

# *EL SEGUNDO HIGH SCHOOL*



## *COURSE PLANNING GUIDE*

*2019-2020*

### *Guidance Counselors*

*\*by student's last name*

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*A message from Dr. Melissa J. Gooden, Principal:*

Dear Families,

Welcome to El Segundo High School -- Home of the Eagles. At El Segundo High School, we offer a world class education rich in academic opportunities, as well as strong athletic and extracurricular programs. Our school is fortunate to maintain dynamic partnerships with many organizations that further enhance the opportunities available to our students. These partnerships, coupled with a strong relationship with our parents and the overall community, make El Segundo High School the best high school around.

At ESHS, we pride ourselves on the educational opportunities available to our students. Our academic program consists of a sequence of classes that allow students to explore the core academic areas to meet the UC/CSU A-G requirements, as well as Honors, Advanced Placement, and college classes. Additionally, we offer 4 career pathways: Biomedical Sciences, Engineering, Business, and Visual and Performing Arts. Together, they further our mission of ensuring that graduates are college and career ready.

El Segundo High School will continue to focus on both the academic and personal/social domains. As a school, we embrace the whole child in order to develop well rounded learners and achievers. Every student will be engaged in activities that incorporate 21st Century Skills such as collaboration, creativity, critical thinking, and problem solving. These practices, paired with technology integration, will support our efforts to prepare students for life beyond high school.

We have a lot to be proud of at ESHS including our most recent designation as a California Distinguished School. We were also named a California Democracy School. Additionally, in 2019, our school was awarded the Golden Bell Award in recognition of our Biomedical Pathway, the California Exemplary Program Award for our Visual and Performing Arts Pathway, and the California Civic Award of Merit. We will continue to grow and transform to provide the best possible educational outcomes for our students and community.

I look forward to meeting each of you, and welcoming you to the Eagle family. I wish you much success in the 2019-2020 school year.

Sincerely,

*Melissa J. Gooden, Ed.D.*

Principal  
El Segundo High School

## *Table of Contents*

<b>English Department</b>	<b>5</b>
English 9 C	5
English 9 Honors	5
English 10 CP	5
English 10 Honors	5
English 11 CP	5
English 11 Honors	6
English 12 ERWC	6
AP English Language and Composition	6
AP English Literature and Composition	6
<b>Math Department</b>	<b>7</b>
Algebra	7
Financial Algebra	7
Algebra	7
Algebra 2 Honors	7
Geometry	8
Pre-Calculus	8
Pre-Calculus 1 Honors	8
Functions, Statistics & Trigonometry	9
AP Calculus	9
AP Statistics	9
<b>Science Department</b>	<b>10</b>
Biology	10
Chemistry	10
Physics	10
Human Anatomy and Physiology	10
AP Biology	10
AP Chemistry	11
AP Physics	11
Physical Science	11
<b>Social Studies Department</b>	<b>12</b>
World History	12
United States History	12
Economics	12

Political Behavior/Government .....	12
Psychology .....	12
AP World History .....	13
AP United States History .....	13
AP Psychology .....	13
<b>Languages Other Than English Department .....</b>	<b>14</b>
Spanish 1 .....	14
Spanish 2 .....	14
Spanish 3 .....	14
Spanish 4 Honors .....	14
AP Spanish Language and Culture .....	14
American Sign Language 1 .....	15
American Sign Language 2 .....	15
American Sign Language 3 .....	15
<b>Physical Education Department .....</b>	<b>16</b>
General Physical Education .....	16
Introduction to Physical Education (Strength Training) .....	16
Volleyball .....	16
Surf .....	16
Basketball .....	16
Physical Education/Pre-Sports Conditioning .....	17
Physical Education/Sports .....	17
<b>General Electives .....</b>	<b>18</b>
AVID .....	18
Student Government (ASB) .....	18
<b>Pathways .....</b>	<b>19</b>
<i>Biomedical Science</i> .....	19
Principles of Biomedical Science .....	19
Human Body Systems .....	19
Medical Interventions .....	19
Biomedical Innovations .....	19
<i>Business &amp; Entrepreneurship</i> .....	20
Speech and Debate 1 .....	20
Business Accounting .....	20
Business Entrepreneurship .....	21
Business Economics .....	21
<i>Engineering</i> .....	22
Introduction to Engineering Design .....	22

Principles of Engineering	23
Aerospace Engineering	23
AP Computer Science Principles	23
Engineering Design and Development	23
<i>Visual and Performing Arts</i>	24
Advanced Art 2	24
Advanced Art 3	24
Advanced Art – Sculpture/Ceramics	24
Media Design	24
Photography 1	25
Photography 2	25
Photography 3	25
Yearbook Design and Publication	25
AP Art History	26
Drama	26
Screenwriting	26
Chorale	26
Chamber Singers	26
Chamber/Show	27
Advanced Band	27
Jazz Band	27
Beginning Strings	27
Concert Orchestra	27
Symphony Orchestra	27
AP Studio Art – Drawing	28
Photography 4	28
<b>Career and Technical Education</b>	<b>30</b>
Exploring Computer Science	30
AP Computer Science Principles	30
AP Computer Science A	30
SoCal ROC	30
Work Experience	30
Internship	31
<b>Support Program Electives</b>	<b>32</b>
English Language Development	32
Guided Studies	32
Resource Lab	32
<b>AP Capstone Diploma/AP Seminar and Research Certificate</b>	<b>33</b>

# COURSE OFFERINGS

## ENGLISH DEPARTMENT

<b>English 9 CP</b>	<b>English</b>	<b>9</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This is an English/Language Arts class with an emphasis on high school entry level reading, writing, listening, speaking, and critical thinking skills while acquiring an appreciation of core literature selections as well as other types of reading. Genres studied include the short story, the novel, the play, nonfiction and poetry. Students will come to value the language process as a powerful tool for clarifying, expressing, and learning new ideas. The writing process is emphasized as students learn pre-writing, drafting, responding, re-drafting, editing and final drafting skills. In addition, students develop vocabulary, spelling, punctuation, and grammar skills.

<b>English 9 Honors</b>	<b>English</b>	<b>9</b>	<b>2 semesters</b>	<b>10 Credits</b>
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English 9 Honors is a course for students who have excelled at the basic skills of English/Language Arts. Emphasis is placed on high level reading, writing, listening, speaking and critical thinking while acquiring an appreciation of literature. Genres studied include the short story, the novel, the play, nonfiction and poetry. Analytical and critical thinking are emphasized. A research project using multimedia technology is required. This course requires daily homework, as well as some weekend assignments. This course includes the requirement of summer reading per the Honors program.

<b>English 10 CP</b>	<b>English</b>	<b>10</b>	<b>2 semesters</b>	<b>10 Credits</b>
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English 10 CP is a class with a continued emphasis on reading, writing, listening, speaking, and critical thinking skills. Personal, social, ethical, and aesthetic issues are considered as students develop a personal point of reference to the world. The writing process is emphasized as students develop pre-writing, drafting, responding, re-drafting, editing, and final drafting. A variety of writing experiences are primarily based on student reading. Emphasis is placed on the study of the novel, the play and non-fiction. Students continue to develop vocabulary, spelling, punctuation and grammar skills.

<b>English 10 Honors</b>	<b>English</b>	<b>10</b>	<b>2 semesters</b>	<b>10 Credits</b>
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English 10 Honors is for students who have developed high level language arts skills. Students will read selections from world and classical literature and will focus on literary analysis, writing, discussion and group projects requiring sophisticated critical thinking skills. Students must be prepared to spend considerable time outside of class in study and preparation. Students will also continue to refine their skills in vocabulary and written conventions. They will participate in activities to prepare for the PSAT, a test given in their junior year. This class is designed to prepare students to continue in the English Honors program.

<b>English 11 CP</b>	<b>English</b>	<b>11</b>	<b>2 semesters</b>	<b>10 Credits</b>
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English 11 CP is a course in which students explore the writings of American authors from a historical perspective, while learning to analyze literary form and style. There is a continued emphasis on reading comprehension and the writing process. Enhancement of spoken, written, and reading vocabulary is emphasized. Students will write a term paper. A research project utilizing multi-media technology is required.

<b>English 11 Honors</b>	<b>English</b>	<b>11</b>	<b>2 semesters</b>	<b>10 Credits</b>
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English 11 Honors is intended to prepare students for the challenging demands of a university program. Students will spend considerable time in home study. Students explore the writings of American authors through intense study in each genre. An extensive literary analysis term paper and a multimedia research project are required. Students read and analyze novels, plays, poetry and primary documents followed by in depth discussion and substantial writing assignments. Students will be expected to perform at a high level of critical thinking and application of sophisticated communication skills as they analyze a variety of literature forms. Students will prepare for the ACT and SAT tests. This course includes the requirement of summer reading and an assignment on that summer reading (due the first day of school) per the Honors program.

Prerequisite for Enrollment: Consistent completion of assignments in English 10 Honors with a grade of B or higher.

