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

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

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

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

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

CULINARY ARTS
Grades: 9,10,11,12 - Year - CTE
Prerequisite: None
This yearlong course is designed to give the student advanced knowledge and skill with an emphasis on food preparation, nutrition, consumer economics, kitchen management, safety and sanitary rules. This culinary arts program focuses on the key aspects of the industry for students pursuing a career pathway in Food Service and Hospitality. Students develop hands-on experiences that emphasize industry awareness, sanitation and safe food handling, food and beverage production and service, nutrition and dietary guidelines, food service management, and customer service. Instruction is provided in the use of restaurant equipment and related technical knowledge in the areas of baking, chef, dietetic aid, catering, institutional foodservice, restaurants and retail occupations.

ECONOMICS FOR LIVING (DES cribed UNDER SOCIAL SCIENCE)

WEB PAGE PRODUCTION 1,2,3,4
Grades: 9,10,11,12 - Year - CTE
Prerequisite: None
In this one to four year sequential course, students design, publish and maintain the high school web site using web-production and image software, Adobe PhotoShop, Macromedia Dreamweaver, Flash and other software as appropriate for the task. Topics covered are (1) Gathering information and communicating it effectively to a worldwide audience, (2) Elements of successful web site design, (3) Creation and revision of web pages using HTML, links, graphic elements, tables and various typographic elements to best effect.

WORK EXPERIENCE EDUCATION (WEE) INTERNSHIP
Grades: 11,12 - Semester - CTE
Prerequisite: Coordinator's approval; enrollment in minimum number of classes on campus
• The Work Experience Education Program is an accredited high school course, approved by the California State Department of Education. Students gain practical experience through exploratory observation or performance, during and after school, in a variety of jobs in industry, business, or the professions. Students receive grades and school credit for work and related instruction assignments that are completed.
• Internships: Students enrolled in this program are not paid but receive elective credits for a minimum of five hours work per week. As an example, a student interested in a dental career may work during or after school observing in a dental office. Other areas may be medicine, architecture, teaching, or any other profession. This is a chance to explore new technology in various special programs.

LANGUAGE ARTS

ELD 3 (UC, CSU) credit for English 1
Grades: 9,10,11,12 - Year
Prerequisite: Parent/guardian permission considering ELPAC level.
An intensive course that provides support for Emerging and Expanding English Learners through integrated instruction of the California English Language Development Standards and the California Common Core Standards for English Language Arts & Literacy. Students develop language fluency in receptive and expressive use of English in academic settings. Listening and oral skills are refined and
reading and writing skills are further developed by including the reading and analysis of selected core literature and by the writing of multi-genre essays.

ENGLISH 1 (UC, CSU)
Grade: 9 - Year
Prerequisite: None
This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research.

ENGLISH 1 HONORS* (UC, CSU)
Grade: 9 - Year
Prerequisite: Eighth grade English Accelerated with a grade of “B” or better, or placement in accordance with District honors policy
This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research. Students in honors should expect assessments that are more challenging in scope and/or duration, and student work should reflect appropriately greater depth of reasoning, analysis, and sophistication. (May also be offered as part of a curricular block with World History Honors.)

ENGLISH 2 (UC, CSU)
Grade: 10 - Year
Prerequisite: None
This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research.

ENGLISH 2 HONORS* (UC, CSU)
Grade: 10 - Year
Prerequisite: English 1 Honors* with a grade of “B” or better, or placement in accordance with District honors policy
This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging fiction and nonfiction, and will continue to expand their vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research. Students in honors should expect assessments that are more challenging in scope and/or duration, and student work should reflect appropriately greater depth of reasoning, analysis, and sophistication. (May also be offered as part of a curricular block with AP European History.)

ENGLISH 3 (UC, CSU)
Grade: 11 - Year
Prerequisite: None
This course is designed to reflect academic standards in reading, writing, speaking, and listening that are foundations for college and career readiness. Students will have the opportunity to read appropriately challenging works of American fiction and nonfiction, and will continue to expand their
vocabulary and refine their ability to apply English language conventions. Student writing will emphasize the ability to draw upon evidence from literary or informational texts to support analysis, claims, reflection, and research.

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

Grade: 11 - Year

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

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

**ENGLISH 4 (UC, CSU)**

Grade: 12 - Year

Prerequisite: None

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

**AP ENGLISH 3 LANGUAGE*** (UC, CSU)

Grade: 11 - Year

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

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

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

Grade: 12 - Year

Prerequisite: English 3 Honors*** with a grade of “B” or better, or placement in accordance with District honors policy

AP English Language and Composition is a yearlong course that focuses on nonfiction reading and expository writing. The curriculum follows the College Board’s guidelines for providing students with readings and assignments that are consistent with those found in introductory level courses at colleges around the country. Students will have the opportunity to explore a variety of nonfiction texts, including nonfiction books, speeches, articles, and editorials, and their writing will convey familiarity with rhetorical devices and the ability to summarize and synthesize textual references into their own arguments. This course also prepares students for the AP language exam, which includes analysis of
the style and structure of classical non-fiction works as well as organized responses to various essay topics.

**AP ENGLISH LITERATURE & COMPOSITION** (UC, CSU)

**Grade:** 12 - Year  
**Prerequisite:** English 3 Honors Or AP English 3 Language with a grade of “B” or better, or placement in accordance with District honors policy  

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

**AP SEMINAR** (UC, CSU)

**Grades:** 10, 11, 12 - Year  
**Prerequisite:** None  

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

**AP RESEARCH** (UC, CSU)

**Grades:** 11, 12 - Year  
**Prerequisite:** AP Seminar  

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

**FORENSICS - SPEECH & DEBATE 1**

**Grades:** 10, 11, 12 - Year  
**Prerequisite:** English 1 with a grade of “C” or better, and/or by teacher recommendation.  

Forensics/Speech & Debate is a two-semester course designed to be a competitive academic class with emphasis on the development of communication skills and knowledge in the areas of public speaking and argumentation. Students will gain expertise in many topics as they become proficient in the skills required for debate research and organization. Students will compete in a variety of events including original oratory, debate, extemporaneous speaking and the oral interpretation of literature. These events will take place both locally and at the state level. This course is offered “7th” period and time requirement for course can vary weekly.

**JOURNALISM 1 (UC, CSU)**

**Grades:** 9, 10, 11, 12 - Year - CTE  
**Prerequisite:** None  

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

**JOURNALISM 2, 3, 4 (DESCRIBED UNDER OTHER PROGRAMS) (UC, CSU)**
READING & WRITING SKILLS 1
Grade: 9 - Year
Prerequisite: Teacher recommendation, grades
This is a yearlong English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 1 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this is the development of writing, listening, and speaking skills.

READING & WRITING SKILLS 2
Grade: 10 - Year
Prerequisite: Teacher recommendation, grades
This is a yearlong English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 2 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this is the development of writing, listening, and speaking skills.

READING & WRITING SKILLS 3
Grade: 11 - Year
Prerequisite: Teacher recommendation, grades
This is a yearlong English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 3 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this is the development of writing, listening, and speaking skills.

READING & WRITING SKILLS 4
Grade: 12 - Year
Prerequisite: Teacher recommendation, grades
This is a yearlong English class for students whose STAR Reading scores fall in the Below Basic or Far Below Basic level, who are challenged in a traditional English course, and/or who receive a teacher recommendation. This is a remediation course that is intended to develop the skills not mastered at previous levels. Aligned to the California State Standards, and correlated to the English 4 curriculum, this course stresses improving fluency and comprehension skills while reading appropriate, high-interest, fiction and non-fiction literature. Embedded in this is the development of writing, listening, and speaking skills.

MATHEMATICS

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

PVPUSD High School Course Handbook 2020-21
*Weighted PVPUSD Course
•Weighted PVPUSD & UC Course
This yearlong course continues the calculus sequence that begins with AP Calculus BC. Its content parallels that which one would find in a third semester college calculus course. That is, it covers vectors and three-dimensional analytic geometry, partial derivatives and Lagrange multipliers, multiple integrals, vector calculus, line and surface integrals, Greens’ Theorem, Stokes’ Theorem, the Divergence Theorem, and first and second order differential equations.

**ALGEBRA 1 (UC, CSU)**  
Grades: 9,10,11,12 - Year  
Prerequisite: Palos Verdes Core Math (PVCM) 8 or PVCM 7/8 accelerated, or placement in accordance with established District acceleration policy.  
In this yearlong course students expand their skills in abstract thinking and improve their ability to provide algebraic solutions. Students will graph and solve equations as they study linear, quadratic, polynomial, and radical functions. Other topics include absolute value, domain/range and piecewise functions.

**ALGEBRA 1 HONORS* (UC, CSU)**  
Grades: 9,10,11,12 - Year  
Prerequisite: Palos Verdes Core Math (PVCM) 8 or 7/8 accelerated, or placement in accordance with established District honors policy.  
In this rigorous and fast paced course students will expand their skills in abstract thinking and improve their ability to provide algebraic solutions. Students will graph and solve equations as they study linear, exponential, quadratic, polynomial and radical functions. Other topics include absolute value, sequences, domain/range, and probability and statistics.

**ALGEBRA 2 (UC, CSU)**  
Grades: 9,10,11,12 - Year  
Prerequisite: Geometry with a grade of “C” or better, or teacher approval  
In this yearlong course students expand their skills in abstract thinking and improve their ability to provide algebraic solutions. Students will graph and solve equations as they study linear, quadratic, polynomial, radical, exponential, logarithmic and rational functions. Other topics include the complex number system, sequences and series, trigonometry, and probability.

**ALGEBRA 2 HONORS* (UC, CSU)**  
Grades: 9,10,11 - Year  
Prerequisite: Geometry Honors* with a grade of “B” or better, or placement in accordance with District honors policy  
In this rigorous and fast paced course students will expand their skills in abstract thinking and improve their ability to provide algebraic solutions. Students will graph and solve equations as they study linear, quadratic, polynomial, radical, exponential, logarithmic, rational and trigonometric functions. Other topics include the complex number system, sequences and series, and probability and statistics.

**ALGEBRA 2 MCR (MEETS COLLEGE REQUIREMENTS) (UC, CSU)**  
Grades: 10,11,12 - Year  
Prerequisite: Geometry MCR with a grade of “C” or better or teacher approval  
In this yearlong course, students expand their skills in abstract thinking and improve their ability to provide algebraic solutions. Students will graph and solve equations as they study linear, quadratic, polynomial, radical, exponential, logarithmic and rational functions. Other topics include the complex number system, sequences and series, and trigonometry.

**CALCULUS (UC, CSU)**  
Grades: 11,12 - Year  
Prerequisite: Pre-Calculus with a grade of “C” or better or teacher approval
This introductory calculus course covers limits, differentiation, and integration of functions of one
variable, with applications. Students will study these topics graphically, analytically, numerically, and
verbally. Topics include elementary functions, concepts of limits and continuity, differentiation rules and
applications to graphing, rates, approximations, and extremum problems, definite and indefinite
integration, the fundamental theorem of calculus, applications of integration to geometry and science
and techniques of integration.

**AP CALCULUS AB** *(UC, CSU)*
Grades: 11,12 - Year
Prerequisite: Pre-Calculus with Limits with a grade of “B” or better, or placement in accordance
with District honors
Calculus AB AP is the equivalent of a semester of college calculus dealing with real-valued functions of
a single real variable. The course content includes, but is not limited to, the course content on the
College Board website. The students take the Advanced Placement Examination in May.

**AP CALCULUS BC** *(UC, CSU)*
Grades: 11,12 - Year
Prerequisite: Pre-Calculus Honors with a grade of “B” or better, or placement in accordance
with District honors policy
Calculus BC AP is the equivalent of a full year of college calculus dealing with real-valued functions of a
single real variable. Course content follows the College Board syllabus and California Framework. The
students take the Advanced Placement Examination in May.

**ESSENTIALS OF ALGEBRA A & B**
Grades: 9,10,11,12 - Two Year
Prerequisite: Teacher recommendation
This two year long course is designed to provide students an opportunity to learn the essential algebra
skills needed to meet the California graduation requirement for math. This course is designed for
students who need to begin Algebra. A variety of assessment techniques will be used, including the use
of portfolios to document student progress.

**FUNCTIONS, TRIGONOMETRY, STATISTICS (UC, CSU)**
Grades: 11,12 - Year
Prerequisite: Algebra 2/Algebra 2 MCR with a grade of "C" or better or teacher approval
Functions, Trigonometry, Statistics is a college preparatory course designed to emphasize
computational skills, critical thinking, and problem solving strategies. The content of the course includes
strands from the California Mathematics Content Standards of algebra II, trigonometry, and probability
and statistics. Topics covered will include linear, graphing, polynomial, rational, exponential,
logarithmic, and trigonometric functions; trigonometric identities; laws of sines and cosines; sequences
and series; frequency and normal distributions; data descriptions; counting techniques, and probability.

**GEOMETRY (UC, CSU)**
Grades: 9,10,11,12 - Year
Prerequisite: Algebra 1 with a grade of “C” or better, or teacher approval
Students develop an understanding of the concept of proof in geometric constructs and construct
formal logical arguments. Students will study geometric constructions using compass and straight edge;
properties of parallel and perpendicular lines, transformations, triangles and other polygons, similarity,
basic trigonometry, circles and three dimensional shapes. Algebraic techniques are applied in the
solution of problems for both two and three dimensional figures.

