Course Description Handbook
2020 – 2021
Nondiscrimination Statement

The Culver City Unified School District (CCUSD) is committed to providing a safe school environment that allows all students equal access and opportunities in the district’s academic, extracurricular, and other educational support programs, services, and activities. CCUSD prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student’s actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, political affiliation, marital status, pregnancy, parental status, physical or mental disability, medical information, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics or beliefs.

Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

The district person to contact is:

Tracy Pumilia
Assistant Superintendent, Educational Services
4034 Irving Place
Culver City, CA  90232
(310) 842-4220  x.4213
# TABLE OF CONTENTS

MISSION STATEMENT, SCHOOL GOALS, FOREWORD .......................................................... 1  
ADMINISTRATION .................................................................................................................. 1  
COURSE SCHEDULING ......................................................................................................... 2  
COURSES FOR REMEDIATION AND ADVANCEMENT ............................................................. 2  
ONLINE COURSE POLICY AND DUAL ENROLLEMNT/CREDIT PROGRAM ....................... 3  
CULVER CITY HIGH SCHOOL GRADUATION REQUIREMENTS ........................................... 4  
GENERAL COLLEGE ENTRANCE REQUIREMENTS ............................................................ 5  
GRADUATION & A-G COLLEGE READY REQ. CHART (ENGLISH/SPANISH) ......................... 7  
UNIVERISTY OF CALIFORNIA A-G COURSE LIST .............................................................. 9  
COLLEGE AND CAREER CENTER (CCC) ............................................................................ 10  
WORKSHEET A: TRADE TECH/COMMUNITY/JR.COLLEGE .............................................. 11  
WORKSHEET B: CSU/UC/PRIVATE COLLEGE ................................................................ 12  
NAVIANCE ............................................................................................................................ 13  
COMMON CORE STATE STANDARDS ................................................................................. 14  
SCHOOL GRADING SCALE & GRADE POINT VALUES ......................................................... 14  
HONOR ROLL ....................................................................................................................... 14  
VALEDICTORIAN AND SALUTATORIAN ........................................................................... 14  
CALIFORNIA SCHOLARSHIP FEDERATION (CSF) ............................................................. 14  
STATE SEAL OF BILITERACY ............................................................................................. 15  
ADVANCED PLACEMENT AND HONORS COURSES ......................................................... 16  
HOMEWORK TIME MANAGEMENT TABLE ..................................................................... 17  
TIME MANAGEMENT WORKSHEET .................................................................................. 18  
ENGLISH .............................................................................................................................. 19  
MATHEMATICS .................................................................................................................. 22  
SCIENCE ............................................................................................................................. 25  
SOCIAL STUDIES ............................................................................................................... 28  
MODERN LANGUAGES ....................................................................................................... 30  
ACADEMY OF VISUAL AND PERFORMING ARTS .............................................................. 34  
PHYSICAL EDUCATION ...................................................................................................... 36  
CAREER TECHNICAL EDUCATION (CTE) PATHWAYS .................................................... 38  
GENERAL ELECTIVES ...................................................................................................... 42  
SPECIAL EDUCATION .................................................................................................... 43
MISSION STATEMENT

Culver City High School is a diverse, engaged and caring academic community that embraces the unique identity of each individual and their contributions to our shared experience. We believe in providing opportunities that cultivate and foster self-discovery through Academics, Activities, Arts, and Athletics. Students and staff are challenged to reach their full potential while building positive relationships and engaging in meaningful learning experiences to become contributing members of our community and beyond.

#CentaurPride #CulverPride

SCHOOL GOALS

CCHS has made great progress over the years in ensuring the success for all students. The following five school goals guide the instruction and decision making of the school:

1. All students’ social-emotional well-being will be supported.
2. All students will graduate and be college/career ready (best to combine these goals based on new dashboard indicators)
3. All students will be proficient in Math and ELA.
4. All students in 9th grade will earn 60 credits.
5. All students will participate in athletics and/or extra-curricular activities.

FOREWORD

The Course of Study Guidelines and Description Handbook has been prepared to aid students and their parents in an understanding of the course offerings and requirements at Culver City High School. Course descriptions are necessarily brief, and students and parents are encouraged to consult faculty members and counselors for additional information.

