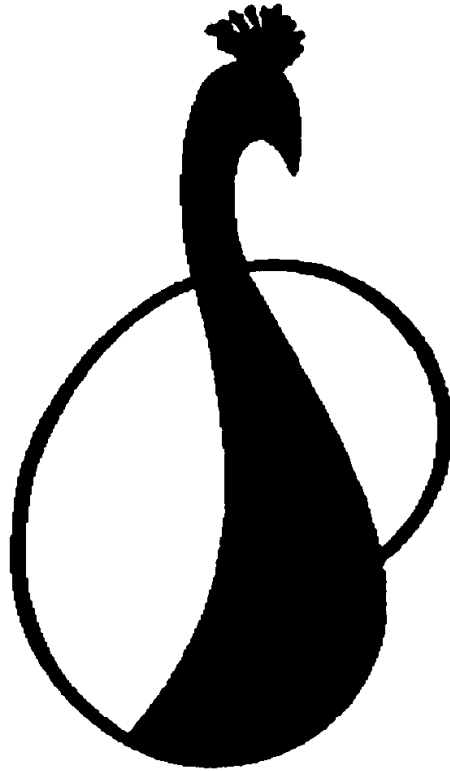


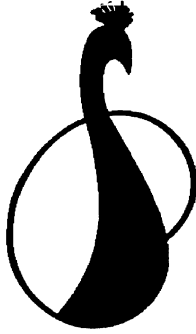
**PALOS VERDES PENINSULA
UNIFIED SCHOOL DISTRICT**



**PALOS VERDES HIGH SCHOOL
COURSE DESCRIPTION
HANDBOOK**

2019-2020

Revised August 1, 2019



HIGH SCHOOL COURSE DESCRIPTIONS

2019-2020

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(The District reserves the right to cancel courses for budgetary reasons and/or insufficient enrollment.)

(Not all courses are offered at all high schools. Please refer to individual school's Educational Planning Guide for a complete listing of courses.)

PALOS VERDES PENINSULA UNIFIED SCHOOL DISTRICT
2019-2020 HIGH SCHOOL COURSE DESCRIPTIONS

INTRODUCTION

This booklet is a listing of the courses offered at Palos Verdes Peninsula Unified School District high schools. Not every course listed is offered every semester. Specific subject offerings required for graduation are offered every semester. Elective courses counting toward the elective requirement for graduation requirements are offered, based on student requests.

This course listing is organized by departments. Those courses which meet University of California (**UC**) and/or California State University (**CSU**) subject requirements are so designated. Such courses will be accepted by these university systems to determine a student's admission status. Below the title of each course, **Grade** indicates what grade levels may enroll in the course; also provided is the length of the course (**semester** or **year**). **Prerequisite** indicates a preceding class or other condition, which should be completed prior to enrollment in the course. Those courses which meet the District's Visual/Performing or Career Technical Arts graduation requirements are indicated as CTE.

Parent/student requests for placement, which are exceptions to the stated placement criteria, shall be initiated in writing by the student and/or parent/guardian and shall be submitted to the principal or designee. If the request is granted, the student and parent/guardian shall be required to sign a waiver indicating that placement is probationary and dependent upon student success and performance. A Request for Placement form can be obtained from the high school counseling office.

The high school master schedule is built to reflect student need; therefore, all students must make careful and thoughtful choices of the courses they wish to take each year. Only those courses which meet minimum enrollment requirements, and for which qualified staff and appropriate textbooks and materials are available, will be offered in any given semester.

LANGUAGE ARTS

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) 9, 10

Grades: 9, 10 - Year

**Prerequisite: AVID 9 (Entrance into AVID program – recommendation into program)
AVID 10: Completion of AVID 9**

AVID will ensure that all students, and most especially students in the middle with academic potential capable of completing a college preparatory path, will succeed. AVID will place low-achieving students in a rigorous curriculum and give them the support to achieve in that curriculum. It will provide a team of students for positive peer identification, and it will redefine the teacher's role as that of student advocate

AVID 11

Grade: 11 - Year

Prerequisite: AVID 9 and 10, Enrollment in at least one Honors, Advanced Placement, or in a college transferable course accepted by UC/CSU in both the 11th and 12th grade years.

The AVID Junior Seminar is an interdisciplinary course for AVID juniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than experienced in prior years of AVID. These higher level thinking, reading, writing, and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader.

The focus of the junior year is the survey of 8–10 recognized leaders from a variety of fields of study. Individually and in study teams, students will explore the historical period in which the leader lived, the social issues they addressed, and their contributions to society. Students will be expected to read and write extensively throughout the process, including participation in a variety of collaborative discussion and response groups.

The level of reading, writing, inquiry, discussion and analysis experienced in the junior year will serve as the foundation for in depth research to be introduced and completed as a final project in the senior year.

In addition to the academic focus of the AVID Seminar, there are college bound activities, methodologies and tasks that should be achieved during the junior year. Support materials are in development and will be divided into four semesters surrounding the topics of Testing, Preparation, Exploration and Fit and Finances.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) Senior Seminar (UC, CSU)

Grade: 12 - Year

Prerequisite: Previous completion of AVID 9, AVID 10, and AVID 11 for three years. Enrollment in at least one honors course or one advanced placement course.

AVID courses at all grade levels are designed to prepare--in an academic context--students for matriculation to four year colleges; major emphasis is placed on analytical writing, preparing for college entrance and placement exams, college study techniques, test taking, oral expression, note taking, and advanced research.

AVID 12, like the three previous years, features college-age tutors who lead discussions and critical analysis of the academic courses in which the students are currently enrolled. Students are required to complete timed writings in all subjects; they must also present oral presentations on topics related to careers, colleges, and contemporary issues. AVID students, working with tutors, eventually act as discussion leaders and move into leadership roles in Socratic seminars. These discussions grow beyond

elementary didactic direction and guide students in seeing their resources from different perspectives. Mastering textbooks, developing arguments, and thinking on their feet are all critical thinking skills necessary for their continued success.

This AVID 12 elective is for seniors in their fourth year of AVID and is the culmination of the students' preparation in the program. For the previous three years in AVID, students have received coaching in note taking, organization, study skills, reading techniques, and academic leadership. Reading, writing, collaboration, and teamwork are principle parts of each AVID year.

ELD 1/LITERATURE, LANGUAGE, AND SOCIAL STUDIES

Grades: 9,10,11,12 -- Year -- (30 Credits)

Prerequisite: Placement through CELDT testing

This is a three-hour content-based ELD sequence (third hour being social studies) in the English Language Development (ELD) Program. The three-hour ELD class is an intensive course that follows the tenets of the Natural Approach to language acquisition stressing communicative function of English in academic/school and daily life. Bilingual support is provided, when appropriate, through use of peer tutors or, when possible, same-language adult instructional aides. The process of developing vocabulary and beginning sentence structures promotes success in students' everyday lives, as well as in their mainstream classes. All language skills (listening, speaking, reading, and writing) and critical thinking skills are developed in class. The activities of this interdisciplinary program include vocabulary and concept development in the literature, social science, and language domains. Class activities help students develop the habits of mind and English language skills. All class activities are based on the appropriate content and ELD standards.

ELD 2/LITERATURE & LANGUAGE

Grades: 9,10,11,12 - Year

Prerequisite: Successful completion of ELD 1 or demonstration of English language skills beyond the level of ELD 1.

This two-hour ELD (English Language Development) block continues to develop listening, speaking, reading and writing skills through the study of more complex pieces of literature from the ninth grade English anthology and Grammar text. Core literature is used and students develop their critical thinking skills to write a well-organized paragraph. Students participate actively in literary analysis applying knowledge of imagery, irony, satire, and other required literary elements.

Participating in activities to improve their communication skills, students continue to express and explain their ideas, opinions, and feelings on various topics using appropriate vocabulary. Group work helps develop the skills required to offer or request clarification and to summarize information. Successful completion of this course is mandatory for students to matriculate to ELD 3.

ELD 3

(UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Successful completion of ELD 2 or English language skills beyond the level of ELD 2.

This final course in the ELD (English Language Development) program is the culmination of preparation for mainstreaming into the general education English classroom. Specially Designed Academic Instruction in English (SDAIE) provides specific accommodations for ELD students. Students continue to gain fluency in receptive and expressive use of English in academic settings. Listening and oral skills are further refined and reading and writing skills are further developed by including the reading and analysis of selected core literature and by the writing of multi-paragraph essays. Among other tasks, students react and respond to literature and identify authors' purposes.

ENGLISH 1

PVPUSD High School Course Handbook 2019-20

(UC, CSU)

*Weighted PVPUSD Course
♦Weighted PVPUSD & UC Course

Grade: 9 - Year
Prerequisite: None

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research.

ENGLISH 1 HONORS* (UC, CSU)

Grade: 9 - Year

Prerequisite: Eighth grade English Accelerated with a grade of “B” or better or placement in accordance with District honors policy

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research. Students in honors should expect assessments that are more challenging in scope and/or duration, and student work should reflect appropriately greater depth of reasoning, analysis, and sophistication. (May also be offered as part of a curricular block with World History Honors.)

ENGLISH 2 (UC, CSU)

Grade: 10 - Year

Prerequisite: None

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research.

ENGLISH 2 HONORS* (UC, CSU)

Grade: 10 - Year

Prerequisite: English 1 Honors* with a grade of “B” or better or placement in accordance with District honors policy

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research. Students in honors should expect assessments that are more challenging in scope and/or duration, and student work should reflect appropriately greater depth of reasoning, analysis, and sophistication. (May also be offered as part of a curricular block with AP European History.)

ENGLISH 3 (UC, CSU)

Grade: 11 - Year

Prerequisite: None

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging works of American fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research.

ENGLISH 3 HONORS*♦**(UC, CSU)****Grade: 11 - Year****Prerequisite: English 2 Honors* with a grade of “B” or better or placement in accordance with District honors policy**

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging works of American fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research. Students in honors should expect assessments that are more challenging in scope and/or duration, and student work should reflect appropriately greater depth of reasoning, analysis, and sophistication. (May also be offered as part of a curricular block with AP US History.)

ENGLISH 4**(UC, CSU)****Grade: 12 - Year****Prerequisite: None**

This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research

AP ENGLISH LANGUAGE *♦**(UC, CSU)****Grade: 11 - Year****Prerequisite: English 2 Honors* with a grade of “B” or better or placement in accordance with District honors policy**

This one-year course focuses on the development of American Literature with an emphasis on the study of social, political and philosophical movements. The accelerated course content will reflect the mastery of California Content Standards, and AP curriculum, and combine reading, writing, listening, speaking, and oral and written English language conventions. Students in Language and Composition will be held to a substantially higher standard of assessment than in English 3 or English 3 honors. Student writing should reflect a mastery of grammar and mechanics allowing for a greater depth of reasoning, analysis, and sophistication. Student writing constitutes a higher percentage of the overall grade. This course also prepares students for the AP language exam, which includes analysis of the style and structure of classical non-fiction works as well as organized responses to various essay topics.

AP ENGLISH LITERATURE & COMPOSITION*♦**(UC, CSU)****Grade: 12 - Year****Prerequisite: English 3 Honors*♦ with a grade of “B” or better or placement in accordance with District honors policy**

AP English Literature and Composition is a year-long course that focuses on the close reading and careful analysis of both classic and contemporary literature. The curriculum follows the College Board's guidelines for providing students with readings and assignments that are consistent with those found in introductory level courses at colleges around the country. Students will have the opportunity to explore a variety of fiction, poetry, and plays, and their writing will be expected to convey an understanding of thematic elements along with literary devices such as tone, imagery, and figurative language.

AP SEMINAR*♦**(UC)****Grades: 10,11,12 - Year**

Prerequisite: None

AP Seminar is the first of two (2) year-long cross-curricular courses, comprised with the CollegeBoard's AP Capstone curriculum, and serves as the prerequisite for the second of the two courses, AP Research. In this course, students explore real-world issues through the cross curricular study of articles, research studies, academic texts, speeches, broadcasts, art, and literature. In the process, students will develop their abilities to think critically, construct arguments, conduct research, and communicate through various media. The course can be used in a cross-curricular connection with other AP courses.

AP RESEARCH*♦

(UC, CSU pending)

Grades: 11,12 – Year

Prerequisite: AP Seminar

AP Research is the second of a two year-long cross-curricular course, comprised with the CollegeBoard's AP Capstone curriculum. In this course, students explore real-world issues through the cross curricular study of articles, research studies, academic texts, speeches, broadcasts, art, and literature. In the process, students will develop their abilities to think critically, construct arguments, conduct research, and communicate through various media. The course can be used in a cross-curricular connection with other AP courses.

FORENSICS - SPEECH & DEBATE 1

Grades: 10,11,12 - Year

Prerequisite: English 1 with a grade of "C" or better, and/or by teacher recommendation.

Forensics/Speech & Debate is a two-semester course designed to be a competitive academic class with emphasis on the development of communication skills and knowledge in the areas of public speaking and argumentation. Students will gain expertise in many topics as they become proficient in the skills required for debate research and organization. Students will compete in a variety of events including original oratory, debate, extemporaneous speaking and the oral interpretation of literature. These events will take place both locally and at the state level.

JOURNALISM 1

(UC, CSU)

Grades: 9,10,11,12 - Semester - (CTE)

Prerequisite: None

Journalism 1 is a semester course which introduces students to journalistic concepts of newsworthiness, objectivity, responsibility, and brevity. This course is required for students who wish to participate in the publication of the school newspaper.