<b>English 12 Expository Reading and Writing</b>	<b>English</b>	<b>12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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The Expository Reading and Writing Course (ERWC) was developed by the California State University System to better prepare college-bound students to do the academic reading and writing tasks expected by college faculty across the disciplines, not just in English departments. Students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. They receive instruction in a process for reading, comprehending and responding to nonfiction and literary texts, and in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text.

<b>AP English Language and Composition</b>	<b>English</b>	<b>12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course is designed to provide the student with writing skills in the major domains of collegiate composition. Students will also be taught to read collegiate level essays and offer insightful analysis of readings from various disciplines. Critical thinking will be emphasized. The emphases in writing and reading will make students aware of the interactions between a writer's purpose and the audience's expectations. This course will prepare students to be successful when entering college and will address the expectations for reading and writing at the university level. A major focus of this course will be to prepare the students for the English Language and Composition Advanced Placement Examination. It is strongly recommended that students take the AP English Language and Composition Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Desire to write well and a willingness to work.

<b>AP English Literature and Composition</b>	<b>English</b>	<b>12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This program is designed as an introductory college-level course in reading and critical analysis of literature. Its purpose is to acquaint the student with significant forces in contemporary life and to demonstrate how these forces have affected literature. This involves language as a symbolic process and literature as experience preserved in language. It is also designed to help the student identify, describe and analyze the elements of each literary genre and to write competent, well-organized papers in a variety of styles, modes and voices. Students will participate in eclectic activities that will prepare them for the AP Literature and Composition examination, as well as success upon entering college. The course will address the California Common Core Standards. Students who have successfully completed English 11 Honors will continue honing higher level thinking skills through the study of literary philosophy and analysis in this class. It is strongly recommended that students take the AP English Literature and Composition Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Successful completion of English 11 Honors.

## MATHEMATICS DEPARTMENT

<b>Algebra 1</b>	<b>Math</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Symbolic reasoning and calculations with symbols are central in Algebra, and in the understanding of Algebra, a student develops an understanding of the symbolic language of mathematics. In addition, algebraic skills and concepts are developed and used in a wide variety of problem solving situations. By the end of Algebra, students understand, use, and connect a variety of techniques for solving linear equations, inequalities, and systems of equations in applied contexts. They understand the meaning of variables, expressions, equations, and inequalities, and their use as models for situations. Students evaluate, graph, and interpret the graphs of a wide variety of functions, and connect the behavior of the graphs to their corresponding representations as tables, equations, and situations. Students apply proportional reasoning to connect geometric situations involving similarity to algebraic and numerical situations involving direct variation.

Prerequisite(s) for Enrollment: All students who complete Math 3 with a C or higher may enroll in Algebra 1. Students who did not earn a C in Math 3 will complete an approved intervention and be enrolled in Algebra 1.

<b>Financial Algebra</b>	<b>Math</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course is an additional course that will be offered to students through the Individualized Education Plan to provide options in Algebra. Based on the California State Standards for higher mathematics, this course is designed to extend financial components into algebra concepts in a meaningful and rigorous course for special education students. This course would be the second course following the completion of Foundational Algebra.

Prerequisite(s) for Enrollment: Students who have taken Fundamentals of Algebra. Recommendation by Case Manager.

<b>Algebra 2</b>	<b>Math</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course complements and expands the mathematical content and concepts of Algebra 1 and Geometry. Students who master Algebra 2 will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system. Students also begin to study trigonometry.

Prerequisite(s) for Enrollment: C or better in Geometry Semester 1; C or better in Geometry at Semester 2 Progress Report; and CAASPP Interim Assessment Block selected by ESHS Geometry teachers with achievement level At/Near or Above Standard.

<b>Algebra 2 MCR</b>	<b>Math</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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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.

Prerequisite(s) for Enrollment: Teacher Recommendation

<b>Algebra 2 Honors</b>	<b>Math</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course covers the same material as Algebra 2; however, the depth is more intense, students are required to be able to prove theorems and derive the formulas, and the projects are more involved; requiring an in-depth analysis of the mathematics presented throughout the course.

Prerequisite(s) for Enrollment: A- or better in Geometry Semester 1; A- or better in Geometry at Semester 2 Progress Report; and CAASPP Interim Assessment Block selected by ESHS Geometry teachers with achievement level Above Standard.



<b>Geometry</b>	<b>Math</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Geometry is a course that focuses on plane geometry; point, line, plane, geometric shapes. The geometric skills and concepts developed in this discipline are useful to all students. Aside from these skills and concepts, students will develop their ability with formal logical arguments and proofs in geometric settings and problems. Students will be exposed to the derivations in the outline. Students apply algebra skills from previous courses within the context of geometry problems and reasoning.

Prerequisite(s) for Enrollment: Students must meet two criteria.

Students enrolling in Geometry grades 1012:

- C or better in Algebra 1AB Semester 1
- C or better in Algebra 1AB at Semester 2 Progress Report
- CAASPP Interim Assessment Block selected by ESHS Algebra 1 teachers with achievement level of At/Near or Above Standard.

Students enrolling in Geometry grade 9:

- B or better in Algebra 1AB Semester 1
- B Quarter 3 Progress Report
- Grade 8 CAASPP achievement level of Above Standard

<b>Pre-Calculus 1</b>	<b>Math or Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Pre-Calculus is a discipline that combines many of the trigonometric, geometric, and algebraic techniques needed for the preparation of the study of Calculus, and strengthens conceptual understanding and mathematical reasoning when solving problems. This course takes a functional point of view to these topics. First semester concentrates on algebraic and transcendental functions and probability, and second semester is trigonometry, linear algebra, and sequences and series. Trigonometry is a discipline that utilizes the techniques of both the algebra and geometry that students have previously learned. The trigonometric functions studies are defined geometrically rather than in terms of algebraic equations. Students will also use trigonometry in polar and parametric equations and conics. Facility with these functions as well as being able to prove basic identities regarding them is especially important for students intending to study Calculus, more advanced mathematics, Physics and other sciences, and engineering in college. Linear algebra includes matrix manipulation, and vectors. Sequences and series involve proof by mathematical induction as well as finding the terms in geometric and arithmetic sequences.

Prerequisite(s) for Enrollment: Students must meet two criteria.

- B or better in Algebra 2 CP Semester 1
- B or better in Algebra 2 CP at Semester 2 Progress Report
- C or better in Algebra 2 Honors Semester 1
- C or better in Algebra 2 Honors at Semester 2 Progress Report
- CAASPP Interim Comprehensive Assessment with achievement level of At/Near or Above Standard

<b>Pre-Calculus 1 Honors</b>	<b>Math or Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Pre-Calculus is a discipline that combines many of the trigonometric, geometric, and algebraic techniques needed for the preparation of the study of Calculus, and strengthens conceptual understanding and mathematical reasoning when solving problems. This course takes a functional point of view to these topics. First semester concentrates on algebraic and transcendental functions and probability, and second semester is trigonometry, linear algebra, and sequences and series. Trigonometry is a discipline that utilizes the techniques of both the algebra and geometry that students have previously learned. The trigonometric functions studies are defined geometrically, rather than in terms of algebraic equations. Students will also use trigonometry in polar and parametric equations and conics. Facility with these functions as well as being able to prove basic identities regarding them is especially important for students intending to study Calculus, more advanced mathematics, Physics and other sciences, and engineering in college. Linear algebra includes matrix manipulation, and vectors. Sequences and series involve proof by mathematical induction, as well as finding the terms in geometric and arithmetic sequences. This course covers the same material in Pre-Calculus; however, the expectations for mastery are at a higher level, and the projects are more involved.

Prerequisite(s) for Enrollment: Students must meet two criteria.

- A or better in Algebra 2 CP Semester 1
- A or better in Algebra 2 CP at Semester 2 Progress Report
- B or better in Algebra 2 Honors Semester 1
- B or better in Algebra 2 Honors at Semester 2 Progress Report
- CAASPP Interim Comprehensive Assessment with achievement level of Above Standard

<b>Functions, Statistics &amp; Trigonometry</b>	<b>Math or Elective</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Functions, Statistics, and Trigonometry (FST) is a college and career-ready course offered to students as a fourth year of mathematics or as a third-year precursor to Pre-Calculus/Calculus. Based on the California Common Core State Standards for higher mathematics, this course is designed to extend previous algebra and analytic geometry concepts into readiness for success at the college and career level. Students will be asked to read, communicate, and model their mathematical thinking processes as they explore functions, statistics, and trigonometry in more detail and in more real life contexts than their previous mathematics courses.

Prerequisite(s) for Enrollment: Students must meet two criteria.