Counselors meet with students one-on-one in the spring to schedule their classes for the next school year. Teachers and counselors have worked with the students to help them understand the nature of the course offerings as well as the requirements for graduation, college entrance, etc. In order to choose courses best suited to individual needs and abilities, each student should carefully read the summarization of the course content. Counselors and teachers will be glad to discuss the various courses and help students make appropriate selections. It is extremely important that each student's program of studies be made thoughtfully, especially choice of electives. Students are not allowed to request a change of classes after the deadline, unless they have already taken the course, didn’t meet the prerequisite, or were incorrectly scheduled, so choose carefully.

Please examine the enclosed materials carefully and conduct a family discussion so that you are all aware of the goals and requirements of course offerings. Once a decision has been made and the courses chosen, you can help your students by encouraging good study habits and by maintaining an active interest in their progress.

If you have any questions or would like to confer with one of the counselors at the school, call the Guidance Office at 842-4200, x3325 for an appointment.

ADMINISTRATION

Dr. Lisa Cooper
Principal

Mrs. Jonique Burton
Assistant Principal, Curriculum & Instruction

Dr. Kelli Tarvyd
Assistant Principal, Attendance & Activities

Dr. DuBois McMillan
Assistant Principal, Attendance & Athletics

COUNSELORS*

Mr. James Smith
Ms. Nicole Shlomo
Ms. Catherine Lenke
Ms. Magali Bourget
Mr. Steven Gyepes

A – DESTA
DIAZ – I
J – MCVEY (AVID)
MEBRATU – RHONE (ELD)
RIBORDY – Z (NCAA)

*The alphabet break-down varies slightly by grade level.

Mrs. Thelma Valverde
Ms. Adrienne Madrid
Ms. Debra Price

College Counselor
Career Counselor
School Psychologist

GUIDANCE OFFICE STAFF

Ms. Arely Magallanes (Bilingual Spanish)
Ms. Jamie Hogan
Mrs. Cara Barnhardt
Ms. Michele Garcia – Salas (Bilingual Spanish)
Ms. Margaret Fujisawa
Ms. Marion Serra

Secretary, Curriculum & Instruction
Guidance Office Receptionist
Guidance Technician
Guidance Technician
College & Career Specialist
Career Technical Education Technician
COURSE SCHEDULING FOR THE 2020 - 2021 SCHOOL YEAR

FEBRUARY 2020:
Counselors meet with students in their Social Studies or English class early in the spring semester to explain requirements, electives, and scheduling procedures. Each student is given Scheduling/Course Request sheet to take home and review with parents, who will give their approval by signing. A scheduling fair will take place on Friday, February 7th during lunch, so that students can meet teachers and get questions answered about AP, Honors, CTE and Elective courses.

FEBRUARY/MARCH 2020:
Counselors meet individually with students to determine which classes the students will take the following year. Special attention should be given to the selection of electives.

MAY 2020:
Schedules will be distributed to students in their homeroom classes. Once the deadline has passed, students are not allowed to request a schedule change unless they have already taken the course, didn’t meet prerequisite, or were scheduled incorrectly. Advanced Placement and Honors courses are yearlong courses (with the exception of AP US Government and AP Macroeconomics which are semester courses). Dropping out of these courses at the semester is not an option. Make sure to choose carefully (see SCHEDULE CHANGES section below).

AUGUST 2020:
Finalized student schedules will be available for pick-up during Registration in August (dates to be posted on the school website and sent via district phone message). ALL SUMMER WORK FOR HONORS AND AP CLASSES IS DUE AT REGISTRATION WITH THE EXCEPTION OF 9 TH GRADE. (See Pg.16)

SCHEDULE CHANGES/DROPPING COURSES
After registration, students will ONLY be allowed to request schedule changes under certain circumstances. These requests MUST be submitted by consulting with a counselor using the required form available in the Guidance Office. ALL requests must be submitted to the Guidance Office by the deadline; however, submission of form does not guarantee a change of schedule. Please see below schedule change specifications.

Students may request a schedule change for the following reasons:
- Student has already taken the course.
- Student didn’t meet the prerequisite.
- Student was incorrectly scheduled.