JOURNALISM 2,3,4 (DESCRIBED UNDER OTHER PROGRAMS) **(UC, CSU)**

READING & WRITING SKILLS 1

Grade: 9 - Year

Prerequisite: Teacher recommendation, Grades

This is a year-long English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 1 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this, is the development of writing, listening, and speaking skills.

READING & WRITING SKILLS 2

Grade: 10 - Year

Prerequisite: Teacher recommendation, Grades

This is a year-long English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 2 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this, is the development of writing, listening, and speaking skills.

READING & WRITING SKILLS 3

Grade: 11 - Year

Prerequisite: Teacher recommendation, Grades

This is a year-long English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 3 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this, is the development of writing, listening, and speaking skills.

READING & WRITING SKILLS 4

Grade: 12 - Year

Prerequisite: Teacher recommendation, Grades

This is a year-long English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 4 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this, is the development of writing, listening, and speaking skills.

MATHEMATICS

ADVANCED CALCULUS*

(UC, CSU)

Grades: 11,12 - Year

Prerequisite: Calculus BC AP*♦ with a grade of “B” or better or placement in accordance with District honors policy

This year-long course continues the calculus sequence that begins with AP Calculus BC. Its content parallels that which you would find in a third semester college calculus course. That is, it covers vectors and three-dimensional analytic geometry, partial derivatives and Lagrange multipliers, multiple integrals, vector calculus, line and surface integrals, Greens' Theorem, Stokes' Theorem, the Divergence Theorem, and first and second order differential equations.

ALGEBRA 1

(UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Palos Verdes Core Math (PVC M) 8 or PVC M 7/8 accelerated, or placement in accordance with established District acceleration policy.

Emphasis in this year-long course is on student development of an understanding of the symbolic language of mathematics. Algebraic concepts are introduced through the development of an understanding of algebraic expressions, mathematical sentences and equations, the real number system, and functions and relations. Algebraic skills and concepts are developed and applied in a wide variety of problems solving situations.

ALGEBRA 1 HONORS* (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Palos Verdes Core Math (PVCN) 8 or 7/8 accelerated, or placement in accordance with established District honors policy.

In accordance with the California State Standards for Mathematics, Algebra 1 Honors instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. A comprehensive understanding and application of mathematical functions is emphasized throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. This accelerated course places a strong emphasis on the depth and rigor in all critical areas of the California State Standards for Algebra 1 with a focus on increased rate and depth of inquiry of instruction, discovery, individual study, problem solving, and opportunity for mathematical discourse. The coursework moves at a rapid pace requiring students to rise to the challenge by spending the time necessary to learn each complex topic with diligence and dedication. The course may require additional homework.

ALGEBRA 2 (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Geometry with a grade of “C” or better or teacher approval

In this year-long course, students expand their skills in abstract thinking and improve their ability to provide algebraic solutions to problems in various content areas. A functional approach is used in the development of concepts such as exponents, logarithms, and polynomials. Other topics include conic sections, solution of systems of quadratic equations, sequences and series, the binomial theorem, and the complex number system.

ALGEBRA 2 HONORS* (UC, CSU)

Grades: 9,10,11 - Year

Prerequisite: Geometry Honors* with a grade of “B” or better or placement in accordance with District honors policy

In this year-long course, students expand their skills in abstract thinking and improve their ability to provide algebraic solutions to problems in various content areas. A functional approach is used in the development of concepts such as exponents, logarithms, and polynomials. Other topics include conic sections, solution of systems of quadratic equations, sequences and series, the Binomial Theorem, complex number system, and other enrichment material.

ALGEBRA 2 MCR (MEETS COLLEGE REQUIREMENTS) (UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: Geometry MCR with a grade of “C” or better or teacher approval

In this year-long course, students expand their skills in abstract thinking and improve their ability to provide algebraic solutions to problems in various content areas. A functional approach is used in the development of concepts such as exponents, logarithms, and polynomials. Other topics include conic sections, solution of systems of quadratic equations, sequences and series, the Binomial Theorem, and the complex number system.

CALCULUS**(UC, CSU)****Grades: 11,12 - Year****Prerequisite: Pre-Calculus with a grade of "C" or better or teacher approval**

A study of functions with applications, and an introduction to differential calculus. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms and exponential functions, the derivative, differential equations, and Euler's method.

Precalculus topics are reviewed when they are needed in the development of calculus. Topics include graphical interpretations of the derivative, zeroes of functions, optimization, related rates, antidifferentiation, initial value problems, review of trigonometry, modeling with trigonometric functions, geometric sums and series, and the Fundamental Theorem of Calculus. Upon completion of this course a student will studied much of the material on the Fundamental Theorem of Calculus.

AP CALCULUS AB ♦**(UC, CSU)****Grades: 11,12 - Year****Prerequisite: Pre-Calculus with Limits with a grade of "B" or better or placement in accordance with District honors**

Calculus AB AP♦ is the equivalent of a semester of college calculus dealing with real-valued functions of a single real variable. Course content follows the College Board syllabus. The students take the Advanced Placement Examination in May.

AP CALCULUS BC♦**(UC, CSU)****Grades: 11,12 - Year****Prerequisite: Pre-Calculus Honors* with a grade of "B" or better or placement in accordance with District honors policy**

Calculus BC AP♦ is the equivalent of a full year of college calculus dealing with real-valued functions of a single real variable. Course content follows the College Board syllabus and California Framework. The students take the Advanced Placement Examination in May.

AP COMPUTER SCIENCE♦**(UC, CSU)****Grades Level: 11,12 – Year - (CTE)****Prerequisite: Geometry/Geometry H* with a grade of "B" or better or placement in accordance with District honors policy**

The AP Computer Science course develops students' abilities to use computers in powerful, intelligent, and responsible ways. Mastery of programming methodology, algorithms, and data structures raises the student's ability to program well above the novice level. An awareness of the ramifications of computer use contributes to one's ability to make responsible and intelligent use of computers. Includes implementation of graphical user interfaces such as the essential GUI elements, creating GUI's and GUI applications.

ESSENTIALS OF ALGEBRA A & B**Grades: 9,10,11,12 - Two-Year****Prerequisite: Teacher recommendation**

This two year long course is designed to provide students an opportunity to learn the essential algebra skills needed to meet the California graduation requirement for math. This course is designed for students who need to begin Algebra. A variety of assessment techniques will be used, including the use of portfolios to document student progress.

FUNCTIONS, TRIGONOMETRY, STATISTICS**(UC, CSU)****Grades: 11,12 - Year****Prerequisite: Algebra 2/Algebra 2 MCR with a grade of "C" or better or teacher approval***PVPUSD High School Course Handbook 2019-20*

*Weighted PVPUSD Course
♦Weighted PVPUSD & UC Course

Functions, Trigonometry, Statistics is a college preparatory course designed to emphasize computational skills, critical thinking, and problem solving strategies. The content of the course includes strands from the California Mathematics Content Standards of Algebra II, Trigonometry, and Probability and Statistics. Topics covered will include linear, graphing, polynomial, rational, exponential, logarithmic, and trigonometric functions; trigonometric identities; laws of sines and cosines; sequences and series; frequency and normal distributions; data descriptions; counting techniques, and probability.

GEOMETRY (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Algebra 1 with a grade of “C” or better or teacher approval

In this course, students develop an understanding of the concept of proof in geometric contexts and construct formal logical arguments. Algebraic techniques are applied in the solution of problems involving geometric figures in two- and three-dimensions.

GEOMETRY HONORS* (UC, CSU)

Grades: 9,10 - Year

Prerequisite: Algebra 1 Honors with a grade of “B” or better or placement in accordance with District honors policy

In this advanced level course, students develop an in-depth understanding of the concept of proof in geometric contexts and construct formal logical arguments. Algebraic techniques are applied in the solution of problems involving geometric figures in two and three dimensions.

GEOMETRY MCR (MEETS COLLEGE REQUIREMENTS) (UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: Algebra 1 with a grade of “C” or better or teacher approval

Algebraic techniques, as defined by the California Content Standards, are applied in the solution of problems involving geometric figures in two and three dimensions. Some development of the concept of geometric proof is taught.

LINEAR ALGEBRA (College Course)

Grades: 10,11,12 – Year

Prerequisite: Completed highest level of math offered at the high school level and District approval.

This is a Stanford University undergraduate course (M152) is offered through a web-based program. The course includes lectures (via CD-ROM and Internet) by a Stanford professor and an accompanying text.

PRE-CALCULUS (UC, CSU)

Grades: 11,12 – Year

Prerequisite: Algebra 2 MCR with a grade of “A” or Algebra 2 with a grade of “C” or better or teacher approval

This college preparatory course is aligned with CA Content Standards, and designed to prepare the student for the study of advanced mathematics. Major emphasis is placed on the analytic approach to the subject rather than numerical computation. The content of the course includes basic trigonometric functions and their development, right triangle relationships and solutions, oblique triangle relationships and solutions, fundamental identities, inverse trigonometric functions, mathematics induction, sequences and limits, analytic geometry, vectors and analysis of functions.

PRE-CALCULUS HONORS*♦ (UC, CSU)

Grades: 11,12 – Year

Prerequisite: Algebra 2 Honors* with a grade of “B” or better or placement in accordance with District honors policy

This is a college preparatory course aligned with the California Content Standards and designed to prepare highly capable students for the Advanced Placement Calculus course or an equivalent course at the college level.

PRE-CALCULUS WITH LIMITS (UC, CSU)

Grades: 11,12 -Year

Prerequisite: Algebra 2 with a grade of “A” or Algebra 2 Honors* with a grade of “C” or better, or teacher approval.

This is a college preparatory course aligned with the California Content Standards and designed to prepare capable students for the Advanced Placement Calculus course or an equivalent course at the college level. Major emphasis is placed on the analytic approach to the subject rather than numerical computation. The content of the course includes basic trigonometric functions and their development, right triangle relationships and solutions, oblique triangle relationships and solutions, fundamental identities, inverse trigonometric functions, mathematics induction, sequences and limits, analytic geometry, vectors and analysis of functions.

AP STATISTICS *♦ (UC, CSU)

Grades: 11,12 - Year

Prerequisite: Algebra 2 or Algebra 2 Honors* completed or concurrent or placement in accordance with District honors policy

This course is designed to prepare students in the methods of statistical analysis, following the California Framework and the College Board outline. Among the topics covered are exploratory analysis of data, probability, simulation models, confidence intervals, and data analysis, including standard deviation and correlation coefficients, making use of graphical and numerical techniques to study patterns and departure from patterns. Data must be collected according to a well-developed plan. Statistical inference guides the selection of appropriate models.

OTHER PROGRAMS

ACADEMIC DECATHLON

Grades: 9,10,11,12 -Semester

Prerequisite: Competition Requirements

Academic Decathlon is a national competition in these ten (10) academic areas: art, economics, fine arts, language and literature, mathematics, music, science, social science, essay, interview, and planned and impromptu speech. This class will practice in each of these areas, using the USAD study guide to prepare for local and state competitions.

ADAPTED PE

Grades: 9,10,11,12 -Year

Prerequisite IEP/nurse recommendation

Designed for those students who cannot participate in the regular physical education program because of physical problems, post-operative conditions, or similar reasons. Students must receive permission from a physician, the school nurse, and a review committee for admission to this class. Modified games and special exercises are stressed. Individual instruction is the primary focus of prescribed activities.

ADVANCED PROJECTS

Grades: 9,10,11,12 - Semester

Prerequisite: Administrative and teacher approval

Generally, a student has completed the available course work in a given field prior to embarking on an advanced project. The finished project should reflect good planning, thorough research and excellent craftsmanship. The student has completed an Advanced Project application. The student must obtain the sponsorship of a teacher and the teacher has accepted the student for a specific class period. The student is obligated to daily attendance.

BROADCAST JOURNALISM 1-2-3-4

Grades: 9,10,11,12 – Year - Elective Credit

Prerequisite: None

Broadcast Journalism focuses on the analysis and practice of newsgathering, production and presentation from a variety of theoretical, philosophical, artistic and historical perspectives.

Students will gain a richer understanding of the ideals, limitations, rituals, and routines of the American news media, all while gaining practical experience as television journalists. They will use this form of production to make personal works of art that include the seven principles of design.

This course will also focus on the elements of design (color, lines, shapes, tones, textures, and volume). This course meets the five content standards for visual and performing arts.

COLLEGE COURSES

Grades: 9,10,11,12

Credit: Variable

Prerequisite: Appropriate form on file and prior approval

College credit courses in certain subject areas are offered on the high school campus or at other locations by selected local colleges and universities. L.A. Harbor College, El Camino, Marymount College, and other colleges and universities offer a high school program for students during the regular school year and summer session. The objectives are to provide a “head start” on college work for students. Students who plan to use college work for high school credit must file the appropriate form in the counseling office and receive prior approval.

GUIDED STUDY

Grades: 9,10,11,12 - Semester - Fulfills CTE requirement; Course is repeatable for credit

Prerequisite: One of the following: IEP, Section 504 plan or an SST recommendation with all of the following:

- **GPA of 2.0 or less or one or more D’s on an interim report, quarter report or semester report**
- **Enrolled in at least two academic classes that assign daily homework**

This is a semester long, contract-based program, geared for students who could benefit from additional academic support in general education classes. This class fulfills the specialized academic instruction as specified by an IEP and serves as pre-special education assessment intervention for general education students who are struggling academically. Students are provided with an environment conducive to studying and given assistance when needed. Student progress in general education classes is monitored through student generated bi-monthly grade reports and regular communication with the students’ classroom teachers. Students will receive instruction in the practical skills needed to be successful in their general education such as proximal goal setting, time management, and organizational skills. Guided Study will also teach prevocational and independent living skills such as employment strategies and personal finance.