**GEOMETRY HONORS** *(UC, CSU)*
Grades: 9,10 - Year
Prerequisite: Algebra 1 Honors with a grade of “B” or better, or placement in accordance with
District honors policy
In this advanced level course, students develop an in-depth understanding of the concept of proof in geometric constructs and construct formal logical arguments. Students will study geometric constructions using compass and straight edge; properties of parallel and perpendicular lines, transformations, triangles and other polygons, similarity, basic trigonometry, circles and three dimensional shapes. Algebraic techniques are applied in the solution of problems for both two and three dimensional figures.

**GEOMETRY MCR (MEETS COLLEGE REQUIREMENTS) (UC, CSU)**
Grades: 10, 11, 12 - Year
Prerequisite: Algebra 1 with a grade of “C” or better, or teacher approval
Students develop a basic understanding of constructing formal logical arguments. Students will study properties of parallel and perpendicular lines, transformations, triangles and other polygons, similarity, and basic trigonometry. Algebraic techniques are strengthened throughout the course and applied to proofs of geometric concepts.

**PRE-CALCULUS (UC, CSU)**
Grades: 11, 12 - Year
Prerequisite: Algebra 2 MCR with a grade of “A”, or Algebra 2 with a grade of “C” or better, or teacher approval
This college preparatory course is aligned with California Content Standards, and designed to prepare the student for the study of advanced mathematics. Major emphasis is placed on the analytic approach to the subject rather than numerical computation. The content of the course includes basic trigonometric functions and their development, right triangle relationships and solutions, oblique triangle relationships and solutions, fundamental identities, conic sections, matrices, inverse trigonometric functions, mathematics induction, sequences and limits, analytic geometry, vectors and analysis of functions.

**PRE-CALCULUS HONORS* (UC, CSU)**
Grades: 11, 12 - Year
Prerequisite: Algebra 2 Honors* with a grade of “B” or better, or placement in accordance with District honors policy
This is a college preparatory course aligned with the California Content Standards and designed to prepare highly capable students for the Advanced Placement Calculus BC course or an equivalent course at the college level.

**PRE-CALCULUS WITH LIMITS (UC, CSU)**
Grades: 11, 12 - Year
Prerequisite: Algebra 2 with a grade of “A” or Algebra 2 Honors* with a grade of “C” or better, or teacher approval.
This is a college preparatory course aligned with the California Content Standards and designed to prepare capable students for the Advanced Placement Calculus course or an equivalent course at the college level. Major emphasis is placed on the analytic approach to the subject rather than numerical computation. The content of the course includes basic trigonometric functions and their development, right triangle relationships and solutions, oblique triangle relationships and solutions, fundamental identities, inverse trigonometric functions, mathematics induction, sequences and limits, analytic geometry, vectors and analysis of functions.

**AP STATISTICS * (UC, CSU)**
Grades: 11, 12 - Year
Prerequisite: Algebra 2 or Algebra 2 Honors* completed or concurrent or placement in accordance with District honors policy
This course is designed to prepare students in the methods of statistical analysis, following the California Framework and the College Board outline. Among the topics covered are exploratory analysis of data, probability, simulation models, confidence intervals, and data analysis, including
standard deviation and correlation coefficients, making use of graphical and numerical techniques to study patterns and departure from patterns. Data must be collected according to a well-developed plan. Statistical inference guides the selection of appropriate models. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

**STATISTICAL ANALYSIS (UC, CSU)**
Grades: 10,11,12 - Year
Prerequisite: Algebra 2 or Algebra 2 Honors or Algebra 2 MCR completed or concurrent
This course is designed to introduce students to the basic principles of descriptive statistics, exploratory data analysis, design of experiments, observational studies, simulations, probability, and fitting models to data. The course also looks extensively at principles such as confidence intervals and hypothesis testing, statistical inference, measuring the probability of an event, and using probability in decision-making. Examples from engineering, business, medicine, policy-making, the natural and social sciences, and sports will be explored. Use of computers, modeling software, graphing calculators and the Internet expose students to the power and speed of using technology for data analysis.

**STANFORD PRE-COLLEGIATE UNIVERSITY-LEVEL ONLINE MATH (College Course) (UC, CSU)**
Grades: 10,11,12 – Year
Prerequisite: Completed highest level of math offered at the high school level and District approval.
Stanford Pre-Collegiate University-Level Online Math currently offers 9 courses throughout the year, giving students an advanced offering of math courses not typically available in high school.

**OTHER PROGRAMS**

**ACADEMIC DECATHLON**
Grades: 9,10,11,12 - Semester
Prerequisite: Competition Requirements
Academic Decathlon is a national competition in these ten academic areas: art, economics, fine arts, language and literature, mathematics, music, science, social science, essay, interview, and planned and impromptu speech. This class will practice in each of these areas, using the USAD study guide to prepare for local and state competitions. This course is offered “7th” period and time requirement for this course can vary weekly.

**ADVANCED PROJECTS**
Grades: 9,10,11,12 - Semester
Prerequisite: Administrative and teacher approval
Generally, a student has completed the available course work in a given field prior to embarking on an advanced project. The finished project should reflect good planning, thorough research and excellent craftsmanship. The student completes an Advanced Project application. The student must obtain the sponsorship of a teacher and the teacher has accepted the student for a specific class period. The student is obligated to daily attendance.

**AP COMPUTER SCIENCE A (Java) ** (UC, CSU)**
Grades: 9,10,11,12 - Year - CTE
Prerequisite: Geometry/Geometry H with a grade of “B” or better, or placement in accordance with District honors policy
The AP Computer Science course develops students’ abilities to use computers in powerful, intelligent, and responsible ways. Mastery of programming methodology, algorithms, and data structures raises
the student’s ability to program well above the novice level. An awareness of the ramifications of computer use contributes to one’s ability to make responsible and intelligent use of computers. Course content follows the College Board syllabus.

AP COMPUTER SCIENCE PRINCIPLES* (UC, CSU)
Grades: 10, 11, 12 - Year
Prerequisite: None
AP Computer Science Principles is designed to be implemented as a yearlong high school course. Designed to appeal to a diverse audience, this course examines some of the fundamental ideas of the science of computing. Lectures and hands-on assignments cover a wide variety of topics such as hardware organization, the Internet, computer programming, limits of computing, and social impact of computing. The modules are sequential and designed to be the first computer science course for students who have never programmed before. Students explore the impact of computing in society along with the application of computing across career paths. The course will also build skills and awareness in digital citizenship and cybersecurity. Students learn introductory elements of block and text-based programming to create strategy games.

The following are the major areas of study, or big ideas that are foundational to studying computer science:

- Creativity
- Abstraction
- Data and Information
- Algorithms
- Programming
- The Internet
- Global Impact

Course content follows the College Board syllabus.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) 9, 10 (UC, CSU)
Grades: 9, 10 - Year
Prerequisite: AVID 9 - Entrance into AVID program requires application and interview
      AVID 10 - Completion of AVID 9 or teach recommendation

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

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) 11 (UC, CSU)
Grade: 11 - Year
Prerequisite: Enrollment in at least 1 Honors, AP, or 1 college transferable course accepted by UC/CSU

The AVID Junior Seminar is an interdisciplinary course for AVID juniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than experienced in prior years of AVID. These higher level thinking, reading, writing, and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year. This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader.
The focus of the junior year is the survey of 8–10 recognized leaders from a variety of fields of study. Individually and in study teams, students will explore the historical period in which the leader lived, the social issues they addressed, and their contributions to society. Students will be expected to read and write extensively throughout the process, including participation in a variety of collaborative discussion and response groups.

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

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

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

*Grade: 12 - Year*

**Prerequisite:** Previous completion of at least 2 previous AVID courses. Enrollment in at least 1 Honors, 1 AP course or UC/CSU transferable course

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

AVID 12, like the three previous years, features college-age tutors who lead discussions and critical analysis of the academic courses in which the students are currently enrolled. Students are required to complete timed writings in all subjects; they must also present oral presentations on topics related to careers, colleges, and contemporary issues. AVID students, working with tutors, eventually act as discussion leaders and move into leadership roles in Socratic seminars. These discussions grow beyond elementary didactic direction and guide students in seeing their resources from different perspectives. Mastering textbooks, developing arguments, and thinking on their feet are all critical thinking skills necessary for their continued success.

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

**BROADCAST JOURNALISM 1,2,3,4**

*Grades: 9,10,11,12 - Year*

**Prerequisite:** None

**Elective Credit**

Broadcast Journalism focuses on the analysis and practice of newsgathering, production and presentation from a variety of theoretical, philosophical, artistic and historical perspectives. Students will gain a richer understanding of the ideals, limitations, rituals, and routines of the American news media, all while gaining practical experience as television journalists. They will use this form of production to make personal works of art that include the seven principles of design. This course will also focus on the elements of design (color, lines, shapes, tones, textures, and volume). This course meets the five content standards for visual and performing arts courses: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.
ENGLISH LANGUAGE DEVELOPMENT (ELD) (See Language Arts for ELD 3 Course Description)
English learners (ELs) face the unique challenge of learning English as they are also learning grade-level content through English. PVPHS recognizes, in accordance with the California Department of Education (CDE), that both designated and integrated English Language Development (ELD) is an integral part of a comprehensive program for every EL student to meet the linguistic and academic goals at their grade level.

*Recommended placement is based on initial and summative ELPAC scores and continued monitoring through formative and summative assessment.* All students specified as English Learners will receive both designated and integrated supports. Parents are able to opt their student out of the supports recommended by the school through a waiver process. This waiver can be obtained in person by the parent or legal guardian from the student’s counselor and must be requested annually.

There are 3 levels of designated support for our ELD students based on their ELPAC scores. All non ELD courses provide integrated language supports for our ELD students. PVPHS integrates the California English Language Development Standards in all core classes to support all ELs. Additionally, the courses listed below provided designated supports for English Learners during the school day.

**ELD 1 Language**
Grade: any  
Prerequisite: Concurrent enrollment in ELD 3  
This course provides designated language support in conjunction with enrollment in ELD 3 for beginner EL students. This intensive course uses English Language Development standards to support and extend core content instruction to develop the critical academic language skills needed by students for content learning in English.

**ELD 2 Language**
Grade: any  
Prerequisite: Concurrent enrollment in ELD 3  
This course provides designated language support for emerging EL students in conjunction with enrollment in ELD 3. This intensive course uses English Language Development standards to support and extend core content instruction to develop the critical academic language skills needed by students for content learning in English.

**Guided Study - EL**
Grade: 9,10,11,12 - Semester - Fulfills CTE requirement; Course is repeatable for credit  
Prerequisite: Concurrent enrollment in ELD 3.  
An intensive course for EL students enrolled in English 1-4. This course uses California English Language Development standards as well as the Common Core Standards in English Language Arts and all other core content standards to support the linguistic and academic progress of English Learners.  
Course is repeatable for credit until reclassification requirements are met (RFEP).

**GUIDED STUDY**
Grades: 9,10,11,12 – Semester - CTE  
Prerequisite: One of the following: IEP, Section 504 plan or an SST recommendation with all of the following:  
- GPA of 2.0 or less or one or more D's on an interim report, quarter report or semester report  
- Enrolled in at least two academic classes that assign daily homework  
Meets Career Technical Arts Graduation Requirement; course is repeatable for credit

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

**INDEPENDENT STUDY**
Grades: 9,10,11,12 - Semester
Prerequisites: Approval of instructor and associate principal
Textbook: Depends on program

Enrollment in Independent Studies is restricted by the following circumstances:

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

**JOURNALISM 2,3,4 (UC, CSU)**
Grades: 10,11,12 - Year - CTE
Prerequisite: Journalism 1 and teacher approval

Meets Career Technical Arts Graduation Requirement.

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

**LEADERSHIP**
Grades: 9,10,11,12 - Semester
Prerequisite: Elective/appointed office in the Associated Student Body with Activities Director approval

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

**LINK CREW** (Component of Peer Mentor) (UC, CSU)
Grades: 11,12 - Semester
Prerequisite: Application, interview, teacher recommendation, 4th or 7th period availability, and completion of a two-day training session prior to the start of the school year (in mid-August)

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

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

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

**LITERARY PUBLICATIONS 1,2,3,4 (UC, CSU)**

*Grades: 9,10,11,12 - Year*

*Prerequisite: None*

*Elective Credit*

This full year course will be broken up into four distinct levels. The first semester of the class will consist of a training program for students who have no experience in graphic design, literary evaluation, or a limited knowledge of computers.

The second semester of the class will be a production course for students who will promote, market, design, gather, and publish the school literary magazine. Students will learn how to carefully examine writing to be able to make the best choices for inclusion from contributors who wish to be part of the PVPHS magazine *Beard Full of Butterflies*. This magazine will feature contributions in short stories, poetry, scenes, short essays, photographs and original artwork in black and white as well as full color.

