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A - Social Science
World History AB, Honors
AP European History AB
US History AB
Honors US History
Principles of Am Dem/ Economics
H Principles of Am Dem
AP Government/Honors Econ

B - English
ELD 9AB, 10AB, 11AB
Literacy & Language AB, ELD 12AB
English 9AB, Honors, Accelerated
English 10AB, Honors, Accelerated
Communications & Writing
American Lit. & Contemporary Comp
Honors Amer Lit & Contemp Comp
AP English (Language and Composition)
AP English (Literature and Composition)
ERWC AB

C - Mathematics
Algebra 1AB, Honors, Accelerated
Geometry AB, Honors, Accelerated
Algebra 2AB, Honors, Accelerated
Honors Trig/Math Analysis AB
Honors Precalculus AB (Accelerated)
Stat & Probability AB
AP Calculus AB
AP Calculus BC
AP Statistics AB
Intro Data Science AB
Discrete Math AB
Advanced Algebra Concepts AB

D - Science
Biology AB, Honors
Physiology AB
AP Biology AB
Chemistry AB
Honors Chemistry AB
AP Chemistry AB
Physics AB
Honors Physics AB
AP Physics 1AB
Environmental Science AB
AP Environmental Science

E – Language Other Than English (LOTE)
Spanish 1AB
Spanish 2AB
Honors Spanish 3AB
Spanish Speakers 1AB
Spanish Speakers 2AB
AP Spanish Language
AP Spanish Literature
French 1AB
French 2AB
Honors French 3AB
AP French Language AB

F - Visual/Performing Arts
AP Studio Art AB
AP Studio Art 2D AB
AP Art History AB
American Images AB

F - Visual/Performing Arts (continued)
Animation 1AB
Animation 2AB
Ceramics 1AB
Ceramics 2AB
Design AB
Design Crafts AB
Digital Media AB
Digital Photo AB
Drawing AB
Painting 1AB
Photo 1AB
Photo 2AB
AP Music Theory AB
Advanced Band AB
Choir AB
Chorus AB
Glee AB
Guitar 1AB
Instruments AB
Jazz Ensemble AB
Musical Theater AB
Music, History, Lit Analysis AB
Vocal Ensemble (Chamber Singers)
Beginning Dance AB
Advanced Theater AB
Inter Theatre Stage AB
Intro Theatre Stage AB
FIlmmaking 1AB
Theater Intro AB
Theater Improvisation AB
Theater Production AB

G – College Prep Electives
Social Science
AP Psychology AB
Child Development AB
Economics
Human Psych & Soc AB
Intro Psychology
Intro Sociology
Science
Forensic Science AB
Physical Geology AB
English
Creative Writing AB
Journalism 1AB
Interdisciplinary
Yearbook AB
AP Computer Science A AB
AP Computer Sci Principles AB
AP Seminar AB
AP Research AB

Career Technical Education Courses
Advanced Culinary Arts AB
Applied Engineering AB
Catering AB
Computer Science AB
Digital Graphic Design AB
Elementary Engineering AB
Filmmaking 2AB
Hollywood Films & Musicals AB
Horticulture 1AB
Intro Business AB
Intro Culinary Arts AB

Career Technical Education (continued)
Intro Engineering AB
Nursing AB
Pre-Med Science 1AB
Pre-Med Science 2AB

Other Electives
Academic Decathlon AB
Advanced PE 1AB
Advanced PE 2AB
Algebra Support AB
Algebra Topics AB
Algebra 2 Support AB
ASB AB
Computer Literacy
Extended Learning AB
Health
Humanities AB
Leadership AB
Writers Workshop AB

SPORTS Program
Largest Sports Program in the LA Area
Baseball, V, JV
Basketball Boys/Girls V, JV
Cheer V, JV
Cross-Country V, JV
Football, V, JV
Golf
Lacrosse Boys/Girls V, JV
Soccer Boys/Girls V, JV
Softball, V, JV
Swimming V, JV
Tennis V, JV
Track & Field V, JV
Volleyball Boys/Girls V, JV
Water polo Boys/Girls V, JV
Wrestling Boys/Girls V, JV

Extra-Curricular Programs
Academic Decathlon
Advanced Placement Capstone
Animation Club
Associated Student Body
Band & Color Guard
BCCHS Gamers
Culinary Arts
Dance Production
Glee/Choir/Chamber Singers
Honor Society
Knights & Ladies
L.U.C.E.S
Lit Jesus
Fitness & Nutrition Club
Play Production
Patriots Dance
Photography Club
P.R.I.D.E Club
SAS Program
Student Council – Grade Level
Work Experience Yearbook
GRADUATION REQUIREMENTS

Birmingham Community Charter High School (BCCHS) is accredited by the Western Association of Schools and Colleges (WASC) and all courses are transferable to accredited schools in the United States. Beginning with the graduating class of 2020, students must complete the A-G requirements with “D” or better plus additional state and local requirements to receive a high school diploma. See below the BCCHS Graduation Requirements and UC/CSU A-G Minimum Requirements.

**BCCHS Graduation Subject & Credit Requirements**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
</table>
| A1 Social Science | World History AB  
US History AB  
Principles Am Democracy Economics | 30 credits |
| B English      | English 9AB  
English 10AB  
American Lit & Cont. Comp  
ERWC AB | 40 credits |
| C2 Math        | Algebra 1AB  
Geometry 2AB | 20-30 credits |
| D Science      | Biological Science AB  
Physical Science AB | 20 credits |
| E3 LOTE        | Language Other Than English 1  
Language Other Than English 2 | 5-20 credits |
| F VPA          | Fine Arts | 10 credits |
| G4 College Prep| College Prep Elective | NA |
| CTE            | Career Technical Education | 10 credits |
| Health         | Health | 5 credits |
| PE             | Physical Education | 20 credits |
| Electives      | Electives | 30-45 credits |

**TOTAL CREDITS** 230 credits

1. AP European History may be substituted to meet the World History requirement.
2. Students must complete 30 credits of college preparatory mathematics which include Algebra 1, Geometry and Algebra 2. Students who complete Algebra 1 and Geometry in middle school with grades of “B” or higher for both semesters are still required to complete an additional 20 credits of subsequent math courses to meet the mathematics requirement for graduation. UC/CSU validation may be permitted. Validation approvals will not earn course credit. Students will be required to complete coursework in other subject areas to meet the 230 graduation credit requirement. Please see your counselor for information.
3. Students are required to complete 20 credits of LOTE. Courses completed in middle school with grades of “B” or higher for both semesters may be used to meet to LOTE requirement. UC/CSU validation may be permitted. Validation approvals will not earn course credit. Students will be required to complete coursework in other subject areas to meet the 230 graduation credit requirement. The LOTE requirement may be met by demonstrating proficiency on the AP, IB or SAT test(s). Two years of schooling in a foreign country beyond the 6th grade may satisfy the LOTE requirement. Please see your counselor for information.
4. The college prep elective is completed with Principles of American Democracy and Economics.

*Additional requirements to participate in the BCCHS graduation ceremony are required including attendance, college application submission verification, debt clearance and any other requirements approved by the BCCHS Governing Board.*

*Middle school courses may be used to meet LOTE and mathematics graduation requirements but high school course credit will not be awarded.*

*Students with Disabilities (SWD) in the general education program are required to complete the new BCCHS graduation requirements. For additional support and resources, please contact the Designated Instructional Support (DIS) Office.*
**SCHOOL FOR ACCELERATED STUDIES (SAS) PROGRAM**

Our School for Accelerated Studies (SAS) program offers enrichment opportunities to highly motivated students who excel in academic courses. Due to our unique and rigorous instructional program operating under a 2x8 block schedule, students in our accelerated program are able to complete two years of Math and English in one year. Additionally, students can request Advanced Placement (AP) and college courses offered onsite and begin to accrue UC and CSU transferable college units as early as 9th grade. To the left is an example of a 4-year plan for a student in the SAS program.

Our enrichment program extends through the summer and students are able to participate in Advanced Placement preparatory courses and complete college courses as well. Ninety percent of our students apply to 4-year universities and 100% receive admission to top universities including Bowdoin, USC, all UCs, CSUS, Michigan State and others. Because of our dedicated teachers, special schedule (which allows students to complete 80 credits a year compared to 60 credits in a traditional calendar) and summer term, many of our BCCHS students are able to complete their A-G and graduation requirements a year early with college units completed.

The partnerships established with CollegeBoard®, local community colleges and universities strengthens our college-going culture and allow students a glimpse into the university experience.

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**CSU General Education Requirements**

<table>
<thead>
<tr>
<th>CSU</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>COMM 101</td>
<td>3</td>
</tr>
<tr>
<td>A2</td>
<td>ENGLISH 101</td>
<td>3</td>
</tr>
<tr>
<td>A3</td>
<td>ENGLISH 103, PHIL 9+</td>
<td>6</td>
</tr>
<tr>
<td>B1 L</td>
<td>CHEM 68</td>
<td>5</td>
</tr>
<tr>
<td>B2 L</td>
<td>BIO 3</td>
<td>5</td>
</tr>
<tr>
<td>B4</td>
<td>MATH 227</td>
<td>4</td>
</tr>
<tr>
<td>C1</td>
<td>ART 101</td>
<td>6</td>
</tr>
<tr>
<td>C2</td>
<td>ENGLISH 102, ENGLISH 205</td>
<td>9</td>
</tr>
<tr>
<td>D</td>
<td>HIST 12, SOC 1, SOC 12</td>
<td>9</td>
</tr>
<tr>
<td>E</td>
<td>PSYCH 41</td>
<td>3</td>
</tr>
<tr>
<td>S1 US</td>
<td>HIST 12</td>
<td>3</td>
</tr>
<tr>
<td>S2 US</td>
<td>POL SCI 1</td>
<td>3</td>
</tr>
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</table>

**UC General Education Requirements**

<table>
<thead>
<tr>
<th>UC</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>ENGLISH 101</td>
<td>9</td>
</tr>
<tr>
<td>H</td>
<td>ENGLISH 102, ENGLISH 103</td>
<td>15</td>
</tr>
<tr>
<td>S</td>
<td>BIO 3</td>
<td>10</td>
</tr>
<tr>
<td>*</td>
<td>COMM 101+</td>
<td>3</td>
</tr>
</tbody>
</table>

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IGETC is the general education course pattern at California community colleges that fulfills the lower division requirements for UC and CSU. Students who complete the IGETC, CSU Breath or UC lower division requirements may be assigned sophomore or junior standing upon enrolling at a UC or CSU.