- B or better in Algebra 2 CP
- CAASPP Interim Comprehensive Assessment with achievement level of At or Above Standard

<b>AP Calculus</b>	<b>Math or Elective</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course is taught with the same level of depth and rigor as entry-level college and university calculus courses. These standards outline a complete college curriculum in one variable calculus. Calculus is a widely applied area of mathematics, and also involves intrinsic theory. Students mastering this content will be exposed to both of these important aspects of the subject. The focus of this course is to prepare the students to pass the AP Calculus exam in the spring as well as be prepared for calculus in college. It is strongly recommended that students take the AP Calculus Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Students may enroll in both AP Calculus AB

AP Calculus – Students must meet two criteria:

- B or better in Precalculus Honors Semester 1
- B or better in Precalculus Honors at Semester 2 Progress Report
- CAASPP Interim Comprehensive Assessment with achievement level of Above Standard

<b>AP Statistics</b>	<b>Math or Elective</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course is taught with the same level of depth and rigor as entry-level college and university statistics courses. Students will appreciate the usefulness of obtaining and analyzing data for making decisions and advancing knowledge. Students will understand the "big picture" description of what statistics is and be able to identify the components of the big picture in specific instances of statistical work. The "big picture" recognizes that in understanding a process or population one must collect representative data, summarize the data to find pattern within it, and infer from the data back to the process or population. This paradigm applies to many but not all situations, and most scientific truths are the result of many instances of the paradigm. Students will understand the importance of data collection and be able to critique the quality of studies based upon issues of data collection. Students will appreciate the prevalence of statistics in the advancement of knowledge and will be able to intelligently discuss media reports about studies that involve statistical issues. Students will be able to apply basic data analytical techniques to uncover patterns and truths within data sets, and will understand the primary importance of graphing the data. Students will be able to apply the basic techniques of statistical inference to data, to interpret the results of a statistical analysis using the concepts of confidence interval or tests of significance, and to assess when particular inferential procedures are appropriate. Students will be able to communicate the results of statistical analyses or quantitative findings in writing and speaking. It is strongly recommended that students take the AP Statistics Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Students must meet at least one criterion.

- B or better in Algebra 2 College Prep or Honors

● C or better in Precalculus College Prep or Honors.

## SCIENCE DEPARTMENT

### **Recommended Course Sequence:**

(1) Biology; (2) Chemistry; (3) Physics/AP Physics or AP Biology; (4) AP course or Human Anatomy & Physiology  
*\*acceleration options are available*

<b>Biology 1</b>	<b>Biological Science</b>	<b>9,10</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course will provide the student with an overview of biological processes, theories and principles. Topics covered are ecology, populations, evolution, genetics, cells, molecules and the human body. College-bound students will receive enough background in the subject for success in introductory college biology courses and all students will be provided with the information necessary to make decisions involving biological issues. Biology is a college preparatory science course. It satisfies the high school life science requirement and meets the California State Biology Science Standards. This course is the freshman year science course. This course sequence is in place for students who wish to take advanced science courses in both the 11<sup>th</sup> and 12<sup>th</sup> grade.

<b>Chemistry 1</b>	<b>Physical Science</b>	<b>10,11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Chemistry is a laboratory science course that emphasizes the physical environment at the atomic level. This course covers atomic properties, reaction principles, states of matter, and the many applications of chemistry in the modern world. This course is essential for students considering careers in science, particularly health sciences, and engineering.

Prerequisite(s) for Enrollment: Concurrent enrollment in or completion of Geometry 1 and grade of 70% or better in Biology 1.

<b>Physics 1</b>	<b>Physical Science</b>	<b>10,11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Physics is a laboratory science course that explores the fundamental laws of the universe. This course investigates the laws of motion and force including: friction and gravitation, energy and momentum, waves and optics, thermal energy and states of matter, electricity and magnetism. It also gives an introduction to relativity, quantum physics, nuclear physics, and theories of the universe's origin and fundamental structure. Physics should be considered essential for students considering careers in construction, science engineering, health and fitness, and all technical and professional degrees. Physics meets the *Next Generation Science Standards*.

Prerequisite(s) for Enrollment: Completion of Algebra 1 with a C or better; Grade of 70% or better in Biology 1.

<b>Human Anatomy and Physiology</b>	<b>Biological Science or Elective</b>	<b>12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Human Anatomy & Physiology is a rigorous third year lab science intended for students interested in Biology, medicine, and health care professions. It meets the UC Board of Regents criteria for a college preparatory science elective. Structures and functions of the human body are covered, with an emphasis on homeostasis, metabolism and proper dissection technique.

Prerequisite(s) for Enrollment: Biology 1 with a grade of "C" or better and Chemistry 1 with a grade of "C" or better. Concurrent enrollment in Honors English is strongly recommended.

<b>AP Biology</b>	<b>Biological Science or Elective</b>	<b>11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course is the equivalent of a college level introductory biology majors course. In 2012 the AP Biology course was redesigned to focus on helping students gain enduring understandings of biological concepts and the scientific evidence that supports them. The key concepts are organized around four underlying principles called *big ideas*, evolution, cellular processes: energy and communication, genetics and information transfer, and interactions. A more student-directed, inquiry-based lab experience supports the AP Biology course revision and curricular requirements by providing opportunities for students to design plans for experiments, data collection, application of mathematical routines, and refinement of testable explanations and predictions. Students may earn two semesters of science college credit for a score of three or better on the AP Biology exam. It is strongly recommended that students take the AP Biology Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Grade of 75% in Biology 1 and Chemistry 1.

<b>AP Chemistry</b>	<b>Physical Science or Elective</b>	<b>11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Advanced Placement Chemistry seeks to meet the objectives of general chemistry courses at the college level. It is designed to prepare the college bound student for the Advanced Placement Examination for college credit in chemistry. The course is both quantitative and qualitative with emphasis on: bonding, solutions, kinetics, equilibrium, thermochemistry and electrochemistry. High standards are maintained to strengthen problem-solving abilities and to meet the College Board requirements. It is strongly recommended that students take the AP Chemistry Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s): Concurrent enrollment in or completion of Algebra 2; Grade of "B" or better in Chemistry and Biology 1.

<b>AP Physics 1</b>	<b>Physical Science or Elective</b>	<b>11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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The purpose of this course is to prepare students for the AP Physics 1 exam. The College Board has replaced AP Physics B with two 1 year courses, AP Physics 1 and AP Physics 2. We are only offering AP Physics 1 at this point. AP Physics 1 focuses on the big ideas typically included in the first semester of an algebra-based introductory college-level physics sequence and provide students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. This course provides an understanding of the basic principles involved with physical concepts and the ability to apply these principles in the solution of problems. The course content includes topics in mechanics, dynamics, energy, mechanical waves, electrostatics and circuits. This course meets the Laboratory Science elective requirement, as well as the Physical Science graduation requirement. This course may not be repeated for credit. It is strongly recommended that students take the AP Physics Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Grade of 85% or better in Biology 1, Chemistry 1 and Algebra 2.

<b>AP Physics C</b>	<b>Physical Science or Elective</b>	<b>11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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The purpose of this course is to prepare students for the AP Physics 1 exam. The College Board has replaced AP Physics B with two 1 year courses, AP Physics 1 and AP Physics C. Students will explore concepts such as kinematics; Newton's laws of motion, work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. They will develop a deep understanding of foundational principles of physics in classical mechanics by applying these principles to complex physical situations that combine multiple aspects of physics rather than present concepts in isolation. They will also develop critical thinking skills through applying methods of differential and integral calculus to formulate physical principles and solve complex physical problems. This course meets the Laboratory Science elective requirement, as well as the Physical Science graduation requirement. This course may not be repeated for credit. It is strongly recommended that students take the AP Physics Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Grade of 85% or better in AP Physics 1, Concurrent Enrollment in or Completion of AP Calculus AB.

<b>Physical Science</b>	<b>Science</b>	<b>11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Students will explore the fascinating world of Physical Science, which is the study of matter, energy and the universe. Physical Science is a combination of two branches of science---Chemistry and Physics and will also include units involving Environmental Science and Space and Earth Science. Chemistry is the study of the properties, composition, structure, and interactions of matter. Physics is the study of the relationship between matter and energy. Environmental Science is the study of environmental systems and solutions to environmental problems. Space and Earth Science is the study of the universe, planetary systems and geophysical processes of Earth. This course is appropriate for any students looking to meet the graduation requirement of a second year of science. This course does not fulfill UC/CSU A-G Course Requirements.

Prerequisite(s) for Enrollment: Teacher and Counselor Recommendation

## SOCIAL STUDIES DEPARTMENT

<b>World History</b>	<b>Social Studies</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course is designed as a combination of two grade nine elective courses: Physical Geography and World Regional Geography. This includes a systematic discussion of the physical landscape through geomorphology and topography, the patterns and processes of climate and weather, and water resources through hydrology. Attention is also given to the nature of natural resources and their relation to physical geography. Additionally, place-name geography is explored so that students develop a good sense of where major physical features of the earth are located. There is also extensive discussion of the distribution and characteristics of the world's major cultures and of the dynamics of migration and cultural diffusion. Furthermore, students will explore why people and nations of given areas behave the way they do and discuss the relationship between the economic problems and the geography of the region. The objective of the course is to lay the foundation for success in all academic areas while at the same time enable and prepare the student for success in our contemporary world.

<b>United States History</b>	<b>Social Studies</b>	<b>11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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United States History is a challenging course that is meant to enhance students' ability to reason and think like an historian. It is a two-semester survey of American history from the Age of Exploration and Discovery to the present. Solid reading and writing skills, along with willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, writing, and interpretation of original documents. 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 affect 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.