INDEPENDENT STUDY

Grades: 9,10,11,12 - Semester

Prerequisites: Approval of instructor and associate principal

Textbook: Depends on program

Enrollment in Independent Studies is restricted by the following circumstances:

1. The student has successfully completed the related entry-level classes.
2. The class cannot reasonably be taken during the school day.
3. An instructor has agreed to accept responsibility of prescribing the required course work and monitoring the student's progress.
4. The student and instructor have agreed to meet at least once every two weeks to evaluate progress.
5. The associate principal has approved the program.

INTRODUCTION TO MINDFULNESS

(UC)

Grade Level: 10,11,12

Credit: 10 credits (Year) – Elective Credit

Prerequisite: None

Introduction to Mindfulness is a year-long course; the first class in a two course sequence. This experiential, year-long elective introduces mindfulness, the science surrounding it, and careers associated with it. Students will develop a personal mindfulness practice for stress resilience and learn to improve self and social awareness, relationships, and decision making. They will engage in evidence-based practices that are selected to cultivate well-being. Through work-based learning experiences, students will explore careers that utilize mindfulness in healthcare and personal well-being industries. Well-being is a skill that can be learned. Mindfulness is deliberately paying attention to what is happening around you and within you - in your body, heart, and mind. It is awareness without criticism or judgment.

JOURNALISM 2,3,4

(UC, CSU)

Grades: 9,10,11,12

Credit: 10 credits (year) - (CTE) - Meets Career Technical Arts Graduation Requirement.

Prerequisite: Journalism 1 and teacher approval

All students in this class have taken Journalism 1 and qualified to be on staff by passing a try-out article that is evaluated by the adviser and members of the current editorial board. Once on staff, every writer must write for each of the ten to twelve issues. Assignments are based on section meetings and discussions. Deadlines are set with first drafts due to editors and the adviser. Research includes interviews, the Internet, and library resources. Revisions are on an as needed basis. Editing is a collaborative process among section editors and editors-in-chief.

LEADERSHIP

Grades: 9,10,11,12 - Semester

Prerequisite: Elective/appointed office in the Associated Student Body with Activities Director approval

Elected and appointed student leaders develop skills necessary for successful leadership in a democratic society by organizing, implementing, and evaluating student council business under the direction of the Activities Director.

LINK CREW (Component of Peer Mentor)

(UC, CSU)

Grades: 11,12 - Semester; 10 credits per year

Prerequisite: Application, interview, teacher recommendation, 4th or 7th period availability, and completion of a two-day training session prior to the start of the school year (in mid-August)

Link Crew is a high school transition program that welcomes freshmen and transfer students and makes them feel comfortable throughout the first year of their high school experience at PVPHS. Built on the

belief that students can help students succeed, Link Crew trains carefully selected mentors in 11th and 12th grade to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide freshmen/transfers to discover what it takes to be successful during the transition to PVPHS and, through a variety of activities and events, help facilitate freshmen and transfer students' success. Link Crew's goal is to provide a structure in which students make connections with each other, thereby increasing school safety and reducing incidences of bullying with anti-bullying education. Through this program, freshmen and transfer students learn that people at PVPHS care about them and their success, and leaders experience increased self-esteem, as well as overall character development.

Link Crew Leaders are selected for the program based on an application, an interview, and teacher recommendations; after taking part in a two-day training session in mid-August, Leaders are paired together to work with a group of 10-12 freshmen/transfers not only on the day of New Student Orientation, but meaningfully and frequently throughout the school year.

4th period Link Crew meets on a daily basis; 7th period Link Crew meets on a weekly basis, with an afterschool and lunch time option available. Students selected to be Link Crew Leaders are ready, willing, and able to maximize the program's ability to reach freshmen and transfer students. Furthermore, 4th period and 7th period Link Crew **will work together** to achieve this goal.

LITERARY PUBLICATIONS 1-4 (UC, CSU)

Grades: 9,10,11,12 – Year - Elective Credit

Prerequisite: None

This full year course will be broken up into four distinct levels. The Palos Verdes Peninsula High School course is a UC/CSU designated elective. The first semester of the class will consist of a training program for students who have no experience in graphic design, literary evaluation, or a limited knowledge of computers.

The second semester of the class will be a production course for students who will promote, market, design, gather, and publish the school literary magazine. Students will learn how to carefully examine writing to be able to make the best choices for inclusion from contributors who wish to be part of the magazine. The literary magazine (*Tradewinds*) will be housed inside the yearbook (*The Triton*) at Palos Verdes High School, while it will be a separate publication (*Beard Full of Butterflies*) at Palos Verdes Peninsula High School. Both magazines will feature contributions in short stories, poetry, scenes, short essays, photographs and original artwork in black and white as well as full color.

MOCK TRIAL

Grades: 9,10,11,12 - 2.5 credits – (First Quarter Only; for credit only)

Prerequisite: None

This course is offered during the first quarter for credit only. Students will learn about the American legal system and the Constitution by preparing and role playing in fictional criminal cases. The criminal case reenactments are tried before a real court of law, supervised by local judges and attorneys who donate their time and expertise. Students will have a real "hands-on" experience assuming fictional roles as attorneys, witnesses, prosecutors, defendants, and bailiffs (Mock Trial). Evening and weekend practices as well as participation in Saturday competitions are required. This experience will allow students to gain a working knowledge of public speaking, the rule of law, mediation, negotiation, the United States Constitutional Law, research, and teamwork. This program will provide fundamental building blocks for students considering a career in law.

MODEL UNITED NATIONS (MUN)

Grades: 10,11,12 - Year

Prerequisite: None

An interdisciplinary study during which students' research topics presently being debated in the United Nations in order to participate in Model United Nations simulations. Students assume the roles of Member States of the UN, tackling a wide range of international issues. Through practice and

attendance at Model United Nations Conferences, the students will acquire a working knowledge of diplomatic communication, rules of procedure, debate, negotiation, and resolution writing. The class is open to all students with a desire to learn about the workings of the United Nations and international diplomacy. Membership in the MUN Club is not a requirement.

OFFICE ASSISTANT (OA)

Grades: 10,11,12 - Semester - CTE - Meets Career Technical Arts Graduation Requirement.

Prerequisite: Staff approval of desired office

This course is designed to give the student practical office experience under the direct supervision of staff personnel. Duties may include operation of the switchboard, using the photocopy machine, answering the telephone, relaying messages and transacting the business of the office assigned. An OA may not leave campus nor have access to specific information regarding the academic progress of individual students. A maximum of 20 credits is available.

PEER MENTOR

Grades: 10,11,12 - Semester - CTE

Prerequisite: Application and interview

The High School Peer Mentor Program is a high school transition program to welcome freshmen and transfer students to provide the opportunity for smooth transition into high school. High School Mentors are paired with incoming freshman and transfer students at the beginning of the year. The incoming students will receive support and guidance from upperclassmen that have been through the challenges that high school poses, as the transition to a larger school can sometimes be overwhelming.

PEER TUTORING

Grades: 10,11,12 - Semester

Prerequisite: Teacher approval

Peer Tutors provide assistance in various classes and departments to students who need help in understanding class work. Bilingual capability is an asset.

PROJECT EGO

Grades: 11-12 - Year (10 credits upon completion of entire year-long program)

Prerequisite: Counselor recommendation

Project Ego is a special community-based program designed to offer career direction and experience to high school seniors and juniors. Students are required to attend semi-monthly seminars conducted by the associate principal, Project Ego coordinator, community business professionals and psychology interns. Project Ego was conceived by the PVP Education Foundation and is sponsored by the Community Association of the Peninsula (CAP) in cooperation with the school district.

SoCal ROC (Southern California Regional Occupational Center)

Grades: 11-12 - 10-15 credits (semester) - (CTE selected courses)

Prerequisite: Enrollment in the minimum number of classes at high school needed to comprise a five-period day

Meets Career Technical Arts Graduation Requirement.

SCROC provides students with advanced vocational training in many areas. Applications are available in the Career Center. Free bus transportation is provided to and from school. Students can earn up to 15 elective credits per semester and 10 credits in summer school.

SPECIAL EDUCATION: Special Day Class (SDC) and Resource Specialist Program (RSP)

Grades: 9,10,11,12 - 5-10 credits (semester-year)

Prerequisite: Eligibility under IDEA

The Department of Specialized Education offers eligible students the support and instruction to achieve their academic and personal best. Individualized programs are developed and monitored to accommodate individual differences.

TEACHER ASSISTANT (TA)

Grades: 10,11,12 - Semester

Prerequisite: Teacher approval

Students work as assistants to teachers. Regular attendance is required. The teacher assistant will report daily to the assigned teacher or substitute teacher. In the event there is no assignment, the TA will remain with the assigned teacher for the period, or under prior arrangements, remain under the supervision of another teacher or secretary in one of the offices. The TA is not to be left unsupervised in a classroom. A student may not be a TA more than one period per semester nor earn more than 20 credits. A TA may not leave campus nor have access to specific information regarding the academic progress of individual students.

PHYSICAL EDUCATION

ADAPTED PE

Grades: 9,10,11,12 - Quarter

Prerequisite: IEP/Recommendation of nurse

Designed for those students who cannot participate in the regular physical education program because of physical problems, post-operative conditions or similar reasons. Students must receive permission from a physician, the school nurse and a review committee for admission to this class. Modified games and special exercises are stressed. Individual instruction is the primary focus of prescribed activities.

ADVANCED DANCE

(UC, CSU)

Grades: 11,12 - Year

Prerequisite: Intermediate Dance or Audition

Can be taken for PVPUSD credit in PE or Visual and Performing Arts

This is an advanced level dance class where students demonstrate a mastery of various major traditions, techniques, styles of dance and use of creativity through choreography in a variety of times and places. Students will perform in the annual dance concert. First semester students will work on increasing flexibility and technique through stretching and conditioning and are exposed to advanced dance techniques. Second semester they will work on solo and group choreography in preparation for the Spring Dance Concert. Students will learn to critically assess and derive meaning from works of dance and performances based on elements of dance and aesthetic qualities.

PHYSICAL EDUCATION 9

Grade: 9 - Quarter

Prerequisite: None

As part of this two-semester program, students develop and demonstrate movement activities, appreciation for lifetime fitness, and social development through team sports.

PHYSICAL EDUCATION 10

Grade: 10 - Quarter

Prerequisite: None

In this two-semester course, students focus on individual and team sports of choice, (e.g., dance, personal defense, and physical fitness). Emphasis is placed on analysis of the physiological and mechanical principles involved in human movement to achieve personal fitness goals.

PHYSICAL EDUCATION/ATHLETICS**Grades: 9,10,11,12 - Credit Variable****Prerequisite: Coach approval**

Ninth and tenth grade students in sixth period athletics will receive PE credit and must remain in the class for the entire semester. Eleventh and twelfth grade students may participate on a credit or audit basis. (Boys; Girls)

Fall Sports	Winter Sports	Spring Sports	Year Round Sports
Cross-Country (B&G) Football Golf (G) Tennis (G) Volleyball (G) Water Polo (B)	Basketball (B&G) Soccer (B&G) Water Polo (G) Wrestling	Baseball Golf (B) Lacrosse (B&G) Softball Swimming (B&G) Tennis (B), Track and Field Volleyball (B)	Cheer Colorguard Drill Team Pep Squad Song

PHYSICAL EDUCATION/CHOREO**Grades: 9,10,11,12 - Quarter****Prerequisite: Audition****Can be taken for PVPUSD credit in PE or Visual and Performing Arts**

This is an advanced level production course which prepares for performance at the annual dance concert. Students demonstrate various dance techniques, styles of dance, and use of creativity through choreography. First semester students work on increasing flexibility through stretching and are exposed to dance techniques. Second semester students work on intermediate to advanced technique and choreograph solo and group dance works. In the eleventh and twelfth grade, this course counts as a fine arts requirement.

PHYSICAL EDUCATION/DANCE**Grades: 9,10,11,12 - Quarter****Prerequisite: None**

In this course, students demonstrate various dance technique, styles of dance and use creativity through choreography. First semester students work on flexibility, strength and dance fitness activities, as well as basic dance technique and choreography. Second semester, students work on intermediate to advanced technique, choreograph solo and group works, and have performance opportunities.

PHYSICAL EDUCATION/INTERMEDIATE DANCE**Grades: 9,10,11,12 - Quarter****Prerequisite: Audition****Can be taken for PVPUSD credit in PE or Visual and Performing Arts**

This is an intermediate level dance class where students demonstrate understanding of various major dance traditions, techniques, styles of dance, and use of creativity through choreography in a variety of times and places. Students will prepare for performance at the annual dance concert. First semester students will work on increasing flexibility through stretching and are exposed to intermediate dance techniques. Second semester they will work on solo and group choreography and prepare for the spring dance concert. In the eleventh and twelfth grade, this course counts as a fine arts requirement. Students learn to critically assess and derive meaning from works of dance and performances, based on the elements of dance and aesthetic qualities.

PHYSICAL EDUCATION/MARCHING BAND**Grades: 9,10 - Quarter****Prerequisite: None**

Athletic and competitive activities in addition to performances and concerts. PE credits for grades nine and ten; may be taken for Fine Art credit in grades eleven and twelve.