**MEDIA/TECH ASSISTANT**

*Grades: 9,10,11,12 - Semester - CTE*

*Prerequisite: Approval of librarian/counselor recommendation*

*Meets Career Technical Arts Graduation Requirement*

Students enrolled in the media assistant elective will receive actual practice in the daily routine of the high school library. Specifically, the students will expand their talents and skills as well as enrich their learning opportunities in the following areas: (a) research ability, (b) clerical tasks, (c) technical functions, (d) creative experiences using updated computer technology. Students need to be at least ELD 3.

**MOCK TRIAL**

*Grades: 9,10,11,12 - First semester only, 2.5 credits (for credit only)*

*Prerequisite: None*

This course is offered during the first semester for credit only. Students will learn about the American legal system and the Constitution by preparing and role playing in fictional criminal cases. The criminal case reenactments are tried before a real court of law, supervised by local judges and attorneys who donate their time and expertise. Students will have a real "hands-on" experience assuming fictional roles as attorneys, witnesses, prosecutors, defendants, and bailiffs (Mock Trial). Evening and weekend practices as well as participation in Saturday competitions are required. This experience will allow students to gain a working knowledge of public speaking, the rule of law, mediation, negotiation, the United States Constitutional Law, research, and teamwork. This program will provide fundamental
building blocks for students considering a career in law. This course is offered “7th” period and time requirement for course can vary weekly.

**MODEL UNITED NATIONS (MUN)**
Grades: 9,10,11,12 - Year
Prerequisite: None
An interdisciplinary study during which students research topics presently being debated in the United Nations in order to participate in Model United Nations simulations. Students assume the roles of Member States of the UN, tackling a wide range of international issues. Through practice and attendance at Model United Nations Conferences, the students will acquire a working knowledge of diplomatic communication, rules of procedure, debate, negotiation, and resolution writing. The class is open to all students with a desire to learn about the workings of the United Nations and international diplomacy. Membership in the MUN Club is not a requirement. This course is offered “7th” period and time requirement for course can vary weekly.

**OFFICE ASSISTANT**
Grades: 10,11,12 - Semester - CTE
Prerequisite: Staff approval of desired office
Meets Career Technical Arts Graduation Requirement.
This course is designed to give the student practical office experience under the direct supervision of staff personnel. Duties may include operation of the switchboard, using the photocopy machine, answering the telephone, relaying messages and transacting the business of the office assigned. An OA may not leave campus nor have access to specific information regarding the academic progress of individual students. A maximum of 20 credits is available.

**PEER LEADERS UNITING STUDENTS (PLUS) (UC, CSU)**
Grades: 9,10,11,12 - Semester
Prerequisite: Participation in PLUS requires students to have a strong application showing their dedication and leadership, fourth period availability, and completion of the two-day PLUS training before school starts.
The PLUS class is a peer-to-peer leadership program designed to identify and address the critical issues that impact students on campus. PLUS team members work to build a safer and more inclusive school environment. This effort results from collecting data from forums and surveys, implementing informed action plans, reaching out to the community at large, and working with other leadership teams and stakeholders in pursuit of the U.S. Department of Education’s safe school initiatives. Students can take up to two semesters of PLUS for elective credit.

**PROJECT EGO**
Grades: 11,12 - Year (10 credits upon completion of entire yearlong program)
Prerequisite: Counselor recommendation
Project Ego is a special community-based program designed to offer career direction and experience to high school seniors and juniors. Students are required to attend semi-monthly seminars conducted by the associate principal, Project Ego coordinator, community business professionals and psychology interns. Project Ego was conceived by the PVP Education Foundation and is sponsored by the Rotary Club of Palos Verdes Sunset in cooperation with the school district. This is a course that meets twice per month in the evenings at one of the high school campuses.

**SoCal ROC (Southern California Regional Occupational Center)**
Grades: 9,10,11,12 - Semester, 2.5 - 10 credits - (CTE selected courses)
Prerequisite: Enrollment in the minimum number of classes at high school needed to comprise a five-period day
Meets Career Technical Arts Graduation Requirement.
SCROC provides students with advanced vocational training in many areas. Applications are available in the Career Center. Free bus transportation is provided to and from school. Students can earn up to
15 elective credits per semester. These courses are offered through SCROC and are located on the SCROC campuses.

**SERVICE LEARNING LEADERSHIP (UC, CSU)**
**Grades: 9,10,11,12 - Year**
**Prerequisite: Application and interview**
Service Learning Leadership is a yearlong course, combining high-level critical thinking, reading, writing and analytical skills into authentic and applicable service based and entrepreneurial project experiences. Students will participate in research and evaluation, project planning and execution as well as leadership and communication based activities in order to further develop these key skill sets as they also contribute to civic engagement and social consciousness in their communities. Students will learn vital lessons such as how to come back from adversity, evaluate progress, and set realistic and future oriented goals. Findings from these experiences will lead students to become highly skilled socially responsible citizens who can apply their knowledge to larger scale future projects as their ages, resources and scopes increase. Students will understand the importance of being passionate about a cause and also being aware of civic engagement opportunities in all areas of their community. This class will allow students to synthesize information obtained in all of their core classes as well as to work both individually, as a class and in small teams. Service Learning Leadership will prepare students through real world application in order to produce civically engaged and socially conscious citizens.

**SERVICE LEARNING LEADERSHIP TWO (UC, CSU)**
**Grades: 10,11,12 - Semester**
**Prerequisite: One year Service Learning Leadership**
Service Learning Leadership Two is the continuation of Service Learning Leadership [One]. It is intended for students who would like to further hone the leadership, project management and philanthropic skills gained in a previous year of Service Learning Leadership. Students will combine high level critical thinking, reading, writing and analytical skills in order to create and implement service based and entrepreneurial projects. Students will continue to participate in research and evaluation, project planning and execution as well as leadership and critical thinking based activities in order to further develop these key skills as they also contribute to civic engagement and social consciousness in their local and global communities. Students will continue with vital lessons such as how to assess root causes and evaluate progress along with working passionately to affect social issues in a positive manner. Students will use the best practices for service projects learned in their previous year of Service Learning Leadership in order to continue their work on teacher, student, and class-planned service projects, both on campus and in the greater community. Students will have the opportunity to take their work on service projects and philanthropic events to a deeper and more meaningful level as they are able to implement them for a second time and are able to use lessons learned from previous years to refine them. This class will allow students to synthesize information obtained from previous years to further grow as leaders, creative thinkers and self-directed lifelong learners.

**TEACHER ASSISTANT (TA)**
**Grades: 10,11,12 - Semester**
**Prerequisite: Teacher approval**
Students work as assistants to teachers. Regular attendance is required. The teacher assistant will report daily to the assigned teacher or substitute teacher. In the event there is no assignment, the TA will remain with the assigned teacher for the period, or under prior arrangements, remain under the supervision of another teacher or secretary in one of the offices. The TA is not to be left unsupervised in a classroom. A student may not be a TA more than one period per semester nor earn more than 20 credits. A TA may not leave campus nor have access to specific information regarding the academic progress of individual students.
TEEN COURT  
Grades: 9,10,11,12 – Semester, 2.5 credits  
Prerequisite: None  
Students enrolled in Teen Court will benefit from exposure to the legal system by participating in a number of roles in the real cases of their peers. By acting in the parts of bailiff, clerk, and actively questioning jury, students are prompted to recognize the importance of various aspects of a youth trial. Involved students fulfill civic obligation by providing consequences for peers involved in low-level criminal conduct. Due to Teen Court’s nature as an early intervention program for real juvenile delinquents, student participants learn the importance of being responsible citizens while helping reform the community’s already troubled youth. The class is open to all students who wish to learn about the day-to-day legal system presently in affect in the United States. This course is offered “7th” period and time requirement for course can vary weekly.  

Students will earn 2.5 credits per semester for Teen Court through verification of the following:  
1. Attendance at Teen Court sessions (after school, 1-2 times a month)  
2. Observations of the justice system as assigned by Teen Court advisors, and  
3. Completion of written assignments as assigned by Teen Court advisors.

YEARBOOK PRODUCTION 1,2,3,4  
Grades: 9,10,11,12 - Year - CTE  
Prerequisite: Approval of yearbook instructor  
Meets Career Technical Arts Graduation Requirement.  
This is a one to four year course in yearbook production, covering news and feature writing, caption writing, headline writing, and copy reading. Students receive beginning and advanced instruction in graphic design computer skills as they create and layout all 600 pages of the yearbook. Students will be expected to devote extra time after normal school hours.

PHYSICAL EDUCATION

ADAPTED PE  
Grades: 9,10,11,12 - Quarter  
Prerequisite: IEP/Recommendation of nurse  
Designed for those students who cannot participate in the regular physical education program because of physical problems, post-operative conditions or similar reasons. Students must receive permission from a physician, the school nurse and a review committee for admission to this class. Modified games and special exercises are stressed. Individual instruction is the primary focus of prescribed activities.

ADVANCED DANCE (UC, CSU)  
Grades: 11,12 - Year  
Prerequisite: Intermediate Dance or Audition  
Can be taken for PVPUSD credit in PE or Visual and Performing Arts  
This is an advanced level dance class where students demonstrate a mastery of various major traditions, techniques, styles of dance and use of creativity through choreography in a variety of times and places. Students will perform in the annual dance concert. First semester students will work on increasing flexibility and technique through stretching and conditioning and are exposed to advanced dance techniques. Second semester they will work on solo and group choreography in preparation for the Spring Dance Concert. Students will learn to critically assess and derive meaning from works of dance and performances based on elements of dance and aesthetic qualities.

PHYSICAL EDUCATION  
Grade: 9 - Quarter  
Prerequisite: None
As part of this 4 quarter program, students develop and demonstrate movement activities, appreciation for lifetime fitness, and social development through team sports.

**PHYSICAL EDUCATION**
Grades: 10 - Quarter  
Prerequisite: None  
In this 4 quarter course, students focus on individual and team sports of choice, (e.g., dance, personal defense, and physical fitness). Emphasis is placed on analysis of the physiological and mechanical principles involved in human movement to achieve personal fitness goals.

**PHYSICAL EDUCATION ATHLETICS**
Grades: 9,10,11,12 – Quarter  
Prerequisite: Coach approval  
Ninth and tenth grade students in athletics will be enrolled in this course during 6th period if their sport is not year round. Students receive PE credit. Eleventh and twelfth grade students may participate on a credit or audit basis. (Boys; Girls)

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<td>Volleyball (G)</td>
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<td>Swimming (B&amp;G)</td>
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<td>Water Polo (B)</td>
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<td>Tennis (B), Track and Field</td>
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**PHYSICAL EDUCATION/CHOREO**
Grades: 9,10,11,12 - Quarter  
Prerequisite: Audition  
Can be taken for PVPUSD credit in PE or Visual and Performing Arts  
This is an advanced level production course which prepares for performance at the annual dance concert. Students demonstrate various dance techniques, styles of dance, and use of creativity through choreography. First semester, students work on increasing flexibility through stretching and are exposed to dance techniques. Second semester students work on intermediate to advanced technique and choreograph solo and group dance works. In the eleventh and twelfth grade, this course counts as a fine arts requirement.

**PHYSICAL EDUCATION/DANCE**
Grades: 9,10,11,12 - Quarter  
Prerequisite: None  
In this course students demonstrate various dance technique, styles of dance and use creativity through choreography. First semester students work on flexibility, strength and dance fitness activities, as well as basic dance technique and choreography. Second semester, students work on intermediate to advanced technique, choreograph solo and group works, and have performance opportunities.

**PHYSICAL EDUCATION/DANCE/DRILL**
Grades: 9,10,11,12 - Quarter  
Prerequisite: Audition required for team participation  
All students from beginning to advanced, explore various dance movements and creativity. Dance team and drill teams, which include Drill Team, Short Flags, and Banner carriers, perform at athletic activities and competitions outside of school. Students work on dance and drill techniques during the course of
the year. PE credit is given to students in grades nine and ten; elective credit may be given to students in grades eleven and twelve.

**PHYSICAL EDUCATION/INTERMEDIATE DANCE**
Grades: 9,10,11,12 - Quarter
Prerequisite: Audition
Can be taken for PVPUSD credit in PE or Visual and Performing Arts
This is an intermediate level dance class where students demonstrate understanding of various major dance traditions, techniques, styles of dance, and use of creativity through choreography in a variety of times and places. Students will prepare for performance at the annual dance concert. First semester students will work on increasing flexibility through stretching and are exposed to intermediate dance techniques. Second semester they will work on solo and group choreography and prepare for the spring dance concert. In the eleventh and twelfth grade, this course counts as a fine arts requirement. Students learn to critically assess and derive meaning from works of dance and performances, based on the elements of dance and aesthetic qualities.

**PHYSICAL EDUCATION/MARCHING BAND**
Grades: 9,10 - Quarter
Prerequisite: None
Athletic and competitive activities in addition to performances and concerts. PE credits for grades nine and ten; may be taken for Fine Art credit in grades eleven and twelve.

**PHYSICAL EDUCATION/PEP SQUAD**
Grades: 9,10,11,12 - Quarter
Prerequisite: Audition, teacher approval
PE/Pep Squad is a comprehensive year-round program of instruction for the songleading and cheerleading teams who dance and cheer at school and athletic events. Students practice daily in dance, gymnastics, conditioning, and cheerleading techniques and engage in outside competitions against other schools.