<b>Economics</b>	<b>Social Studies</b>	<b>12</b>	<b>1 semester</b>	<b>5 Credits</b>
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The primary goals of the study of microeconomics and macroeconomics are to help students become responsible citizens and effective decision makers. Students will develop an understanding of basic economic microeconomic principles, including the law of supply and demand, scarcity, the role of the marketplace, competition and choice. In their study of macroeconomics, topics covered are inflation and unemployment, measures of national wealth, the economic role of the government, and international trade and finance. Personal economic decision-making is integrated throughout the course in such areas as investments, job choice, and consumer information.

<b>Political Behavior/Government</b>	<b>Social Studies</b>	<b>12</b>	<b>1 semester</b>	<b>5 Credits</b>
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Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

<b>Psychology</b>	<b>Elective</b>	<b>11, 12</b>	<b>1 semester</b>	<b>5 Credits</b>
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This course is designed to introduce students to the theoretical concepts of psychology and to use this knowledge to develop a curiosity about the causes of human behavior. The emphasis of this course will include the study of famous psychologists and their theories on personality, learning, and human development. The life span development domain will provide learning opportunity about processes that occur throughout life. This course will give students the knowledge, attitudes, and skills that will help them understand and appreciate our multi-generational and multi-cultural society. The socio-cultural domain will explore psychological disorders and their treatment. Students will develop the ability to understand issues from diverse points of view and interact effectively with others.

<b>AP World History</b>	<b>Social Studies</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Advanced Placement World History is an introductory, college-level course and is designed to prepare students for intermediate and advanced college courses by making demands similar to those of a full-year college survey course. The goal of the course is to develop a greater understanding of global processes, encounters, and interactions that have shaped human history from 8000 BCE to the present. Activities focus on the mastery of a selective body of factual knowledge and the development of analytical skills required of advanced college students. Critical reading and writing skills are developed through the evaluation of primary and secondary sources, oral presentations, short essays, and research assignments. It is strongly recommended that students take the AP World History Exam. Cost of the AP Exam is approximately \$92.

<b>AP United States History</b>	<b>Social Studies</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This is a rigorous college level U.S. History course that prepares students to take the AP Exam. The reading is intense and abundant. Students may earn college credit for a score of 3 or better on the AP exam. Prepaid registration for the exam by the end of the 4th week of fall semester is required. Students must receive a letter grade of “B” in order to advance to the next semester. The Study of United States History is designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. This course will help develop the 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. It is strongly recommended that students take the AP US History Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: 90% or better in World History; Concurrent enrollment in English 11 Honors or an Honors English; Strong recommendation by a History Teacher; and a score of 75% or better on the STAR.

<b>AP Psychology</b>	<b>Elective</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. AP Psychology is a college level course designed to prepare students for their transition from High School to College. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. There are five content domains in AP Psychology which include: Methods, Biopsychological, Cognitive, Developmental, and Sociocultural. To accomplish this, the course provides instruction in each of the following 14 content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. Students also learn about the ethics and methods psychologists use in their science and practice. It is strongly recommended that students take the AP Psychology Exam. Cost of the AP Exam is approximately \$92.

## LANGUAGES OTHER THAN ENGLISH (LOTE)

<b>Spanish 1</b>	<b>LOTE</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The course also endeavors to introduce the students to the cultural richness and diversity of the Spanish- speaking world.

Prerequisite(s) for Enrollment: Middle School – grade of 90% or better in 7th grade English. High School – grade of 80% or better in 8th grade or High School English.

<b>Spanish 2</b>	<b>LOTE</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Spanish 2 is intended to reinforce the skills learned in Spanish 1: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses found in short reading selections and will be expected to apply them in their writing and speaking. Students will have the opportunity to participate in field trips to study art at the Norton Simon Art Museum, attend Spanish language performances for students such as Don Quixote or the Ballet Folklorico.

Prerequisite(s) for Enrollment: Grade of 80% or better in Middle School Spanish 1 OR Grade of 70% or better in High School Spanish 1 and Teacher recommendation.

<b>Spanish 3</b>	<b>LOTE</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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In this course students will develop their ability to comprehend Spanish spoken by native speakers from different countries, converse comfortably in informal situations, express themselves with accuracy and fluency in more formal business or professional situations, communicate effectively, read with comprehension, analyze situations and think critically, express their ideas accurately in writing with appropriate vocabulary and syntax and show an understanding of historical and cultural perspective. Topics and activities will include: everyday life and concerns, current affairs, history, geography, art, literature and culture. Material will be based on a variety of resources including lectures, reading, tapes, videos, films, pictures and media. Since learning advanced language skills requires excellent study habits, this course will require substantial study time outside of class.

Prerequisite(s) for Enrollment: Grade of 70% or better in Spanish 2 and Teacher recommendation.

<b>Spanish 4 Honors</b>	<b>LOTE</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course emphasizes comprehension, thinking, speaking, reading and writing in Spanish. There will be continued emphasis on vocabulary development, the correct use of idiom, proficiency in the use of verbs and syntax, and increased emphasis on reading and composition. The course will include content related to the cultural perspectives inherent in language, geography, history, tradition, art, music, dance and literature. Students will explore topics that are less familiar, experiment with more complex structures associated with advanced functions, and engage in more elaborate discourse. Since learning advanced language skills requires excellent study habits, this course will require substantial study and practice time outside of class. Course content prepares students for the SAT II in Spanish.

Prerequisite(s) for Enrollment: Grade of 90% or better in Spanish 3.

<b>AP Spanish Language and Culture</b>	<b>LOTE</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course prepares students for the Spanish Language Advanced Placement Examination. Students will develop their ability to: comprehend Spanish spoken by native speakers from different countries, converse comfortably in informal situations, express themselves with accuracy and fluency in more formal business and professional situations, communicate ideas

effectively, read with comprehension, analyze situations and think critically, and express their ideas effectively in writing with appropriate vocabulary, idiom and syntax. There will be continued emphasis on vocabulary development, correct use of idiom, proficiency in the use of verbs and syntax, and increased emphasis on reading and composition. The course will include content related to the cultural perspectives inherent in language, geography, history, tradition, art, music, dance and literature. This course will require substantial study and practice time outside of class. It is strongly recommended that students take the AP Spanish Language and Culture Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Grade of 85% or better in Spanish 4 Honors, Teacher recommendation and interest.

<b>American Sign Language 1</b>	<b>LOTE</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course will introduce students to American Sign Language (ASL). It attunes students to communication in the manual-visual mode, followed by instruction and practice in vocabulary, sentence structure, elementary conversation, and literature. In addition, the course provides a survey of various issues raised by examining ASL and the Deaf community.

<b>American Sign Language 2</b>	<b>LOTE</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course will reinforce the skills students learned in American Sign Language 1. Emphasis is on perfecting communication in the manual-visual mode, followed by mastery of vocabulary, sentence structure, conversation and literature. ASL 2 will continue to examine various issues raised by ASL and the Deaf community.

Prerequisite(s) for Enrollment: Successful completion of ASL 1.

<b>American Sign Language 3</b>	<b>LOTE</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course will reinforce the skills students learned in American Sign Language 1 and 2. Emphasis is on perfecting communication in the manual-visual mode, followed by mastery of vocabulary, sentence structure, conversation and literature. ASL 3 will continue to examine various issues raised by ASL and the Deaf community.

Prerequisite(s) for Enrollment: Successful completion of ASL 1 and 2



## PHYSICAL EDUCATION DEPARTMENT

<b>Physical Education</b>	PE	9, 10, 11, 12	2 semesters	10 Credits
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This is a stage at which students are able to synthesize much of what they have learned in the earlier grades, including human growth, development, and physiology. Individuals are able to coalesce as a team and focus on the needs and contributions of other team members beyond themselves. Students develop a willingness to acknowledge and respect stylistic differences in performance. The physical education program encourages students to gain an appreciation of others' achievements and to expand their ability to adapt to the needs of the group and demonstrate fairness toward all. Positive social interaction and constructive collaboration are emphasized throughout team sports. Students are capable of choosing the physical activities they want to pursue. They are more able to generalize from previous experiences and to apply biomechanical principles to the analysis of a variety of movement skills. There is also an emphasis placed on individual and dual activities, as well as a lifelong physical fitness component to the course. The physical education program will offer students a wide variety of opportunities. These opportunities include: flag football, soccer, volleyball, basketball, softball, billy ball, nation ball, indoor soccer, field hockey, tennis, paddle tennis, ultimate Frisbee, yoga, wiffle ball, jogging/running, aerobic conditioning, agility training, and exer-gaming. Students will learn, train for, and perform the California State physical fitness test, Fitnessgram, in the spring of each year.

<b>Introduction to Physical Education (Strength Training)</b>	PE	9, 10, 11, 12	2 semesters	10 Credits
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This course is designed to give students the necessary knowledge, skills and technique to successfully develop their strength and cardiovascular abilities in a safe environment. All students will engage in a program stressing weight training instruction, strength development and cardiovascular conditioning. A major focus of the class is developing the proper technique and understanding of the following core lifts: squat, front squat, power clean, hang clean, bench press, and snap. Cardiovascular component will include jump rope, plyometric box jumps, dot pad sequencing, sprints, and longer distance running.