PHYSICAL EDUCATION/PEP SQUAD

Grades: 9,10,11,12 - Quarter

Prerequisite: Audition, teacher approval

PE/Pep Squad is a comprehensive year-round program of instruction for the songleading and cheerleading teams, that dance and cheer at school and athletic events. Students practice daily in dance, gymnastics, conditioning, and cheerleading techniques and engage in outside competitions against other schools.

requirement for physical fitness. It may be used for elective credit if PE graduation requirement is met.

PHYSICAL EDUCATION/YOGA

Grades: 10,11,12 - 2.5 (Quarter) Physical Education or Elective once Physical Education requirement is fulfilled

Prerequisite: One year of Physical Education or Physical Education/Dance

This multi-level class is open to all fitness levels and will explore various styles of yoga. Students will have the opportunity to improve their flexibility, strength, cardiovascular health and overall fitness through a comprehensive yoga training program which will include concepts from anatomy, body mechanics and mindfulness. This course gives students a foundation for lifelong wellness practices. This course is open to students who have satisfied one year of Physical Education credit. Physical Education credit for grade 10 is given until Physical Education graduation requirement is met. Elective credit is given to students in any grade after Physical Education graduation requirement is met.

SCIENCE AND ENGINEERING

AEROSPACE ENGINEERING

(UC, CSU)

Grades: 9,10,11,12 – Year – (CTE)

Prerequisite: None

Project Lead The Way, working in collaboration with NASA, has introduced new aerospace engineering coursework. The Aerospace Engineering high school course provides students a learning opportunity in the application of basic engineering and design principles to projects and problems in aerospace science in a hands-on format. The major focus of the Aerospace Engineering (AE) course is to expose students to the world of aeronautics, flight, and engineering. Students will be introduced to the PLTW™ activity-based, project-based, and problem-based learning through exploring the world of aerospace engineering. Students should have experience in physics, mathematics, and technology education. They will employ engineering and scientific concepts in the solution of aerospace problems. The entire curriculum sequence will include experiences from the diverse fields of Aeronautics, Aerospace Engineering, and related areas of study. Lessons will engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering.

The AE course is intended to serve as a specialization course within the PLTW™ sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field. Students work in teams, exploring hands-on projects and activities to learn the characteristics of aerospace engineering and work on major problems to be exposed to the various situations that aerospace engineers face in their careers.

In addition, students use Inventor, which is a state of the art 3D design software package from AutoDesk, to help them design solutions to solve proposed problems. Students design intelligent

vehicles and learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community.

The course of study includes:

- ✦ Overview of Aerospace Engineering
- ✦ Aerodynamics and Aerodynamics Testing
- ✦ Flight Systems
- ✦ Astronautics
- ✦ Space Life Sciences
- ✦ Aerospace Materials
- ✦ Systems Engineering

AP BIOLOGY *♦

(UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: Biology 1 with a grade of “B” or better; Chemistry 1 with a grade of “C” or better; or placement in accordance with District honors policy

This AP Biology Course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course meets the college requirements in laboratory science and prepares students for the Advanced Placement Examination in biology. Emphasis is placed upon seven major themes in biology (1) science as a process, (2) evolution, (3) energy transfer, (4) continuity and change, (5) relationship of structure to function, (6) regulation, and interdependence in nature, and (7) technology and science. The overlaying concepts that are stressed include three major units of concentration – (1) molecules and cells, (2) heredity and evolution, and (3) organisms and populations. In addition, twelve required labs are conducted to prepare students for college level study.

BIOLOGY 1

(UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Completion of or concurrent enrollment in Algebra 1

This course is designed to meet college entrance requirements as a laboratory science. The material presented in the course includes Cell Biology and Basic Chemistry, Plant Growth and Development, Genetics, Evolution and Natural selection, Reproduction, Physiology of the Human Body and corresponding functions and ecology. The approach taken in this discipline reflects the needs of a student interested in a general survey class in the field of Biology. Students enrolled in Biology 1 may continue into Chemistry and Physics.

BIOLOGY 1 HONORS*

(UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Accelerated Science 8 with a grade of “B” or better, or completion of or concurrent enrollment in Algebra 1; Placement in accordance with District honors policy

Biology Honors is an academically challenging course that is designed to prepare students for the Advanced Placement Biology (Biology 2 AP*) course that follows. This course is aligned with the California State Standards for Biology. The course is formulated to fulfill the California State and University of California requirements for a laboratory life science. Covering the major themes or concepts of biology, the first semester surveys biochemistry and energy, including photosynthesis, fermentation, and respiration. It also investigates the structure and function of the cell, genetics, origin of life, and evolution. The second semester includes ecology, human physiology, classification and plant physiology. Laboratory investigations are an integral part of this course.

BIOLOGY 2**(UC, CSU)****Grades: 9,10,11,12 – Year****Prerequisite: Biology 1**

Biology 2 is a year-long course that is a continuation of Biology 1. The material presented in this course focuses on systematics and taxonomy of the six kingdoms of life, anatomy and physiology of organisms, and current advancements in the field of biology. This course incorporates the major themes of biology: Science as a Process, Evolution, Energy Transfer, Continuity and Change, Interdependence in Nature, Structure and Function, and Science, Technology, and Society. Biology 2 meets college entrance requirements as a lab science.

AP CHEMISTRY *♦**(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Chemistry 1 Honors* and Algebra 2 with a grade of “B” or better or placement in accordance with District honors policy**

This college-level course is designed for serious-minded science students, and uses a college-level examination (Advanced Placement Chemistry exam). Theory and problem solving are stressed. This course covers and investigates the periodic table, atomic structure, types of chemical reactions, chemical bonding, the conservation of matter and energy, stoichiometry, gases and their properties, liquids and solids, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, electrochemistry, nuclear processes, and introduces organic and biochemistry. Experiments, mathematical calculations, and models are used to promote an understanding of the concepts, principles, and theories of chemistry.

CHEMISTRY 1**(UC, CSU)****Grades: 9,10,11,12 - Year****Prerequisite: Concurrent enrollment or completion of Geometry for the class of 2020 and beyond**

This course is designed to meet college requirements as a lab science. This course will cover and investigate the periodic table, atomic structure, chemical bonding, the conversion of matter and energy, stoichiometry, gases and their properties, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, nuclear processes, and introduces organic and biochemistry. Experiments, mathematical calculations and models are used to attain an understanding of the concepts, principles, and theories of chemistry.

CHEMISTRY 1 HONORS*♦**(UC, CSU)****Grades: 9,10,11,12 - Year****Prerequisite: Concurrent enrollment or completion of Geometry for the class of 2020 and beyond**

This course is designed to meet college requirements as a lab science. Students enrolled in this course should have a high ability level for science as the rigorous nature of the course is designed for those opting to take Chemistry 2AP* and other advanced science courses. This course will cover and investigate the periodic table, atomic structure, chemical bonding, the conservation of matter and energy, stoichiometry, gases and their properties, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, nuclear processes, and introduces organic and biochemistry. Coverage of the material in this course will be more in-depth and emphasize more problem solving than the Chemistry 1 course. Experiments, mathematical calculations and models are used to attain an understanding of the concepts, principles, and theories of chemistry.

DIGITAL ELECTRONICS**(UC, CSU)****Grades: 10,11,12 - Year – (CTE)****Prerequisite: Completion of or concurrent enrollment in Geometry**

This course introduces students to Digital Electronics, and prepares students with the foundations of engineering at high levels of rigor and relevance consistent with the current standards. The course introduces fundamentals, number systems, gates, Boolean Algebra, adding, flip-flops, registers and microprocessors, and concludes with a capstone project. Course format will include lectures, discussions, labs and computer labs, projects and outside research. The course features activities-based, project-based, and problem-based learning

EARTH SCIENCE (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Completion of or concurrent enrollment in Essentials of Algebra or Algebra 1

Earth Science is a comprehensive year-long college foundation science course preparing students for college courses and careers in geology, mineralogy, oceanography, astronomy, meteorology, ecology, mining and environmental studies. This course incorporates the CA Content Standards for Earth Science and provides the students with a broad-based background and appreciation of their ever-changing planet and its place in the universe.

ENGINEERING DESIGN AND DEVELOPMENT (UC, CSU)

Grades: 11-12 - Year – (CTE)

Prerequisite: Introduction to Engineering Design or Principles of Engineering

In this capstone course, teams of students apply principles developed in the core PLTW classes to solve a problem of their own choosing. Guided by a community mentor, they brainstorm possibilities, research current patents, construct a working model, test the model in real life situations or simulations, document their designs, and present and defend the design to a panel.

AP ENVIRONMENTAL SCIENCE *♦ (UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: Biology 1 with a grade of “C” or better; Concurrent enrollment in Chemistry with a grade of “C” or better or placement in accordance with District honors policy

The Environmental Science AP*♦ course is designed to be the equivalent of a one semester, introductory college course in environmental science and is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science. In both breadth and level of detail, the content of the course reflects what is found in many introductory college-level environmental science courses.

INTRODUCTION TO ENGINEERING DESIGN (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: Completion of or concurrent enrollment in Algebra 1

This course introduces students to Engineering design and teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. The course introduces the history of engineering, sketching and visualization, geometric and modeling concepts, continuing with practical assembly, model analysis and documentation, presentation, production and marketing skills. Course format will include lectures, discussions, labs and computer labs, projects and outside research.

LIFE SCIENCE

Grades: 9,10,11,12 - Year

Prerequisite: None

Students will apply the scientific method to evaluate life’s structure, chemistry, and its relationship to the environment. Content covers material required on the California Life Science Standards test. Topics include Cell Biology, Genetics, Physiology, Ecology, Evolution, and Investigation and Experimentation.

MARINE BIOLOGY**(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Biology 1**

Marine Biology is a laboratory science course designed to introduce the student to the features, basic processes, and unique biology of the marine environment in order to understand the ocean's potential as a resource, and enhance awareness of the value and fragility of the ocean, its inhabitants and its ecosystems. An investigative approach to learning about the ocean and its inhabitants is stressed in this course.

MARINE BIOLOGY HONORS*♦**(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Biology 1 with a "B" or better and completion of Algebra 1**

Marine Biology is a laboratory science course designed to introduce the student to the features, basic processes, and unique biology of the marine environment in order to understand the ocean's potential as a resource, and enhance awareness of the value and fragility of the ocean, its inhabitants and its ecosystems. An investigative approach to learning about the ocean and its inhabitants is stressed in this course. Students perform directed and independent research on specific marine organisms and include in-dept analysis and presentation of findings. Laboratory activities include dissection, data collection, and analysis based on experiments that develop scientific investigation and critical thinking. This course is an advanced level science course with emphasis and workload comparable to an introductory college class.

PHYSICS**(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Concurrent enrollment in Algebra 2 or completed**

Physics is a college preparatory lab science course focusing on topics including mechanics, electricity and magnetism, light and electromagnetic radiation, sound and waves, heat and thermodynamics.

AP PHYSICS 1 *♦**(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Concurrent enrollment in Pre-Calculus with Limits or higher**

AP Physics 1 a year-long course that is equivalent to a first semester college course in algebra-based physics. The course introduces fluid mechanics, thermodynamics, electricity and magnetism, optics and atomic and nuclear physics. Students will attain a conceptual understanding through student-centered, inquiry-based instruction and will have time to master foundational physics principles while engaging in science practices. In addition, students will build knowledge through content-rich nonfictional reading, writing, and speaking

An additional component of this course requires instructional time be spent in a hands-on laboratory, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices learned through instruction. This course meets the District's graduation requirement in science.

AP PHYSICS 2 *♦**(UC, CSU)****Grades: 10,11,12 - Year****Prerequisite: Concurrent enrollment in Pre-Calculus with Limits or higher; completion or concurrent enrollment in AP Physics 1**

AP Physics 2 is a year-long course that is equivalent to a second semester college course in algebra-based physics. The course continues to cover fluid mechanics, thermodynamics, electricity and magnetism, optics and atomic and nuclear physics. Students will gain a deeper conceptual

understanding through student-centered, inquiry-based instruction and will have time to master foundational physics principles while engaging in science practices. In addition, students will build knowledge through content-rich nonfictional reading, writing, and speaking

An additional component of this course requires instructional time be spent in a hands-on laboratory, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices learned through instruction. This course meets the District's graduation requirement in physical science.

AP PHYSICS C ELECTRICITY & MAGNETISM *♦ (UC, CSU)

Grades: 11,12 - Year

Prerequisite: Concurrent enrollment in Calculus and completion of AP Physics C Mechanics required; placement in accordance with District honors policy

Physics C Electricity & Magnetism Advanced Placement*□ parallels a college course covering Classical Electricity and Magnetism, which serve as a foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problem solving.

AP PHYSICS C MECHANICS *♦ (UC, CSU)

Grades: 11,12 - Year

Prerequisite: Concurrent enrollment in Calculus required; placement in accordance with District honors policy

Physics C Mechanics Advanced Placement* parallels a college course covering Newtonian Mechanics, which serves as a foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problem solving.

PHYSIOLOGY AND ANATOMY (UC, CSU)

Grades: 11,12 – Year

Prerequisite: Biology 1 with a grade of “C” or better and completion of Algebra

This course is designed to meet college requirements as a biological laboratory science. The content covers the 10 major organ systems of the human body and focuses on two main themes: the relationship of structure to function and homeostasis. The laboratory experiments include histological or tissue examination, skeletal parts, major muscle groups, etc. There are also a series of dissections to accompany the major organ systems including a study of the sheep brain, mammalian kidney, and a beef heart.