Student should NOT request a schedule change for the following reasons:
- Student is having difficulty in a class (should consult with a counselor if this is the case).
- Student’s teacher preference or for any other personal preferences of any kind.

Schedule Changes may occur by default if:
- A class is canceled due to low student enrollment.
- Student does not complete required AP/Honors Homework prerequisite for that course. Student will be dropped from the course automatically. ALL SUMMER WORK FOR HONORS AND AP CLASSES IS DUE AT REGISTRATION.

PLEASE NOTE:
- Under no circumstances may students change their schedule at any other time of the year.
- Once students begin a course they are expected to carry it out for the full term, even if the class is a 7th period.
- Should a student decide to attend another class without changing their schedule through the office, will develop truancies and possible FAIL mark on their academic record.
- If, in the rare circumstance, a schedule change is granted a transfer grade will follow the student to the new class and will be averaged in as part of the final course grade.

COURSE CHANGE/DROPPING COURSES: DEADLINE GUIDE
Course change (i.e., dropping Physiology to take Study Skills):
- Week 1: No changes after noon on Friday. Changes only as space allows.
- Week 2-3: No changes without parent and teacher approval.
- Weeks 4-5: students will receive a “W”
- Weeks 6-10: student will receive a “W/F”
- Week 11 and beyond: student will not be allowed to drop

Level change (i.e., dropping Honors English 10 to take English 10)
- Up to the end of the 3rd week of the school year
- Weeks 4-5: Only if space allows; Student will receive a “W”
- Weeks 6-10: student will receive a “W/F”
- Week 11 and beyond: student will not be allowed to drop

REPEATING COURSES
With the approval of the principal or designee a student may repeat a course in which they received a “D/F” in order to raise his/her grade. Both grades received shall be entered on the student’s transcript, but the student shall receive credit only once for taking the course. The two grades shall be averaged in determining the student’s overall grade point average. This is subject to counselor’s approval.
COURSES FOR REMEDIATION

All courses required for high school graduation must be completed at the high school site, except for remediation courses, which can be completed at a community college, community adult school, four year university, or approved on-line courses. Students should refer to the online course policy on the CCHS website for information specific to the online course policy. **All courses require counselor’s approval.**

The following requirements and specifics apply:

1. The student must apply in writing for the credit by submitting a CCHS consent form (obtained from counselor) (Code of Regulations, Title 5, Section 1630). Applications/Consent Forms must contain the specific course or courses approved in advance by a high school administrator or counselor.

2. The course subject must be included in the high school course of study (Title 5, Section 1630) and must be a required course for the purpose of high school graduation.

3. If approved, students who earn college credit may elect to have that credit used towards their CCHS diploma requirements. Credit shall be awarded as follows:

<table>
<thead>
<tr>
<th>College Semester Units</th>
<th>CCHS Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or 5</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>1 or 2</td>
<td>2.5</td>
</tr>
</tbody>
</table>

*No course will be awarded more than 10 high school credits.*

**PLEASE NOTE:**
- The student will receive the same letter grade for the high school credit as is granted by the college.
- Students will only be allowed to have two additional courses added to their transcript per semester, excluding summer, for a total of 8 courses per semester. Please see counselor for individual circumstances.
- College courses offered on the high school campus will be given special consideration. Please consult with your counselor.
- For units earned through concurrent instruction, no weighted grade point shall be awarded, nor shall any Honors or Advanced Placement designations be made on the official transcript.
- Students applying college course credit to their high school transcripts are instructed to check with the college or university they plan to attend relative to credit counting at both institutions. (Many community colleges allow students to count credit only at one institution.)
- Culver Park transfer students are required to take grade level core classes at Culver City.

COURSES FOR ADVANCEMENT

For the purpose of advancement, students are able to enroll at a community college during summer sessions only; **with approval of high school administrator or counselor.** This course will not be recorded on the High School transcript.

ONLINE COURSE POLICY

CCUSD Board policy and CCHS administrative regulations provide students with the opportunity to enroll in online courses under the following three conditions:

1) **Grade remediation:** A student who receives a ‘D’ or ‘F’ in a course may choose to take an online course to demonstrate his/her improvement in the class for the purpose of college admission. If approval is granted for a student to take an online class for remediation, the grade for the online course will be placed on the student’s transcript along with the student’s original course grade. It is the student’s responsibility to have an official transcript sent from the online provider to the CCHS records office when the course has been completed. An authorization form must be completely filled out and signed by the student’s counselor prior to enrollment in the online course for remediation.