Prerequisite(s) for Enrollment: Teacher/Coach recommendation and a strong desire on the part of the student to participate in a sport at the high school level or to learn and perform strength training skills to improve strength and flexibility.

<b>Volleyball</b>	PE	9, 10, 11, 12	2 semesters	10 Credits
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This is a comprehensive course in the fundamentals, rules, conditioning aspects and team dynamics for the sport of indoor volleyball. Class is designed to give students an appreciation of the physical nature and social interaction of this team sport. Fundamentals and proper technique will be stressed to create a solid background for the recreational player. All skill-leveled players are welcome to participate. Opportunities for advanced players to "peer coach" will be given. Competitive tournament-style play will be used during the course as well. This course, like all physical education classes, requires vigorous fitness conditioning and aerobic training. Students will learn, train for, and perform the California state physical fitness test, Fitnessgram, in the spring of each year.

Prerequisite(s) for Enrollment: A strong desire on the part of the student to participate in the specialized sport of volleyball.

<b>Surf</b>	PE	9, 10, 11, 12	2 semesters	10 Credits
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This course is designed to give students the necessary background to successfully compete at the high school level on the surf team. In surfing, students will build upon competent swimming skills in many ocean conditions. Students will become proficient in paddling, timing, balance, and learn ocean life-saving skills. Students will also learn competitive aspects of the sport, how to work as a team, and about the culture and history of surfing. The course stresses building self-confidence in water conditions with the intention that students will become mentors to beginning surf students at some point during their high school career as well as compete as members of the surf team.

Prerequisite(s) for Enrollment: Must be a competent swimmer and have a strong desire on the part of the student to participate in a sport at the high school level.

<b>Basketball – fall only</b>	<b>PE</b>	<b>9, 10, 11, 12</b>	<b>1 semester</b>	<b>5 Credits</b>
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This is a comprehensive course in the rules, fundamentals, history, and organization of skills required for team play. Sportsmanship and positive social interaction are important class requirements. Competitive games, activities and drills are used to demonstrate game-like conditions. The course is open to all students but is geared toward the competitive basketball player who is trying to qualify for, or is already playing for a team.

Prerequisite(s) for Enrollment: Teacher/Coach recommendation and a strong desire on the part of the student to participate in a rigorous level of play.

<b>Physical Education/Pre-Sports Conditioning</b>	<b>PE</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Although this course is designed for those athletes that need a PE class for part of a semester, pre or post their season of sport, or a fall semester of physical education so they do not have to change their academic schedule for the year. It is a general physical education class with all of the same requirements. See “General Physical Education” for the basic description of this course offering.

Prerequisite(s) for Enrollment: Students who make an athletic team roster, still need physical education credits (typically 9th and 10th grades), and have a strong desire on the part of the student to physically prepare for their season of sport.

<b>Physical Education/Sports</b>	<b>PE</b>	<b>9, 10, 11, 12</b>	<b>1 semesters</b>	<b>5 Credits</b>
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Students interested in the following sports, must satisfy the identified prerequisites.

**Fall Sports:** PE/Football, PE/Girls Volleyball Team, PE/Girls Tennis, PE/Boys Water Polo, and PE/Boys & Girls Cross Country

**Winter Sports:** PE/Boys Basketball Team, PE/Boys Soccer, PE/Girls Water Polo, PE/Girls Soccer & PE/Girls Basketball Team

**Spring Sports:** PE/Boys Swimming, PE/Girls Swimming, PE/ Boys & Girls Track, PE/Baseball, PE/Softball, PE/Boys Tennis, PE/Boys Volleyball Team

Prerequisite(s) for Enrollment:

1. Tryouts Apply one month prior to the beginning of each sport season (see calendar below)
2. Coach Recommendation
3. Attend Parent/Guardian Informational Meeting
4. Complete Athletic Packet
5. Doctor’s physical release
6. Emergency procedure card
7. Transportation: \$100.00 for each sport
8. ASB: \$85.00
9. Athletic Contract signed by both parent/guardian & student
10. 2.0 grade point average
11. Shoes and personal articles of clothing/uniforms that are appropriate to the activity
12. Other costs will be incurred for items required for a sport. The level of this expense primarily depends on the market price for the quality of items selected by the Coach in counsel and support of the students and their parents. Every effort is made to keep the expense to a minimum. Parents/Guardians should be reminded that safe athletic shoes alone can cost from \$50 to \$70. The expense of many of the items needed to be purchased for participation in a sport depends on the quality selected by the parent/student. A conservative estimate of the normal expenses for each sport is available upon request.
13. Substantial time commitment outside of the regular school schedule is required
14. Summer Programs – certain sports run summer programs in conjunction with their teams. Students enrolled in these summer programs may receive college credit from El Camino. Check with the coach or Athletic Director for details.

**Sports Seasons/Calendar:**

*Fall Sports* – Late August to mid-November

*Winter Sports* – Early November to mid-February

*Spring Sports* – Mid-February to mid-May

*All Seasons* – Cheer/Spirit activities are all year

## GENERAL ELECTIVES

*\*Note: AP Computer Science A in the Engineering Pathway and courses in the Business and Visual & Performing Arts Pathways may be taken individually as electives.*

<b>AVID</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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AVID (Advancement via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. AVID meets five hours per week. Students receive two hours of instruction per week in college entry skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Prerequisite(s) for Enrollment: This course is open to applicants who will be selected based on specific criteria and an interview. Once selected, students remain as a cohort group until graduation. Contact the AVID Site Coordinator if interested in applying for this elective class.

<b>Student Government (ASB)</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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The El Segundo High School ASB develops skilled leaders who will provide for the community and student body. Our focus is to create a school environment that fosters participation and spirit in all students. ASB advocates for student well-being, links the administration to the students, and empowers students to make a difference in our school and beyond. The purpose of ESHS ASB is to represent the student body and provide outlets for **all** students to become involved in their school and the community.

All ASB officers, class officers, representatives and commissioners must be enrolled in this class. Other students are welcome to apply for enrollment, if they meet the following enrollment criteria. Students may be enrolled in ASB for one to four years.

Prerequisite(s) for Enrollment: Interest, energy and a positive attitude; Petition to Run for Office packet and accompanying paperwork; GPA of 2.5 or above (w/ no Ds or Fs); interview and recommendation of ASB Officers; satisfactory citizenship; and recommendation by Staff members and/or Administration.

## PATHWAYS

### *Biomedical Science Pathway*

#### Biomedical Science Placement Criteria

Principles of Biomedical Sciences (PBS)	Human Body Systems (HBS)	Medical Interventions (MI)	Biomedical Innovations (BI)
Must meet criteria for placement	Must meet both criteria for placement	Must meet criteria for placement	Must meet both criteria for placement
Concurrent enrollment in or successful completion of Biology	(1) Concurrent enrollment in or successful completion of Chemistry (2) 75% or better in Principles of Biomedical Sciences	75% or better in Human Body Systems  Suggested: Concurrent Enrollment in AP Biology	75% or better in Medical Interventions

#### Foundation Courses

<b>Principles of Biomedical Science</b>	<b>Elective</b>	<b>9,10,11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

<b>Human Body Systems</b>	<b>Elective</b>	<b>10,11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

<b>Medical Interventions</b>	<b>Elective</b>	<b>11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

#### Capstone Course

<b>Biomedical Innovations</b>	<b>Elective</b>	<b>12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

## Business & Entrepreneurship Pathway

### Business & Entrepreneurship Pathway Options

The table below shows various ways for students to complete the ESHS Business Pathway including the capstone project requirements for Business Pathway Designation for graduation. In the courses marked with an asterisk (\*), students will be working with a Business Pathway advisor to complete the capstone requirements.

Options	Class of 2022	Class of 2023 and beyond
Grade 9	Algebra 1	Speech and Debate or Business Accounting
Grade 10	Business Accounting	Business Economics and Principles of Business
Grade 11	Business Entrepreneurship	Principles of Marketing and Principles of Finance
Grade 12	Business Economics*	Principles of Management and Business Strategies Capstone Project

### Foundation Courses

<b>Speech and Debate</b>	Elective	9, 10, 11, 12	1 semester	10 Credits
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This course explores a wide variety and range of public speaking skills, including: Extemporaneous Speaking, Declamation, Original Oratory, Oral Interpretation (prose and poetry), and Storytelling at the novice level. Additionally, students are introduced to basic researching, argumentation, questioning, and rebuttal skills through a variety and range of debate disciplines, including: Congressional Debate, Public Forum Debate, and the basics of philosophy for Lincoln-Douglas Debate. Skill focus includes the development of techniques in diction, articulation, enunciation and projection. Students begin to analyze pieces of literature, create and deliver orations, write arguments, and evaluate performances. Students have the opportunity to participate in local and state level Speech and Debate (Forensic) competitions.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