**PHYSICAL EDUCATION/STRENGTH AND FITNESS (WEIGHT TRAINING)**
Grades: 9,10,11,12 - Quarter
Prerequisite: concurrent with athletic competition; consent of teacher required
As part of this program of strength training and conditioning, students will have the opportunity to improve their level of fitness through a weight training program that includes a variety of activities and concepts related to muscular strength and endurance, cardiovascular fitness, flexibility and body composition. Students will access and monitor their level of fitness and set goals that will lead to lifelong wellness. This course meets the graduation requirement for physical fitness. It may be used for elective credit if PE graduation requirement is met.

**PHYSICAL EDUCATION/SURF**
Grades: 9,10,11,12 - Quarter
Prerequisite: Swim test, teacher approval
PE Surf is a zero period class includes participation by surfing short board, long board, or boogie boarding. Surf class meets at Torrance Beach. On days when the surf is very small students will participate in beach runs and other physical training drills. Students are required to bring their own surf board or boogie board. Beginners to expert surfers are welcome.

**PHYSICAL EDUCATION/VARSITY DANCE**
Grades: 9,10,11,12 - Quarter
Prerequisite: Audition required for team participation
All students from beginning to advanced, explore various dance movements and creativity. The Varsity Dance Team performs at athletic activities and competitions outside of school. Students work on dance
and drill techniques during the course of the year. PE credit is given to students in grades 9 and 10; elective credit may be given to students in grades 11 and 12.

**PHYSICAL EDUCATION/YOGA**  
*Weighted PVPUSD Course Page 20*

**Grades: 10,11,12 - Quarter**  
**Prerequisite: One year of Physical Education or Physical Education/Dance**

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

**SCIENCE AND ENGINEERING**

**AEROSPACE ENGINEERING (UC, CSU)**  
*Weighted PVPUSD Course Page 20*

**Grades: 9,10,11,12 - Year - CTE**  
**Prerequisite: None**

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

In addition, students use Inventor, which is a state of the art 3D design software package from AutoDesk, to help them design solutions to solve proposed problems. Students design intelligent vehicles and learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community.

The course of study includes:

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

**AP BIOLOGY 2* (UC, CSU)**  
*Weighted PVPUSD Course Page 20*

**Grades: 10,11,12 - Year**  
**Prerequisites: Biology 1 with a grade of “B” or better, Chemistry 1 with a grade of “B” or better, and Algebra 2 with a grade of “B” or better; or placement in accordance with District honors policy**

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

**BIOLOGY 1 (UC, CSU)**
Grades: 9,10,11,12 - Year
Prerequisite: Completion of or concurrent enrollment in Algebra 1
This course is designed to meet college entrance requirements as a laboratory science. The material presented in the course includes cell biology and basic chemistry, plant growth and development, genetics, evolution and natural selection, reproduction, physiology of the human body and corresponding functions, and ecology. The approach taken in this discipline reflects the needs of a student interested in a general survey class in the field of biology. Students enrolled in Biology 1 may continue into Chemistry and Physics.

**BIOLOGY 1 HONORS* (UC, CSU)**
Grades: 9,10,11,12 - Year
Prerequisite: Accelerated Science 8 with a grade of “B” or better, or completion of or concurrent enrollment in Algebra 1, or placement in accordance with District honors policy
Biology Honors is an academically challenging course that is designed to prepare students for the Advanced Placement Biology (Biology 2 AP*) course that follows. This course is aligned with the California State Standards for Biology. The course is formulated to fulfill the California State and University of California requirements for a laboratory life science. Covering the major themes or concepts of biology, the first semester surveys biochemistry and energy, including photosynthesis, fermentation, and respiration. It also investigates the structure and function of the cell, genetics, origin of life, and evolution. The second semester includes ecology, human physiology, classification, and plant physiology. Laboratory investigations are an integral part of this course.

**AP CHEMISTRY * (UC, CSU)**
Grades: 10,11,12 - Year
Prerequisite: Chemistry 1 Honors and Algebra 2 with a grade of “B” or better, or placement in accordance with District honors policy
This college-level course is designed for serious-minded science students, and uses a college-level examination (Advanced Placement Chemistry exam). Theory and problem solving are stressed. This course covers and investigates the periodic table, atomic structure, types of chemical reactions, chemical bonding, the conservation of matter and energy, stoichiometry, gases and their properties, liquids and solids, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, electrochemistry, nuclear processes, and introduces organic and biochemistry. Experiments, mathematical calculations, and models are used to promote an understanding of the concepts, principles, and theories of chemistry.

**CHEMISTRY 1 (UC, CSU)**
Grades: 9,10,11,12 - Year
Prerequisite: Concurrent enrollment or completion of Geometry
This course is designed to meet college requirements as a lab science. This course will cover and investigate the periodic table, atomic structure, chemical bonding, the conversion of matter and energy, stoichiometry, gases and their properties, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, nuclear processes, and introduces organic and biochemistry. Experiments, mathematical calculations and models are used to attain an understanding of the concepts, principles, and theories of chemistry.

**CHEMISTRY 1 HONORS* (UC, CSU)**
Grades: 9,10,11,12 - Year
Prerequisite: Concurrent enrollment or completion of Geometry
This course is designed to meet college requirements as a lab science. Students enrolled in this course should have a high ability level for science as the rigorous nature of the course is designed for those...
opting to take Chemistry 2AP* and other advanced science courses. This course will cover and investi- 
gate the periodic table, atomic structure, chemical bonding, the conservation of matter and energy, stoichiometry, gases and their properties, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, nuclear processes, and introduces organic and biochemistry. Coverage of the material in this course will be more in-depth and emphasize more problem solving than the Chemistry 1 course. Experiments, mathematical calculations and models are used to attain an understanding of the concepts, principles, and theories of chemistry.

**CIVIL ENGINEERING AND ARCHITECTURE (UC, CSU)**
**Grades: 10,11,12 - Year - CTE**
**Prerequisite:** Introduction to Engineering Design, Principles of Engineering, or Digital Electronics

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

The major focus is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation using Auto-Desk-Revit.

**DEVELOPMENTAL PHYSIOLOGY AND SPORTS MEDICINE (UC, CSU)**
**Grades: 9,10,11,12 - Year**
**Prerequisites:** Completion of English 1; Suggested completion of or concurrent enrollment in Biology, or teacher recommendation

This competency-based course provides students with the basics of Sports Medicine as well as with hands-on training in the basic duties of a sports therapy aide and fitness instruction. Instruction includes an orientation, safety and infection control, communication and interpersonal skills, academic proficiency, and employability skills. Emphasis is placed on: ethical and legal considerations; sports and therapeutic equipment; nutrition and weight management; physical fitness assessment; physical conditioning; emergency preparedness and assessment; infection control, vital signs assessment; basic life support (including AED and CPR); injuries to the tissues; injuries to the head and spine; injuries to the chest and abdomen; environmental conditions; medical conditions; taping and wrapping; and therapeutic modalities and physical rehabilitation. The competencies in this course are aligned with California High School Academic Content Standards.

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

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

**EARTH SCIENCE**
**Grades: 9,10,11,12 - Year**
**Prerequisite:** Completion of or concurrent enrollment in Essentials of Algebra or Algebra 1

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

**ENGINEERING DESIGN AND DEVELOPMENT (UC, CSU)**  
**Grades:** 11,12 - Year - CTE  
**Prerequisite:** Introduction to Engineering Design or Principles of Engineering  
In this capstone course, teams of students apply principles developed in the core PLTW classes to solve a problem of their own choosing. Guided by a community mentor, they brainstorm possibilities, research current patents, construct a working model, test the model in real life situations or simulations, document their designs, and present and defend the design to a panel.

**AP ENVIRONMENTAL SCIENCE *(UC, CSU)**  
**Grades:** 10,11,12 - Year  
**Prerequisite:** Biology 1 with a grade of “C” or better; Concurrent enrollment in Chemistry with a grade of “C” or better, or placement in accordance with District honors policy  
The Environmental Science AP course is designed to be the equivalent of a one semester, introductory college course in environmental science and is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science. In both breadth and level of detail, the content of the course reflects what is found in many introductory college-level environmental science courses.

**INTRODUCTION TO ENGINEERING DESIGN (UC, CSU)**  
**Grades:** 9,10,11,12 - Year - CTE  
**Prerequisite:** Completion of or concurrent enrollment in Algebra 1  
This course introduces students to engineering design and teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software Auto Desk Inventor. The course introduces the history of engineering, sketching and visualization, geometric and modeling concepts, continuing with practical assembly, model analysis and documentation, presentation, production and marketing skills. Course format will include lectures, discussions, labs and computer labs, projects and outside research.

**LIFE SCIENCE**  
**Grades:** 9,10,11,12 - Year  
**Prerequisite:** None  
Students will apply the scientific method to evaluate life’s structure, chemistry, and its relationship to the environment. Content covers material required on the California Life Science Standards test. Topics include cell biology, genetics, physiology, ecology, evolution, and investigation and experimentation.

**MARINE BIOLOGY (UC, CSU)**  
**Grades:** 10,11,12 - Year  
**Prerequisite:** Biology 1  
Marine Biology is a laboratory science course designed to introduce the student to the features, basic processes, and unique biology of the marine environment in order to understand the ocean’s potential as a resource, and enhance awareness of the value and fragility of the ocean, its inhabitants and its ecosystems. An investigative approach to learning about the ocean and its inhabitants is stressed in this course.

**MARINE BIOLOGY HONORS *(UC, CSU)**  
**Grades:** 10,11,12 - Year  
**Prerequisites:** Biology 1 with a “B” or better and completion of Algebra 1  
Marine Biology Honors is a laboratory science course designed to introduce the student to the features, basic processes, and unique biology of the marine environment in order to understand the ocean’s potential as a resource, and enhance awareness of the value and fragility of the ocean, its inhabitants...
and its ecosystems. An investigative approach to learning about the ocean and its inhabitants is stressed in this course. Students perform directed and independent research on specific marine organisms and include in-depth analysis and presentation of findings. Laboratory activities include dissection, data collection, and analysis based on experiments that develop scientific investigation and critical thinking. This course is an advanced level science course with emphasis and workload comparable to an introductory college class.

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

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

**AP PHYSICS 1 *(UC, CSU)*
Grades: 10,11,12 - Year
Prerequisite: Concurrent enrollment in Algebra 2 Honors or higher

AP Physics 1 is a full year course that is the equivalent of a first-semester introductory college course in algebra-based physics. Students cultivate their understanding of physics through inquiry based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

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

AP Physics 2 is a yearlong course that is equivalent to a second semester college course in algebra-based physics. The course continues to cover fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Students will gain a deeper conceptual understanding through student-centered, inquiry-based instruction and will have time to master foundational physics principles while engaging in science practices. In addition, students will build knowledge through content-rich nonfictional reading, writing, and speaking.

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

**AP PHYSICS C ELECTRICITY & MAGNETISM *(UC, CSU)*
Grades: 11,12 - Year
Prerequisite: Concurrent enrollment in Calculus and completion of AP Physics C Mechanics required, or placement in accordance with District honors policy

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

**AP PHYSICS C MECHANICS *(UC, CSU)*
Grades: 11,12 - Year
Prerequisite: Concurrent enrollment in Calculus required, or placement in accordance with District honors policy

Physics C Mechanics Advanced Placement parallels a college course covering Newtonian mechanics, which serves as a foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problem solving.
**PHYSIOLOGY AND ANATOMY (UC, CSU)**  
**Grades: 11,12 - Year**  
**Prerequisites: Biology 1 with a grade of “C” or better and completion of Algebra 1**  
This course is designed to meet college requirements as a biological laboratory science. The content covers the eleven major organ systems of the human body and focuses on two main themes: the relationship of structure to function and homeostasis. The laboratory experiments include with histological examination of tissue, skeletal parts, major muscle groups, etc. There are also a series of dissections to accompany the major organ systems including a study of the sheep brain, mammalian kidney, and a beef heart.

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

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

**PHYSIOLOGY AND ANATOMY HONORS *(UC, CSU)**  
**Grades: 11,12 - Year**  
**Prerequisites: Biology 1 with a “B” or better and completion of Algebra 1**  
This course is designed to meet college requirements as a biological laboratory science. It covers the eleven major organ systems of the human body while focusing on two main themes: the relationship of structure to function and homeostasis. An investigative approach to learning about the human body will be stressed in this course. Students will perform directed and independent research -- with a health care focus -- on specific systems of the human body, which will include in-depth analyses and presentations of findings. Laboratory reports will incorporate both English and Math core standards by implementing both writing and math exercises when possible. Students will also perform inquiry-based labs which will give them the opportunity to design and set up some of their own investigations. Guest speakers and/or field trips will be arranged in order to relate the course content to actual health care professions and provide information on the most recent developments in medicine.