Students are evaluated by exams covering each of the weekly sessions and the class also is responsible for presenting a seminar related to a physiological process studied.

This course is also designed to collaborate with the Internship program which allows the students to attend lectures given by physicians, and health care providers who continually provide information on the most recent developments of medicine in their respective fields.

PHYSIOLOGY AND ANATOMY HONORS *♦ (UC, CSU)

Grades: 11-12 - Year

Prerequisite: Biology 1 with a “B” or better and completion of Algebra

This course is designed to meet college requirements as a biological laboratory science. It covers the 11 major organ systems of the human body while focusing on two main themes: the relationship of structure to function and homeostasis. An investigative approach to learning about the human body will be stressed in this course. Students will perform directed and independent research—with a health care focus -- on specific systems of the human body, which will include in-depth

analyses and presentations of findings. Laboratory reports will incorporate both English and Math core standards by implementing both writing and math exercises when possible. Students will also perform inquiry-based labs which will give them the opportunity to design and set up some of their own investigations. Guest speakers and/or field trips will be arranged in order to relate the course content to actual health care professions and provide information on the most recent developments in medicine.

The laboratory activities will include both microscopic and gross evaluations, with histological and tissue examination, skeletal analyses, muscle evaluation, and cooperation of organ systems. An advanced, college-level cat dissection will be performed where students will master the muscular, organ, nervous, and cardiovascular structures in great detail which will help prepare them for a related health care field. There is also a series of dissections to accompany the major organ systems including a study of the fetal pig, beef or sheep brain, mammalian kidney, beef or sheep heart, and sheep “pluck” which includes the trachea and lungs. Increased technology will be utilized either in the computer lab or in the classroom with “bring your own device.”

Students will be evaluated in a variety of ways including quizzes, tests, (multiple choice and short answer/essay), laboratory reports, in-class assignments, outside research projects, class presentations, homework, computer assignments, and class participation. Students will be expected to collaborate with their peers during in-class activities and outside group projects.

PRINCIPLES OF ENGINEERING (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: Completion of or concurrent enrollment in Algebra 1

This course is designed to introduce students to the foundation principles of engineering and to give students opportunities to begin applying those principles to real-life problems. Students will learn that the engineering process is multi-faceted, combining physical science knowledge, mathematical insight, creative design, organization skills, communication skills, data analysis and documentation, and critical thinking. Students will engage in problem-solving activities and project development that will require them to build expertise in all of the facets of engineering mentioned above. Course format will include lectures, in-class use of various technologies, group projects, discussions, problem-solving sessions, lab experiments, and outside research.

SCIENCE RESEARCH (1-4)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: Concurrent or previous enrollment in biology, chemistry, statistics, psychology, sociology, or Algebra 2

Science Research is a one-to-four year sequential course designed for highly motivated students to advance an understanding of research methodology in the natural and social sciences. The course is directed to those students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on both laboratory and bibliographic research and will cover the California Science Content Standards for experimental design. This course engages students to work in conjunction with research scientists and professionals within their field of work. Students problem solve individual and group labs, write a research paper, analyze past and present scientific research for scientific methods, and discuss solutions to current dynamic issues. In addition, students undertake independent research in mathematics, life sciences, physical sciences, or social science.

Students are taught the process of online bibliographic researching. Student commitment to long-term focused research, demonstrating initiative, perseverance, and creativity is fostered.

SOCIAL SCIENCE

ADVANCED PHILOSOPHY AND RELIGION (UC, CSU)

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*Weighted PVPUSD Course
♦Weighted PVPUSD & UC Course

Grades: 10,11,12 - Semester

Prerequisite: Comparative Religions and World History

The course provides a conceptual understanding of philosophy and its essential relationship to the major thought systems of the modern world. It surveys and compares core intellectual and religious traditions in both western and eastern civilizations. The curriculum requires critical reading, essay writing, and directed research into advanced levels of philosophical thought. Oral communication skills are emphasized in learning the reasoning process as well as promoting clarity of thought and expression.

AMERICAN GOVERNMENT

(UC, CSU)

Grade: 12 - Semester

Prerequisite: None

The required semester course in American government is designed to give students a critical perspective on politics and government in the United States. The course compares systems of government in the world today and analyzes the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judicial branches of government. The course promotes familiarity with the various institutions, groups, beliefs, and ideas that make up the American and comparative political system.

AP AMERICAN GOVERNMENT *♦

(UC, CSU)

Grade: 12 - Semester

Prerequisite: US History with a grade of “B” or better or placement in accordance with District honors policy

Designed to survey the United States national political system; the purpose of this course is to examine and analyze the basic governmental institutions and their functions. This course is intended for the highly-motivated student who wishes to earn college credit in government. It is heavily content oriented and aims to promote skill development through a rigorous course of study. Primary focus will be placed on the national level, with a brief examination of the states and how they function within the federal system as well as how their governments differ from the national government.

AP COMPARATIVE GOVERNMENT/POLITICS *♦

(UC, CSU)

Grades: 11-12 - Semester

Prerequisite: Teacher Recommendation

AP Comparative Government is a one-semester introductory comparative course. Five countries form the core of this class: France, Great Britain, China, the former Soviet Union and one of the following: India, Mexico, and Nigeria (teacher's discretion). This course in Comparative Government and Politics will provide students with the conceptual tools necessary to develop an understanding of some of the world's most diverse political structures. The course will encompass the study of specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all societies.

COMPARATIVE RELIGIONS

(UC, CSU)

Grades: 10,11,12 - Semester

Prerequisite: None

This course introduces the students to the major religions of the world. These belief systems are approached from the cultural perspective of each faith. Major religious tests, doctrines, rituals, customs, and artistic expressions are presented in order to increase a wide range of understanding and respect.

ECONOMICS

(UC, CSU)

Grade: 12 - Semester

Prerequisite: None

Economics involves the study of microeconomics and macroeconomics to help students become responsible citizens and effective decision makers. The class provides an understanding of basic economic principles, including the law of supply and demand, scarcity, the role of the market place, competition, and consumer choice. In addition, the course deals with macroeconomic topics of inflation and unemployment, measures of national wealth, the economic role of the government, and international trade and finance. The course also includes personal economic decision-making: investments, budget process, job choice, and consumer information.

AP MICROECONOMICS *♦ (FALL) (UC, CSU)

Grade: 12 - Semester

Prerequisite: US History with a grade of "B" or better or placement in accordance with District honors policy

AP Economics involves the study of microeconomics and macroeconomics. The microeconomics portion of the class provides an understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. This portion of the class will include: supply and demand models, consumer choice, production and costs, market structures, concepts of supply and demand to markets for factors such as labor.

The macroeconomics portion of the class develops an understanding of the principles of economics that applies to an economic system as a whole. It places an emphasis on the study of national income and price determination, and develops familiarity with economic performance measures, economic growth, and international economics. This portion of the class will include: concepts of scarcity and opportunity, trends in gross national product, gross domestic product, inflation and unemployment, analysis of the determination of national income and the aggregate price level, and international finance, exchange rates, and balance of payments.

AP EUROPEAN HISTORY *♦ (UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: World History Honors* or English Honors* course with a grade of "B" or better or placement in accordance with District honors policy

This course deals with varied political, intellectual, and socio-economic themes and familiarizes students with the interrelationships of these themes through several chronological periods. Emphasis is placed on European History from the High Renaissance through current times. Medieval times are reviewed in terms of its influence on the Renaissance.

AP HUMAN GEOGRAPHY *♦ (UC, CSU)

Grades: 10,11,12 - Semester

Prerequisite: Willingness to work at the college-level

Geography is concentrated on the question "where". Human geography, however, focuses on answering the "why" of "where". The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

AP PSYCHOLOGY *♦ (UC, CSU)

Grades: 11,12 - Year

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*Weighted PVPUSD Course
♦Weighted PVPUSD & UC Course

Prerequisite: None.

Advanced Placement (AP) Psychology is designed to provide students with a college level of introductory psychology.

PSYCHOLOGY (UC, CSU)

Grades: 10,11,12 - Semester

Prerequisite: None

This is a one-semester course, which introduces students to the subject of psychology. The course includes an overview of major psychological approaches, theories, and concepts and is designed to help students gain a better understanding of themselves and of other people. It also offers practical applications for students to help them live more satisfying and productive lives.

SOCIOLOGY (UC, CSU)

Grades: 10,11,12 - Semester

Prerequisite: None

This is a semester course providing an introduction to the major perspective, principles, concepts, and methods of sociology. Reference is made to varied world cultures with concentration upon social conditions and institutions within American society. Topics include culture, groups, social interaction, socialization, deviance, social stratification, social institutions, and social change.

AP UNITED STATES HISTORY* (UC, CSU)

Grade: 11 - Year

Prerequisite: World History Honors and English 2 Honors with a grade of “B” or better or placement in accordance with District honors policy

This college-level course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. Students learn to assess historical materials -- their relevance to a given interpretative problem, their reliability, and their importance -- and to weigh the evidence and interpretations presented in historical scholarship. In addition, the course develops student skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This survey of American History provides extensive chronological coverage and readings on a broad variety of topics that include economic, cultural, intellectual, and social history, in addition to political, constitutional, and diplomatic history.

UNITED STATES HISTORY (UC, CSU)

Grade: 11 - Year

Prerequisite: None

In this required eleventh grade course, students analyze and evaluate American political, social, and economic behavior during major periods in the nation’s experience. Multiple factors that effect continuity and change in historical settings are studied, in addition to the outstanding contributions of individual Americans. The course traces the change in ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the expanding role of the Federal government in addressing critical issues.

WOMENS’ STUDIES (UC, CSU)

Grades: 10-12 - Semester

Prerequisite: World History, U.S. History (concurrent enrollment acceptable)

Based on the California Framework for History Social Science (Women in Our History), and the California English Language Arts Standards, this two-semester course examines the history of

American women, the effects of historical events on contemporary women as reflected in literature. The course will also examine women as characters and authors, with a particular emphasis on narrative, voice, and the choices available to these women.

AP WORLD HISTORY *♦ (UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: Teacher Recommendation

The purpose of the World History AP course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. The course offers balanced global coverage with Africa, the Americas, Europe, and all Oceania represented.

WORLD HISTORY (UC, CSU)

Grades: 9,10 - Year

Prerequisite: None

In this year-long course, students demonstrate a basic understanding of World History, Geography, and Culture. Content will cover the foundation of political thought in the development of law, religion, philosophy, and culture, and the influence of ancient civilization on modern western society. Students' identify, analyze, and interpret significant historical information.

WORLD HISTORY HONORS* (UC, CSU)

Grades: 9,10 - Year

Prerequisite: Language Arts 8 Accelerated with a grade of "B" or better or placement in accordance with District honors policy

In this honors level course, students work toward developing an advanced understanding of World History, Geography, and Culture. Emphasis is placed on acquiring and exhibiting specific critical reading and writing proficiencies that enable them to succeed in subsequent social science advanced placement courses. As part of the course, students are also able to identify, analyze, interpret, and communicate significant historical information.

SPECIAL EDUCATION

COMMUNICATION SKILLS 1-4

Grades: 9,10,11,12 - Year

Prerequisite: None

Communication Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Included subject areas are reading, written communication, oral communication, and listening and English mechanics.

The goal of the PVPUSD in the area of Communication Skills is to enable the student identified as an individual with exceptional needs to improve his/her ability in all of the communication skills so that he/she can function as independently as possible at home, in school and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, Communication Skills is one of seven curricular areas within the six State Frameworks. Communication Skills goals and objectives are found in the California Language Arts Content Standards.

CONSUMER SKILLS 1-4

Grades: 9,10,11,12 - Year

Prerequisite: None

Consumer Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Areas of emphasis include basic computation skills of whole numbers, fractions, decimals and their functional application in daily life. The course of study is designed to meet the individual needs of the student as indicated on his/her Individual Education Plan.

The goal of the PVPUSD in the area of Consumer Skills is to enable the student identified as an individual with exceptional needs to improve his/her ability in all of the consumer skills so that he/she can function as independently as possible at home, in school, and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, consumer skills is included under Functional Academics, one of the seven curricular areas within the six State Frameworks. Consumer skills goals and objectives are found in the California Mathematics Content Standards.

LEARNING LAB 1-4

Grades: 9,10,11,12 - Year

Prerequisite: None

Learning Lab 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. The students will develop and strengthen skills necessary for participation and success in their school assignments and activities. Special attention will be focused on each student's individual needs as identified in his/her Individual Education Plan.

The goal of the PVPUSD in the area of skills for learning is to enable the student identified as an individual with exceptional needs to improve in his/her abilities so that he/she can function as independently as possible at home, in school and in the community.

The skills targeted in the Learning Lab are found in the various curricular areas of the SEACO (Special Education Administrators in County Offices) Alternate Curriculum and are embedded in the six State Frameworks.

PRACTICAL LIVING SKILLS 1-4

Grades: 9,10,11,12 - Year

Prerequisite: None

Practical Living Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Topics for instruction include food preparation, care of clothing including washing, ironing, and mending, marketing, comparison-shopping, kitchen and home safety and cleanliness, reading bus schedules, reading maps, preparation of budgets.

The goal of the PVPUSD in the area of Practical Living Skills is to enable the student identified as an individual with exceptional needs to improve his/her ability in all of the practical living skills so that he/she can function as independently as possible at home, in school and in the community.