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**Intersegmental General Education Transfer Curriculum (IGETC)**

<table>
<thead>
<tr>
<th>Area 1</th>
<th>English Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Req UC: 1A, 1B, CSU: 1A, 1B, 1C</td>
<td></td>
</tr>
<tr>
<td>Area Course</td>
<td>Gr/Term</td>
</tr>
<tr>
<td>1A</td>
<td>ENGLISH 101</td>
</tr>
<tr>
<td>1B</td>
<td>ENGLISH 103</td>
</tr>
<tr>
<td>1B+</td>
<td>ENGLISH 113</td>
</tr>
<tr>
<td>1C</td>
<td>COMM 101</td>
</tr>
<tr>
<td><strong>AP English Language (1A)</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 2</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC: CSU (1 course)</td>
<td></td>
</tr>
<tr>
<td>Area Course</td>
<td>Gr/Term</td>
</tr>
<tr>
<td>2</td>
<td>MATH 227</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 3</th>
<th>Arts &amp; Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC: CSU 5A, 5B, 5C (3 courses)</td>
<td></td>
</tr>
<tr>
<td>Area Course</td>
<td>Gr/Term</td>
</tr>
<tr>
<td>3A</td>
<td>CINEMA 107</td>
</tr>
<tr>
<td>3A</td>
<td>ART 101</td>
</tr>
<tr>
<td>3B</td>
<td>ENGLISH 103</td>
</tr>
<tr>
<td>3B</td>
<td>ENGLISH 205</td>
</tr>
<tr>
<td><strong>AP Art History (3A)</strong></td>
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</tr>
<tr>
<td><strong>AP English Literature (3B)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AP European History (3B)</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 4</th>
<th>Social &amp; Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC: CSU (3 courses)</td>
<td></td>
</tr>
<tr>
<td>Area Course</td>
<td>Gr/Term</td>
</tr>
<tr>
<td>4</td>
<td>SOC 1</td>
</tr>
<tr>
<td>4</td>
<td>HIST 2</td>
</tr>
<tr>
<td>4</td>
<td>SOC 12</td>
</tr>
<tr>
<td>4</td>
<td>POL SCI 1</td>
</tr>
<tr>
<td><strong>AP Government (4)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AP US History (4)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AP Psychology (4)</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 5</th>
<th>Physical &amp; Biological Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC: CSU 5A, 5B, 5C (2 courses)</td>
<td></td>
</tr>
<tr>
<td>Area Course</td>
<td>Gr/Term</td>
</tr>
<tr>
<td>5A</td>
<td>CHEM 68</td>
</tr>
<tr>
<td>5B</td>
<td>BIO 3</td>
</tr>
<tr>
<td><strong>AP Chemistry or AP Phys (1A)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AP Biology or AP Env Sci (5B, 5C)</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 6</th>
<th>LOTE Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Only</td>
<td></td>
</tr>
<tr>
<td>Area Course</td>
<td>Gr/Term</td>
</tr>
<tr>
<td>6</td>
<td>Met w/ HS courses</td>
</tr>
</tbody>
</table>

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*Specific transfer criteria for each UC can be found at [http://admission.universityofcalifornia.edu/](http://admission.universityofcalifornia.edu/). For transferability agreements between California community colleges and universities go to [http://assist.org](http://assist.org).

**Area 2 can be met by passing the AP Calculus AB or AP Statistics AB exam with a 3 or higher**

**AP exams with scores of 3 or higher may be used to meet portions of the IGETC.**

* indicates additional courses beyond the minimum required in the respective subject area.
Birmingham Community Charter High School developed cohesive, complete pathways that prepare students for post-secondary education for a job in their field of interest. We focus on high interest, high demand, high-wage fields, so that our students are not only prepared for college through our college preparatory core courses, but a career as well. Courses with a (♦) that are passed with a “B” or higher will accrue college units. See Course Description section for details.
An additional point is added to student’s academic GPA for approved semester courses passed with a “C” or better. The symbols below indicate which educational institutions will honor the additional point value policy:

- UC, CSU, NCAA
- UC, CSU

- UC “a-g” designation
- Indicates if the course is CTE approved
- Indicates if the course is “a-g” approved
- Indicates the course is NCAA approved

**AP STUDIO ART**
**AP STU ART AB**
F: Visual Art - ◊
Grades: 10-12
A-G: Yes  CTE: No  NCAA: No

**Articulation:** No

College level course for serious students who wish to major in art in college. Students develop a body of work throughout the year based on 3 factors: 1) a sense of quality and skill in a student’s work 2) concentration on a particular interest or problem to solve 3) breadth of experience in the formal, technical and expressive capacity of the artist. A comprehensive Portfolio will be submitted at the end of the class. For potential college credit.

**Courses that have been articulated with community colleges will include the following:**
- Name of community college (e.g. LAVC)
- College Course Name and Number (e.g. ART 201)
- UC:CSU indicates Transferability
- NT indicates Not Transferable to UC or CSU
- Program:
  - IGETC Area Met (e.g. A1)
  - AA (credit towards AA degree)
  - CER (credit towards certificate program)
  - Elective
- To earn college credit, students must pass both semesters of an articulated course with a “B” or higher
- Indicates that 2 or more courses required to receive college units

**Transcript Abbreviation**
This title will appear on student’s transcripts

**Course Title (Long Title)**
This title will appear on the school’s UC/CSU course list
ADVANCED PLACEMENT AMERICAN GOV & POLITICS
AP GOVT AB  A: Government ●
Grades: 12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
This course provides an intensive study of how the various elements of government and politics in the United States work together to produce public policy. It examines the critical relationship among the various institutions, government, groups, and ideas that make up the political scene. This course helps the student become familiar with the various ideas and theories used to analyze and predict political behavior and the terminology useful in describing politics. The activities include essays, tests, note taking, debates, research projects, and use of with primary and secondary sources. It emphasizes the analysis and interpretation of factual information as it pertains to U.S. government. This course is designed for students eligible for Honors Social Science and gives them an opportunity to interact with college-level material. If a student passes the Advanced Placement Exam, this course may be accepted by colleges for course credit.

ADVANCED PLACEMENT UNITED STATES HISTORY
AP US HIST AB  A: US History ●
Grades: 11-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
The major purpose of this course is to provide an intensive study of the political, economic, social, intellectual, diplomatic, and cultural development of the United States. The course emphasizes a variety of themes and approaches to United States history and encourages an awareness of the nature of history in its broadest definition and a sense of the alternatives to any given explanation. The course develops the ability to read advanced-level historical work analytically and evaluate historical evidence and interpretations in arriving at conclusions. Students develop college-level social science skills through essay examinations, note taking from both printed materials and lectures, and the preparation of research papers. The course provides for extensive use of historical materials, both primary and secondary. If a student passes the Advanced Placement Exam, this course may be accepted by colleges for course credit.

ADVANCED PLACEMENT EUROPEAN HISTORY
AP EURO AB  A: World History, Geography, Cultures ●
Grades: 10-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
The major purpose of this course is to provide an in-depth study of European history from 1450 to the present. The course is organized around three major themes in European history: (1) Political and Diplomatic History, (2) Intellectual and Cultural History, and (3) Social and Economic History. The course helps students develop an awareness of the nature of history, its interpretations, and its interdisciplinary nature. The course includes essay tests, note taking, and research papers and deals with primary and secondary source materials. The course also stresses development of other social science skills and offers an opportunity for students to use college-level instructional materials. If a student passes the Advanced Placement Exam, this course may be accepted by colleges for course credit.

HONORS GOVERNMENT
H PRN AM DEM  A: Government ●
Grades: 12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
In Honors Government, students will demonstrate the ability to think critically, problem solve effectively, both individually and in a group, revolving around events, trends, and issues in the political history of the United States and historical and present practices. Students will be able to make connections between their lives and the historical and present political climate in the United States and abroad. The course promotes activism in their communities and the world and academic settings. By participating students will evaluate their place in American/Global Society through a historical analysis of United States government (and other historical government systems); as well as, through major literary works, scientific and economic theories.

HONORS US HISTORY
H US HIST 20AB  A: US History ●
Grades: 12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
This course examines major turning points of American History in the 20th century. The course begins with a review of the creation of the colonies through reconstruction. During the year certain themes should be emphasized: The historical significance and evolution of the U.S. Constitution and the Bill of Rights; the expanding role of the federal government; the continuing tension between the individual and the state as well as between minority and majority power; the emergence of our modern capitalistic economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movement towards equal rights for all; and the role of the United States as a major world power.

The major purpose of this course is to examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The course begins with an introduction to current world issues and then
ADVANCED PLACEMENT ENGLISH LANGUAGE

AP ENG LANG AB  B: English ♦
Grades: 11*  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No

ADVANCED PLACEMENT ENGLISH LITERATURE

AP ENG LIT AB  B: English ♦
Grades: 12*  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No

AMERICAN LITERATURE

AMER LIT  B: English
Grades: 11  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No

American Literature and Composition is a semester-long reading and writing course that includes standards-based instruction centered on recurrent themes and genres in United States literature from the colonial period to the present and reflects on the diversity of American life. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. The philosophical approach is the focus for the eleventh grade, as students analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The California Reading/Language Arts Framework states that students in the eleventh grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. American Literature meets one semester of eleventh-grade English requirement for graduation and fulfills one semester of the B requirement of the UC/CSU Subject Area Requirements.

COMMUNICATIONS AND WRITING

COMM WRIT AB  B: English
Grades: 11-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No

Students develop the skills necessary to understand and create college-level communication. Through textual analysis, strategy development, and extensive reading, both in class and independently, students will make significant gains in independent reading level. To prepare for the demands of the college classroom, oral communication skills, including presentations and debates, will be another focus of the course. Classes will emphasize academic discourse, using both informal, meaning-making discussion and more formal expression. Students will engage in writing to express understandings and make arguments about texts. Students will also develop their academic identity through reflective writing and sharing knowledge.