*The UC system will not accept any online courses in the areas of Science if the course has a laboratory component (such as Biology and Chemistry) or in the area of Visual Performing Arts. For this reason, CCHS will not approve online courses in these areas.*

2) **Elective Courses Not Offered at CCHS:** A student wishing to take elective courses may enroll in an approved online course. If approval is granted for a student to take an elective course online, the grade for the online course will be placed on the student’s transcript. It is the student’s responsibility to have an official transcript sent from the online provider to the CCHS records office when the course has been completed. An authorization form must be completely filled out and signed by the student’s counselor prior to enrollment in any online course.

3) **For the purposes of program acceleration:** If a student has a strong interest in taking a class not required for high school graduation, which may not fit into his/her CCHS schedule, **though it is offered at CCHS,** he or she may choose to take an online course. In this case, the grade will not be placed on the student’s CCHS transcript. When the student applies to college, he or she will need submit the transcript from the online provider directly to the college or university. The University of California system has recently approved online courses deemed by them acceptable for college admission. In choosing an online provider, it is critical to determine that the course and provider are U.C. approved and offered by an institution that is WASC accredited. Parents of students who choose to enroll in online courses bear full responsibility for verifying that the online course in which the student is enrolling meets the approval of university admissions officers. Prior to enrolling in any online course, students/parents should verify with admissions officers at the colleges/universities where the student plans to apply that the course will be accepted.

DUAL ENROLLMENT/CREDIT PROGRAM

In partnership with West Los Angeles College, Culver City High School students may take college classes, based on the college availability, that are offered on the high school campus. Some classes may have a 16 year old limit and may require book and/or material fees.

All enrollments in classes are subject to prior approval and completion of all necessary forms (AR 6146.11(b)).
CULVER CITY HIGH SCHOOL GRADUATION REQUIREMENTS

I. OVERVIEW OF GRADUATION REQUIREMENTS

In order to qualify for a diploma from Culver City High School (CCHS), each student must meet the following district and state requirements:

A. Complete no less than 220 semester credits of classroom or supervised activities in grades 9-12 with passing grades (‘D’ or better). Satisfactory attendance and good citizenship are reflected in academic grades and credits completed.

B. Complete the following subject matter requirements in grades 9-12 with passing grades:

1. ENGLISH (40 SEMESTER CREDITS IN GRADES 9-12)
   - English 9: 10 Semester Credits
   - English 10: 10 Semester Credits
   - English 11: 10 Semester Credits
   - English Electives (12th): 10 Semester Credits

   (ELD classes and basic reading classes count for English credit or any mainstream English 9, 10, 11 or 12. To graduate, students need 10 credits of English that are not ELD or basic reading.)

2. SOCIAL STUDIES (35 SEMESTER CREDITS IN GRADES 9-12)
   - 9th Grade Global Issues: 5 Semester Credits
   - 10th Grade World History: 10 Semester Credits
   - 11th Grade U.S. History: 10 Semester Credits
   - 12th Grade U.S. Government: 5 Semester Credits
   - 12th Grade Economics: 5 Semester Credits

3. PHYSICAL EDUCATION (20 SEMESTER CREDITS)
   - PE I (9th Grade): 10 Semester Credits
   - PE II (10th, 11th or 12th Grade): 10 Semester Credits

4. SCIENCE - GRADES 9-12 (25 SEMESTER CREDITS)
   - One year of a life science: 10 Semester Credits
   - One year of a physical science: 10 Semester Credits
   - Health (9th Grade): 5 Semester Credit

5. MATHEMATICS (30 SEMESTER CREDITS)

   Note: All students must successfully complete three years of Math in high school (or two years with the successful completion of a year of Algebra II included). One or more classes must meet or exceed the rigor of Algebra I in order to receive a diploma (per California Ed Code Section 51220, 51224 and 51225).

   ALGEBRA REQUIREMENT: California Education Code specifies that pupils must complete a course with content equivalent to Algebra I in grades 7-12 to receive a high school diploma.