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, activities and topics covered in Practical Living Skills are contained in several curricular areas within the six State Frameworks. Practical Living Skills goals and objectives are found in the California Mathematics, Science, Health/PE, Reading/Language Arts and History/Social Science Content Standards.

VISUAL/PERFORMING ARTS

ADVANCED DANCE (UC, CSU)

Grades: 11,12 - Year - (CTE)

Prerequisite: Intermediate Dance or Audition

Meets Visual and Performing Arts graduation requirement

This is an advanced level dance class where students demonstrate a mastery of various major traditions, techniques, styles of dance and use of creativity through choreography in a variety of times and places. Students will perform in the annual dance concert. First semester students will work on increasing flexibility and technique through stretching and conditioning and are exposed to advanced dance techniques. Second semester they will work on solo and group choreography in preparation for the Spring Dance Concert. Students will learn to critically assess and derive meaning from works of dance and performances based on elements of dance and aesthetic qualities.

ADVANCED ORCHESTRA* (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: Strong performance ability, including previous participation in the orchestra, and an annual individual audition with the director

Meets Visual and Performing Arts graduation requirement

This year-long course is designed to allow students to develop an advanced understanding of music by analyzing and interpreting what is presented in the music itself or performance. Students will identify more complex music forms when they are presented aurally. Students will also analyze the uses of the elements of music (melody, harmony, rhythm, texture, form, dynamics, and timbre) in given aural examples from diverse genres and cultures. Students, in addition, will perform on a musical instrument a varied repertoire of instrumental literature (Western and non-Western), including selection performed from memory, with expression and technical accuracy.

AP ART HISTORY *♦ (UC, CSU)

Grades: 10,11,12 - Year- (CTE)

Prerequisite: None

Meets Visual and Performing Arts graduation requirement

This course provides a balanced visual arts program which guides students to achieve the standards in the visual arts. In Advanced Placement Art History, students experience the serious study of works of art, past and present. The course develops the student's ability to examine works objectively by introducing the elements of art and principles and formal aesthetic criteria. Study of the art of other cultures is included, although emphasis is placed on Western art from the Renaissance to the present.

CERAMICS 1 (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: None

Meets Visual and Performing Arts graduation requirement

An introductory course in the use of ceramic materials emphasizing hand-building techniques as well as beginning wheel thrown forms. Ceramics 1 provides all students with an opportunity for creative expression and cognitive development in a nonverbal way. Assessment is based on effort and improvement, regardless of entry-level skills or personal aptitude.

CERAMICS 2 (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: Ceramics 1

Meets Visual and Performing Arts graduation requirement

This course is a continuation of the student's development and mastery of ceramic methods and materials in plastic and non-plastic three-dimensional form. Development of aesthetic perceptions,

understanding of the survival and revival of traditions, and exploration of personal aesthetic preferences/styles are emphasized.

CHOREO DANCE (UC, CSU)

Grades: 9,10,11,12 - Semester – (CTE)

Prerequisite: Audition

Can be taken for PVPUSD credit in PE or Meets Visual and Performing Arts graduation requirement

This is an advanced level production course which prepares for performance at the annual dance concert. Students demonstrate various dance techniques, styles of dance, and use of creativity through choreography. First semester students work on increasing flexibility through stretching and are exposed to dance techniques. Second semester students work on intermediate to advanced technique and choreograph solo and group dance works. In the eleventh and twelfth grade, this course counts as a fine arts requirement.

CONCERT BAND (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: Open to all woodwinds, brass, and percussion; Annual audition for placement only.

Meets Visual and Performing Arts graduation requirement

Concert Band is designed for the advanced wind musician. Students will perform on a musical instrument a varied repertoire of instrumental literature, from intermediate-advanced to advanced levels of difficulty, with expression and technical accuracy.

DIGITAL ANIMATION 1 (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: Drawing and Painting 1 or teacher recommendation

Meets Visual and Performing Arts graduation requirement

This course is an introduction to digital animation with the intent to develop a foundation for further classes in digital art. The course will include examination of the historical evolution of the use of digital tools for art, and the economic and social changes that result. There will be critical discussion of contemporary art styles, forms and techniques, as well as hands-on experience with software used for still image production, and animation. This course incorporates the five content standards for Visual and Performing Arts: Artistic Perception, Historical and Cultural Content, Creative Expression, Aesthetic Valuing and Connections, Relationships, and Applications.

DIGITAL ANIMATION 2 (UC, CSU)

Grades: 11,12 - Year – (CTE)

Prerequisite: Digital Animation 1 or teacher recommendation

Meets Visual and Performing Arts graduation requirement

This course is an in-depth extension of Digital Animation 1 with the intent to further develop the foundation of creating and understanding time-based art. The course will advance the examination of the historical evolution of traditional and digital methods of art, and the economic and social changes that result. Students are required to first create their images by drawing, painting, photographing and/or sculpting them in traditional format. There will be critical discussion of contemporary art styles, forms and techniques, as well as extensive hands-on experience with software used for still image production and animation. This course incorporates the five content standards for Visual and Performing Arts: Artistic Perception, Historical and Cultural Content, Creative Expression, Aesthetic Valuing and Connections, Relationships, and Applications.

DIGITAL ANIMATION 3 (UC, CSU)

Grades: 11,12 - Year – (CTE)

Prerequisite: Digital Animation 2 or teacher recommendation

Meets Visual and Performing Arts graduation requirement

This course will advance the proficiency of the VPA state content standards through the examination of the historical evolution of traditional and digital methods of art, and the economic and social changes that result. Students are required to first create their images by drawing, painting, photographing and/or sculpting them in traditional format.

This course is an in-depth extension of Digital Animation 2 with the intent to develop more advanced applications of creating and understanding non linear and time-based art. There will be critical discussion of contemporary art styles, forms and techniques, as well as extensive hands-on experience with digital animation used for still image production and animation. This course incorporates the five content standards for Visual and Performing Arts: Artistic Perception, Historical and Cultural Content, Creative Expression, Aesthetic Valuing and Connections, Relationships, and Applications. This course will prepare students for success in the Studio Art AP: 2-D course.

DIGITAL PHOTOGRAPHY 1 (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: None

Meets Visual and Performing Arts graduation requirement

In this course, students learn the history of how photographs were made in the 1800s using metal and glass plates, plus the evolution of film, as we know it today. We will trace the profound effects photographs have had on American Life - influencing what we buy, how we dress, how we get the news - and in matters of life and death, medicine, science, and war. This course is designed to introduce opportunities in photography from traditional to digital. Students will learn how to take well-composed photographs using their own 35mm cameras. Emphasis will be place on basic camera-handling skills, compositional guidelines, and proper utilization of light, film selection, and lens capabilities.

Students will use photo editing software, Adobe Photoshop, Student work will focus on: advanced photographic techniques (cameras, black-and-white or color; print or slide films, filters, electronic flash, and accessories); photographic images (people, action, photojournalism, nature; landscapes, seascapes, still life, using available light and multiple exposures); and the photographic process (contrast control, cropping, dodging, burning, texture screens, multiple printing). Students will describe the relationship between the artist, the process, the product, and the viewer.

Students will study various professional photographers throughout world history and make connections to their own use of the camera. Both a professional printed and digital portfolios will be developed throughout the school year.

DIGITAL PHOTOGRAPHY 2 (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: Photography 1 or Digital Photography 1

Meets Visual and Performing Arts graduation requirement

This course is designed to provide self-directed and advanced opportunities in traditional photography while bridging the gap between traditional and digital photography. Students will use Adobe PhotoShop & VR Works *Classroom in a Book* self-guided tutorial to learn PhotoShop to manipulate photos, VR Works to create 360-degree QuickTime movies from still photos, and Kai's Power Show to create digital portfolio presentations. Two 300-word research papers on digital photography and the role it has played in the visual arts and related careers in America are required. We will trace the profound effects photographs have had on American Life - influencing what we buy, how we dress, how we get the news - and in matters of life and death, medicine, science, and war. Professional print and digital portfolios will be developed.

DIGITAL PHOTOGRAPHY 3 (UC, CSU)

Grades: 10,11,12 – Year – (CTE)

Prerequisite: Photography 2 or teacher recommendation

Meets Visual and Performing Arts graduation requirement

This course is designed to provide self-directed and advanced opportunities in photography from traditional to digital. Students will use photo editing software, Adobe Photoshop, along with other graphic design software programs such as Illustrator, Indesign, and Flash to create advertisements, multi-media products, animation of photos, as well as assembling both a physical and digital portfolio. Students are assigned a research paper covering a particular aspect of professional photography that relates or contrasts to the student's own personal style. Students will study various professional photographers throughout world history and make connections to their own use of the camera. Both a professional printed and digital portfolios will be developed throughout the school year.

DRAMA 1 (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: None

Meets Visual and Performing Arts graduation requirement

This year-long course is designed to allow students to analyze and interpret the environment and respond, using movement and voice. Observing informal and formal theatrical film and electronic media productions, making critical judgments using the vocabulary and language of the theater are emphasized. Study of the history and traditions of the theatre is used to develop appropriate criteria of dramatic literature and performance from several periods, cultures and theatrical movements. Development of knowledge and skill in acting through their own experience, imagination, and research, are stressed, as are the development of competencies in problem solving, communication skills, working with others, and time management.

DRAMA 1 ADVANCED* (UC, CSU)

Grade: 9 – Year – (CTE)

Prerequisite: Strong interest and ability in Acting and Theatre Arts, demonstrated through audition process

Meets Visual and Performing Arts graduation requirement

Theatre as a creative art form, with the ability to reflect and influence culture, is emphasized in this year-long course. Focusing on acting process and performance, students analyze and interpret both written and live drama, using specific criteria and demonstrate an understanding of theatre terminology. Collaborating with others to create dramatic presentations of various lengths and complexities is also stressed.

DRAMA 2 (UC, CSU)

Grades: 10-12 - Year – (CTE)

Prerequisite: Drama 1 or Drama 1 Advanced

Meets Visual and Performing Arts graduation requirement

Understanding of form and meanings in theatre, through the judgment of content, technique and purpose are the focus of this course. Emphasis is placed on analysis and interpretation of both written and live drama, using specific criteria and terminology. Students collaborate with others to create dramatic presentations using voice, movement and the development of characterization is also stressed.

DRAMA 3 ADVANCED*, DRAMA 4 ADVANCED* (UC, CSU)

Grades: 11,12 - Year – (CTE)

Prerequisite: Audition after completing Drama 2 with a grade of “B” or better

Meets Visual and Performing Arts graduation requirement

An in-depth understanding of the process of acting, the form and meaning in theatre and its role in a variety of historical and cultural contexts is the focus of this advanced drama course. The various activities and collaborative process of the actor, director, playwright, and stage manager are emphasized, as are analysis and interpretation of both written and live drama. Collaboration with others to create dramatic presentation using voice, movement and the development of characterization are also stressed.

DRAWING and PAINTING 1 (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: None

Meets Visual and Performing Arts graduation requirement

Drawing and Painting 1 is designed to teach the student to explore and expand aesthetic perceptions as well as to develop skills for using visual arts media effectively. These skills will enhance the student's ability to interpret and communicate ideas, feeling, and values.

DRAWING and PAINTING 2 (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: Basic Design or Drawing and Painting 1

Meets Visual and Performing Arts graduation requirement

Drawing and Painting 2 is designed to extend concepts learned in the first year of study. Areas of further exploration include drawing and painting skills, visual communication, and historical and cultural art traditions, aesthetic valuing and career awareness.

INTERMEDIATE DANCE (UC, CSU)

Grades: 9,10,11,12 - Semester - CTE - (Can be taken for PVPUSD credit in PE or Meets Visual & Performing Arts graduation requirement.)

Prerequisite: Audition

This is an intermediate level dance class where students demonstrate understanding of various major dance traditions, techniques, styles of dance, and use of creativity through choreography in a variety of times and places. Students will prepare for performance at the annual dance concert. First semester students will work on increasing flexibility through stretching and are exposed to intermediate dance techniques. Second semester, students will work on solo and group choreography and prepare for the spring dance concert. Students learn to critically assess and derive meaning from works of dance and performances, based on the elements of dance and aesthetic qualities. In the eleventh and twelfth grade, this course counts as a fine arts requirement.

JAZZ BAND 1 (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: Audition with instructor

Meets Visual and Performing Arts graduation requirement

Jazz Band 1 surveys the various styles of jazz through rehearsals, performances, and guided listening and reviews the fundamentals and interpretations of jazz and jazz-rock music. Students rehearse and perform jazz of various styles (Blues, Afro-Cuban, Bop, Swing, Fusion, etc.). The course will present the influence of jazz on the rest of the culture including slang, fashion, and music.

JAZZ BAND 2* (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: Audition with instructor

Meets Visual and Performing Arts graduation requirement

Jazz Band 2 surveys the various styles of Jazz through rehearsals, performances and guided listening.

MARCHING BAND

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: Teacher approval

Meets Visual and Performing Arts graduation requirement

Marching Band develops the musical and marching skills of students and prepares them for parades, field shows, the concert season, and other community/school functions.

AP MUSIC THEORY *♦ (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: The ability to read music and some proficiency on a musical instrument

Meets Visual and Performing Arts graduation requirement

This course is the equivalent of a first-year college course in music theory and musicianship. It integrates the study of the fundamental building blocks of music and their practical application in musical performance and composition. Areas emphasized will include aural skills (dictation and sight-singing), musical analysis (harmony, melody, form, texture, etc.), and composition.