<b>Business Accounting</b>	HS Math or Elective	9, 10, 11, 12	2 semesters	10 Credits
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This course teaches the fundamentals of Accounting giving a head start to college for students planning to take Business Administration or Accounting as majors. It introduces the basic accounting principles relating to financial and managerial accounting keeping in mind Generally Accepted Accounting Principles. Students learn bookkeeping and accounting principles for a service and merchandising business, journals, ledgers, financial reports, payroll records, and banking using 10-key calculators, activity books and computer applications as well as personal financial literacy skills. Students will continuously compare and contrast the fundamentals of accounting with those of personal financial planning. Students will also learn about the business environment where these principles will be applied by learning about the nature of various business sectors including its products and services, management and structure, and learning the daily operations; supply and demand; taxation; the stock market; and international transactions. Students will learn about effective decision-making as it applies to business ownership based on the Generally Accepted Accounting Principles through the fundamentals of managerial accounting principles. Students also actively learn how to invest their money in the stock market by participating in the Stock Market Game and develop an individual personal financial plan. Students will apply what they have learned about the fundamentals of accounting to real-world businesses by creating a long/term and short/term plan for business development and growth.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

<b>Business Entrepreneurship</b>	<b>Elective</b>	<b>10,11,12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Business Entrepreneurship is competency based course, where students will either run a simulated business or, for the more advanced students, an actual business, to prepare them for working in a real business environment. Students learn the basics of Economics--micro and macro and its relationship to and impact on business operation in the private enterprise system. An in-depth study of the economy of the 21st century and aspects of marketing, advertising, finance, and international business are examined in the context of running a business or developing a project for an existing business or on campus club. The students determine the nature of their business, its products and services, its management and structure, and learn the daily operations of a business under the guidance of a consultant with the support of a real business partner. They will use current business software packages and the Internet for business transactions using Economics as a factor in decision making. The overarching goal of these courses is to develop each student's critical thinking, reading, and writing skills. Economic and marketing concepts, such as database management, advanced communications strategies, decision-making for the marketplace, and resource allocation and product distribution, are emphasized. Students will explore the utilization of traditional advertising, integrated marketing communications, and new media in local, regional, national and global markets. Students will be able to demonstrate critical thinking skills, to evaluate ideas and information, and to analyze and synthesize qualitative and quantitative evidence (both in the classroom and in the community).

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

<b>Business Economics</b>	<b>Elective</b>	<b>12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This competency-based course is recommended for students in grades 11<sup>th</sup> and 12<sup>th</sup>. It is designed to introduce Economics by developing an awareness of the key concepts involved in business ownership. The students will learn about effective decision-making as it applies to business entrepreneurship. Instruction also includes microeconomics and macroeconomics theories of supply and demand, pricing and marketing, the Federal Reserve System, international economics and the differences among other economic systems used throughout the world today. Business Economics introduces the students to the study of Economics by developing an awareness of the key concepts involved in owning one's own business. The students will learn about effective decision-making as it applies to business ownership. They will also learn about microeconomics and macroeconomics theory in terms of supply and demand, pricing, and marketing/ the Federal Reserve System; international economics; as well as comparison of other economic systems used throughout the world today. Students will be applying these concepts and understandings to the real world through internships, a mini-MBA-style project of their design working with actual clients and running projects, events, and even at times, an actual business, while also competing at local business-related events (FBLA, Biz Plan Challenges, etc.) and presenting in front of panels.

At the completion of this course, students will be able to:

1. Effectively communicate through written and oral expression so they can succeed academically at the college level.
2. Identify the basic principles of capitalism and market economies according to Adam Smith.
3. Identify the meaning of supply and demand and how it affects their choices in the marketplace.
4. Understand how our federal government uses monetary policy to affect economic activity.
5. Understand how their economic choices as consumers affect market prices.
6. Analyze the stock market and chart the growth of their chosen stocks.
7. Understand our global partnerships and compare and contrast different economies with ours.
8. Understand current economic problems happening in the USA and the solutions to those problems.
9. Compare and contrast different business models by learning how to start a business, conduct research and planning (feasibility study, market analysis, legal issues, site selection, etc.), process, finance the business, manage risk and growth, manage human resources, and understand the social and ethical responsibilities.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

## Capstone Project

### ***What is a Business & Entrepreneurship Pathway capstone?***

The Business Pathway Capstone Project is a culmination of a Business Pathway student's work, designed with the input of the student's Business Pathway advisor. This capstone experience allows senior students to create a body of work that highlights their personal interests, area of specialization, a community need, and/or career choice.

### **What does it require?**

All senior students who wish to attain a Business Pathway designation, must complete the capstone requirements. Please note: Some capstones may have additional requirements based on the specific interests and pathway choices made by the student and mutually agreed to in advance by the student and the advisor. There are three primary requirements required for all Business Pathway capstone projects:

1. Paper (research paper format, length and depth)
2. Product and/or Portfolio (may require documentation of work in the community)
3. Presentation

### **Timeline of Capstone Project:**

August- September: Select topic and proposal due

October- November: Research and start project

November- January: Rough draft due, project continuation, research continuation

January- April: Final project submission/revisions submitted, project completed

April 30: Project/portfolio due

May 1-15: Presentations

May 15-30: Capstone recognition

## **Engineering Pathway**

### **Engineering Placement Criteria**

Introduction to Engineering Design	Principles of Engineering	Aerospace Engineering or AP Computer Science Principles	Engineering Design and Development
Highly recommended criteria for placement	Highly recommended criteria for placement	Highly recommended criteria for placement	Highly recommended criteria for placement
Concurrent enrollment in or successful completion of Geometry	(1) Concurrent enrollment in or successful completion of Algebra 2 AND (2) 75% or better in Introduction to Engineering Design	(1) Concurrent Enrollment in or successful completion of Pre-Calculus AND (2) 75% or better in Principles of Engineering	(1) 75% or better in Pre-Calculus AND (2) 75% or better in Aerospace Engineering

### **Foundation Courses**

<b>Introduction to Engineering Design</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Introduction to Engineering Design (IED) is a foundation course in the Project Lead The Way® high school pre-engineering program. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will explore the design process, engineering drawing standards, CAD solid modeling, reverse engineering, consumer product innovation, and virtual teaming.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

<b>Principles of Engineering</b>	<b>Elective</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Principles of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will explore mechanisms, energy sources and applications, machine control, fluid power, statics, material properties and testing, statistics and kinematics.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

<b>Aerospace Engineering</b>	<b>Elective</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Aerospace Engineering (AE) is the study of the engineering discipline which develops new technologies for use in aviation, defense systems, and space exploration. The course explores the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers. In addition the course presents alternative applications for aerospace engineering concepts. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design, and build aerospace systems. While implementing these designs, students will continually hone their interpersonal skills, creativity, and application of the design process. Students apply knowledge gained throughout the course in a final multimedia project to envision their future professional accomplishments.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.

<b>AP Computer Science Principles</b>	<b>HS Math or Elective</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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AP Computer Science Principles is designed to be equivalent to a first-semester, college level course in computer science. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society and the world. It is strongly recommended that students take the AP Computer Science Principles Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Successful completion of Algebra 1 and Geometry.

## Capstone Course

<b>Engineering Design and Development</b>	<b>Elective</b>	<b>12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams of students will design, build, and test their solution. Finally, student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. Engineering Design and Development is a high school level course that is appropriate for 12th grade students. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path. EDD should be taken as the final capstone PLTW course since it requires application of the knowledge and skills from the PLTW foundation courses.

Prerequisite(s) for Enrollment: Must meet placement criteria noted above.



## Visual and Performing Arts Pathway

### Foundation Courses

#### Visual Arts

<b>Advanced Art 2</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course consists of a discipline-based art curriculum that focuses on art history, aesthetics, art appreciation and advanced studio production. The students will study major historical movements in the history of art as well as the significant artistic contributions of specific world cultures. Philosophies of art will be examined and applied to student work and the art of the masters through description, analysis, interpretation and evaluation of these works. A variety of artistic techniques and processes will be explored as students learn to effectively express their imagination and strengthen creative problem solving skills. The objectives of this course include the ability to demonstrate a working knowledge of art vocabulary, artistic media, art history/world cultures, and art techniques through adequate completion of at least 70% of all studio projects, in-class assignments, and a final examination. Emphasis is on portfolio development, expression of imagination and critical viewing response skills that indicate artistic aptitude as well as oral and expository writing abilities.

Prerequisite(s) for Enrollment: Shop donation.

<b>Advanced Art 3</b>	<b>Elective</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course is a continuation of Advanced Art 2 A/B and consists of a discipline-based art curriculum that further focuses on art history, aesthetics, art appreciation and advanced studio production. The students will study major historical movements in the history of art as well as the significant artistic contributions of specific world cultures. Philosophies of art will be examined and applied to student work and the art of the masters through description, analysis, interpretation and evaluation of these works. A variety of advanced artistic techniques and processes will be explored as students continue to effectively express their imagination and strengthen creative problem solving skills. The objectives of this course include the ability to demonstrate a working knowledge of advanced art vocabulary, artistic media, art history/world cultures, and art techniques through adequate completion of at least 70% of all studio projects, in-class assignments, and a final examination. Emphasis is on portfolio development, an expanded expression of imagination and an increase in critical viewing response skills that indicate strong artistic aptitude as well as oral and expository writing abilities.