CONTEMPORARY COMPOSITION

CONT COMP  B: English
Grades: 11  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No

The major purpose of this standards-aligned semester course is to explore ideas, issues, and themes from contemporary fiction, nonfiction, and informational materials and to focus on writing coherent and complex texts that convey well-defined perspectives and tightly reasoned arguments. Students will read, write, speak, and think about the structure, style, content, and purpose of contemporary literature, expository, and visual texts through different lenses and various perspectives to investigate personal, American, and global views on current events, issues, and themes. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The California Reading/Language Arts Framework states that students in the eleventh grade are expected to read two million words annually on their own, including a good representation of high interest, rigorous, and relevant contemporary texts including magazines, newspapers, and online articles. Contemporary Composition meets one semester of eleventh-grade English requirement for graduation and fulfills one semester of the B requirement of the UC/CSU Subject Area Requirements.

ENGLISH LANGUAGE DEVELOPMENT 11

ELD 11AB  B: English
Grades: 11*  A-G: Yes  CTE: No  NCAA: No
Articulation: No

The purpose of Edge English C is to improve student reading fundamentals, comprehension, and critical thinking skills, teach specified reading behaviors, expand academic concepts and vocabulary (including world learning strategies), develop a stronger word consciousness, strengthen literary analysis (including recognizing genres and literary devices/elements), compare, evaluate, criticize literature. Furthermore, students in Edge English C will expand on different modes of writing; learn the writing process, and the traits of good writing. Edge B also provides an intense study of grammar, usage, mechanics, and spelling that are interwoven throughout the program.

ENGLISH LANGUAGE DEVELOPMENT 10

ELD 10AB  B: ELD
Grades: 10*  A-G: Yes  CTE: No  NCAA: No
Articulation: No

The purpose of this English Language Development (ELD) Common Core State Standards-based (CCSS) course is to provide English Learners (ELs) with a safe learning environment that builds language and reading skills along with content knowledge. The course aims to increase English Learners’ current ELD levels, while simultaneously introducing the grade level English Language Arts (ELA) standards necessary to meet reclassification criteria. The course is primarily designed to build and improve literacy skills for Long Term English Learners who are reading below 5th grade level. The academic emphases of this course are: 1) language development, 2) academic vocabulary acquisition, and 3) reading comprehension. Thematic units have been organized to ensure that students make connections to the other core content areas (i.e. science, math, social studies).

ENGLISH (B)

The *AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing...[This course] requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of interactions among a writer’s purposes, reader expectations, and an author’s propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing.* Click on the hyperlink to read the complete course outline. This course meets the eleventh or twelfth grade English requirement for graduation and fulfills a complete year B requirement of the UC/CSU Subject Area Requirements. Students who pass the AP exam may receive course credit by colleges and/or universities.
ENGLISH LANGUAGE DEVELOPMENT 9
ELD 9AB  B: English
Grades: 9*  A-G: Yes  CTE: No  NCAA: No
Articulation: No
This college preparatory course stresses the advancement of reading and writing skills by the careful and exact evaluation of literature through Common Core aligned 9th grade standards. Students will write essays that focus on thematic structure, sentence variety, and voice. Emphasis will be placed on precise sentences, vocabulary, and conventional grammar and its uses. Assignments are designed for students to think critically and for the concepts to be useful in their everyday lives. The purpose of Edge English B is to improve student reading fundamentals, comprehension and critical thinking skills, teach specified reading behaviors, expand academic concepts and vocabulary (including world learning strategies), develop a stronger word consciousness, strengthen literary analysis (including recognizing genres and literary devices/elements), compare, evaluate, criticize literature. Furthermore, students in Edge English B will expand on different modes of writing; learn the writing process, and the traits of good writing. Edge B also provides an intense study of grammar, usage, mechanics, and spelling that are interwoven throughout the program.

ENGLISH LANGUAGE LEARNERS 3 & 4
ELL 3/ELL 4  B: ELD
Grades: 9-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
This course is designed for English learners who are working toward perfecting listening, speaking, reading, and writing skills. It is a communicative-based program with literature and writing at the core of the curriculum. Writing exercises focus on process and are developed through core literary and expository works and their connection to student life. Speaking and listening activities include individual and group student presentations, role-playing, paired interviews, group discussions, debates, lecture, etc. Grammar will be taught in context throughout the year. This course may be used to replace English 9AB course requirement.

ENGLISH 9
ENGLISH 9AB  B: English
Grades: 9  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
English 9AB is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author’s argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author’s intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition instructional component, students will read expository texts and use what they have learned to establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout a piece of writing. They will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately. During the literary analysis component, students will read literary texts (e.g., short stories, poetry, and longer works, including novels), recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Students will also explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. Students will write responses to literature and deliver oral responses to literature. English 10AB meets the basic tenth-grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.

EXPOSITORY READING & WRITING COMPOSITION
ERWC AB  B: English
Grades: 12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
The major purpose of this year-long course is to prepare students for the literacy demands of college and the world of work. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include modules on two full-length works (one novel and one work of non-fiction). Written assessments and holistic scoring guides conclude each unit. Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The California Reading/Language Arts Framework states that students in the twelfth grade are expected to read two million words annually on their own that will transition them into adult reading. They will also apply and refine their command of the writing process, writing conventions, and rhetorical strategies to produce texts of at least 1,500 words each. Expository Reading and Writing Course fulfills a B requirement of the UC/CSU Subject Area Requirements.

HONORS ENGLISH 10
H ENGLISH 10AB  B: English
Grades: 10  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
This course is a survey of various literary genres and designed to develop the reading, writing, speaking, listening, and critical thinking skills of students. Areas of emphasis in writing instruction include narrative, argumentation, and analytical writing. In addition, students will begin cultivating and sharpening the skills they must master to be prepared for the rigor of the SBAC, PSAT/SAT or ACT examinations, college and career.

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HONORS AMER LIT & CONTEMPORARY COMPOSITION

Grades: 11
A-G: Yes CTE: No NCAA: Yes
Articulation: No

This is the year colleges will use to determine if students are prepared for their challenging classes. The objective of this class is to teach students how to think, read, write, speak and listen at the highest levels of achievement, a level that will prepare students for the formidable demands of college. We will acquire academic, cognitive and emotional strategies to help us through difficulties in reading and writing.

MATHEMATICS (C)

ADVANCED ALGEBRA & TRIGONOMETRY

ADV ALG & TRG AB C: Algebra 2/Trigonometry
Grades: 12
A-G: Yes CTE: No NCAA: Yes
Articulation: No
Prerequisite: Algebra 2AB

Advanced Algebra and Trigonometry is designed to provide students who would like to take another year of mathematics as an alternative plan to Pre-Calculus. This course is intended for students who completed Algebra 2 but do not feel prepared for Trigonometry/Probability and Statistics or Pre-Calculus. Advanced Algebra and Trigonometry included standards from a number of branches of mathematics, thereby enabling students to experience connections among them. The course of study includes functions, solving systems of equations, matrices, polynomials, trigonometric functions, vectors and exponential and logarithmic functions.

The first half of the course concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential functions, and conics. The Rational Root theorem and Fundamental Theorem of Algebra will be covered. Applications of the material during first semester include maxima/minima problems, roots, and a more in depth view of functions. Logarithms (with an emphasis on applications) shifts to trigonometry, with discussion of the trigonometric ratios, radian measure, the graphs of the trigonometric functions, the special angle formulas, and the laws of sines and cosines.

ADVANCED PLACEMENT CALCULUS AB

AP CALCULUS AB C: Advanced Mathematics

Grades: 9-12
A-G: Yes CTE: No NCAA: Yes
Articulation: No
Prerequisite: Trigonometry & Math Analysis OR Equivalent

AP Calculus includes two courses, AP Calculus AB and AP Calculus BC, which were developed in collaboration with college faculty. The curriculum for AP Calculus AB is equivalent to that of a first-semester college calculus course, while AP Calculus BC is equivalent to a first-semester college calculus course and the subsequent single-variable calculus course.

AP Calculus AB includes two courses, AP Calculus AB and AP Calculus BC, which were developed in collaboration with college faculty. The curriculum for AP Calculus AB is equivalent to that of a first-semester college calculus course, while AP Calculus BC is equivalent to a first-semester college calculus course and the subsequent single-variable calculus course. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require similar depth of understanding. Both courses are intended to be challenging and demanding, and each is designed to be taught over a full academic year.

The “big idea” topics for AP Calculus AB include: limits, derivatives, integrals and the Fundamental Theorem of Calculus. “AP Calculus BC explores these ideas in additional contexts and also adds the big idea of series. In both courses, the concept of limits is foundational; the understanding of this fundamental tool leads to the development of more advanced tools and concepts that prepare students to grasp the Fundamental Theorem of Calculus…” Click on the link to read the entire outline. Students who pass the AP Calculus exam may receive course credit by colleges and/or universities.

ADVANCED PLACEMENT CALCULUS BC

AP CALCULUS BC C: Advanced Mathematics

Grades: 9-12
A-G: Yes CTE: No NCAA: Yes
Articulation: No
Prerequisite: AP Calculus AB or Equivalent

AP Calculus AB is equivalent to that of a first-semester college calculus course, while AP Calculus BC is equivalent to a first-semester college calculus course and the subsequent single-variable calculus course. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require similar depth of understanding. Both courses are intended to be challenging and demanding, and each is designed to be taught over a full academic year.

The “big idea” topics for AP Calculus AB include: limits, derivatives, integrals and the Fundamental Theorem of Calculus. “AP Calculus BC explores these ideas in additional contexts and also adds the big idea of series. In both courses, the concept of limits is foundational; the understanding of this fundamental tool leads to the development of more advanced tools and concepts that prepare students to grasp the Fundamental Theorem of Calculus…” Click on the link to read the entire outline. Students who pass the AP Calculus exam may receive course credit by colleges and/or universities.

ALGEBRA 1

ALGEBRA 1AB C: Algebra 1

Grades: 9-12
A-G: Yes CTE: No NCAA: Yes
Articulation: No
Prerequisite: Algebra 1AB

Students use reasoning to define and make sense of rational exponents and explore the algebraic structure of the rational and real number systems. They understand that numbers in real world applications often have units attached to them and are considered quantities. Students explore the structure of algebraic expressions and polynomials. They understand that certain properties must persist when working with expressions that are meant to represent numbers, now written in an abstract form involving variables. When two expressions with overlapping domains are set equal to each other, resulting in an equation, there is an implied solution set (be it empty or non-empty), and students not only refine their techniques for solving equations and finding the solution set, but they can clearly explain the algebraic steps they used to do so. Students extend this knowledge to working with absolute value equations, linear inequalities, and systems of linear equations. After learning a more precise definition of function in this course, students examine this new idea in the familiar context of linear equations (for example, by seeing the solution of a linear equation as solving f(x) = g(x) for two linear functions f and g). Students continue building their understanding of functions beyond linear ones by investigating tables, graphs, and equations that build on previous understandings of numbers and expressions. They make connections between different representations of the same function. They learn to build functions in a modeling context, and solve problems related to the resulting functions. Algebra I focuses on linear, simple exponential, and quadratic equations.

