Academy at Golden West High School is designed to provide students a four-year opportunity to experience public safety careers, learning and sharing experiences with community and business partners. The career path is aligned with College Preparatory core courses to provide all students with the skills to be college and career ready upon graduation from high school.

**Course Title:** Integrated Core PE AOFR  
**Course Number:** 0641AOFR/0642AOFR  
**Grade Level:** 9-12  
**Elective/Required:** Required  
**Length/Credits:** One Year/10 credits per semester  
**Course Description:**
The integrated class is designed to meet the goals and objectives of the California State Framework for Physical Education. Students must complete all two years of Integrated Core Physical Education to meet the VUSD graduation requirement. Integrated Core Physical Education includes the fundamentals of combativeness, fitness, individual sports, aquatics, team sports, gymnastics, outdoor education and wellness. The elective component of the curriculum provides students an opportunity to develop muscular strength and endurance through weight training and conditioning. The class will include initial development in the techniques of proper Olympic style weight lifting followed by testing to determine baseline strengths and abilities of all students.

**Course Title:** College Careers/Health AOFR  
**Course Number:** 5444AOFR/4302AOFR  
**Grade Level:** 9  
**Elective/Required:** Required  
**Length/Credits:** One Year/10 credits per semester  
**Course Description:** This course will provide students with the information and skills necessary to prepare them for the job market, continuing education and for living on their own. The skills, knowledge, and attitudes taught in this course will enable students to learn about the rights and responsibilities of young adults in the world today. Topics included will be values and goals, banking, credit, your first car, insurance, and college selection.

**Course Description:** Health is a required course that provides a skills-based curriculum that addresses federal and state mandates for instruction, as well as the state framework for health education in California. The course of study focuses on personal health and wellness, with an emphasis on the development of responsible decision-making skills in relationship to a healthy lifestyle. Course content includes life skills focused on healthy choices in the areas of nutrition, fitness, stress management and social/emotional health, substance use and abuse, growth and development, and reproductive health. The course also explores environmental factors influencing health and healthy lifestyle choices, as well as societal influences and media pressures.
Course Title: Criminal Justice and Fire
Course Number: 8316AOFR/8317AOFR
Grade Level: 10
Elective/Required: Required
Length/Credits: One Year/10 credits per semester
Course Description:
This course provides an opportunity for students to recognize many of the exciting career opportunities in the First Responders career path. Embedded in this course are directed discussions, role-plays, mock trials, cooperative and interactive exercises, and research activities for students to use the Internet, library, and industry partners as resources. The course deepens the knowledge of crime, police, criminal cases, corrections, juvenile justice, and fire fighting. In addition, students will understand specific connections between lesson content and real world applications.

Course Title: Criminal Justice 2
Course Number: 5264AOFR/5265AOFR
Grade Level: 10
Elective/Required: Required
Length/Credits: One Year/10 credits per semester
Course Description:
This course provides an opportunity for students to recognize many of the exciting career opportunities in the First Responders career path. Embedded in this course are directed discussions, role-plays, mock trials, cooperative and interactive exercises, and research activities for students to use the Internet, library, and industry partners as resources. The course deepens the knowledge of crime, police, criminal cases, corrections, juvenile justice, and fire fighting. In addition, students will understand specific connections between lesson content and real world applications.
# Academy of First Responders

## Program of Study:

<table>
<thead>
<tr>
<th>Subject/Year</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 1 Cohort (Honors)</td>
<td>English 2 Cohort (Honors)</td>
<td>American Lit Cohort (Honors)</td>
<td>ERWC Cohort (COS Eng. 1/2) AP Language</td>
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<tr>
<td><strong>Math</strong></td>
<td>Math 1 Math 2 (Honors)</td>
<td>Math 2 Math 3 (Honors)</td>
<td>Math 3 Pre-Calculus</td>
<td>Pre-Calculus AP Calculus AP Statistics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology Chemistry</td>
<td>Chemistry Physical Science</td>
<td>Optional 3rd year Science AP Lab Science</td>
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<tr>
<td><strong>Social Science/PE</strong></td>
<td>Physical Fitness Cohort</td>
<td>Physical Fitness</td>
<td>Physical Fitness</td>
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<td><strong>Elective</strong></td>
<td>College and Careers in Safety/Health Cohort</td>
<td>Foreign Language</td>
<td>Foreign Language</td>
<td>Foreign Language Fine Arts</td>
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<tr>
<td><strong>Academy Course</strong></td>
<td>Health &amp; First Responders Cohort</td>
<td>Criminal Justice and Fire Cohort</td>
<td>Criminal Justice 2 Cohort</td>
<td>Criminal Investigation Cohort</td>
</tr>
<tr>
<td><strong>Summer School &amp; Pre-First</strong></td>
<td>World History</td>
<td>U.S. History</td>
<td></td>
<td>Civics/ Economics</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>College and Careers in Safety/Health Cohort</td>
<td>Foreign Language</td>
<td>Foreign Language</td>
<td>Foreign Language Fine Arts</td>
</tr>
</tbody>
</table>

*Not guaranteed but recommended*