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

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

**PRINCIPLES OF ENGINEERING (UC, CSU)**  
**Grades: 9,10,11,12 - Year - CTE**  
**Prerequisite: Completion of or concurrent enrollment in Algebra 1**  
This course is designed to introduce students to the foundation principles of engineering and to give students opportunities to begin applying those principles to real-life problems. Students will learn that the engineering process is multi-faceted, combining physical science knowledge, mathematical insight, creative design, organization skills, communication skills, data analysis and documentation, and critical thinking. Students will engage in problem-solving activities and project development that will require them to build expertise in all of the facets of engineering mentioned above. Course format will include
lectures, in-class use of various technologies, group projects, discussions, problem-solving sessions, lab experiments, and outside research.

**SCIENCE RESEARCH 1,2,3,4**  
Grades: 9,10,11,12 - Year - CTE  
Prerequisite: Concurrent or previous enrollment in biology, chemistry, statistics, psychology, sociology, or Algebra 2  
Science Research is a one-to-four year sequential course designed for highly motivated students to advance an understanding of research methodology in the natural and social sciences. The course is directed to those students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on both laboratory and bibliographic research and will cover the California Science Content Standards for experimental design. This course engages students to work in conjunction with research scientists and professionals within their field of work. Students problem solve individual and group labs, write a research paper, analyze past and present scientific research for scientific methods, and discuss solutions to current dynamic issues. In addition, students undertake independent research in mathematics, life sciences, physical sciences, or social science. Students are taught the process of online bibliographic researching. Student commitment to long-term focused research, demonstrating initiative, perseverance, and creativity, is fostered.

**SOCIAL SCIENCE**

**ADVANCED PHILOSOPHY AND RELIGION (UC, CSU)**  
Grades: 9,10,11,12 - Semester  
Prerequisite: None  
The course provides a conceptual understanding of philosophy and its essential relationship to the major thought systems of the modern world. It surveys and compares core intellectual and religious traditions in both western and eastern civilizations. The curriculum requires critical reading, essay writing, and directed research into advanced levels of philosophical thought. Oral communication skills are emphasized in learning the reasoning process as well as promoting clarity of thought and expression.

**AMERICAN GOVERNMENT (UC, CSU)**  
Grade: 12 - Semester  
Prerequisite: None  
The required semester course in American government is designed to give students a critical perspective on politics and government in the United States. The course compares systems of government in the world today and analyzes the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judicial branches of government. The course promotes familiarity with the various institutions, groups, beliefs, and ideas that make up the American and comparative political system.

**AP AMERICAN GOVERNMENT *+ (UC, CSU)**  
Grade: 12 – Semester (Spring)  
Prerequisite: US History with a grade of “B” or better, or placement in accordance with District honors policy  
Designed to survey the United States national political system; the purpose of this course is to examine and analyze the basic governmental institutions and their functions. This course is intended for the highly-motivated student who wishes to earn college credit in government. It is heavily content oriented and aims to promote skill development through a rigorous course of study. Primary focus will be placed on the national level, with a brief examination of the states and how they function within the federal system as well as how their governments differ from the national government.
**COMPARATIVE RELIGIONS (UC, CSU)**
Grades: 9,10,11,12 - Semester
Prerequisite: None
This course introduces the students to the major religions of the world. These belief systems are approached from the cultural perspective of each faith. Major religious tests, doctrines, rituals, customs, and artistic expressions are presented in order to increase a wide range of understanding and respect.

**ECONOMICS (UC, CSU)**
Grade: 12 - Semester
Prerequisite: None
Economics involves the study of microeconomics and macroeconomics to help students become responsible citizens and effective decision makers. The class provides an understanding of basic economic principles, including the law of supply and demand, scarcity, the role of the market place, competition, and consumer choice. In addition, the course deals with macroeconomic topics of inflation and unemployment, measures of national wealth, the economic role of the government, and international trade and finance. The course also includes personal economic decision-making: investments, budget process, job choice, and consumer information.

**AP MICROECONOMICS * (UC, CSU)**
Grade: 12 – Semester (Fall)
Prerequisite: US History with a grade of “B” or better, or placement in accordance with District honors policy
AP Economics involves the study of microeconomics and macroeconomics. The microeconomics portion of the class provides an understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. This portion of the class will include: supply and demand models, consumer choice, production and costs, market structures, concepts of supply and demand to markets for factors such as labor.

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

**ECONOMICS FOR LIVING**
Grade: 12 - Semester
Prerequisite: None
Meets Economics graduation requirement
This course is designed to provide students with an understanding of the economic system of the United States and the role of the individual in the economy.

**ETHICS (UC, CSU)**
Grades: 9,10,11,12 - Semester
Prerequisite: None
This one semester course examines various ethics issues confronted by students as well as those in the news. Ethical decision-making models will be examined and tested. In the 21st Century we are constantly faced with new medical technologies and medicine. We can grow ears on mice, harvest human organs in animals, extract stem cells from embryos, create transgenic organisms, and clone animals. We can now keep people alive for years using medical machines, such as ventilators, and through organ transplantation. In the near future we will have the technology available to choose every
detail of our unborn child: sex, hair color, height, eye color, even athletic prowess. Whether these technologies are currently available or will be available in the near future, they will intimately affect our students. A course in bioethics will not only discuss such topics, but will discuss the ethics behind them. Bioethics will encourage students to not only explore ethical dilemmas surrounding medical technology, but to explore them in light of differing religious, cultural, political, and personal influences. Through case studies and both primary and secondary resources, students will explore the ethics of organ transplantation, human experimentation, biotechnology, stem cell research, eugenics, withdrawing/withholding medical treatment, and cloning. Ethical topics and other themes such as justice, burden and benefit analysis, social responsibility, resource allocation, autonomy, family dynamics, legal issues, and personhood will be discussed in regards to specific cases. Through bioethics students will be exposed to new technologies and medicines, and be encouraged to develop ethical reasoning skills, identify their own values, understand the societal impact of their decisions, and be aware of cultural, religious, and personal differences in others.

**AP EUROPEAN HISTORY ***(UC, CSU)
Grades: 10,11,12 - Year
Prerequisite: World History Honors and English Honors course with a grade of “B” or better, or placement in accordance with District honors policy
This course deals with varied political, intellectual, and socio-economic themes and familiarizes students with the interrelationships of these themes through several chronological periods, from 1450 to the present. Medieval times are reviewed in terms of its influence on the Renaissance.

**AP PSYCHOLOGY ***(UC, CSU)
Grades: 10,11,12 - Year
Prerequisite: None
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

**PSYCHOLOGY (UC, CSU)
Grades: 10,11,12 - Semester
Prerequisite: None
This is a one semester course, which introduces students to the subject of psychology. The course includes an overview of major psychological approaches, theories, and concepts and is designed to help students gain a better understanding of themselves and other people. It also offers practical applications for students to help them live more satisfying and productive lives.

**AP UNITED STATES HISTORY***(UC, CSU)
Grade: 11 - Year
Prerequisite: World History Honors or AP World History, and English 2 Honors with a grade of “B” or better, or placement in accordance with District honors policy
This college-level course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. Students learn to assess historical materials -- their relevance to a given interpretative problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. In addition, the course develops student skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This
survey of American history provides extensive chronological coverage and readings on a broad variety of topics that include economic, cultural, intellectual, and social history, in addition to political, constitutional, and diplomatic history.

**UNITED STATES HISTORY (UC, CSU)**
Grade: 11 - Year  
Prerequisite: None  
In this required eleventh grade course, students analyze and evaluate American political, social, and economic behavior during major periods in the nation’s experience. Multiple factors that 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 in addressing critical issues.

**AP WORLD HISTORY *(UC, CSU)***
Grades: 9,10,11,12 - Year  
Prerequisite: Language Arts 8 Accelerated with a grade of “B” or better, or placement in accordance with District honors policy  
The purpose of the World History AP course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. The course offers balanced global coverage with Africa, the Americas, Asia, Europe, and all Oceania represented.

**WORLD HISTORY (UC, CSU)**  
Grades: 9,10 - Year  
Prerequisite: None  
In this yearlong course, students demonstrate a basic understanding of world history, geography, and culture. Content will cover the foundation of political thought in the development of law, religion, philosophy, and culture, and the influence of ancient civilization on modern western society. Students identify, analyze, and interpret significant historical information.

**WORLD HISTORY HONORS *(UC, CSU)***  
Grades: 9,10 - Year  
Prerequisite: Language Arts 8 Accelerated with a grade of “B” or better, or placement in accordance with District honors policy  
In this honors level course, students work toward developing an advanced understanding of world history, geography, and culture. Emphasis is placed on acquiring and exhibiting specific critical reading and writing proficiencies that enable them to succeed in subsequent social science advanced placement courses. As part of the course, students are also able to identify, analyze, interpret, and communicate significant historical information.
COMMUNICATION SKILLS 1,2,3,4
Grades: 9,10,11,12 - Year
Prerequisite: None
Communication Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Included subject areas are reading, written communication, oral communication, and listening and English mechanics.

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

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

CONSUMER SKILLS 1,2,3,4
Grades: 9,10,11,12 - Year
Prerequisite: None
Consumer Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Areas of emphasis include basic computation skills of whole numbers, fractions, decimals and their functional application in daily life. The course of study is designed to meet the individual needs of the student as indicated on his/her Individual Education Plan.

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

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

LEARNING LAB 1,2,3,4
Grades: 9,10,11,12 - Year
Prerequisite: None
Learning Lab 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. The students will develop and strengthen skills necessary for participation and success in their school assignments and activities. Special attention will be focused on each student’s individual needs as identified in his/her Individual Education Plan.

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

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

PRACTICAL LIVING SKILLS 1,2,3,4
Grades: 9,10,11,12 - Year
Prerequisite: None
Practical Living Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. Topics for instruction include food preparation, care of clothing including washing, ironing, and mending, marketing, comparison-shopping, kitchen and home safety and cleanliness, reading bus schedules, reading maps, preparation of budgets.

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

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

**STUDY SKILLS**
**Grades: 9,10,11,12 - Year**
**Prerequisite: Active IEP**
Students apply strategies to use in general education classes. Organizational skills, time management skills, proper study environment, note taking skills, exam strategies, library and research skills, key elements in reading, memorization techniques.

**VOCATIONAL SKILLS 1,2,3,4**
**Grades: 9,10,11,12 - Year**
**Prerequisite: None**
Vocational Skills 1-4 is a course designed for the high school student in Special Day/Basic Skills classes. This course of study will provide students the opportunities to develop self-awareness, assess vocational strengths and weaknesses, participate in career awareness activities, acquire job survival skills, and participate in a variety of classroom, campus and community work experiences.

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

As addressed by the SEACO (Special Education Administrators in County Offices) Alternate Curriculum, the development of vocational skills is one of the seven curricular areas within the six Frameworks. Vocational skills goals and objectives are found in the California Reading/Language Arts, Mathematics, History/Social Science and Health/PE Content Standards.

**VISUAL/PERFORMING ARTS**

**ADVANCED DANCE (UC, CSU)**
**Grades: 11,12 - Year - CTE**
**Prerequisite: Intermediate Dance or Audition**
Meets Visual and Performing Arts graduation requirement
This is an advanced level dance class where students demonstrate a mastery of various major traditions, techniques, styles of dance and use of creativity through choreography in a variety of times and places. Students will perform in the annual dance concert. First semester students will work on increasing flexibility and technique through stretching and conditioning and are exposed to advanced dance techniques. Second semester they will work on solo and group choreography in preparation for the Spring Dance Concert. Students will learn to critically assess and derive meaning from works of dance and performances based on elements of dance and aesthetic qualities.
ADVANCED ORCHESTRA* (UC, CSU)
Grades: 10,11,12 - Year - CTE
Prerequisite: Strong performance ability, including previous participation in the orchestra, and an annual individual audition with the director
Meets Visual and Performing Arts graduation requirement
This yearlong course is designed to allow students to develop an advanced understanding of music by analyzing and interpreting what is presented in the music itself or performance. Students will identify more complex music forms when they are presented aurally. Students will also analyze the uses of the elements of music (melody, harmony, rhythm, texture, form, dynamics, and timbre) in given aural examples from diverse genres and cultures. Students, in addition, will perform on a musical instrument a varied repertoire of instrumental literature (Western and non-Western), including selection performed from memory, with expression and technical accuracy.

AP ART HISTORY *+ (UC, CSU)
Grades: 10,11,12 - Year - CTE
Prerequisite: None
Meets Visual and Performing Arts graduation requirement
This course provides a balanced visual arts program which guides students to achieve the standards in the visual arts. In Advanced Placement Art History, students experience the serious study of works of art, past and present. The course develops the student's ability to examine works objectively by introducing the elements of art and principles and formal aesthetic criteria. Study of the art of other cultures is included, although emphasis is placed on Western art from the Renaissance to the present.

CERAMICS 1 (UC, CSU)
Grades: 9,10,11,12 - Year - CTE
Prerequisite: None
Meets Visual and Performing Arts graduation requirement
An introductory course in the use of ceramic materials emphasizing hand-building techniques as well as beginning wheel thrown forms. Ceramics 1 provides all students with an opportunity for creative expression and cognitive development in a nonverbal way. Assessment is based on effort and improvement, regardless of entry-level skills or personal aptitude.