Prerequisite(s) for Enrollment: Shop donation.

<b>Advanced Art – Sculpture/Ceramics</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course consists of a discipline-based art curriculum that focuses on art history, aesthetics, art appreciation and studio production. The students will study major historical movements in the history of sculpture and ceramics as well as the significant three-dimensional artistic contributions of specific world cultures. Philosophies of sculptural art will be examined and applied to student works and the art of the masters through description, analysis, interpretation and evaluation of these works. A variety of sculptural techniques and processes will be explored as students learn how to effectively express their imagination and strengthen creative problem solving skills. The objectives of this course include the ability to demonstrate a working knowledge of sculpture vocabulary, artistic media, art history/world cultures, and three-dimensional techniques through adequate completion of at least 70% of all studio projects, tests/quizzes, in-class assignments, homework and a final examination. Emphasis is on the development of technical aptitude, an expanded expression of student's imagination and an increase in critical viewing response skills that indicate both verbal and expository writing abilities.

Prerequisite(s) for enrollment: Shop donation.

<b>Media Design</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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The Media Design course introduces the elements of art and principles of two-dimensional design and provides instruction in the fundamentals of graphic communication including visual perception, color structure, composition, and expression. Students are given real world career challenges and solve challenges using digital mediums.

<b>Photography 1</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Photography 1 is an introduction to black and white photography. This course will provide students with opportunities to extend their knowledge and skills in the field of photography. This course will familiarize the student with photographic equipment, materials, methods, and processes. Students will also be introduced to computer technology and digital photography. All Eagle Expectations apply to this course: Integration of Core Knowledge; Critical Thinking; Effective Communication; Personal and Social Development.

Prerequisite(s) for Enrollment: Shop donation.

<b>Photography 2</b>	<b>Elective</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This second year course continues with further exploration of traditional wet silver-print photography, introduces non-silver print photography methods and digs deeper into digital techniques. The course stresses greater understanding of the care, handling and presentation of photographic works. There is greater concentration on the formal compositional conventions associated with fine arts photography. Although the emphasis is on straight photography and the production of a photograph, as opposed to a snapshot, the digital programs of Photoshop Creative Studio, Aperture and Lightroom will be further explored. Students in this course will be expected to produce portfolio quality work and matte their work for presentation. The history of photography will be studied, as well as photography criticism, valuing and aesthetics associated with fine arts photography. Cameras will be made available for all in class projects and in special cases cameras, tripods and lighting equipment may be checked out for student use. If students have access to their own film or digital camera that should be promoted as it opens up greater possibilities for shooting, exploring and learning outside of class.

Prerequisite(s) for enrollment: There is a materials donation of \$60.00 per semester that covers the costs of all consumables used in class projects. These materials include, but are not limited to, photo chemicals, film, photo paper traditional and digital, inkjet inks and matting materials.

<b>Photography 3</b>	<b>Elective</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This third year course continues with a deeper exploration of traditional wet silver- print photography, continues with non-silver print photography methods and promotes personal growth via digital techniques. The course stresses a further understanding of the care, handling and presentation of photographic works. There is a further concentration on the formal compositional conventions associated with fine arts photography. Although the emphasis is on straight photography and the production of a photograph as opposed to a snapshot the digital programs of Photoshop Creative Studio, Aperture and Lightroom will be more deeply explored. Students in this course will be expected to produce portfolio quality work and matte their work for presentation. The history of photography will be studied as well as photography criticism and valuing as well as the aesthetics associated with fine arts photography. Cameras will be made available for all in class projects and in special cases cameras, tripods and lighting equipment may be checked out for student use. If students have access to their own film or digital camera that should be promoted as it opens up greater possibilities for shooting, exploring and learning outside of class.

Prerequisite(s) for enrollment: There is a materials donation of \$60.00 per semester that covers the costs of all consumables used in class projects. These materials include, but are not limited to, photo chemicals, film, photo paper traditional and digital, inkjet inks and matting materials.

<b>Yearbook Design and Publication</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Yearbook is an art production based course. The course is open to all students and generally is filled with students drawn from Photography courses. There is no formal interview process and students that bring needed skill sets are welcome. Soft skills are emphasized in class as they are necessary to the production of the annual. Students need to be focused, self- starting and free of major time constraints that may conflict with the additional hours and deadlines that art production brings. Students are responsible for all aspects of the production of the book. Among those areas are the production of copy, photographs, graphics, advertising and design layout. These skills will be taught and reinforced during the course. The annual is student driven and the advisor's job is to advise and allow the student staff to produce the document as they see fit. The staff is laid out in a pyramidal hierarchy with an editor, assistant editor, sub editors and staff filling in positions contained within the various departments. The departments consist of sports, student life, faculty, portraits and more. Students will be placed upon their strengths within the various departments, but will be expected to be flexible and interchange departments and job descriptions when necessary.

<b>AP Art History</b>	<b>Elective</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Advanced Placement Art History is a survey class that focuses on Western Art and Architecture from its beginning in the Cave Art of Northern Europe through Contemporary Art of the Twentieth Century. There is a non-Western component each year determined and announced by the College Board prior to the start of the academic year. This course is a lecture course that focuses on slide identification, prompts, short writes and essays. It is highly recommended that students take the AP Art History Exam. Cost of the AP Exam is approximately \$92.

<b>AP Studio Art: 2D</b>	<b>Elective</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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The 2-D Design class focuses on two-dimensional design issues and involves decision making about how to use the elements and principles of art in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions"

Media Design is a prerequisite for Advanced Placement Studio Art 2-D. It is highly recommended that students take the AP Studio Art: 2D Exam. Cost of the AP Exam is approximately \$92.

### ***Dramatic Arts***

<b>Drama</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course is designed to introduce the art of the actor through performance. Through various processes each student will discover what is encompassed in the history of drama and the dramatic profession. Through reading the textbook and scripts; writing essays and scripts; design, acting, and lecture, students will have a beginning understanding of the history of drama and the dramatic profession. Students will understand the historical nature of the study of the history of drama through the making of connections between drama, society, culture, government and people. Students will experiment with and learn about different acting, directing, and designing techniques. Students will demonstrate a working knowledge of how to critique theatrical productions, successfully applying the terminology of evaluation.

Prerequisite(s) for Enrollment: Maintain a grade of B or better in current English class or have a strong Teacher recommendation.

### ***Choral Arts***

<b>Chorale</b>	<b>Elective</b>	<b>9, 10, 11</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This is a non-performance course designed to give students the basic skills needed to develop an understanding of choral music and the production of the voice. Students will be able to demonstrate the basics of: music theory, sight reading and tone production. The students will practice different musical genres from Renaissance music to Popular. Students will be given opportunities to participate in a few non required performances each semester. No homework is given in this class and each student is graded on their class participation. Many students take advantage of our over-night performances we participate in across the United States. This course will prepare students to be successful in college by helping them meet the 9th grade

Prerequisite(s) for Enrollment: Students with an interest in choral music.

<b>Chamber Singers</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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This course is designed to give advanced choral music students the necessary skills needed to develop a higher understanding of choral music and the production of the voice. Students will be able to demonstrate advanced music theory, sight-reading, tone production. The students will be able to discuss the differences between the following musical periods: Renaissance, Baroque, Classical, Romantic, and Modern. The students will keep a "Daily Journal" where they will analyze and critique many different elements of their own choral sound. Each student will participate in four live performances each semester. This course will prepare students to be successful in college by helping them meet the 12th grade National Standards in music.

Prerequisite(s) for Enrollment: Grade of 90% or above in Chorale; A vocal audition by the instructor; Students that have past experience in music and a deep appreciation for choral music.

<b>Chamber/Show</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Show Choir is an advanced course study for students who are interested in participating in an entertainment ensemble at the highest professional level. Advancement into higher levels of notation and rhythm exercises, chromatic, natural minor, harmonic minor and melodic minor scales will be introduced. Students will also be required to dance to selected music and participate in various local performances as well as national competitions. Students in this course will be eligible, par allotment and in-house audition, to audition during the fall semester for the State Show Choirs and Tours through El Segundo High School. This course will offer ensemble singing, solo opportunities, small ensemble singing, dance, sight-reading and theory studies.

Prerequisite(s) for Enrollment: Students who have already completed and excelled in the techniques taught in Chorale and Chamber Singers. There will be a June audition for enrollment in the following fall semester.

### ***Band***

<b>Advanced Band</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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The purpose of this course is to develop artistic skills and knowledge, such as creating, performing, and producing as well as to develop critical analysis and aesthetic understanding of music. Students will make interdisciplinary connections and study music in a historical and cultural context. Students will read, notate, listen to, analyze and describe music and other oral information, using the terminology of music. All students will engage in active performance and provide a challenging regimen at all levels. Students will be using available technology to reinforce and enhance exploration and technical development as well as assist students in transcribing and composing music.

Prerequisite(s) for Enrollment: Two or more years of Band and Teacher consent.

<b>Jazz Band</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Students will develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: improvisation, composition, arranging, performing, listening, and analyzing.