6. MODERN LANGUAGE REQUIREMENT (10 SEMESTER CREDITS)

7. VISUAL OR PERFORMING ARTS REQUIREMENT (10 SEMESTER CREDITS)

8. ELECTIVE REQUIREMENT (50 SEMESTER CREDITS)

C. SERVICE LEARNING (60 HOURS - GRADES 9-12)

Service Learning combines service with school curriculum to respond to identified community needs, and helps students meet academic, social, civic and moral learning goals.

All students are required engage in at least 60 hours of service as a graduation requirement of CCHS. The program includes preparation, volunteering, and reflection in English/Social Studies core. Academic points are not assigned to Service Learning, just credit (CR) or no credit (NC). Please contact your counselor for additional information. The Service Learning Log form is available on the website and in the Guidance Office. Logs must be submitted to student’s counselor to receive credit.

   9th Grade Service Learning: 10 Hours
   10th Grade Service Learning: 10 Hours
   11th Grade Service Learning: 20 Hours
   12th Grade Service Learning: 20 Hours

Completion of grade level Service Learning requirements will affect eligibility to participate in certain school activities.

II. ADDITIONAL INFORMATION REGARDING GRADUATION

C. GRADE LEVEL STATUS is determined by natural yearly progression of entry grade. All of the graduation requirements must be fulfilled prior to receiving a diploma.

D. SENIORS MUST HAVE a minimum of 5 semester classes each semester according to Education Code 46145, which reads: “Pupils in grade 12 shall be enrolled in at least 5 courses each semester . . .” CCHS enforces this code strictly; however, a senior can be enrolled in a community college class as their 5th period. Counselor approval and written parental consent is necessary in all cases. Further, seniors must complete all 220.0 credits in order to participate in the graduation ceremony. Remember that all graduation requirements (which include: 220 credits complete, Service Learning, and discipline demerits and library fees cleared) must be documented and completed in order for a graduate to receive a diploma. Additionally, should a senior miss more than 14 days of school during the year, he/she will not be allowed to walk on stage at the graduation ceremony.

E. TRANSFER STUDENTS: For transfer students entering Culver City High School, only credits from an accredited high school can be entered on transcript and applied towards graduation credits.
GENERAL COLLEGE ENTRANCE REQUIREMENTS

Parents and students should understand that the colleges and universities, not the high school, dictate the entrance requirements. These requirements are not uniform; they differ from one institution to another.

Early in their high school careers, students should secure and study the catalog of the particular institution they would like to attend in order to plan their courses to include all requirements. The College Career Center (CCC) in the library has information to help you make informed decisions on a selection of schools.

I. COMMUNITY COLLEGE

A. Eligibility for California public community colleges is as follows: Any person who has graduated from high school or who is 18 years of age or older may be admitted to California public community colleges if he or she can profit from the program. Students are admitted to California public community colleges at age 16 if they have passed the California High School Proficiency Examination and present the “Student Score Report” or a certificate of proficiency when applying for admission.

II. TRADE SCHOOL AND ARMED SERVICE(S) REQUIREMENTS

A. Students should plan to take as many skill subjects as possible in an area chosen and show completion by receiving a high school diploma.

B. Specialized fields frequently require two years of college. Community Colleges will meet this requirement. Check catalogues in the CCC.

III. CALIFORNIA STATE UNIVERSITIES

A. Subject requirements for the CALIFORNIA STATE UNIVERSITY SYSTEM are as follows: (Note: All subjects must be completed with a “C” or better.) These are minimum requirements; however, competitive state colleges will recommend higher levels in each category.

1. ENGLISH - four years or eight semesters of college preparatory English with a grade of “C” or better.
   a) At least two of the eight semesters should be taken in the junior year and two in the senior year.
   b) Only one year of English Language Development (ELD III) counts towards this requirement.

2. MATHEMATICS - A minimum of three years of college preparatory mathematics (Algebra I, Geometry, and Algebra II) with a minimum grade of “C” or better. (Certain majors recommend more math.)

3. UNITED STATES HISTORY & SOCIAL SCIENCE - Two years.

4. SCIENCE - Two years of laboratory science: one year biological and one year physical, including: Biology, Chemistry, Astronomy, Physics, and Physiology. EARTH SCIENCE NOT INCLUDED.