CERAMICS 2 (UC, CSU)
Grades: 10,11,12 - Year - CTE
Prerequisite: Ceramics 1
Meets Visual and Performing Arts graduation requirement
This course is a continuation of the student's development and mastery of ceramic methods and materials in plastic and non-plastic three-dimensional form. Development of aesthetic perceptions, understanding of the survival and revival of traditions, and exploration of personal aesthetic preferences/styles are emphasized.

CERAMICS 3 (UC, CSU)
Grades: 11,12 - Year - CTE
Prerequisite: Ceramics 1 and 2
Meets Visual and Performing Arts graduation requirement
This third year course in ceramic art will continue to focus on personal style, influences, and sources of ideas, and artistic heritage, with increased standards, higher levels of achievement, advanced ceramic techniques, and mastery of symmetrical form. Skill in asymmetrical and distorted forms, and glaze composition are emphasized.
CERAMICS 4 (UC, CSU)  
Grade: 12 - Year - CTE  
Prerequisite: Ceramics 1, 2, 3  
Meets Visual and Performing Arts graduation requirement  
This course is a continuation of Ceramics 3, with increased standards and levels of achievement. Emphasis is on solution of artistic problems in unique and expressive ways. Study also focuses on advanced ceramic techniques, mastery of symmetrical forms, skill in kiln stacking, and glaze composition.

CHAMBER CHOIR (UC, CSU)  
Grades: 9,10,11,12 - Year - CTE  
Prerequisite: None  
Meets Visual and Performing Arts graduation requirement  
This introductory course provides opportunities for students to analyze music and make informed judgments on the basis of form, content, technique, and creativity. Characteristics of music from various cultures and traditions are emphasized along with development of vocal music skills in order to perform a varied repertoire of music.

CHAMBER/JAZZ CHORALE (UC, CSU)  
Grades: 9,10,11,12 - Year - CTE  
Prerequisite: Audition with instructor  
Meets Visual and Performing Arts graduation requirement  
This yearlong course is designed to provide students with the opportunity to continue to analyze music and make informed judgments on the basis of form, content, and technique creativity. Emphasis is placed on the ability to describe the characteristics of music from various cultures and traditions. In addition, students continue to develop vocal music skills in order to perform a varied repertoire of music. Students also apply what they learn to other subjects, as they continue to read and notate music.

CHOREO DANCE (UC, CSU)  
Grades: 9,10,11,12 - Semester - CTE  
Prerequisite: Audition  
Can be taken for PVPUSD credit in PE or Meets Visual and Performing Arts graduation requirement  
This is an advanced level production course which prepares for performance at the annual dance concert. Students demonstrate various dance techniques, styles of dance, and use of creativity through choreography. First semester students work on increasing flexibility through stretching and are exposed to dance techniques. Second semester students work on intermediate to advanced technique and choreograph solo and group dance works. In the eleventh and twelfth grade, this course counts as a fine arts requirement.

CONCERT BAND (UC, CSU)  
Grades: 9,10,11,12 - Year - CTE  
Prerequisite: Open to all woodwinds, brass, & percussion; annual audition for placement only.  
Meets Visual and Performing Arts graduation requirement  
Concert Band is designed for the serious musician. Students will perform on a musical instrument a varied repertoire of instrumental literature, from intermediate-advanced to advanced levels of difficulty, with expression and technical accuracy.

DIGITAL ANIMATION 1 (UC, CSU)  
Grades: 10,11,12 - Year - CTE  
Prerequisite: Drawing and Painting 1 or teacher recommendation  
Meets Visual and Performing Arts graduation requirement
This course is an introduction to digital animation with the intent to develop a foundation for further classes in digital art. The course will include examination of the historical evolution of the use of digital tools for art, and the economic and social changes that result. There will be critical discussion of contemporary art styles, forms and techniques, as well as hands-on experience with software used for still image production, and animation. This course meets the five content standards for visual and performing arts courses: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.

**DIGITAL ANIMATION 2 (UC, CSU)**
*Grades: 11,12 - Year - CTE*
**Prerequisite: Digital Animation 1 or teacher recommendation**
**Meets Visual and Performing Arts graduation requirement**
This course is an in-depth extension of Digital Animation 1 with the intent to further develop the foundation of creating and understanding time-based art. The course will advance the examination of the historical evolution of traditional and digital methods of art, and the economic and social changes that result. Students are required to first create their images by drawing, painting, photographing and/or sculpting them in traditional format. There will be critical discussion of contemporary art styles, forms and techniques, as well as extensive hands-on experience with software used for still image production and animation. This course meets the five content standards for visual and performing arts courses: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.

**DIGITAL ANIMATION 3 (UC, CSU)**
*Grades: 11,12 - Year - CTE*
**Prerequisite: Digital Animation 2 or teacher recommendation**
**Meets Visual and Performing Arts graduation requirement**
This course will advance the proficiency of the VPA state content standards through the examination of the historical evolution of traditional and digital methods of art, and the economic and social changes that result. Students are required to first create their images by drawing, painting, photographing and/or sculpting them in traditional format.

This course is an in-depth extension of Digital Animation 2 with the intent to develop more advanced applications of creating and understanding nonlinear and time-based art. There will be critical discussion of contemporary art styles, forms and techniques, as well as extensive hands-on experience with digital animation used for still image production and animation. This course meets the five content standards for visual and performing arts courses: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications. This course will prepare students for success in the Studio Art AP: 2-D course.

**DIGITAL PHOTOGRAPHY 1 (UC, CSU)**
*Grades: 9,10,11,12 - Year - CTE*
**Prerequisite: None**
**Meets Visual and Performing Arts graduation requirement**
In this course, students learn the history of how photographs were made in the 1800s using metal and glass plates, plus the evolution of film, as we know it today. We will trace the profound effects photographs have had on American Life - influencing what we buy, how we dress, how we get the news - and in matters of life and death: medicine, science, and war. This course is designed to introduce opportunities in photography from traditional to digital. Students will learn how to take well-composed photographs using their own 35mm cameras. Emphasis will be place on basic camera-handling skills, compositional guidelines, and proper utilization of light, film selection, and lens capabilities.

Students will use photo editing software, Adobe Photoshop. Student work will focus on: advanced photographic techniques (cameras, black-and-white or color; print or slide films, filters, electronic flash, and accessories); photographic images (people, action, photojournalism, nature; landscapes, seascapes, still life, using available light and multiple exposures); and the photographic process
Students will describe the relationship between the artist, the process, the product, and the viewer. Students will study various professional photographers throughout world history and make connections to their own use of the camera. Both a professional printed and digital portfolios will be developed throughout the school year.

**DIGITAL PHOTOGRAPHY 2 (UC, CSU)**
Grades: 10,11,12 - Year - CTE
Prerequisite: Photography 1 or Digital Photography 1
Meets Visual and Performing Arts graduation requirement
This course is designed to provide self-directed and advanced opportunities in traditional photography while bridging the gap between traditional and digital photography. Students will use Adobe PhotoShop & VR Works Classroom in a Book self-guided tutorial to learn PhotoShop to manipulate photos, VR Works to create 360-degree QuickTime movies from still photos, and Kai's Power Show to create digital portfolio presentations. Two 300-word research papers on digital photography and the role it has played in the visual arts and related careers in America are required. We will trace the profound effects photographs have had on American Life - influencing what we buy, how we dress, how we get the news - and in matters of life and death: medicine, science, and war. Professional print and digital portfolios will be developed.

**DIGITAL PHOTOGRAPHY 3 (UC, CSU)**
Grades: 10,11,12 - Year - CTE
Prerequisite: Digital Photography 2 or teacher recommendation
Meets Visual and Performing Arts graduation requirement
This course is designed to provide self-directed and advanced opportunities in photography from traditional to digital. Students will use photo editing software, Adobe Photoshop, along with other graphic design software programs such as Illustrator, Indesign, and Flash to create advertisements, multi-media products, animation of photos, as well as assembling both a physical and digital portfolio. Students are assigned a research paper covering a particular aspect of professional photography that relates or contrasts to the student’s own personal style. Students will study various professional photographers throughout world history and make connections to their own use of the camera. Both a professional printed and digital portfolios will be developed throughout the school year.

**DRAMA 1 (UC, CSU)**
Grades: 9,10,11,12 - Year - CTE
Prerequisite: None
Meets Visual and Performing Arts graduation requirement
This yearlong course is designed to allow students to analyze and interpret the environment and respond, using movement and voice. Observing informal and formal theatrical film and electronic media productions, making critical judgments using the vocabulary and language of the theater are emphasized. Study of the history and traditions of the theatre is used to develop appropriate criteria of dramatic literature and performance from several periods, cultures and theatrical movements. Development of knowledge and skill in acting through their own experience, imagination, and research, are stressed, as are the development of competencies in problem solving, communication skills, working with others, and time management.

**DRAMA 1 ADVANCED* (UC, CSU)**
Grade: 9 - Year - CTE
Prerequisite: Strong interest and ability in acting and Theatre Arts, demonstrated through audition process
Meets Visual and Performing Arts graduation requirement
Theatre as a creative art form, with the ability to reflect and influence culture, is emphasized in this yearlong course. Focusing on acting process and performance, students analyze and interpret both written and live drama, using specific criteria and demonstrate an understanding of theatre terminology. Collaborating with others to create dramatic presentations of various lengths and complexities is also stressed.

**DRAMA 2 (UC, CSU)**  
Grades: 10,11,12 - Year - CTE  
Prerequisite: Drama 1 or Drama 1 Advanced  
Meets Visual and Performing Arts graduation requirement  
Understanding of form and meanings in theatre, through the judgment of content, technique and purpose are the focus of this course. Emphasis is placed on analysis and interpretation of both written and live drama, using specific criteria and terminology. Students collaborate with others to create dramatic presentations using voice, movement and the development of characterization is also stressed.

**DRAMA 3 (UC, CSU)**  
Grades: 11,12 - Year - CTE  
Prerequisite: Audition  
Meets Visual and Performing Arts graduation requirement  
A yearlong course to provide an advanced and broader practice in performance while focusing on students' directing skills and furthering their practice of applying technical design fundamentals. Continued exploration of critical analysis of written and performed theater will be emphasized as well as a tool to enhance student understanding of their own performances and influence their technical approach.

**DRAMA 3 ADVANCED*, DRAMA 4 ADVANCED* (UC, CSU)**  
Grades: 11,12 - Year - CTE  
Prerequisite: Audition after completing Drama 2 with a grade of “B” or better  
Meets Visual and Performing Arts graduation requirement  
An in-depth understanding of the process of acting, the form and meaning in theatre and its role in a variety of historical and cultural contexts is the focus of these advanced drama courses. The various activities and collaborative process of the actor, director, playwright, and stage manager are emphasized, as are analysis and interpretation of both written and live drama. Collaboration with others to create dramatic presentation using voice, movement and the development of characterization are also stressed.

**DRAWING and PAINTING 1 (UC, CSU)**  
Grades: 9,10,11,12 - Year - CTE  
Prerequisite: None  
Meets Visual and Performing Arts graduation requirement  
Drawing and Painting 1 is designed to teach the student to explore and expand aesthetic perceptions as well as to develop skills for using visual arts media effectively. These skills will enhance the student's ability to interpret and communicate ideas, feeling, and values.

**DRAWING and PAINTING 2 (UC, CSU)**  
Grades: 10,11,12 - Year - CTE  
Prerequisite: Basic Design or Drawing and Painting 1  
Meets Visual and Performing Arts graduation requirement  
Drawing and Painting 2 is designed to extend concepts learned in the first year of study. Areas of further exploration include drawing and painting skills, visual communication, and historical and cultural art traditions, aesthetic valuing and career awareness.
GRAPHIC DESIGN (UC, CSU)
Grades: 9,10,11,12 - Year - CTE
Prerequisite: None
Meets Visual & Performing Arts graduation requirement.
This course is an introduction to the principles of art and the elements of design, illustration, and production layout in the graphic environment through a variety of media and techniques. Historical, cultural and personal approaches to artistic expression will be emphasized. The course includes commercial, technological, and classic applications of design. Examples of technological applications are Adobe InDesign, Adobe Illustrator and Adobe Photoshop. Students will create a portfolio of graphic projects to show skills to potential employers.

INTERMEDIATE DANCE (UC, CSU)
Grades: 9,10,11,12 - Semester - CTE
Prerequisite: Audition
Can be taken for PVPUSD credit in PE or Meets Visual & Performing Arts graduation requirement.
This is an intermediate level dance class where students demonstrate understanding of various major dance traditions, techniques, styles of dance, and use of creativity through choreography in a variety of times and places. Students will prepare for performance at the annual dance concert. First semester students will work on increasing flexibility through stretching and are exposed to intermediate dance techniques. Second semester, students will work on solo and group choreography and prepare for the spring dance concert. Students learn to critically assess and derive meaning from works of dance and performances, based on the elements of dance and aesthetic qualities. In the eleventh and twelfth grade, this course counts as a fine arts requirement.