### ***Strings***

<b>Beginning Strings</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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In Beginning Strings, students will learn about the various types of string instruments; violin, viola, cello, and double bass. With this knowledge they will have the opportunity to learn how to perform on the string instrument of their choosing. Students will develop the body mechanics necessary to perform successfully on their instrument, such as, proper bow hold, proper left hand posture, and proper playing posture. Students will also learn to read music in their corresponding clef sign. Using beginning level music theory, they will learn how to perform a variety of pitches and rhythms on their instrument. Musicianship skills will develop through regular rehearsals. Students will work to attain excellent intonation through regular ear training. Beginning strings is an ensemble class and the student will work to perform as an orchestra. In rehearsals, students will learn about a variety of repertoire that will reflect various time periods of music history. Beginning string students will complete a "Star Performer" project. This will give them the opportunity to learn about existing performers of their respective instrument. Students will be expected to strengthen all of these skills through regular practice at home.

Prerequisite(s) for Enrollment: Students with an interest in playing a string instrument..

<b>Symphony Orchestra</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Symphony Orchestra is an advanced level performing ensemble for strings, woodwinds, brass, and percussion. It is a 7th Period class to enable students to fully participate in their Band elective and/or String elective during the regular school day. Students will be admitted based on teacher recommendation and/or an audition. Students are expected to have had at least one year of prior playing experience on their instrument. It is strongly recommended that students take private lessons simultaneously with this course. This class will focus on performing as a full symphonic orchestra. Students will perform on their instrument

repertoire that represents a variety of genres, styles, and cultures (CA State Standard: 2.4 and 3.4). Students will work to attain advanced levels of expressiveness, technical accuracy, tone quality, and articulation (CA State Standard 2.4). Through the study of the performance repertoire, students will be able to analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive (CA State Standard: 1.5 and 4.3). They will also use a variety of repertoire to compare and contrast the use of form in diverse genres, styles, and cultures. (CA State Standard: 1.6).

Prerequisite(s) for Enrollment: Minimum 1 year of prior study on an instrument; Audition and/or Teacher recommendation.

## Capstone Courses

<b>AP Studio Art – Drawing</b>	<b>Elective</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Advanced Placement Studio Art is a rigorous and challenging portfolio course designed to fulfill the College Board program of study as well as fulfill each of the 5 content strands of the Visual Art Standards. This course is intended to promote creative as well as systemic investigation of both formal and conceptual issues in art. Students will develop decision-making skills and cultivate independent thinking through the creation of a focused collection of work that exhibits quality, concentration and a broad exploration of artistic concepts and media use. Research across component strands of the standards in art history and criticism, aesthetics, technological developments and cultural influences will be integral to the making, analysis and appreciation of art through the Advanced Placement Studio Art curriculum. It is strongly recommended that students take the AP Studio Art – Drawing Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Successful completion of one year of Advanced Art with a minimum grade of A/90%, demonstration of comprehensive knowledge in all five component strands of the Visual Arts Standards through a portfolio review, Consent of the instructor and a Shop donation.

<b>Photography 4</b>	<b>Elective</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Photography 4 is a class where students work towards a formal presentable college level portfolio. Students will choose a theme for their portfolio that will consist of approximately 40 pieces in a variety of disciplines such as: landscape, portrait, still life, studio lighting, night shoot, action and a color study.

Prerequisite(s) for Enrollment: Successful completion of Photography 1-3 and Shop donation

## Capstone Project

### *What is a VAPA capstone?*

The VAPA Capstone Project is a culmination of a VAPA student's work, designed with the input of the student's VAPA advisor. This capstone experience allows senior students to create a body of work that highlights their personal interests, area of specialization, a community need, and/or career choice.

### *What does it require?*

All senior students who are enrolled in the VAPA Capstone Program must complete the capstone requirements. Please note: Some capstones may have additional requirements based on the guidelines of the individual VAPA department and VAPA advisor. There are three primary requirements required for all VAPA capstone projects:

1. Paper (essay format)
2. Product and/or Portfolio (may require documentation of work in the community)
3. Presentation

### *Timeline of Capstone Project:*

August- September: Select topic and proposal due

October- November: Research and start project

November- January: Rough draft due, project continuation, research continuation

January- April: Final project submission/revisions submitted, project completed

April 30: Project/portfolio due

May 1-15: Presentations

May 15-30: Capstone recognition

***Options for VAPA Capstone Recognition Upon Graduation:***

Renaissance Capstone- 4 (or more) semesters in different VAPA disciplines plus the capstone project

Capstone- 4 years in 1 discipline plus the capstone project

***Other options for VAPA Recognition Upon Graduation:***

Novice VAPA Student- 2 years in 1 discipline (minus the capstone project)

Advanced VAPA Student- 4 years in 1 discipline (minus the capstone project)

## CAREER AND TECHNICAL EDUCATION (CTE)

<b>AP Computer Science Principles</b>	<b>HS Math or Elective</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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AP Computer Science Principles is designed to be equivalent to a first-semester, college level course in computer science. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society and the world. It is strongly recommended that students take the AP Computer Science Principles Exam. Cost of the AP Exam is approximately \$92.

Prerequisite(s) for Enrollment: Successful completion of Algebra 1 and Geometry.

<b>AP Computer Science A</b>	<b>HS Math or Elective</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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AP Computer Science A is designed to be equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. It is strongly recommended that students take the AP Computer Science A Exam. Cost of the AP Exam is approximately \$92. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Prerequisite(s) for Enrollment: Successful completion of Algebra 2.

<b>SoCal ROC</b>	<b>Elective</b>	<b>9, 10, 11, 12</b>	<b>1-4 semesters</b>	<b>5-20 Credits</b>
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Southern California Regional Occupational Center (SoCal ROC) is a vocational training facility. Its purpose is to provide entry level and advanced job training and employment assistance for high school students. These programs are endorsed by the industries they represent. Students may earn certificates of proficiency or state proficiency and prepare for licensing exams. Students may register for a variety of programs in over 30 career areas through SoCal ROC.

Prerequisite(s) for Enrollment: Complete the SoCal ROC application with Counselor recommendation.

<b>Work Experience</b>	<b>Elective</b>	<b>11, 12</b>	<b>1-4 semesters</b>	<b>5-20 Credits</b>
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Students receive work experience credit for a part time job that is possibly related to their career goal. Students must regularly attend their job at least ten-hours/ week and attend class one hour/week of related instruction. Instruction includes job readiness skills such as: resume preparation, interview techniques, test-taking skills, interpersonal skills, on-the-job problem-solving skills, conflict resolution methods, etc. Some SCROC courses are located on campus, but most courses are located at the SCROC Center in Torrance. A daily bus will transport students to and from the center for both the afternoon and evening programs free of charge.

Prerequisite(s) for Enrollment: Student must have a qualifying job of 10 hours/week and Recommendation of Work Experience Coordinator.

<b>Internship</b>	<b>Elective</b>	<b>11, 12</b>	<b>1 semester</b>	<b>5 Credits</b>
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Apprenticeships are a 16-week on-the-job training opportunities offered by various business partners in the community. Students train in a cross section of career areas found in local corporations such as: accounting, engineering, computer information technology, product design, fire safety and medical assistance, etc. Students develop job-hunting skills, networking skills, interpersonal skills, and presentation skills, to name a few. All students are responsible for a final presentation project.

Prerequisite(s) for Enrollment: Students must successfully complete an application, resume and interview process.



## Support Program Electives

### ***English Language Development***

Students enrolled in English Language Development (ELD) work on the state adopted ELD Standards while also receiving academic support for their mainstream core courses. Emphasis is on helping students gain confidence in academic settings using academic language in English. Besides focusing on speaking, writing, listening, reading and reading comprehension, students develop their oral language skills and confidence to feel comfortable learning and effectively communicating in English in an academic setting. Students are concurrently enrolled in college preparatory English and an ELD class.

Prerequisite(s) for Enrollment: An assessment level of Early Advanced, Intermediate or Beginning English Proficiency per the California English Language Development Test (CELDT).

### ***Guided Studies***

Guided Studies is an elective course for students who need additional support in conjunction with specific classes. This course may be added for students who have a GPA below a 2.0.

Prerequisite(s) for Enrollment: Recommendation by Guidance Counselor.

### ***Resource Lab***

Resource Lab is an elective in Special Education that supports those students with an Individualized Education Plan (IEP), or any other identified qualifier(s). This course offers students assistance with grade maintenance while improving pre-vocational skills and advancement on their IEP goals. This is also an alternate setting for students needing accommodations.

Prerequisite(s) for Enrollment: Recommendation by Case Manager.

## AP Capstone Diploma®/AP Seminar and Research Certificate®

Students can earn the AP Capstone Diploma® or the AP Seminar and Research Certificate®. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma®.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate®.

<b>AP Seminar</b>	<b>Elective</b>	<b>10, 11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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Students typically take AP Seminar in grade 10 or 11, followed by AP Research.

<b>AP Research</b>	<b>Elective</b>	<b>11, 12</b>	<b>2 semesters</b>	<b>10 Credits</b>
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AP Seminar is a prerequisite for AP Research.

In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

Over the course of the two-year program, students are required to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.