5. MODERN LANGUAGES - Two years of the same language or demonstrated equivalent competency in a foreign language.

6. VISUAL AND PERFORMING ARTS - One year.


B. SCHOLARSHIP AND TEST REQUIREMENTS

1. Admission to California State Universities is based on a formula which utilizes the high school grade point average (GPA) and the scores on either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Note that these requirements may vary year to year depending on the California State Universities’ Policy.

2. The GPA is computed using subjects taken in grades 10-12, with the exception of physical education or other courses used to fulfill the physical education requirements.

3. To encourage students to take demanding advanced academic courses, the university will upgrade the grade point values for no more than eight semesters of UC certified honors or advanced placement courses taken in grade 11 and 12 to a scale of A=5, B=4, and C=3.

C. GRADE POINT AVERAGE

The high school grade point average is based on the final three years (six semesters) of high school study, excluding physical education. Bonus points may be awarded for up to eight grades of “C” or better in approved Advanced Placement courses taken in grades 10, 11 and 12, including no more than two approved Honors courses, i.e. Honors Chemistry or Honors Physics presuming the AP versions are not offered.

[DEFINITIONS]

The final three years of high school includes work completed after grade 9, including the summer between grades 9 and 10, but prior to high school graduation.

A five-semester high school average is based on grades 10, 11, and the first half of grade 12.

A four-semester average is based on grades 10 and 11.
IV. UNIVERSITY OF CALIFORNIA AND SIMILAR UNIVERSITIES/COLLEGES

Culver City High School has an "A-G" course list (included, see pg. 10) certified by the University of California. Students should refer to this annually approved course list when choosing college-preparatory classes for scheduling.

The minimum entrance requirements for the University of California are described in the following paragraphs. Most campuses in the University of California system currently require more than minimum entrance qualifications due to an impacted system. See specific college catalogues in the CCC (College Career Center) for current requirements.

A. SUBJECT REQUIREMENTS FOR ADMISSION BASED ON GRADES 9-12
(Called the A through G subjects; see list on pg. 8)

1. Two years of History/Social Science, including one year of U.S. History or one half year of U.S. History and one half year of Civics or American Government; and one year of World History, Cultures and Geography.

2. Four years of college preparatory English courses which meet the University of California requirements in English. For approved Culver City High School courses please refer to A-G course list on pg. 10.

3. Three years of Mathematics required, four years recommended, consisting of a minimum of Algebra I, Geometry and Algebra II.

4. Two years of laboratory science required, four recommended: one year biological and one year physical, including: Biology, Chemistry, Astronomy, Physics, and Physiology. EARTH SCIENCE NOT INCLUDED. One year of laboratory science in the ninth grade may be used to meet this requirement.

5. Two years of Foreign Language required (in one language), three recommended.

6. One year: Visual and Performing arts. These may include: Visual Arts, Dance, Drama/Theater, Music, or ROP Animation.

7. College Preparatory Electives: one year required in addition to those required in “A-G” above, chosen from the following areas: History, English, Advanced Mathematics, Laboratory Science, Foreign Language, Social Sciences and Advanced Level Visual and Performing Arts.

B. ACADEMIC SUBJECTS (BASED ON GRADES 9-12)
The university requires that applicants take a minimum of fifteen high school* academic units (one year or two semesters of high school courses = one unit). Of these units, at least fifteen must be approved academic or university preparatory units, and of these fifteen units, at least seven must be taken during the last two years of high school.

*Academic or university preparatory units consist of approved courses in English, Mathematics, Laboratory Sciences, Foreign Languages, History, Social Sciences, and Fine Arts.

C. SCHOLARSHIP REQUIREMENTS FOR ADMISSION

1. Students should strive to attain a Grade Point Average of 3.30 or higher in the A through G subjects to be eligible for admission to UC campuses.

2. Students who attain a grade point average of 3.0 and above are admissible if they achieve specified scores on the SAT or ACT according to the UC eligibility index.

3. Since the university encourages students to take demanding advanced academic work, they will upgrade the grade point value for no more than eight semesters of certified Honors or Advanced Placement courses taken in grades 10, 11, and 12 to a scale of A=5, B=4, and C=3.