JAZZ BAND 1 (UC, CSU)
Grades: 9,10,11,12 - Year - CTE
Prerequisite: Audition with instructor
Meets Visual and Performing Arts graduation requirement
Jazz Band 1 surveys the various styles of jazz through rehearsals, performances, and guided listening and reviews the fundamentals and interpretations of jazz and jazz-rock music. Students rehearse and perform jazz of various styles (Blues, Afro-Cuban, Bop, Swing, Fusion, etc.). The course will present the influence of jazz on the rest of the culture including slang, fashion, and music.

JAZZ BAND 2* (UC, CSU)
Grades: 10,11,12 - Year - CTE
Prerequisite: Audition with instructor
Meets Visual and Performing Arts graduation requirement
Jazz Band 2 surveys the various styles of Jazz through rehearsals, performances and guided listening.

MARCHING BAND
Grades: 9,10,11,12 - Year - CTE
Prerequisite: Teacher approval
Meets Visual and Performing Arts graduation requirement
Marching Band develops the musical and marching skills of students and prepares them for parades, field shows, the concert season, and other community/school functions.

AP MUSIC THEORY *+(UC, CSU)
Grades: 9,10,11,12 - Year - CTE
Prerequisite: The ability to read music and some proficiency on a musical instrument
Meets Visual and Performing Arts graduation requirement
This course is the equivalent of a first-year college course in music theory and musicianship. It integrates the study of the fundamental building blocks of music and their practical application in
musical performance and composition. Areas emphasized will include aural skills (dictation and sight-singing), musical analysis (harmony, melody, form, texture, etc.), and composition.

**MUSICAL THEATER 1 (UC, CSU)**
Grades: 10,11,12 - Year - CTE
Prerequisite: Audition

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

**ORCHESTRA (UC, CSU)**
Grades: 9,10,11,12 - Year - CTE
Prerequisite: Minimum one year experience on an orchestral instrument, and an annual audition

Meets Visual and Performing Arts graduation requirement
Orchestra explores the intermediate level of orchestral literature through rehearsals and performances in concerts and festivals.

**STAGE DESIGN (UC, CSU)**
Grades: 10,11,12 - Year
Prerequisite: Drama 1

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

**AP STUDIO ART: DRAWING PORTFOLIO* (UC, CSU)**
Grades: 11, 12 - Year - CTE
Prerequisite: Drawing / Painting 1,2 with completed portfolio

Meets Visual and Performing Arts graduation requirement
This one year course in college-level studio art is for the highly motivated, self-directed student committed to serious study. It culminates in the submission of a portfolio containing mostly slides but some original pieces of artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of art skill and content; Concentration – a body of work revolving around a specific visual idea; Breadth – a body of work demonstrating a variety of concepts and media. The Drawing Portfolio addresses a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means. Many works of painting, printmaking, and mixed media, as well as abstract, observational, and inventive works, may be expressed.
**AP STUDIO ART: 2-D DESIGN** (UC, CSU)

*Grades: 11, 12 - Year - CTE*

**Prerequisite:** Drawing/Painting 1, 2 with completed portfolio

**Meets Visual and Performing Arts graduation requirement**

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

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

*Grades: 11, 12 - Year - CTE*

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

**Meets Visual and Performing Arts graduation requirement**

This intensive one year course in college-level Studio Art: 3-D Design is for the highly motivated, self-directed student committed to serious study and requires more time than traditional offerings. It culminates in the submission of a portfolio containing slides of artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of synthesis, technique, and content; Concentration – demonstrating depth of investigation and process of discovering around a specific visual idea; Breadth – a body of work demonstrating a serious grounding in visual principles and material techniques which clearly shows experimentation in approach to the work.

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art and sets a national standard for performance in the visual arts. This portfolio is intended to address a very broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student’s portfolio. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work, among others.

**VIDEO PRODUCTION 1** (UC, CSU)

*Grades: 9,10,11,12 - Year - CTE*

**Prerequisite:** None

**Meets Visual and Performing Arts graduation requirement**

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

**VIDEO PRODUCTION 2** (UC, CSU)

*Grades: 10,11,12 - Year - CTE*

**Prerequisite:** Video Production 1

**Meets Visual and Performing Arts graduation requirement**
This is a yearlong, advanced video production course, which meets daily. This course provides a meaningful experience allowing students to apply their depth of knowledge in the creation of an art form. Appropriate critical, theoretical, historical and cultural content is emphasized. Students in this course are responsible for producing the school’s video bulletin.

**VIDEO PRODUCTION 3 (UC, CSU)**
Grades: 11,12 - Year - CTE
Prerequisite: Video Production 2
Meets Visual and Performing Arts graduation requirement

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

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

**VIDEO PRODUCTION 4 (UC, CSU)**
Grades: 10,11,12 - Year - CTE
Prerequisite: Video Production 3
Meets Visual and Performing Arts graduation requirement

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

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

This course will require students to create a comprehensive video portfolio, yearbook and/or other school related projects. An emphasis will be placed on development of a DVD, from conception to presentation. This course meets the five content standards for visual and performing arts courses: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.

**WOMEN’S TREBLE CHOIR (UC, CSU)**
Grades: 9,10,11,12 - Year - CTE
Prerequisite: Open auditions
Meets Visual and Performing Arts graduation requirement

In this yearlong course, women are given the opportunity to perform music composed specifically for women’s voices. Students learn sight-reading techniques, standard musical notation, and elements of music. They are exposed to classical music, pop, barbershop, and vocal percussion. Students perform in Women’s Choirs at community/national competitions (i.e., Southern California Vocal Association, American Choral Directors Association, and California Music Educators). Students have the opportunity to learn about different avenues available in the music profession.
WORLD LANGUAGE

CHINESE 1 (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: None
Chinese 1 introduces students to the language and culture of China. The goal is to develop basic listening, speaking, reading, and writing abilities in Mandarin Chinese and to understand the customs and life of modern China. The course objectives include the following:
(1) Speaking: students develop accurate pronunciation through the Pinyin system, appropriate communication in daily dialogues, and are able to describe daily activities using a broad basic vocabulary
(2) Listening: students understand daily conversation
(3) Reading: students are able to read over 150 Chinese characters and essays with or without Pinyin.
(4) Writing: students write Chinese characters, and short sentences.
Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning. Activities include Chinese movies, Chinese performances, field trips (e.g., visiting museums, markets, and restaurants), and Chinese traditional holiday celebrations.

CHINESE 2 (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: Chinese I with a grade of “C” or better or teacher approval
This course is the continuation of the beginning level course in Chinese. The purpose of the course is to develop students' oral and written skills using vocabulary and intermediate level grammatical patterns and to acquire proficiency in writing. Students speak Chinese in every class, refine the tones and pronunciation of Mandarin Chinese, and learn Chinese history, art, and culture. Students will create, practice and present dialogues collaboratively in class to enhance their reading, speaking and vocabulary skills. Students present reports on culturally related topics and read modern Chinese literature. Individual, small group, and whole class exercises are used. In addition, class outings and excursions that involve visiting places where Chinese can be used in authentic communicative settings are included as part of the course. Evaluation is based on homework/classwork assignments, projects, quizzes and exams.

CHINESE 3 (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: Chinese 2 with a grade of “C” or better or teacher approval
Chinese 3 is an in-depth continuation of Chinese 2. Chinese 3 strengthens and deepens students' knowledge of the Chinese language and cultures, while introducing Chinese classical and modern literature. The course emphasizes the ability to speak and read confidently in Chinese. Based on the California Content Standards for foreign language this course enables students to write essays, speak fluent Mandarin Chinese and have a deeper perception in Chinese culture. Students speak Chinese in every class, and conduct language and cultural projects based on the themes of units in the textbook. Evaluation is based on homework/classwork assignments, projects, quizzes and exams.

CHINESE 3 HONORS*+ (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: Chinese 2 with a grade of "B" or better, or placement in accordance with District honors policy
Chinese 3 Honors is an in-depth continuation of the development of listening, speaking, reading, and writing skills from the Chinese 2 course. Chinese 3 Honors is an intermediate-level course that strengthens and deepens students' knowledge of the Chinese language and culture, while introducing Chinese Proverbs and modern literature. The course has higher standards and mastery of the
language than Chinese 3. The course will refine students’ skills in speaking, listening, reading, and writing. Based on the California Content Standards for foreign language, this course enables students to write paragraph essays, speak fluent Mandarin Chinese and have a deeper perception in Chinese culture, Chinese history, and Chinese geography. The class is conducted entirely in Chinese. Students speak Chinese in every class, and conduct language and cultural projects based on the themes in the textbook. Evaluation is based on homework/classwork assignments, projects, essays, quizzes and exams.

**CHINESE 4 (UC, CSU)**  
Grades: 9,10,11,12 - Year  
Prerequisite: Chinese 3 with a grade of “C” or better or teacher approval  
Chinese 4 is an advanced-level course that strengthens and deepens students’ knowledge of the Chinese language and culture, while introducing various authentic materials. The course aims to develop students’ interrelated language skills (listening, speaking, reading, and writing) within an enriched cultural framework. Based on the *Standards for Foreign Language Learning in the 21st Century* and three communicative modes (interpersonal, interpretive, presentational) this course enables students to write multi-paragraph essays, speak fluent Mandarin Chinese and have a deeper perception in Chinese culture, Chinese history, and Chinese geography. The class is conducted entirely in Chinese. Students speak Chinese in every class, and conduct language and cultural projects such as performing plays, video making, culture activities, etc. Evaluation is based on formative and summative assessments, homework/classwork assignments, projects, quizzes, essays, and exams.

**CHINESE 5 (UC, CSU)**  
Grades: 9,10,11,12 - Year  
Prerequisite: Chinese 4 or AP with a grade of “C” or better, or teacher recommendation  
Chinese 5 is a two-semester course in Mandarin, combining the high-level listening, speaking, critical thinking, reading, and writing skills of Chinese language and literature with the artistic, creative, and aesthetic skills of Chinese culture. In the first semester, students read and analyze authentic written materials adapted from newspapers, magazine articles, interview transcripts, letters and essays. Students are regularly placed in real-life settings to discuss the similarities and differences between cultural practices and perspectives. They are encouraged to express their views and opinions in speaking and writing while considering the views and opinions of others, and to think critically about issues. By interweaving students’ four language skills, the course fosters reflective and critical thinking skills and broadens their world view.

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

**AP CHINESE LANGUAGE & CULTURE *(UC, CSU)***  
Grades: 9,10,11,12 - Year  
Prerequisite: Chinese 3 Honors with a grade of "B" or better, or placement in accordance with District honors policy  
The Chinese Language AP course is designed to be the equivalent of a fourth semester of a college course in Mandarin Chinese. The course is based on the national *Standards for Foreign Language Learning in the 21st Century*. It provides students with varied and continuing opportunities to develop and demonstrate their proficiencies across a full range of language modes: interpretive, interpersonal and presentational. These skills include interpreting a broad range of written and oral texts, participating in two-way interaction in both conversation and writing, and in making presentations both spoken and written. In addition, students increase their knowledge of Chinese culture, connection to cross-curricular objectives and comparisons of culture and language use within broader communities beyond the traditional school environment.
FRENCH 1 (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: None
This course, conducted in both French and English, is primarily an introduction to listening and speaking skills in French in addition to cultivating reading and writing skills. The thematic vocabulary is useful for everyday life situations. Students learn to describe, understand and give commands, make requests, as well as indicate likes, dislikes, needs and obligations. Students also discover French culture, sing, and play games.

FRENCH 2 (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: French 1 with a grade of “C” or better or teacher approval
This course is a continuation of French 1. Students will further their listening, speaking, reading and writing skills. The emphasis continues to be primarily listening and speaking and secondarily reading and writing. Course content is arranged around the practical needs of a person living or visiting a French speaking country. We revisit and expand the communicative topics of French 1 in addition to discovering new themes and topics. Students will describe and recount what he has done. Reading becomes slightly more important as we read our first authentic literary work. We continue developing our knowledge of French history and culture. We begin to develop our writing skills through guided activities.

FRENCH 3, FRENCH 3 HONORS* (UC, CSU)
Grades: 10,11,12 - Year
Prerequisite: French 3: French 2 with a grade of “C” or better or teacher approval   
French 3 Honors: French 2 with a grade of "B" or better, or placement in accordance with District honors policy
French 3 is a continuation of the development of listening, speaking, reading and writing skills from French 2. However, there is a change of emphasis this year. Listening and speaking are still considered to be of primary importance. Course content is still arranged in part around communicative goals that stress the practical needs of an individual living or visiting a French speaking country; and of course, the class is conducted entirely in French. Reading becomes equally important. Literary tenses are introduced. Students begin to read fables, poems, and a full-length literary work in French. The class begins a formal survey of French history and culture with a specific reading text. Writing becomes slightly more important as we begin to think not only of syntax but organization and style.

FRENCH 4, AP FRENCH LANGUAGE * (UC, CSU)
Grades: 11,12 - Year
Prerequisite: French 4: French 3 with a grade of “C” or better or teacher approval   
AP French Language*: French 3 Honors* with a grade of “B” or better, or placement in accordance with District honors policy
French Language AP continues to develop all language skills (reading, listening, writing, and writing), following the model of the AP exam as established by the College Board. Reading selections are short and about varied topics. In class writing becomes an important component of this course. Course content surrounds the six AP language themes. We do group projects, listen to music, view podcasts, develop thematic vocabulary, do written reflections, and debate and discuss.