MUSICAL THEATER 1 (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: Audition

Meets Visual and Performing Arts graduation requirement

This course is designed to give students an opportunity to combine singing, dancing, and acting talents in an educational and performance setting. Students are selected on an audition basis to participate in a class which will strengthen and help sharpen and combine the skills of the actor, singer and dancer. Students will develop their skills in creative expression, artistic perception, and aesthetic valuing through academic and performance perspectives. Students will study the historical and cultural context of musicals, composers and lyricists from the actor's perspective. Students will learn and practice basic techniques in music theory, sight-reading, singing, dancing, auditioning, and singing and dancing styles of musical theatre. Students will participate in performances which will showcase individual and ensemble skills learned in class.

ORCHESTRA (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: Minimum one year experience on an orchestral instrument, and an annual audition

Meets Visual and Performing Arts graduation requirement

Orchestra explores the intermediate level of orchestral literature through rehearsals and performances in concerts and festivals.

PHOTOGRAPHY 1 (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: 35mm Camera

Meets Fine Arts graduation requirement

In this course, students learn the history of how photographs were made in the 1800s using metal and glass plates, plus the evolution of film, as we know it today. We will trace the profound effects photographs have had on American Life - influencing what we buy, how we dress, how we get the news - and in matters of life and death, medicine, science, and war. Students will learn how to take well-composed photographs using their own 35mm cameras. Emphasis will be placed on basic camera-handling skills, compositional guidelines, proper utilization of light, film selection, and lens capabilities. Although it is recommended that students use a SLR (single-lens reflex) camera with manual capabilities and an interchangeable lens, the first semester of the class can be completed with a point-and-shoot camera with zoom capability.

In the second semester, students will apply basic picture-taking skills in the pursuit of individualized goals in photography. Student work will focus on: advanced photographic techniques (cameras, black-and-white or color; print or slide films, filters, electronic flash, and accessories); photographic images

(people, action, photojournalism, nature; landscapes, seascapes, still life, using available light and multiple exposures); and the photographic process (contrast control, cropping, dodging, burning, texture screens, multiple printing). Students describe the relationship between the artist, the process, the product, and the viewer.

Students must provide their own 35mm camera. It is recommended that students use a SLR (single-lens reflex) camera with manual capabilities and an interchangeable lens for the second semester. A series of videos will be used to study great photographers from the past and present.

PHOTOGRAPHY 2 (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: Photography 1

Meets Visual and Performing Arts graduation requirement

This course is designed to provide self-directed and advanced opportunities in traditional photography while bridging the gap between traditional and digital photography. Students will use Adobe PhotoShop & VR Works Classroom in a Book self-guided tutorial to learn PhotoShop to manipulate photos, VR Works to create 360-degree QuickTime movies from still photos, and Kai's Power Show to create digital portfolio presentations. Two 300-word research papers on digital photography and the role it has played in the visual arts and related careers in America are required. We will trace the profound effects photographs have had on American Life - influencing what we buy, how we dress, how we get the news - and in matters of life and death, medicine, science, and war. Professional print and digital portfolios will be developed.

STAGE DESIGN (UC, CSU)

Grades: 10,11,12 – Year

Prerequisite: Drama 1

Meets Visual and Performing Arts graduation requirement

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Stage Design, students receive a general survey of historical and aesthetic traditions in theatre and stage design. Opportunities are afforded for direct application of theory through participation in designing, constructing, painting, and lighting stage settings and props for school plays and programs. Emphasis is placed on interdisciplinary connections, and on exploring career opportunities.

AP STUDIO ART: DRAWING PORTFOLIO*♦ (UC, CSU)

Grades: 11, 12 - Year – (CTE)

Prerequisite: Drawing / Painting 1,2 with completed portfolio

Meets Visual and Performing Arts graduation requirement

This one-year course in college-level studio art is for the highly motivated, self-directed student committed to serious study. It culminates in the submission of a portfolio containing mostly slides but some original pieces of artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of art skill and content; Concentration – a body of work revolving around a specific visual idea; Breadth – a body of work demonstrating a variety of concepts and media. The Drawing Portfolio addresses a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means. Many works of painting, printmaking, and mixed media, as well as abstract, observational, and inventive works, may be expressed.

AP STUDIO ART: 2-D DESIGN*♦ (UC, CSU)

Grades: 11, 12 - Year – (CTE)

Prerequisite: Drawing/Painting 1, 2 with completed portfolio

Meets Visual and Performing Arts graduation requirement

This intensive one-year course in college-level Studio Art: 2-D Design is for the highly motivated, self-directed student committed to serious study and requires more time than traditional offerings. It culminates in the submission of a portfolio containing mostly slides but some original pieces of their artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of synthesis, technique, and content; Concentration – demonstrating depth of investigation and process of discovering around a specific visual idea; Breadth – a body of work demonstrating a serious grounding in visual principles and material techniques which clearly show experimentation in approach to the work. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art and sets a national standard for performance in the visual arts. This portfolio is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The elements of design include line, shape, illusion of space, illusion of motion, pattern, texture, value and color.

AP STUDIO ART: 3-D DESIGN PORTFOLIO* (UC, CSU)

Grades: 11, 12 - Year – (CTE)

Prerequisite: Ceramics 1, Sculpture 1, Interior Design or Architectural Design

Meets Visual and Performing Arts graduation requirement

This intensive one-year course in college-level Studio Art: 3-D Design is for the highly motivated, self-directed student committed to serious study and requires more time than traditional offerings. It culminates in the submission of a portfolio containing slides of artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of synthesis, technique, and content; Concentration – demonstrating depth of investigation and process of discovering around a specific visual idea; Breadth – a body of work demonstrating a serious grounding in visual principles and material techniques which clearly shows experimentation in approach to the work. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art and sets a national standard for performance in the visual arts. This portfolio is intended to address a very broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work, among others.

VIDEO PRODUCTION 1 (UC, CSU)

Grades: 9,10,11,12 - Year – (CTE)

Prerequisite: None

Meets Visual and Performing Arts graduation requirement

This is a year-long, introductory video production course, which meets daily. This course provides a meaningful experience allowing students to apply their knowledge in the creation of an art form. Appropriate critical, theoretical, historical and cultural content is emphasized.

VIDEO PRODUCTION 2 (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: Video Production 1

Meets Visual and Performing Arts graduation requirement

This is a year-long, advanced video production course, which meets daily. This course provides a meaningful experience allowing students to apply their depth of knowledge in the creation of an art form. Appropriate critical, theoretical, historical and cultural content is emphasized. Students in this course are responsible for producing the school's video bulletin.

VIDEO PRODUCTION 3 (UC, CSU)

Grades: 11,12 - Year – (CTE)

Prerequisite: Video Production 2

Meets Visual and Performing Arts graduation requirement

The Video Production 3 class is intended to enhance the understanding and ability to use multimedia communication arts to transfer a message to an audience. Students' abilities are developed through a variety of coursework that creates an intersection between design theory, learning theory, and delivery platforms.

Students will study a variety of techniques applied to both commercial and educational fields. Lectures and student productions are interwoven to produce comprehensive understanding of the medium. In addition to production skills and etiquette, students will also work on journalistic newsgathering, video work for businesses, organize film festivals, operate the TV news studio, and other branches of school related events. This course meets the five content standards for visual and performing arts courses: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.

VIDEO PRODUCTION 4 (UC, CSU)

Grades: 10,11,12 - Year – (CTE)

Prerequisite: Video Production 3

Meets Visual and Performing Arts graduation requirement

Video Production 4 focuses on the analysis and practice of newsgathering, production and presentation from a variety of theoretical, philosophical, and historical perspectives.

Students will gain a richer understanding of the ideals, limitations, rituals, and routines of the American news media, all while gaining practical experience as television journalists.

This course will require students to create a comprehensive video portfolio, yearbook and/or other school related projects. An emphasis will be placed on development of a DVD, from conception to presentation. This course meets the five content standards for visual and performing arts.

WORLD LANGUAGE

CHINESE I (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: None

Chinese I introduces students to the language and culture of China. The goal is to develop basic listening, speaking, reading, and writing abilities in Mandarin Chinese and to understand the customs and life of modern China. The course objectives include the following:

- (1) Speaking: students develop accurate pronunciation through the Pinyin system, appropriate communication in daily dialogues, and are able to describe daily activities using a broad basic vocabulary
- (2) Listening: students understand daily conversation
- (3) Reading: students are able to read over 150 Chinese characters and essays with or without Pinyin.
- (4) Writing: students write Chinese characters, and short sentences.

Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning. Activities include Chinese movies, Chinese performances, field trips (e.g., visiting museums, markets, and restaurants), and Chinese traditional arts and crafts.

CHINESE 2 (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Chinese I with a grade of "C" or better or teacher approval

This course is the continuation of the beginning level course in Chinese. The purpose of the course is to develop students' oral and written skills using vocabulary and intermediate level grammatical patterns and to acquire proficiency in writing. Students speak Chinese in every class, refine the tones and pronunciation of Mandarin Chinese, and learn Chinese history, art, and culture. Students will create, practice and present dialogues collaboratively in class to enhance their reading, speaking and vocabulary skills. Students present reports on culturally related topics and read modern Chinese literature. Individual, small group, and whole class exercises are used. In addition, class outings and excursions that involve visiting places where Chinese can be used in authentic communicative settings are included as part of the course. Evaluation is based on homework assignments, exams and class participation.

CHINESE 3

(UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Chinese 2 with a grade of "C" or better or teacher approval

Chinese 3 is an in-depth continuation of Chinese 2. Chinese 3 strengthens and deepens students' knowledge of the Chinese language and cultures, while introducing Chinese classical and modern literature. The course emphasizes the ability to speak and read confidently in Chinese. Based on the California Content Standards for foreign language this course enables students to write essays, speak fluent Mandarin Chinese and have a deeper perception in Chinese culture. Students speak Chinese in every class, and will conduct language projects such as performing plays, film making, culture activities, etc. Evaluation is based on homework assignments, exams, class participation, and daily performance.

CHINESE 3 HONORS*♦

(UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: Chinese 2 with a grade of "B" or better or placement in accordance with District honors policy

Chinese 3 Honors*♦ is an in-depth continuation of the development of listening, speaking, reading, and writing skills from the Chinese 2 course. Chinese 3 Honors*♦ is an intermediate-level course that strengthens and deepens students' knowledge of the Chinese language and culture, while introducing Chinese Proverbs and modern literature. The course has higher standards and mastery of the language than Chinese 3. The course will refine students' skills in speaking, reading, and writing. Based on the California Content Standards for foreign language, this course enables students to write paragraph essays, speak fluent Mandarin Chinese and have a deeper perception in Chinese culture, Chinese history, and Chinese geography. The class is conducted entirely in Chinese. Students speak Chinese in every class, and will conduct language projects such as performing plays, culture activities, etc. Evaluation is based on homework assignments, projects, essays, exams, class participation, and daily performance.

CHINESE 4

(UC, CSU)

Grades: 11,12 - Year

Prerequisite: Chinese 3 with a grade of "C" or better or teacher approval

Chinese 4 is an advanced-level course that strengthens and deepens students' knowledge of the Chinese language and culture, while introducing various authentic materials. The course aims to develop students' interrelated language skills (listening, speaking, reading, and writing) within an enriched cultural framework. Based on the *Standards for Foreign Language Learning in the 21st Century* and three communicative modes (interpersonal, interpretive, presentational) this course enables students to write multi-paragraph essays, speak fluent Mandarin Chinese and have a deeper perception in Chinese culture, Chinese history, and Chinese geography. The class is conducted entirely in Chinese. Students speak Chinese in every class, and will conduct language projects such as performing plays, video making, culture activities, etc. Evaluation is based on formative and summative assessments, homework assignments, quizzes, essays, exams, class participation, daily performance, and projects.

CHINESE 5

Grades: 11,12 - Year

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*Weighted PVPUSD Course
♦Weighted PVPUSD & UC Course

Prerequisite: Chinese 4 or AP with a grade of “C” or better, or teacher recommendation

Chinese 5 is a two-semester course in Mandarin, combining the high-level listening, speaking, critical thinking, reading, and writing skills of Chinese language and literature with the artistic, creative, and aesthetic skills of Chinese culture. In the first semester, students read and analyze authentic written materials adapted from newspapers, magazine articles, interview transcripts, letters and essays. Students are regularly placed in real-life settings to discuss the similarities and differences between cultural practices and perspectives. They are encouraged to express their views and opinions in speaking and writing while considering the views and opinions of others, and to think critically about issues. By interweaving students’ four language skills, the course fosters reflective and critical thinking skills and broadens their world view.

In the second semester, students read, analyze, and recite 5 modern classics of Chinese literature written by four acknowledged masters, plus five classical poems of Tang Dynasty. Through exposure to these outstanding and varied works, students develop their reading proficiency, connect literature to historical events, master rules and techniques of writing, and develop the ability to write with eloquence and skill.

AP CHINESE LANGUAGE & CULTURE *♦ (UC, CSU)

Grades: 11,12 - Year

Prerequisite: Chinese 3 Honors*♦ with a grade of "B" or better or placement in accordance with District honors policy

The Chinese Language AP*♦ course is designed to be the equivalent of a fourth semester of a college course in Mandarin Chinese. The course is based on the national *Standards for Foreign Language Learning in the 21st Century*. It provides students with varied and continuing opportunities to develop and demonstrate their proficiencies across a full range of language modes: interpretive, interpersonal and presentational. These skills include interpreting a broad range of written and oral texts, participating in two-way interaction in both conversation and writing, and in making presentations both spoken and written. In addition, students increase their knowledge of Chinese culture, connection to cross-curricular objectives and comparisons of culture and language use within broader communities beyond the traditional school environment.