ALGEBRA 2

ALGEBRA 2AB C: Algebra 2

Grades: 9-12
A-G: Yes CTE: No NCAA: Yes
Articulation: No
Prerequisite: Algebra 1AB

Students expand their understanding of expressions including rewriting, interpreting and examining rational, radical, polynomial expressions and deriving the formula of the sums of finite geometric series. Students continue expanding their knowledge of rational, polynomial, radical, exponential and logarithmic functions; they learn to represent functions algebraically, graphically, in numerical tables and by verbal descriptions. Students expand their knowledge of the real numbers to model/ solve a variety of equations/ inequalities and the systems of equations with two or more variables. Students practice creating equations for the real world situations, learn how to solve them, interpret the solutions and explain the reasoning. Students learn about complex numbers and explore real (complex roots of polynomial functions using the Fundamental Theorem of Algebra. Students explore/ apply the Remainder Theorem and the Binomial Theorem with the polynomial expressions and equations. Students explore the relationship between the exponential functions and their inverses, the logarithmic functions. Students explore all conic sections and learn how to express geometric properties with equations. Students extend their trigonometry knowledge: they learn how to interpret the radian measure of angles in the unit circle, graph all six trigonometric functions, model the periodic phenomena of the graphs, and prove/apply trigonometric identities. Finally, students continue expanding their knowledge of statistics by summarizing, representing, and interpreting data.
using the normal distribution. Moreover, students make inferences and justify conclusions based on sampling, experiments and observational studies.

**DISCRETE MATHEMATICS**

**DISCR MATH AB**  C: Advanced Mathematics

**Grades:** 11-12*  A-G: Yes  CTE: No  NCAA: Yes

**Articulation:** No

**Prerequisite:** Algebra 2AB

The first half of the course is designed to develop students’ ability to reason mathematically and justify arguments. The focus of this part of the course is on logic, various methods of proof, Set Theory, Combinatorics, and Probability. The second half of the course is focused primarily on Graph Theory, Operations Research problems and Binary Trees. Students will evaluate the pros and cons of different algorithms and learn to make and test conjectures through counterexamples or proof. When appropriate, students will generalize and communicate the results to their peers, using academic language. Students will learn to recast problems using multiple representations and demonstrate their ability to use multiple facets of mathematics as tools to solve problems.

**GEOMETRY**

**GEOMETRY AB**  C: Geometry

**Grades:** 9-12  A-G: Yes  CTE: No  NCAA: Yes

**Articulation:** No

The purpose of this course is to formalize and deepen a student’s understanding of how transformational geometry, trigonometry, probability and statistics can be used to model and interpret the real world. Students will be able to grasp abstract Euclidean proofs, transformational proofs, and apply them to understand real world, geometric relationships—including relationships between two and three dimensional objects. Students will continue to develop mathematical ways of thinking through the Mathematical Practice Standards and content standards. Students will be expected to make sense of real world situations and apply mathematics to develop solutions.

**HONORS PRECALCULUS or H TRIG/MATH ANALYSIS**

**H PRECALC AB or H TRIG/MATH AB**  C: Advanced Mathematics

**Grades:** 11-12*  A-G: Yes  CTE: No  NCAA: Yes

**Articulation:** No

**Prerequisite:** Algebra 2AB

Students enrolled in Honors Precalculus or Honors Trigonometry & Math Analysis will gain the confidence and skills necessary to be successful in Advanced Placement Calculus and math related curriculum in college. Students will build upon and further explore expressions, equations and functions learned in earlier math courses to develop patterns, make or test conjectures and try multiple representations. Students will also learn about inverse functions and how restricting the domain of a function that is not always increasing or decreasing allows its inverse to be constructed. Students are introduced to vectors in the complex plane and gain fluency transferring between rectangular and polar forms. Students will explore the properties of matrices as they apply matrix operations to solve systems of equations and gain the understanding of how matrices help solve real world problems quickly and algorithmically. Students will apply their knowledge of trigonometry as they explore the unit circle and model periodic phenomena with trigonometric functions. Students will solve the real world problems involving the Laws of sines and cosines. Students will derive equations for conic sections from the definition of foci and by completing the square. Students in Honors Precalculus complete a full year in one semester.

**INTRODUCTION TO DATA SCIENCE**

**INT DATA SCI AB**  C: Statistics

**Grades:** 11-12  A-G: Yes  CTE: No  NCAA: Yes

**Articulation:** No

**Prerequisite:** Algebra 1AB, Geometry AB. (Algebra 2AB recommended)

This course will develop the tools, techniques and principles for reasoning about the world with data. We will present a process that is iterative and authentically inquiry based, comparing multiple "views" of one or more data sets. Inevitably, these views are the result of some kind of computation, producing numerical summaries or graphical displays. Their interpretation relies on a special kind of computation, simulation, to describe the uncertainty in each view. This kind of reasoning is exploratory and investigatory, sometimes framed as hypothesis evaluation and sometimes as hypothesis generation. Exploration and investigation with data, then, necessarily depends on computation. Our course will rely on R, an open source statistical computing environment, and a graphical interface R Studio. This course emphasizes the CCSS High School — Statistics and Probability Standards that involve the study of data science. Students authentically apply the Standards for Mathematical Practice throughout the course. Some of the topics addressed in this course review Statistics and Probability material found in the CCSS, specifically statistical variability, distributions, early concepts of random sampling, inferences about populations, chance and probability models, and patterns of associations in bivariate data.

**STATISTICS & PROBABILITY**

**STAT & PROB AB**  C: Statistics

**Grades:** 11-12*  A-G: Yes  CTE: No  NCAA: Yes

**Articulation:** No

**Prerequisite:** Algebra 2AB

Statistics and Probability is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-83/84 graphing calculator, Fathom, and Minitab statistical software, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.

**SCIENCE (D)**

**ADVANCED PLACEMENT BIOLOGY**

**AP BIOLOGY AB**  D: Biology

**Grades:** 9-12  A-G: Yes  CTE: No  NCAA: Yes

**Articulation:** No

**Prerequisite:** Biology AB, Chemistry AB

**AP Biology** - This course meets the University of California’s “d” (laboratory science) subject area requirement. This is an intensive college level course designed to develop unique insights into the study of life and prepare students for the AP Biology exam. It will allow students to pursue in-depth analyses of biological concepts and gain an appreciation for the amazing workings of the living world. All major themes of biology will be covered including evolution, biochemistry, cellular biology, energetics, genetics, animal physiology, plant physiology and ecology. The class includes experimental laboratory activities, class discussions, reading, and critical analysis leading to deeper understanding, and it emphasizes human inquiry and the nature of science. This course is intended to help students meet state science standards (NGSS). This is a demanding course that requires students to spend an average of 1-2 additional hours outside of class time to successfully complete the course. Click on the link to read a complete outline. Students who pass the AP Biology AB exam may receive course credit by colleges and/or universities.

**ADVANCED PLACEMENT PHYSICS 1**

**AP PHYSICS 1AB**  D: Physics

**Grades:** 9-12  A-G: Yes  CTE: No  NCAA: Yes

**Articulation:** No

**Prerequisite:** Algebra 1AB, Geometry AB

**Co-requisite:** Algebra 2AB or higher

“AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics, dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.” Click on the link to read a complete outline.
Students who pass the AP Physics 1 exam may receive course credit by colleges and/or universities.

**BIOLOGY**

**BIOLOGY AB**  
D: Biology  
Grades: 9-12  
A-G: Yes  CTE: No  NCAA: Yes  
Articulation: No

The major purpose of this laboratory-based college preparatory course is to provide understanding of the basic biological concepts: From molecules to organisms: Structures & processes, Ecosystems: Interactions, energy and dynamics, Heredity: Inheritance and variation of traits, Biological evolution: Unity and diversity. Focus is on active student participation in laboratory investigations and the development of critical thinking skills. Biology AB lays the foundation for further studies in Biology and also serves as an Advanced Placement Biology readiness course. Biology AB meets the Grades 9-12 life science graduation requirement (Students must complete one year of a physical and a life science requirement). This course meets one year of the University of California “D” entrance requirement for laboratory science.

**CHEMISTRY**

**CHEMISTRY AB**  
D: Chemistry  
Grades: 9-12  
A-G: Yes  CTE: No  NCAA: Yes  
Articulation: No

Chemistry is a laboratory-based college-preparatory course. Laboratory experiments provide the empirical basis for understanding and confirming concepts. This course emphasizes discussions, activities, and laboratory exercises, which promote the understanding of the behavior of matter at the macroscopic and the molecular-atomic levels. Chemical principles are introduced so that students will be able to explain the composition and chemical behavior of their world. Chemistry AB lays the foundation for further studies in Chemistry and also serves as an Advanced Placement Chemistry readiness course. Chemistry AB meets the Grades 9–12 physical science requirement. Students must complete one physical and one life science requirement. This course meets one year of the University of California “D” entrance requirement for laboratory science.

**ENVIRONMENTAL SCIENCE**

**ENV SCI AB**  
D: Interdisciplinary  
Grades: 9-12  
A-G: Yes  CTE: No  NCAA: No  
Articulation: No

Environmental Science is a year-long interdisciplinary course designed to help students understand the connections between several disciplines including geology, biology, physics, chemistry, economics, and sociology. The course will focus on how the Earth’s systems function and will examine the interrelationships within the natural world, current environmental issues and problems both natural and/or man-made, and various solutions to those issues and problems. Students will analyze and evaluate evidence to construct testable explanations for natural phenomena and develop and use models to predict the impact of human activity on those phenomena. In this course, students will conduct laboratory and field investigations, use scientific reasoning and methodologies, interpret experimental data, and use critical thinking and problem-solving skills to draw conclusions and propose solutions to environmental problems.