JAPANESE 1 (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: None
Japanese 1 is an introductory course to the Japanese language and culture. Students develop abilities to use Japanese language in highly predictable everyday situations. Two Japanese writing systems, Hiragana and Katakana, are introduced. Pair work as well as small group work is frequently used. Class is conducted partly in Japanese from the beginning, and the use of Japanese in the classroom increases over time. Culture is an integral part of the curriculum.
**JAPANESE 2 (UC, CSU)**
Grades: 9,10,11,12 - Year

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

This course is the continuation of the beginning level course in Japanese. The purpose of the course is to develop students' oral and written skills using a 1,000–2,000 word vocabulary and intermediate level grammatical patterns and to acquire proficiency in writing hiragana, katakana, and approximately 130 kanji. This course includes intensive practice and exercises, primarily oral but also written. Individual, small group, and whole class exercises are used. In addition, class outings and excursions that involve visiting places where Japanese can be used in authentic communicative settings are included as part of the course.

**JAPANESE 3, JAPANESE 3 HONORS*• (UC, CSU)**
Grades: 10,11,12 - Year

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

Japanese 3 Honors: Japanese 2 with a grade of “B” or better, or placement in accordance with District honors policy

Japanese 3/3H are intermediate-level courses about Japanese language and culture. Students continue to develop abilities to use Japanese language in both formal and informal everyday situations that pertain to both a personal and current environment. Questioning and information seeking, and other survival skills are developed as well. More Kanji letters and compound words are introduced. An important part of the course is the development of students’ cognitive strategies of guessing from context. Class is conducted mostly in Japanese. Pair work as well as small group work is frequently used. Culture is an integral part of the curriculum. This course is designed to satisfy one year of the college/university entrance requirement in the area of foreign language.

**JAPANESE 4 (UC, CSU)**
Grades: 11,12 - Year

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

Students will continue their mastery of high intermediate-level proficiency skills in the areas of reading, writing, listening, and speaking in culturally authentic contexts. Students will demonstrate their mastery of these modalities in the context of thematic units. Throughout the course, the study of Japanese culture will be integrated into the curriculum. The students will thus improve their proficiency in the language and at the same time, gain a better understanding of the culture. This course is designed to meet high school graduation requirements.

**AP JAPANESE LANGUAGE *•(UC, CSU)**
Grades: 11,12 - Year

Prerequisite: Japanese 3 Honors with a grade of “B” or better, or placement in accordance with District honors policy

The Japanese AP Exam will assess students’ interpersonal communication skills, their ability to present and interpret language in spoken and written forms, and their functional familiarity with the Japanese culture. The Japanese AP course and exam will incorporate Japanese cultural information with the teaching of reading, writing, and speaking the language. Students should be familiar with 500 kanji for reading comprehension and should be comfortable producing 300 kanji. The exam will be delivered entirely via computer. No handwriting will be assessed on the exam. This Japanese AP course is equivalent to a third-year college study of the languages.

**KOREAN 1 (UC, CSU)**
Grades: 9,10,11,12 - Year

Prerequisite: None

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

KOREAN 2 (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: Korean 1/Placement
Korean 2 is a yearlong course to provide further practice in conversation, reading, and writing, including the reading and writing of Hangul. Simple Hanja (character writing) will also be introduced. The goal of this course is to enhance the students’ fluency in Korean conversation and in the reading and writing of Korean.

KOREAN 3 (UC, CSU)
Grades: 10,11,12 - Year
Prerequisite: Korean 2/Placement
Korean 3 is a yearlong course to provide advanced, broader and further practice in conversation, reading and writing, including the reading and writing of Hangul. Simple Hanja (character writing) will be introduced. The goal of this course is to enhance the students’ fluency in Korean conversation and in the reading and writing of Korean.

KOREAN 3 HONORS *(UC, CSU)
Grades: 10,11,12 - Year
Prerequisite: Korean 2 with a grade of “B” or better, or placement in accordance with District honors policy
Korean 3 is a yearlong course to provide advanced, broader and further practice in conversation, reading and writing, including the reading and writing of Hangul. Simple Hanja (character writing) is an important element of Korean 3 Honors curriculum as well as four character idioms (Sajaseonguh). Students are expected to know and analyze relevant Hanja and Sajaseonguh for each unit. Students are required to refine what they’ve learned through research-based project each quarter. Students are required to use digital tools (One Note Collaboration) to progress their work and for group collaboration. Engaging in critical thinking is an important component the group collaboration.

KOREAN 4 *(UC, CSU)
Grades: 11,12
Prerequisite: Korean 3 with a grade of “B” or better, or placement in accordance with District honors policy
This Korean 4 course is designed to help students understand the advanced level in reading, writing, listening, speaking and the advanced development of cultural literacy. Students will expand their understanding of Korean art, culture, history, and society. Students will gather, synthesize, compare and contrast information through a variety of sources on a given topic of interest to exchange discourse and opinions consolidating their knowledge of the full range of advanced grammatical structures and broadening their Tier 3 level of vocabulary.

Students reinforce and expand their language skills by reading and writing in a variety of genres and interacting with materials from a variety of sources, including print media and the internet. Students will navigate through more in-depth study of Hanryu (Korean Pop-Culture), customs and lifestyles of Korea. Students will read various authentic and raw materials; i.e. novels, short stories, which help in the expansion of their vocabulary in context. These readings also introduce different aspects of Korean culture and history as well. Students are expected to be able to demonstrate the mastery of 25 essential Hanja characters and 15 Four Character Idioms including proverbs by end of the course.
**KOREAN 4 HONORS** *(UC, CSU)*
Grades: 11,12
Prerequisite: Korean 3 with a grade of “B” or better, or placement in accordance with District honors policy.
The Korean 4 Honors is conducted in the target language only and focuses on mastery of advanced level in reading, writing, listening, speaking and the advanced development of cultural literacy. Students will expand their understanding of Korean art, culture, and society. Students will gather, synthesize, compare, and contrast information through a variety of sources on a given topic of interest to exchange discourse and opinions. Students reinforce and expand their language skills by reading and writing in a variety of genres and interacting with materials from a variety of sources, including print media and the internet. Students will navigate through more in depth study of Hanryu (Korean Pop-Culture), customs and lifestyles of Korea. Students will read various authentic materials; i.e. novels, short stories, which help in the expansion of their vocabulary in context. These readings also introduce different aspects of Korean culture and history as well. Students are expected to be able to demonstrate the mastery of 50 essential Hanja characters and 25 Four Character Idioms including proverbs by end of the course. Students in Korean 4 Honors will integrate the language in a way that promotes their self-confidence in their ability to communicate in the language outside the classroom setting. Students are expected to give sufficient evidence of the ability to justify interpretations, which include specific examples that make clear references.

**LATIN 1** *(UC, CSU)*
Grades: 9,10,11,12 - Year
Prerequisite: None
In this first level course, Latin 1 students will begin to comprehend the ancient language of the Romans through reading adapted Latin stories and mastering a basic Latin vocabulary, inflectional endings, and syntax.

**LATIN 2** *(UC, CSU)*
Grades: 9,10,11,12 - Year
Prerequisite: Latin 1 with a grade of “C” or better or teacher approval
Latin 2 students learn more complex syntactical structures and build on the Latin Vocabulary base in order to prepare for reading their first unadapted Latin in the form of J. Caesar’s *Gallic Wars*. They also study in English the history of the end of the Roman Republic.

**LATIN 3, LATIN 3 HONORS** *(UC, CSU)*
Grades: 10,11,12 - Year
Prerequisite: Latin 3: Latin 2 with a grade of “C” or better or teacher approval
Latin 3 Honors: Latin 2 with a grade of “B” or better, or placement in accordance with District honors policy
Latin 3 (and Latin 3 Honors*) is the beginning of a two-year sequence, preparing students for AP Latin Vergil. Students review grammar at the beginning and again at the end of Latin 3 in order to take the SAT II in June of that year. In the fall, they read selections of Cicero’s first speech against Cataline and then begin to read Vergil’s *Aeneid* (Book I and part of Book II).

**AP LATIN: VERGIL** *(UC, CSU)*
Grades: 11,12 - Year
Prerequisite: Latin 3 Honors with a grade of “B” or better, or placement in accordance with District honors policy
AP Latin: Vergil is the culmination of a two-year sequence, preparing the student for the Latin: Vergil AP Exam. There is time for other readings or projects, including *Cupid and Psyche*; two Latin productions of Plautus’ *A Pot of Gold* and *The Haunted House*, individual projects on Greek Art, Architecture, Theater, and Science.
SPANISH 1 (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: None
This course is an introduction to listening, speaking, reading, and writing skills based on true-life situations. The student will learn to communicate in Spanish, develop an awareness of the Spanish culture, and develop connections to the Spanish culture.

SPANISH 2 (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: Spanish 1 with a grade of “C” or better or teacher approval
This course provides students with a variety of listening, speaking, reading and writing activities, which help the students to continue to develop their skills in those four areas. The activities are communicative in nature and based on real life situations that are of interest to the students. Students communicate in the target language, while developing an understanding of the relationship between language and culture and in particular the relationship between the practices and perspectives of the Spanish culture.

SPANISH 2 MCR (MEETS COLLEGE REQUIREMENTS) (UC, CSU)
Grades: 9,10,11,12 - Year
Prerequisite: Spanish 1 with a grade of “C” or better or teacher approval
This class is structured for non-native Spanish speakers. Students will develop basic proficiency skills in the areas of reading, writing, listening and speaking in a culturally authentic context. This is a continuation of the beginning level course. Students will further improve their conversation skills using a 1,000-1,200 word vocabulary and appropriate conversation level grammatical patterns. The study of Hispanic culture will be integrated into the curriculum, providing the student a better understanding of the daily use of the language. This course is designed to meet the high school graduation requirement and is meant for students who plan to attend college with a major not requiring advanced study of Spanish.

SPANISH 3 (UC, CSU)
Grades: 10,11,12 - Year
Prerequisite: Spanish 2 with a grade of “C” or better or teacher approval
Students continue the practice of communication skills in Spanish at a more advanced level, including listening, speaking, reading, and writing with an emphasis on applications to the real world. Added technology is incorporated into the curricula.

SPANISH 3 HONORS* (UC, CSU)
Grades: 10,11,12 - Year
Prerequisite: Spanish 2 with a grade of “B” or better, or placement in accordance with District honors policy
In this third year honors class, students continue honing their skills to develop intermediate level proficiency in listening, speaking, reading, and writing by simulating real-life experiences. Increased insight into the Hispanic culture in relation to their own is emphasized.

SPANISH 3 MCR (MEETS COLLEGE REQUIREMENTS) (UC, CSU)
Grades: 10,11,12 - Year
Prerequisite: Spanish 2 or Spanish 2 MCR with a grade of “C” or better or teacher approval
This course is designed for students who desire a third year of the language but do not intend on studying foreign language in college. The pace of the course is somewhat slower than Spanish 3, but essential grammar is presented so the student is able to communicate in oral and written forms.

SPANISH 4 (UC, CSU)
Grades: 11,12 - Year
Prerequisite: Spanish 3 with a grade of “C” or better or teacher approval
In this yearlong advanced course, literature, history, geography, and culture of Spanish speaking countries are studied. In addition, grammar is reviewed and used to facilitate oral communication. Extensive readings are undertaken for content, comprehension, and communication.

AP SPANISH LANGUAGE *(UC, CSU)
Grades: 11,12 - Year
Prerequisite: Spanish 3 Honors with a grade of “B” or better, or placement in accordance with District honors policy
The Spanish Language AP course is designed to give students a comprehensive linguistic experience with emphasis on refining listening, speaking, reading, and writing skills via teacher-designed thematic units. In addition, focused preparation for the Spanish Language AP test is incorporated into the curriculum. The course is comparable in difficulty and content to an advanced-level college class in Spanish composition and conversation.

AP SPANISH LITERATURE *(UC, CSU)
Grades: 11,12 - Year
Prerequisite: Strong performance in Spanish 3H or Spanish Language AP with a grade of “B” or better, or placement in accordance with District honors policy
This course is designed to continue the application and appreciation of the Spanish language and its culture through reading and analysis of the literary selections of Spanish and Spanish American authors. The students will critique orally and in writing the representative works of prose, poetry, and drama. In addition, focused preparation for the Spanish Literature AP test is incorporated into the curriculum. The course is comparable in difficulty and content to an advanced-level college class in Spanish Literature. The reading list introduces students to diverse literature written in Spanish, assisting students in reflecting on the many voices and cultures.

SPANISH 5 (UC, CSU)
Grade: 12 - Year
Prerequisite: Spanish 4 or Spanish AP with a grade of “C” or better, or placement in accordance with District honors policy
This course is designed to continue the application and appreciation of the Spanish language and its culture through reading and analysis of the literary selections of Spanish and Spanish American authors. Students critique orally and in writing the representative works of prose, poetry, and drama.
## APPENDIX

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

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

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

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

Approved February 2020 by:

- Brent Kuykendall, Ed.D. PVPHS Principal
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