V. SPECIAL FACTORS IN COLLEGE ADMISSION

A. Impacted (overcrowded) programs and campuses in the California State University and the University of California systems:
The scholarship, test, and subject requirements mentioned in the preceding description represent minimum requirements for entrance to the system and they do not guarantee admission to an impacted campus or major. Certain majors may require high scholarship and test combinations as well as additional subject preparation. Other factors such as quality of courses, essay, etc., may be part of the selection process. See the specific current college catalogues, or make an appointment at the College Career Center (CCC).

B. Information about the profiles of students admitted to highly selective universities is available from the counselors and the CCC. Students planning to apply for admission to highly selective universities should work closely with their counselors in terms of course selections and tests.
### Graduation & “A-G” College Ready Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>CCHS Requirements</th>
<th>California State University 2.0 GPA &amp; Above</th>
<th>University of California 3.0 GPA &amp; Above</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> History</td>
<td>3.5 years <em>(Including Global Issues, World History, U.S. History, &amp; Government/Economics)</em></td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>B</strong> English</td>
<td>4 years</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td><strong>C</strong> Mathematics</td>
<td>3 years <em>(1 year of Algebra Required)</em></td>
<td>3 years <em>(Algebra I, Geometry, Algebra II)</em></td>
<td>3 years required, 4 recommended <em>(Algebra I, Geometry, Algebra II)</em></td>
</tr>
<tr>
<td><strong>D</strong> Science</td>
<td>2.5 years <em>(Including health, 1 biological &amp; 1 physical science)</em></td>
<td>2 years, 3 years recommended <em>(1 year each of Physical and Biological Science)</em></td>
<td>2 years, 3 years recommended <em>(1 year each of Physical and Biological Science <em><strong>Physical Science must be Chemistry or Physics</strong></em>)</em></td>
</tr>
<tr>
<td><strong>E</strong> Foreign Language</td>
<td>1 year <em>(The same language other than English)</em></td>
<td>2 years, 3 years Recommended <em>(The same language other than English)</em></td>
<td>2 years, 3 years Recommended <em>(The same language other than English)</em></td>
</tr>
<tr>
<td><strong>F</strong> Visual and Performing Arts</td>
<td>1 year</td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2 years <em>(Including PE I &amp; PE II)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>50 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G</strong> – College Prep Elective 1 Year <em>(Additional year of an “a-f”)</em></td>
<td></td>
<td><strong>G</strong> – College Prep Elective 1 Year <em>(Additional year of an “a-f”)</em></td>
<td></td>
</tr>
<tr>
<td>Materia</td>
<td>Requisitos de CCHS</td>
<td>Universidad Estatal Puntuaje de 2.0 o más</td>
<td>Universidad de California Puntuaje de 3.0 GPA o más</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>A Historia</td>
<td>3.5 años (Incluyendo Asuntos Globales, Historia Mundial, Historia de EEUU, Y Gobierno/Economía)</td>
<td>2 años</td>
<td>2 años</td>
</tr>
<tr>
<td>B Inglés</td>
<td>4 años</td>
<td>4 años</td>
<td>4 años</td>
</tr>
<tr>
<td>C Matemáticas</td>
<td>3 años (1 año de Algebra requerido)</td>
<td>3 años (Algebra I, Geometría, Algebra II)</td>
<td>3 años requeridos, 4 años recomendados (Algebra I, Geometría, Algebra II)</td>
</tr>
<tr>
<td>D Ciencia</td>
<td>2.5 años (Incluyendo salud, 1 ciencia biológica y 1 ciencia física)</td>
<td>2 años, 3 años recomendados (1 año de ciencia física y 1 año de ciencia biológica)</td>
<td>2 años, 3 años recomendados (1 año de ciencia física y 1 año de ciencia biológica*** ciencia física debe ser química o física*** )</td>
</tr>
<tr>
<td>E Idioma Extranjero</td>
<td>1 año</td>
<td>2 años, 3 años recomendados (el mismo idioma aparte de Inglés)</td>
<td>2 años, 3 años recomendados (el mismo idioma aparte de Inglés )</td>
</tr>
<tr>
<td>F Artes Visuales</td>
<td>1 año</td>
<td>1 año</td>
<td>1 año</td>
</tr>
<tr>
<td>Educación Física</td>
<td>2 años (Incluyendo Ed. Física I y Ed. Física II)</td>
<td>50 creditos</td>
<td>50 creditos</td>
</tr>
</tbody>
</table>