**HONORS PHYSICS**

**H PHYSICS AB**  
D: Physics  
Grades: 9-12  
A-G: Yes  CTE: No  NCAA: Yes  
Articulation: No

This course meets the University of California’s D (laboratory science) subject area requirement. This fast-paced course introduces students to the major concepts of physics, such as motion, force, energy, rotational motion, sound and light waves, and electricity and magnetism. Emphasis is placed on learning and practicing good organizational, problem solving, and lab report writing skills. This is a rigorous course and the time commitment varies greatly, but in general students must be prepared to spend at least an average of thirty minutes to an hour outside of class time per hour of class time, to successfully complete the course. This course is highly recommended as a prerequisite for AP Physics 1.

**PHYSICS**

**PHYSICS AB**  
D: Physics  
Grades: 9-12  
A-G: Yes  CTE: No  NCAA: Yes  
Articulation: No

This course meets the University of California’s D (laboratory science) subject area requirement. This course emphasizes the basic concepts of physics in which algebra is used to examine variables and constants, and provide experience at manipulating and solving linear and exponential equations. Topics include: motion, force, energy, sound and light waves, and electricity and magnetism. Emphasis is on student discovery and application of the basic laws of physics in our lives. This is a thorough course and the time commitment varies greatly, but in general students must be prepared to spend at least an average of thirty minutes to an hour outside of class time per hour of class time to successfully complete the homework and projects required for the course.

**LOTE (E)**

**FRENCH 1**

**FRENCH 1AB**  
E: LOTE 1  
Grades: 9-12  
A-G: Yes  CTE: No  NCAA: Yes  
Articulation: No

The purposes of French 1 and 2 courses are to develop both a basic proficiency in communicating in the French language according to the cultural practices of France and an awareness of the history, geography and cultures of francophone countries.

**FRENCH 2**

**FRENCH 2AB**  
E: LOTE 2  
Grades: 9-12  
A-G: Yes  CTE: No  NCAA: Yes  
Articulation: No

Prerequisite: French 1

“French 3 Honors further develops and refines the speaking, listening, reading and writing skills developed in the first two years. The Honors course is intended to prepare the advanced student for the French AP course. The third year Honors student will learn to read authentic French-language materials, created by native speakers and aimed at a native-speaker audience. Conducted mainly in French, the course includes grammar and vocabulary development and engages students in a variety of communicative exercises. Through constant practice, students expand their ability from everyday survival language to more advanced interactions and apply their knowledge to real-life communicative situations, such as presenting to an audience, responding to emails, and having an impromptu discussion.”

**AP FRENCH LANGUAGE & CULTURE**

**AP FRENCH LANG AB**  
E: LOTE 4  
Grades: 10-12  
A-G: Yes  CTE: No  NCAA: Yes  
Articulation: No

Prerequisite: French 3

The AP® French Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on and not the examination of irregularity and complex grammatical paradigms about the
target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP French Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

SPANISH 1
SPANISH 1AB  E: LOTE 1
Grades: 9-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
The purposes of Spanish 1 and 2 courses are to develop a basic proficiency in communicating in the Spanish language according to the cultural practices of the countries and regions where Spanish is spoken: Spain, Mexico, Central and South America, the United States, and others.

SPANISH 2
SPANISH 2AB  E: LOTE 2
Grades: 9-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
Prerequisite: Spanish 1
The purposes of Spanish 1 and 2 courses are to develop a basic proficiency in communicating in the Spanish language according to the cultural practices of the countries and regions where Spanish is spoken: Spain, Mexico, Central and South America, the United States, and others.

HONORS SPANISH 3
H SPANISH 3AB  E: LOTE 3
Grades: 9-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
Prerequisite: Spanish 1
Spanish 3 Honors is a course geared towards greater development of reading and writing skills, as well as listening and reading fluency. Spanish 3 Honors also emphasizes reading comprehension of ethnic native text and excerpts including news items, novels, classical and contemporary literature. The history and culture of selected Spanish speaking countries is explored. Students are expected to ask questions, give presentations, create dialogue, and respond to prompts in Spanish, both in written and oral form. The course is taught entirely in Spanish.

SPANISH SPEAKERS 1
SPAN SPK 1AB  E: LOTE 2
Grades: 9-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
This course is intended to develop increased proficiency in communicating orally and in writing in Spanish according to the cultural practices of the countries and regions where Spanish is spoken: Spain, Mexico, Central and South America, the United States, and others. It is equivalent to Spanish 1AB and 2AB for non-heritage speakers. Student will engage in communication situations using, real world exchanges and descriptions in interpersonal, interpretive and presentational modes. Students will comprehend authentic and literary texts within prescribed content stressing factual comprehension and analysis. Students will produce expository and persuasive paragraphs and short essays within prescribed content.

SPANISH SPEAKERS 2
SPAN SPK 2AB  E: LOTE 3
Grades: 9-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
This course continues to develop proficiency in communicating orally and in writing in Spanish according to the cultural practices of the countries and regions where Spanish is spoken: Spain, Mexico, Central and South America, the United States, and others. It focuses on the functions and content of Spanish 3AB for non-heritage speakers and includes readings in a variety of genres. Students will participate in communication activities in informal and formal settings on themes that extend to social, political, scientific, and public life issues reflected in readings and audiovisual sources. They will also discuss elements of history, geography, and customs of countries and regions where Spanish is widely spoken.

AP SPANISH LANGUAGE & CULTURE
AP SPAN LANG AB  E: LOTE 4 ♦
Grades: 10-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
The AP® Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.

AP SPANISH LITERATURE & CULTURE
AP SPAN LIT AB  E: LOTE 4+ ♦
Grades: 10-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

VISUAL & PERFORMING ARTS (F)

ADVANCED BAND (CONCERT BAND)
ADV BAND AB  F: Music
Grades: 9-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
The Concert Band is a performance based class comprised of students who play woodwind, brass, and percussion instruments. In addition to time spent preparing for performances during the school day, students will participate in performances outside the school day.

ADVANCED THEATER STAGE DESIGN
ADV THEA/ST AB  F: Theater
Grades: 10-12  A-G: Yes  CTE: Yes  NCAA: No
Articulation: No
Prerequisite: Theater Introduction (This is the completer class for the Theatre CTE Pathway)
An Advanced Theater Class focusing on costumes, scenery, stage lighting, and make-up. The students in this class create the scenery, costumes, and lighting for the school plays.

AMERICAN IMAGES AB
AMER IMAGE AB  F: Visual Art
Grades: 9-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
Students learn about different cultures of the Americas while creating 2-D and 3-D projects using a variety of media. They will acquire and apply knowledge of the Elements of Art and Principles of Design to each project they produce – Beginning class for non-art majors.
ANIMATION 1
ANIMATION 1AB  F: Visual Art
Grades: 10-12  A-G: Yes  CTE: Yes  NCAA: No
Articulation: GCC - ART 201 (NT)  Program: Elective
Prerequisite: Drawing
The purpose of this course is to provide a foundation for cartooning and animation as students explore and master the CA state visual arts and CTE AME (arts media entertainment) standards. Students expand on their drawing skills by learning about the history and techniques of illustration, cartooning and principles of animation. They develop character designs, storyboards, comic strips and flipbooks, as well as learning how to write stories and read scripts. Careers in cartooning, animation and gaming are explored. (This Class is articulated with Glendale Community College).

ANIMATION 2 (3D)
ANIMATION 2AB  F: Visual Art
Grades: 10-12  A-G: Yes  CTE: Yes  NCAA: No
Articulation: No
Prerequisite: Drawing
The purpose of this course is to provide a foundation for cartooning and animation as students explore and master the CTE AME (arts media entertainment) and visual arts standards. Students extend their drawing skills by studying the history and techniques of illustration, cartooning and principle of animation, and developing character designs and storyboards, and ultimately producing their senior film. Students choose the type of animation they create (2D, 3D, or stop motion) Careers in cartooning, animation and gaming will be explored.

AP ART HISTORY
AP ART HIST AB  F: Visual Art – ◊
Grades: 10-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history.

AP MUSIC THEORY
AP MUSIC THY AB  F: Visual Art – ◊
Grades: 9-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
“The ultimate goal of an AP Music Theory course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation”.

AP STUDIO ART
AP STU ART AB  F: Visual Art – ◊
Grades: 10-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
College level course for serious students who wish to major in art in college. Students develop a body of work throughout the year based on 3 factors: 1) a sense of quality and skill in a student’s work 2) concentration on a particular interest or problem to solve 3) breadth of experience in the formal, technical and expressive capacity of the artist. A comprehensive Portfolio will be submitted at the end of the class. For potential college credit.

ART & DESIGN I
ART DESIGN AB  F: Visual Art
Grades: 9-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
In Design Crafts, students design and make 3D objects as well as 2D works of art using a variety of materials, techniques and processes. Students make choices as to what to apply in their work, demonstrating an understanding of how to solve artistic problems in unique and expressive ways. Materials used are newspaper, plaster, gesso, paint, cardboard, wire and clay.

CERAMICS 1AB
CERAMICS 1AB  F: Visual Art
Grades: 9-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
Ceramics 1 is a one-year course emphasizing studio production working with the medium of clay. Students create works of art in clay utilizing hand building techniques of pinch, coil, and slab to enable them to make vases, dishes, animals, tiles, coil pots, small sculptures, and all other forms made from clay. Students will also have the opportunity to experience working on the potter's wheel. Drawing assignments will help students plan their work with clay materials. Students will learn decorative techniques, particularly using glaze. The course is designed to develop high-level thinking and ceramic and art-related technology skills. The course also includes art criticism, art history, and aesthetic awareness. Students will be introduced to the Elements and Principles of Art. Students will become acquainted with historically diverse examples of ceramic art and view work by contemporary artists as they develop their ceramic works of art. Students will keep a sketchbook/journal to document the development of ideas and skills. Students learn and use appropriate ceramics terminology.

CERAMICS 2AB
CERAMICS 2AB  F: Visual Art
Grades: 10-12  A-G: TBD  CTE: No  NCAA: No
Articulation: No
Prerequisite: Ceramics 1 A/B with a grade of “B” or better. Students are expected to be highly motivated and demonstrate proficiency in working with clay. Students will study the qualities and constraints of working in clay, and developing techniques for successfully working in the media, to produce sculptural, functional, and decorative objects. – Students will acquire advanced skills to create, represent, and interpret ideas and feelings through the medium of ceramics. – Students will display an advanced understanding of the elements of art and principles of design and incorporate those concepts into their ceramic pieces. – Students will display ability to aesthetically value and appreciate works through written reflections, and class discussions. – Students will develop an understanding of the role of ceramics in art, culture, history and society.