FRENCH 1 (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: None

This course, conducted for the most part in French, is primarily an introduction to listening and speaking skills in French and, secondarily, a course in reading and writing skills based upon everyday life situations. Students learn to understand and to give commands, to make requests, and to indicate likes, dislikes, needs and obligations. The student also begins to discover the French culture both formally and informally and how it has so forcibly influenced Western thought and attitude.

FRENCH 2 (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: French 1 with a grade of “C” or better or teacher approval

This course is a continuation of the development of listening, speaking, reading and writing skills from French 1. The emphasis continues to be primarily listening and speaking and secondarily reading and writing. Additionally, course content is still arranged around the practical needs of an individual living or visiting a French speaking country. Many of the communicative topics of French 1 are revisited and expanded upon, while others will be completely new. The student will learn to describe as well as to recount what he has done and what he will do. Reading becomes slightly more important as we begin a more formal approach to French Culture. The primary means of communication in this course for both student and teacher is French.

FRENCH 3, FRENCH 3 HONORS* (UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: French 3: French 2 with a grade of “C” or better or teacher approval

French 3 Honors*: French 2 with a grade of "B" or better or placement in accordance with District honors policy

French 3 is a continuation of the development of listening, speaking, reading and writing skills from French 2. However, there is a change of emphasis this year. Listening and speaking are still considered to be of primary importance. Course content is still arranged in part around communicative goals that stress the practical needs of an individual living or visiting a French speaking country; and of course, the class is conducted entirely in French. Reading becomes equally important. Literary tenses are introduced. Students begin to read simplified forms of French fairy tales and other literature. The class begins a formal survey of French history and culture with a specific reading text. Writing becomes slightly more important as we begin to think not only of syntax but organization and style.

FRENCH 4, AP FRENCH LANGUAGE * (UC, CSU)

Grades: 11,12 - Year

Prerequisite: French 4: French 3 with a grade of “C” or better or teacher approval

AP French Language*: French 3 Honors* with a grade of “B” or better or placement in accordance with District honors policy

French Language AP* continues the development of listening, speaking, reading and writing skills from French 3. Although listening and speaking are still considered to be of primary importance and are regularly practiced, generally in the AP examination format, reading selections are longer and more sophisticated; composition becomes a major aspect of the course. Course content is only partially arranged around communicative goals that stress the practical needs of an individual living or visiting a French speaking country. The class continues a formal survey of French history and culture and reads for the first time several full-length novels from France’s array of great literature.

KOREAN 1 (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: None

Korean 1 is a year-long, introductory course to the Korean language and culture. Students will engage in simple conversations and write short compositions, which will enhance listening, speaking, reading, and writing skills. The course will also introduce the Korean alphabet (Hangul 한글), including everyday oral communication and interactive activities will emphasize pronunciation, vocabulary, and expression. Culture is an integral part of the curriculum.

KOREAN 2 (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Korean 1/Placement

Korean 2 is a year-long course to provide further practice in conversation, reading, and writing, including the reading and writing of Hangul. Simple *Hancha* (character writing) will also be introduced. The goal of this course is to enhance the students’ fluency in Korean conversation and in the reading and writing of Korean.

KOREAN 3 (UC, CSU pending)

Grades: 10,11,12 - Year

Prerequisite: Korean 2/Placement

Korean 3 is a year-long course to provide advanced, broader and further practice in conversation, reading and writing, including the reading and writing of Hangul. Simple *Hancha* (character writing) will be introduced. The goal of this course is to enhance the students’ fluency in Korean conversation and in the reading and writing of Korean.

KOREAN 3 HONORS *♦**(UC, CSU pending)****Grades: 10,11,12 - Year****Prerequisite: Korean 2 with a grade of “B” or better; Placement in accordance with District honors policy**

Korean 3 is a year-long course to provide advanced, broader and further practice in conversation, reading and writing, including the reading and writing of Hangeul. Simple *Hancha* (character writing) will be introduced. The goal of this course is to enhance the students' fluency in Korean conversation and in the reading and writing of Korean in the intermediate level and beyond. Studying of *Hancha* (character writing) is an important element of Korean 3 Honors curriculum as well as four character idioms (*Sajaseonguh*). Students are expected to know and analyze relevant *Hancha* and *Sajaseonguh* for each unit. Students are required to refine what they've learned through research-based project each quarter. Students are required to use digital tools (One Note Collaboration) to progress their work and for group collaboration. Engaging in critical thinking is an important component the group collaboration.

KOREAN 4 *♦**(UC, CSU)****Grades: 11-12****Prerequisite: Korean 3 with a grade of “B” or better; Placement in accordance with District honors policy.**

This Korean 4 course is designed to help students understand the advanced level in reading, writing, listening, speaking and the advanced development of cultural literacy. Students will expand their understanding of Korean art, culture, history, and society. Students will gather, synthesize, compare and contrast information through a variety of sources on a given topic of interest to exchange discourse and opinions consolidating their knowledge of the full range of advanced grammatical structures and broadening their Tier 3 level of vocabulary.

Students reinforce and expand their language skills by reading and writing in a variety of genres and interacting with materials from a variety of sources, including print media and the internet. Students will navigate through more in-depth study of Hanryu (Korean Pop-Culture), customs and lifestyles of Korea. Students will read various authentic and raw materials; i.e. novels, short stories, which help in the expansion of their vocabulary in context. These readings also introduce different aspects of Korean culture and history as well. Students are expected to be able to demonstrate the mastery of 25 essential Hanja characters and 15 Four Character Idioms including proverbs by end of the course.

KOREAN 4 HONORS *♦**(UC, CSU)****Grades: 11-12****Prerequisite: Korean 3 with a grade of “B” or better; Placement in accordance with District honors policy.**

The Korean 4 Honors, designed for students who successfully completed Korean 3 or 3 Honors with B or higher, is conducted in target language only and focuses on mastery of advanced level in reading, writing, listening, speaking and the advanced development of cultural literacy. Students will expand their understanding of Korean art, culture, and society. Students will gather, synthesize, compare, and contrast information through a variety of sources on a given topic of interest to exchange discourse and opinions. Students reinforce and expand their language skills by reading and writing in a variety of genres and interacting with materials from a variety of sources, including print media and the internet. Students will navigate through more in depth study of *Hanryu* (Korean Pop-Culture), customs and lifestyles of Korea. Students will read various authentic materials; i.e. novels, short stories, which help in the expansion of their vocabulary in context. These readings also introduce different aspects of Korean culture and history as well. Students are expected to be able to demonstrate the mastery of 50 essential Hanja characters and 25 Four Character Idioms including proverbs by end of the course. Students in 4 Honors will integrate the language in a way that promotes their self-confidence in their ability to communicate in target language outside the classroom setting. Students are expected to give sufficient evidence of the ability to justify interpretations, which include specific examples that make clear references.

SPANISH 1 (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: None

This course is an introduction to listening, speaking, reading, and writing skills based on true-life situations. The student will learn to communicate in Spanish, develop an awareness of the Spanish culture, and develop connections to the Spanish culture.

SPANISH 2 (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Spanish 1 with a grade of “C” or better or teacher approval

This course provides students with a variety of listening, speaking, reading and writing activities, which help the students to continue to develop their skills in those four areas. The activities are communicative in nature and based on real life situations that are of interest to the students. Students communicate in the target language, while developing an understanding of the relationship between language and culture and in particular the relationship between the practices and perspectives of the Spanish culture.

SPANISH 2 MCR (MEETS COLLEGE REQUIREMENTS) (UC, CSU)

Grades: 9,10,11,12 - Year

Prerequisite: Spanish 1 with a grade of “C” or better or teacher approval

This class is structured for non-native Spanish speakers. Students will develop basic proficiency skills in the areas of reading, writing, listening and speaking in a culturally authentic context. This is a continuation of the beginning level course. Students will further improve their conversation skills using a 1,000-1,200-word vocabulary and appropriate conversation level grammatical patterns. The study of Hispanic culture will be integrated into the curriculum, providing the student a better understanding of the daily use of the language. This course is designed to meet the high school graduation requirement and is meant for students who plan to attend college with a major not requiring advanced study of Spanish.

SPANISH 3 (UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: Spanish 2 with a grade of “C” or better or teacher approval

Students continue the practice of communication skills in Spanish at a more advanced level, including listening, speaking, reading, and writing with an emphasis on applications to the real world. Added technology is incorporated into the curricula.

SPANISH 3 HONORS*♦ (UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: Spanish 2 with a grade of “B” or better or placement in accordance with District honors policy

In this third year honors class, students continue honing their skills to develop intermediate level proficiency in listening, speaking, reading, and writing by simulating real-life experiences. Increased insight into the Hispanic culture in relation to their own is emphasized.

SPANISH 3 MCR (MEETS COLLEGE REQUIREMENTS) (UC, CSU)

Grades: 10,11,12 - Year

Prerequisite: Spanish 2 or Spanish 2 MCR with a grade of “C” or better or teacher approval

This course is designed for students who desire a third year of the language but do not intend on studying foreign language in college. The pace of the course is somewhat slower than Spanish 3, but essential grammar is presented so the student is able to communicate in oral and written forms.

SPANISH 4**(UC, CSU)****Grades: 11,12 - Year****Prerequisite: Spanish 3 with a grade of “C” or better or teacher approval**

In this year-long advanced course, literature, history, geography, and culture of Spanish speaking countries are studied. In addition, grammar is reviewed and used to facilitate oral communication. Extensive readings are undertaken for content, comprehension, and communication.

AP SPANISH LANGUAGE *♦**(UC, CSU)****Grades: 11,12 - Year****Prerequisite: Spanish 3 Honors*♦ with a grade of “B” or better or placement in accordance with District honors policy**

The Spanish Language AP*♦ course is designed to give students a comprehensive linguistic experience with emphasis on refining listening, speaking, reading, and writing skills via teacher-designed thematic units. In addition, focused preparation for the Spanish Language AP test is incorporated into the curriculum. The course is comparable in difficulty and content to an advanced-level college class in Spanish composition and conversation.

AP SPANISH LITERATURE *♦**(UC, CSU)****Grades: 11,12 - Year****Prerequisite: Strong performance in Spanish 3H*♦ or Spanish Language AP*♦ with a grade of “B” or better or placement in accordance with District honors policy**

This course is designed to continue the application and appreciation of the Spanish language and its culture through reading and analysis of the literary selections of the Spanish and Spanish American authors. The students will critique orally and in writing the representative works of prose, poetry, and drama. In addition, focused preparation for the Spanish Literature AP test is incorporated into the curriculum. The course is comparable in difficulty and content to an advanced-level college-class in Spanish Literature. The reading list introduces students to diverse literature written in Spanish, assisting students in reflecting on the many voices and cultures.

SPANISH 5**(UC, CSU)****Grades: 12 - Year****Prerequisite: Spanish 4 or Spanish AP*♦ with a grade of “C” or better or placement in accordance with District honors policy**

This course is designed to continue the application and appreciation of the Spanish language and its culture through reading and analysis of the literary selections of the Spanish and Spanish American authors. Students critique orally and in writing the representative works of prose, poetry, and drama.

**APPENDIX
ANCHOR CORE AND SUPPLEMENTAL TEXTS FOR THE CLASSROOM**

(Readings may include selections from the following titles and/or the California Department of Education recommended reading list)

<u>English 1 & 1H (Grade 9)</u>	<u>English 2 & 2H (Grade 10)</u>	<u>English 3 & 3H (Grade 11)</u>	<u>English 4 (Grade 12)</u>
Anchor/Core Texts: Romeo and Juliet	Anchor/Core Texts: Lord of the Flies	Anchor/Core Texts: The Great Gatsby	Anchor/Core Texts: Hamlet
Supplemental Texts: Animal Farm House on Mango Street Martian Chronicles Odyssey or Mythology Of Mice and Men White Fang Maus I, II The Curious Incident of the Dog in the Nighttime Speak Fahrenheit 451 To Kill a Mockingbird	Supplemental Texts: The Glass Castle 1984 A Man for All Seasons A Separate Peace Brave New World Catcher in the Rye Frankenstein I Am the Clay Jane Eyre Macbeth Nectar in the Sieve Julius Caesar Life of Pi One Day in the Life of Ivan D The Importance of Being Earnest Twelfth Night	Supplemental Texts: Billy Budd Caine Mutiny The Crucible Fences Grapes of Wrath Huckleberry Finn Into The Wild Old Man and the Sea Scarlet Letter A Street Car Named Desire Death of a Salesman Unbroken Tortilla Curtain Where You Go Is Not Who You Will Be Their Eyes Were Watching God The Awakening The Bell Jar La Vida Loca On the Road Short Stories by: Twain, Poe, and Chopin	Supplemental Texts: The Kite Runner Shadow of the Wind Ordinary People Slaughterhouse Five Fear and Loathing All the Pretty Horses Beowulf Boys in the Boat Black Boy Catch-22 Cyrano de Bergerac Hamlet Kitchen God's Wife Lords of Discipline Metamorphosis Rhinoceros Nicked and Dimed Theban Plays The Color Purple The Stranger The Road The Good Thief The Art of Fielding The Color of Water Outliers

****English Language AP & Literature AP**

***Teacher may select titles from English 4 core/ supplemental readings as well as others of comparable quality as suggested by the CollegeBoard.*

Approved March 2019 by:

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