CHORUS
CHORUS AB  F: Music
Grades: 9-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
Prerequisite: None (Beginning)
Course: One Year (2 Semesters). This is the "Concert Choir"
If you never sang before but always wanted to learn, then this is the class for you!
In this beginning choir class, students learn proper individual and ensemble vocal techniques, how to read music, and how to perform choir music from different styles, cultures, and time periods. The "Concert Choir" performs two major concerts per year.

CHOIR
CHOIR AB  F: Music
Grades: 9-12  A-G: Yes  CTE: Yes  NCAA: No
Articulation: No
Prerequisite: None (Beginning/Intermediate)
Course: One Year (2 Semesters). This is the "Concert Choir"
This course is for students with some singing experience who want to be a part of a performing ensemble for beginning - intermediate choral musicians. In this intermediate choir class, students learn proper individual and ensemble vocal techniques, how to read music, and how to perform choir music from different styles, cultures, and time periods. The "Concert Choir" performs two major concerts per year.

**DESIGN AB**

**Design AB**

Grades: 10-12
A-G: Yes  CTE: Yes  NCAA: No

Articulation: LAPC – ART 501 (UC:CSU)  Program: IGETC: 3A  (3 units)

Learn how to visually communicate an idea, explore typography, and lay out a page using graphics and headlines in a variety of different media. This is the second class in the Graphic Design Pathway. It is also articulated with Pierce College for college credit with a "B" or better.

**DIGITAL PHOTOGRAPHY**

**Digital Photography**

Grades: 10-12
A-G: Yes  CTE: Yes  NCAA: No

Articulation: LAPC – ART 604 (CSU)  Program: Elective

Digital Photography is a year-long course that focuses on the practice of photography using multiple camera formats. Phone, point-and-shoot, and digital single lens reflex cameras, are all used, covering basic and advanced operations and functions, as well as the manipulation of camera settings to achieve specific results. The course covers careers and related business applications in the fields of photography. It explores the significance of photography within the larger context of commercial, advertising and artistic realms, as well as the critical and varied applications it has to the modern working world. The elements of art, principles of design, rules of composition, and lighting are covered. Historical and art movements in photography, including scientific and technological developments, important innovators in the field, and relevance within diverse cultural and career contexts are embedded in the course. Students write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students will create original photos as well as critically analyzing the use of visual media as a means of communication in our society today. Students will learn and/or expand on their knowledge of image techniques and digital manipulation using Photoshop, and how to archive, organize and optimize their photographs for commercial print or web purposes. In addition, alternative photo processes will be explored as extensions of photographic projects. Students will develop an individual voice and create personal photographic portfolios. The course counts for Tech Art or Visual Art credit and satisfies the Fine Arts requirement for UC/CSU curriculum.

**DRAWING**

**Drawing AB**

Grades: 10-12
A-G: Yes  CTE: Yes  NCAA: No

Articulation: LAPC – ART 201 (UC:CSU)  Program: Elective  (3 units)

Drawing by observing the "real world" and learning how to make objects look three-dimensional. This is the first class in Graphic Design Pathway. It is also articulated with Pierce College for college credit with a "B" or better.

**DIGITAL MEDIA**

**Digital Media**

Grades: 10-12
A-G: Yes  CTE: Yes  NCAA: No

Articulation: LAVC – CAOT 124 (NT)  Program: AA  (3 units)

Digital Media is a computer laboratory-based college level course. Students create documents, presentations, images, games and films to develop their knowledge of digital media design. A large portion of the course covers importing, correcting, and manipulating images using Adobe Photoshop. The course includes planning, creating, scanning, and modifying images that can be used for a variety of business applications. Students also develop skills to use computers effectively, building keyboarding and shortcut abilities through daily practice. Students learn how great design involves compassionate thinking with the user/audience in mind. Students also focus on responsible creation and use of digital media along with the benefits of academic integrity and copyright law. Skills and knowledge are developed to be adaptable to office work environments that utilizes digital media. This course can count for Tech or Art credit.

**DIGITAL PHOTOGRAPHY**

**Digital Photography**

Grades: 10-12
A-G: Yes  CTE: Yes  NCAA: No

Articulation: No

Digital Photography is a year-long course that focuses on the practice of photography using multiple camera formats. Phone, point-and-shoot, and digital single lens reflex cameras, are all used, covering basic and advanced operations and functions, as well as the manipulation of camera settings to achieve specific results. The course covers careers and related business applications in the fields of photography. It explores the significance of photography within the larger context of commercial, advertising and artistic realms, as well as the critical and varied applications it has to the modern working world. The elements of art, principles of design, rules of composition, and lighting are covered. Historical and art movements in photography, including scientific and technological developments, important innovators in the field, and relevance within diverse cultural and career contexts are embedded in the course. Students write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students will create original photos as well as critically analyzing the use of visual media as a means of communication in our society today. Students will learn and/or expand on their knowledge of image techniques and digital manipulation using Photoshop, and how to archive, organize and optimize their photographs for commercial print or web purposes. In addition, alternative photo processes will be explored as extensions of photographic projects. Students will develop an individual voice and create personal photographic portfolios. The course counts for Tech Art or Visual Art credit and satisfies the Fine Arts requirement for UC/CSU curriculum.

**DRAWING**

**Drawing AB**

Grades: 10-12
A-G: Yes  CTE: Yes  NCAA: No

Articulation: LAPC – ART 201 (UC:CSU)  Program: Elective  (3 units)

Drawing by observing the "real world" and learning how to make objects look three-dimensional. This is the first class in Graphic Design Pathway. It is also articulated with Pierce College for college credit with a "B" or better.

**FILMMAKING 1**

**Filmmaaking 1A and B**

Grades: 9-12
A-G: Yes  CTE: Yes  NCAA: No

Articulation: No

Filmmaking 1A and B, as well as Advanced Filmmaking 2A and B are courses designed to introduce students to the artistry and craftsmanship of the filmmaking process. Beginning students are taught everything they need to write, produce, direct, photograph and edit short videos. Advanced students extend this knowledge to the production of a professional video magazine show that is broadcast once a month. They also write, direct, produce, shoot and edit a short dramatic film that will be entered in film festivals. Positioned within the Digital Media Arts Academy, the filmmaking classes take advantage of access to the sports programs, especially, to produce highlight reels for many of the sports, as well as film football and volleyball games and showcase athletes of the month. Since these classes require a higher level of maturity and self-direction, the policy of the school is that no 9th or 10th graders be scheduled into them. The classes are available to 11 and 12 grades.

**FILMMAKING 2**

**Filmmaoking 2A and B**

Grades: 10-12
A-G: Yes  CTE: Yes  NCAA: No

Articulation: LAVC – MEDART 101 (CSU)  Program: AA  (3 units)

Filmmaking 1A and B, as well as Advanced Filmmaking 2A and B are courses designed to introduce students to the artistry and craftsmanship of the filmmaking process. Beginning students are taught everything they need to write, produce, direct, photograph and edit short videos. Advanced students extend this knowledge to the production of a professional video magazine show that is broadcast once a month. They also write, direct, produce, shoot and edit a short dramatic film that will be entered in film festivals. Positioned within the Digital Media Arts Academy, the filmmaking classes take advantage of access to the sports programs, especially, to produce highlight reels for many of the sports, as well as film football and volleyball games and showcase athletes of the month. Since these classes require a higher level of maturity and self-direction, the policy of the school is that no 9th or 10th graders be scheduled into them. The classes are available to 11 and 12 grades.

**Glee**

**Glee AB**

Grades: 9-12
A-G: Yes  CTE: Yes  NCAA: No

Articulation: No

Prerequisite: One year of choir experience preferred (Intermediate/Advanced Women Only)

Course: One Year (2 Semesters). This is the "Women's Choir" This "Women's Choir" course is for those with some singing experience and a desire to sing. This course includes how to read music / music fundamentals, technical voice training, and performance techniques. Only music arranged for major concerts per year.

**In this intermediate choir class, students learn proper individual and ensemble vocal techniques, how to read music, and how to perform choir music from different styles, cultures, and time periods. The "Concert Choir" performs two major concerts per year.**
the female voice is performed. The "Women's Choir" performs four major concerts per year and competes in local and national choir festivals.

**GUITAR 1**

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<thead>
<tr>
<th>Course</th>
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This course is designed for students with no previous guitar experience. Students receive guidance and direction in solving problems related to playing the guitar at a beginning level and learn many of the different styles, skills, and techniques required to become a successful guitarist.

**HOLLYWOOD FILMS & MUSICALS**

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<tr>
<th>Course</th>
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<td>A-G</td>
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<td>Articulation: No</td>
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Students will trace the background and development of one film genre (The Hollywood Movie Musical), by the introduction and study of musical and film icons made famous through this unique medium. Using examples of film clips, full length features and texts, students will examine and compare historical periods of the cinematic and musical choices that made The Hollywood Movie Musical the mega star and studio influence it became. Each Unit will specifically cover and analyze how this medium came to reflect optimism, idealism and hope, as well as youthful and political unrest and triumph over obstacles.

**INTRO TO MUSICAL THEATRE**

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<th>Course</th>
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<td>A-G</td>
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<td>Articulation: No</td>
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This course prepares students to perform on the Broadway stage by focusing on the audition process. Students will explore various examples of the Musical Theater repertoire by watching videos and/or listening to musical examples. Students perform solos and/or group pieces from these examples. Elements of musical theater history and music theory are also explored. The "Musical Theater" class performs at the two choir concerts each year.

**INTRO TO THEATER STAGE DESIGN**

<table>
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<tr>
<th>Course</th>
<th>A/G</th>
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An introduction to all aspects of the Theater with special focus on acting. Open to all students.

**JAZZ ENSEMBLE**

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<th>Course</th>
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Performance based class that focuses on the many genres of Jazz (latin, blues, pop, swing). Rehearsals include study of improvisational playing within a group and jam sessions based on chord changes. Several performances during the year, including school events and the annual Winter/Spring concerts in the Performing Arts Auditorium.

**MARCHING BAND & COLOR GUARD**

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<tr>
<th>Course</th>
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This is a 0 period course that fulfills a PE requirement. Marching Band and Color Guard is designed to give students the opportunity to participate in a drum corps style marching band and color guard. The marching band is a fun, exciting, high profile, competitive group with an extensive rehearsal and performance schedule. We perform at all the home Football Games, parades, and a few competitions.

**MUSIC HISTORY, LITERATURE AND ANALYSIS**

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<th>Course</th>
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This course covers the history of music from the Medieval Period to the Pop/Rock music of today. Students listen, view, analyze, and discuss various pieces / genres of music. The composers and the performers of each piece including the historical context in which each piece was written are analyzed. Elements of music theory (how to read music) will also be explored.

**PAINTING 1AB**

<table>
<thead>
<tr>
<th>Course</th>
<th>A/G</th>
<th>CTE</th>
<th>NCAA</th>
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<td>Articulation: No</td>
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Learn how to handle film with an SLR camera, process and develop it, and make prints in a variety of interesting projects in this more advanced course. A drawing class is strongly recommended prior to taking this class.

**PHOTOGRAPHY 1AB**

<table>
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<tr>
<th>Course</th>
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An advanced acting class focusing on acting and directing. The students in this class put on the school plays, the Haunted House and compete in Theater Festivals.

**THEATER PRODUCTION (PLAY PRODUCTION)**

<table>
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<tr>
<th>Course</th>
<th>A/G</th>
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An advanced acting class focusing on Improvisation and Theater Games. Prerequisite: Theater Introduction

**VOCAL ENSEMBLE (CHAMBER SINGERS)**

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<tr>
<th>Course</th>
<th>A/G</th>
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Prerequisite: Audition Only Class (See Mr. Suffolk in room J105 for audition times) (Advanced)

Course: One Year (2 Semesters) "Chamber Singers". This class is for more experienced choir students who want to challenge themselves by singing more advanced music. The students in this class will perform on the Broadway stage by focusing on the audition process. Students will explore various examples of the Musical Theater repertoire by watching videos and/or listening to musical examples. Students perform solos and/or group pieces from these examples. Elements of musical theater history and music theory are also explored. The "Musical Theater" class performs at the two choir concerts each year.
COLLEGE PREP ELECTIVES (G)

ADVANCED PLACEMENT PSYCHOLOGY
AP PSYCH AB  G: Social Science
Grades: 10-12*  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
The major purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the methods psychologists use in their science and practice. If a student passes the Advanced Placement Exam, this course may be accepted by colleges for course credit.

ADVANCED PLACEMENT SEMINAR
AP SEMINAR AB  G: Interdisciplinary
Grades: 10-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
*AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.

ADVANCED PLACEMENT RESEARCH
AP RESEARCH AB  G: Interdisciplinary
Grades: 11-12  A-G: Yes  CTE: No  NCAA: No
Articulation: No
AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest.

Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information.

Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

CREATIVE WRITING
CREAT WRIT AB  G: English
Grades: 11-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
Creative Writing teaches students strategies and practice in the art of writing poetry, short stories, creative nonfiction, plays, and review. Students will explore the genres of fiction (science fiction, western, horror, romance, mystery, fantasy), graphic novels (aka comic books or manga), play writing, screenwriting, creative nonfiction, reviews (books, films, video games), and new media writing including blogging, tweeting, and hyper-texting. The learning process and outcomes will emphasize the conventions of each genre, the writing process, and revision. We will use the writing workshop model for revision and critique.

ECONOMICS
ECON  G: Social Science
Grades: 12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
The major purpose of this course is to provide a comprehensive study of the basic institutions, concepts, principles, and practices of economics. Instruction covers basic economic concepts that underlie the United States market system and its operations. Instructional units apply these concepts at both the micro and macro levels; promote informed voter and consumer decision making; provide information about major economic theories and prominent economists; and emphasize how economics influences the lives of ordinary citizens. In addition the course investigates the complex political and economic issues confronting national, state, and local governments.

The course also includes an analysis of the American free enterprise system through a study of comparative economics. Included is instruction on the international dimensions of economics and the “global” economy. Throughout this course, measurement concepts and methods involving tables, charts, graphs, ratios, percentages, and index numbers are introduced to understand the relationship between economic variables, thus adding to their mastery of economic thought and method.

HONORS ECONOMICS
H ECON  G: Social Science
Grades: 12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
Economics is the study of how human beings attempt to satisfy unlimited wants with scarce resources. The first part of the course will focus on the fundamental concepts of Economics including: supply, demand and scarcity. Other topics include the organization of individual businesses and industries, the labor market including unions, role of government, money, banks, investing and the global economy. A major focus of this course is the Stock Market Project, which allows students to critically analyze financial markets and connect major course work with a critical thinking analysis of our Economy.

JOURNALISM 1
JOURNALISM 1AB  G: English
Grades: 10-12*  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
The major purpose of this standards-aligned year-long elective course is to focus on writing and publishing the school newspaper/magazine at an introductory level by using advanced publishing software and graphic programs. Students practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Students will analyze the structure and format of various newspapers and magazines, including the graphics and headers, and explain how the writers use the features to achieve their purpose. They will evaluate the credibility of a writer’s argument by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way the writer’s intent affects the structure and tone of the text. As writers, they will generate relevant questions about readings and issues that can be researched and refine their skill in using precise language, action verbs, sensory details. The skills in this first course (e.g., research, critical thinking, analytical reading and writing, process writing in a variety of genres) prepare students for Journalism 2AB. Journalism 1AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

INTRODUCTION TO PSYCHOLOGY (Semester)
INTRO PSYCH  G: Social Science
Grades: 9-12  A-G: Yes  CTE: No  NCAA: Yes
Articulation: No
The major purpose of this course is to cover the major fields in psychological research in learning and thought processes, personality, intelligence, emotions, genetics, perception, mental health, and human relations.
INTRODUCTION TO SOCIETY (Semester)
INTRO SOCIO  G: Social Science
Grades: 9-12  A-G: Yes CTE: No NCAA: Yes
Articulation: No
The major purpose of this course is to study group behavior, the social problems which arise from that behavior, and the effects of those problems upon group members. Included are units on social structure, societal values, poverty, crime, protest, population, mobility, human ecology, marriage and the family, and mass media.

PSYCHOLOGY & SOCIETY
HUM PSY SOC AB  G: Social Science
Grades: 10-12  A-G: Yes CTE: No NCAA: Yes
Articulation: No
This course is designed to provide 10th, 11th, and 12th grade students with an opportunity to study human development and relationships from both the sociological and psychological perspectives. One half of the course will focus on cognitive, social, and personality development of the individual, the formation of relationships and behavioral conflict within those relationships, as well as societal influences and group dynamics. The focus of the other half of the course includes the study of how the brain functions with respect to motivation, learning, memory, and language. In addition, the patterns, assessment, treatment, and prevention of abnormal behaviors are also studied. Students will have an opportunity to research various psychological issues during this half of the course.

SPEECH AND DEBATE  (Tentative for SY 2020-2021)
SPEECH DEBATE AB  Pending A-G Approval
Grades: 9-12  A-G: No CTE: No NCAA: No
Articulation: No
Students research, prepare and deliver persuasive speeches on a variety of topics to build critical communication skills required of academic and professional careers. The course covers the basic principles of oratory, various styles of debate and tools for impromptu speaking.

CAREER TECHNICAL ED (CTE)

ADVANCED CULINARY ARTS
ADV CUL ARTS AB  NA
Grades: 10-12  A-G: No CTE: Yes NCAA: No
Articulation: LATTC – CLN ART 111 (NT) Program: AA (4 units)
Advanced Culinary Arts is a laboratory-based college-preparatory course with the major emphasis on advanced food preparation and cooking techniques and a deeper exploration into careers in the food service and hospitality industry sector. Instructional units include in-depth safety and sanitation guidelines and procedures; proper use and care of kitchen equipment; accurate measuring techniques and recipe terminology; preparation of a variety of foods; meal and menu planning; basic nutrition; and careers in the foodservice and hospitality industry. Opportunities are provided for participation in food preparation and basic cooking techniques at various workstations in addition to learning opportunities from lectures and guest speakers. There is also an emphasis on providing an environment that ensures literacy development and reading motivation. Throughout the semester, students will use reading and writing strategies to encourage vocabulary development and comprehension. Students will also be developing soft skills for the workplace as well as honing their technology and research skills. Opportunities for work based learning experiences such as job shadowing, internships, and field trips to colleges and food production facilities are key components to introducing the student to careers in the HTR sector.

APPLIED ENGINEERING COMPUTER GRAPHICS I
APP ENGR AB  NA
Grades: 11-12  A-G: No CTE: Yes NCAA: No
Articulation: LAVC – EGT 212 (NT) Program: Elective (3 units)
This course provides intermediate training in 2D mechanical detail drafting utilizing Autocad Computer Aided Drafting (CAD) software tools with emphasis on developing skills and proficiency. This course includes the practical application of industry drafting standards for drawing orthographic view projections and Geometric Dimensioning and Tolerancing techniques.

CATERING SERVICES & MANAGEMENT
CATERING SRV AB  NA
Grades: 10-12  A-G: No CTE: Yes NCAA: No
Articulation: No
Prerequisite: INTRO CUL ARTS AB w/ a “C” or better
Catering is part of the food services industry and involves the planning and organization of food and beverage services for various types of events. Important aspects of catering include: management of events and staff, meeting customer expectations, maintaining food and hygiene standards and meeting financial targets.

CHILD DEVELOPMENT
CHILD DEV AB  G: Social Sciences
Grades: 11-12  A-G: Yes CTE: Yes NCAA: No
Articulation: No
Child Development is a College Preparatory Elective in which students learn and apply theoretical knowledge and practical skills in the development, care, and guidance of children. Units include interpersonal communication and problem-solving skills, prenatal development, effective guidance techniques, and the physical, emotional-social, and cognitive development of children across the life span. Spring semester includes a week-long baby simulation project.

COMPUTER SCIENCE
COMP SCI AB  G: Interdisciplinary
Grades: 11-12  A-G: Yes CTE: Yes NCAA: No
Articulation: LAPC – COSCI 501 (UC:CSU) Program: Elective (3 Units)
Computer Science is a year-long course. Completion of two semesters of Computer Science with a grade of B (80%) or better, and certification in MS Word, MS Excel, and MS PowerPoint fulfills the requirements of the Articulation Agreement for three units of transferable college credit for Pierce’s Computer Science 501 course.

CULINARY ARTS (INTRODUCTION)
INTRO CUL ARTS AB  NA
Grades: 10-12  A-G: No CTE: Yes NCAA: No
Articulation: LATTC – CLN ART 111 (NT) Program: AA (4 units)
The major emphasis of this course is to provide experiences that teach students food preparation techniques and an overview of careers in the foodservice and hospitality industry. Instructional units include in-depth safety and sanitation guidelines and procedures; proper use and care of kitchen equipment; accurate measuring techniques and recipe terminology; preparation of a variety of foods; meal and menu planning; basic nutrition; and careers in the foodservice and hospitality industry. Opportunities are provided for participation in food preparation and basic cooking techniques at various workstations in addition to learning opportunities from lectures and guest speakers. Students will take an online course and exam for the CA Food Handlers Certification at the beginning of the Spring semester, passing with a 70% is required to continue. There is also an emphasis on providing an environment that ensures literacy development and reading motivation. Throughout the semester, students will use reading and writing strategies to encourage vocabulary development and comprehension. Students will also be developing soft skills for the workplace as well as honing their technology and research skills.

ELEMENTARY ENGINEERING GRAPHICS
ELEM ENGR AB  NA
Grades: 11-12  A-G: No CTE: Yes NCAA: No
Articulation: LAVC – EGT 211 (NT) Program: Elective (3 units)
This course provides an introduction to the basic fundamentals of 2D Mechanical Drafting utilizing Autocad Computer Aided Design (CAD) software tools. The course includes a study of industry standards used for drafting mechanical engineering drawings.
INTRO TO SCIENCE, ENGINEERING & TECHNOLOGY
INTRO ENGINR AB NA
Grades: 10-12 A-G: No CTE: Yes NCAA: No
Articulation: LAVC — ENG GEN 101 (UC/CSU) Program: Elective (2 units)
Introduces the student to the broad aspects of the engineering profession. It points out the significance of the engineering profession in society and its impact upon modern life. The practice and trends in present day engineering are presented. Stress is placed upon academic and employment opportunities within the family of engineering related occupations.

PRE-MEDICINE SCIENCE I
PREMED SCI 1AB NA
Grades: 10-12 A-G: No CTE: Yes NCAA: No
Articulation: No
This is the first of two classes in the Patient Care Pathway and is designed for students seeking positions in hospital and health-related occupations. The goal of this course is to expose students to the diverse career opportunities available in the health care field. Students become familiar with the types of work, problems and skill requirements professionals encounter in a wide range of health careers including dentistry, nursing, clinical lab, veterinary medicine, speech therapy, forensics, and ophthalmology to name a few. Units of instruction include medical terminology, first aid/CPR, introduction to anatomy and physiology, and body systems. To prepare students for a career in the health and medical fields, students will be critical thinkers, effective communicators, willing collaborators, and active citizens. This course aligns with and incorporates the California Career Technical Education Model Curriculum Standards.

PRE-MEDICINE SCIENCE II
PREMED SCI 2AB NA
Grades: 10-12 A-G: No CTE: Yes NCAA: No
Articulation: No
This is the second class required (Capstone class) in the Patient Care Pathway which will be taken the senior year. Students will demonstrate the use of critical and creative thinking skills and logistical reasoning for problem resolution, safety issues, ethical considerations, interpersonal skills and problem solving. Some careers that will be explored in more detail are Nursing, Respiratory Therapy, Radiology Technician, Pharmacology, Dental Assisting, and more. Students will also prepare a senior project by presenting a portfolio that demonstrates the skills and knowledge acquired in the Pre-Med Science 1 class and the Pre-Med Science 2 classes. The portfolio will contain eight articles of work that represents what students have learned. Students will be able to create a professional website to update personal information and accomplishments to present to prospective employers, as well as other inquiries for future endeavors. Upon graduation, students will be prepared academically and vocationally for skilled entry-level jobs and/or entrance into colleges or universities. This course aligns with and incorporates the California Career Technical Education Model Curriculum Standards.

YEARBOOK
YEARBOOK AB G: Interdisciplinary
Grades: 10-12 A-G: Yes CTE: Yes NCAA: No
Articulation: No
Yearbook students are required to fill out an application and be formally accepted as members of the BCCHS official staff. Yearbook is a project based course. This means that yearbook class is run as a book design studio with students leading staff and design decisions. The class is designed to provide practical experiences with the goal being publication, promotion and sale of the yearbook, and yearbook ads through a collaborative process. Topics that will be covered include writing copy, captions and headlines, designing layouts, desktop publishing, photography, communication skills, interviewing, independent thinking skills, problem solving and responsibility. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Yearbook teaches real-world skills such as, meeting deadlines, working with your peers, working with advanced and professional technology, communication and time management. Yearbook is a project based course. Students will refine the important life skill of listening and understanding others by devoting time and energy to another person’s thoughts, emotions and point of view. Students will strive for accuracy. They will be set to high standards and will constantly be checking and finding ways to improve. Students will be in an environment of questions and posing problems and solutions to complete a task. They will be encouraged and taught to have a questioning attitude and be coached on developing questioning strategies to produce data, solve problems and find creative alternatives. Students will be expected to communicate with clarity and specificity. The students’ success and development depend on this skill and repetition of communication, in both written and oral form.

OTHER ELECTIVES

COMPUTER LITERACY
COMP LIT N/A
Grades: 9 A-G: No CTE: No NCAA: No
Articulation: No
In Computer Literacy, This Microsoft® Word 2016 Core Certification Guide teaches the information worker how to use core skills to work with business documents such as letters, forms, and newsletters. The user will acquire fundamental concepts and skills, building on this foundation as they continue to increase their productivity to apply creative features and enhance various documents. Students spend the majority of class time actively reading complex algorithms (step-by-step instructions), using a program called JasperActive which enables each student to progress at their own pace to become proficient in Microsoft Word. JasperActive focuses on critical thinking and application of learning, so students can spend more time using Microsoft Office in a hands-on approach based. Students will prepare to take the Microsoft Office Specialist Word 2016 Core Exam #77-725. Additionally, students practice keyboarding skills, using Typing.com.

ENGLISH LANGUAGE LEARNERS 1
ELL 1AB Elective
Grades: 9-12 A-G: No CTE: No NCAA: No
Articulation: No
This course is designed for students newly arrived to the US who have limited or no English proficiency. This course focuses on language acquisition including listening, speaking, reading and writing skills. Students develop communication and survival skills for life in the US while also preparing for more rigorous instruction as they acquire the target language. Grammar and vocabulary are taught in context throughout the course.

ENGLISH LANGUAGE LEARNERS 2
ELL 2AB Elective
Grades: 9-12 A-G: No CTE: No NCAA: No
Articulation: No
This course expands upon an introductory level of language acquisition and moves students into performing at an intermediate language proficiency level. Students communicate using simple sentences and paragraphs and move into more sophisticated academic vocabulary and varied verb tenses. Greater focused is placed on the use of high frequency words, compound sentences and building paragraphs. The course facilitates the English learner’s acquisition of language through the practice of the reading and writing processes and the development of student-centered projects.

EXTENDED LEARNING
EXTEND LEARN AB N/A
Grades: 10-12 A-G: No CTE: No NCAA: No
Articulation: No
Extended Learning is a college and career preparatory class, during which students will learn effective life skills, such as organization, stress management, goal-setting and planning, and communication techniques. The course will include daily meditation practice and weekly restorative circles to address the social-emotional needs of the students, as well as binder and planner checks, grade counseling, college admission information, and Achieve...
lessons to help address academic needs. Students will also develop a resume and participate in mock interviews to increase career readiness.

**HUMANITIES & ENHANCED LITERATURE**

**HUMANTIES AB or ENHANC LIT AB**  
Elective

**Grades:** 9  
**A-G:** No  
**CTE:** No  
**NCAA:** No

**Articulation:** No  

The major purpose of this interdisciplinary English/social science course is to provide a study of basic patterns of civilizations as expressed through literature, history, art, music, law, politics, religion, and philosophy. The content includes a survey of significant developments in the search for order and self-definition within selected cultures from ancient civilizations to the present. Literary and specialized works are examined for the ideas expressed and the artistry in expression. The course requires practice in critical analysis of text, structured writing, oral discussions, and critical and creative responses to literature/text, art, and music.

**JOURNALISM 2**

**JOURNALISM 2AB**  
Elective

**Grades:** 10-12*  
**A-G:** No  
**CTE:** No  
**NCAA:** Yes

**Articulation:** No  

The major purpose of this standards-aligned year-long elective course is to focus in depth on writing and publishing the school newspaper/magazine at an advanced level. Students will read, write, and discuss to develop mastery of all aspects of journalism through hands-on experiences and study of journalism-related literature. Students will learn to make warranted and reasonable assertions about the writer’s arguments by using elements of the text to defend and clarify interpretations; critique the power, validity and truthfulness of arguments set forth in articles and public documents; critique the appeal of the articles to both friendly and hostile audiences; and examine the extent to which the writer anticipates and addresses reader concerns and counterclalms. They will revise text to highlight the individual voice, improve variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. Areas of study, which include good writing versus good reporting, advanced news writing, column writing, writing styles, result in more sophisticated critical reading, writing, and thinking skills.

**WRITERS WORKSHOP**

**WRITERS WKSH AB**  
Elective

**Grades:** 10  
**A-G:** No  
**CTE:** No  
**NCAA:** No

**Articulation:** No  

This course focuses on the development and writing of different genres for multiple purposes. Students will develop their knowledge of the craft of writing by analyzing the characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other genres in order to write their own. They will analyze the ways in which the themes of various works represent a view or comment on life, the ways in which irony, tone, mood, style, and the "sound" of language achieve rhetorical or aesthetic purposes, and the philosophical arguments presented to determine whether the authors’ positions have contributed to the work and credibility of characters. Students will engage in interactive reading and writing assignments, many of which include informal writing throughout the process. Students will move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Students will work with expository texts and learn to make predictions about texts, analyze both the content and the rhetorical structures, and properly use materials from the texts they read in supporting their own oral and written arguments.