**Electivas**

- **G** – Electiva de Preparación Universitaria
  - 1 año (año adicional de un curso “a-f”)

- **G** – Electiva de Preparación Universitaria
  - 1 año (año adicional de un curso “a-f”)

---

*Años recomendados varían para la Universidad de California. Asegúrese de consultar con un consejero de orientación o la Universidad de California para obtener información precisa.*
## UNIVERSITY OF CALIFORNIA A - G COURSE LIST

Courses to meet requirements for admission:
Underlined courses denote extra honors credit: A=5, B=4, C=3

### A - HISTORY
- World History/SDAIE
- AP European History
- U.S. History/SDAIE
- AP U.S. History
- U.S. Government/SDAIE
- AP U.S. Government

### B - ENGLISH
- English 9/SDAIE
- English 9 (H)
- English 10/SDAIE
- English 10 (H)
- English 11/SDAIE
- English 12/SDAIE
- AP English Language/Composition
- AP English Literature/Composition
- ELD III (maximum 1 unit with other English ESL, ELD, etc. courses)
- Intercultural Literature and Practicum
- Myth and Legend/Science Fiction and Fantasy

### C - MATHEMATICS
- Algebra I/SDAIE
- Algebra II
- Algebra II H
- AP Calculus AB
- AP Computer Science A
- AP Statistics
- Finite Mathematics
- Geometry/SDAIE
- Geometry H
- Integrated Algebra
- Introduction to Data Science
- Precalculus
- Precalculus H

### D - LABORATORY SCIENCE
- AP Computer Science Principles
- AP Environmental Science
- Biology/ Biology SDAIE: The Living Earth (Biology)
- Biology: The Living Earth Honors (Biology Honors)
- AP Biology
- Chemistry of the Earth Systems (Chemistry)
- Chemistry of the Earth Systems Honors (Chemistry H)
- AP Chemistry
- Physics of the Universe Honors (Physics Honors)
- Physics of the Universe (Physics)
- AP Physics
- Physiology

### E - LANGUAGE OTHER THAN ENGLISH
- French I
- French II
- French III
- AP French Language IV
- Japanese I
- Japanese II
- Japanese III
- Japanese Immersion III
- Japanese IV
- AP Japanese V
- Spanish I
- Spanish II
- Spanish II Immers. Prgrm. for Native Speakers
- Spanish III
- Spanish III Immers. Prgrm for Nat. Speakers
- Spanish IV
- AP Spanish Language IV
- AP Spanish Literature V

### F - VISUAL AND PERFORMING ARTS
- Advanced Theatre
- AP Studio Art
- Ceramics
- Concert, Marching Band
- CTE Advanced Architectural Design
- CTE Architectural Design
- CTE Film Production I
- Dance I
- Design I/II
- Drawing & Painting
- Intermediate Dance
- Intro to Music Technology
- Orchestra
- Stage Craft & Play Production
- Technical Production
- Theatre I

### G - ELECTIVE COURSES
- AP Macroeconomics
- Astronomy
- AVID
- AVID Senior Seminar (must remain enrolled in both 11th and 12th grade for UC credit)
- Computer Science Principles
- Conflict Resolution
- CTE IT Essentials
- CTE Networking
- CTE Robotics Engineering
- Economics/SDAIE
- Ethnic Studies
- Gender Studies
- Global Issues/SDAIE
- Psychology
- Sociology
- Sports Medicine
COLLEGE CAREER CENTER (CCC)

The College Career Center offers ninth grade students the opportunity to prepare an extensive four-year plan for admission to college, geared specifically to the individual student.

All students are encouraged to visit the College Career Center and our tab on the high school website (http://cchs.ccusd.org) to get current information on:

- University of California eligibility checklist
- California State University eligibility checklists
- Scholarships
- Financial Aid
- Technical/Business school information
- General information on colleges and universities
- Individual college counseling available by appointment
- Career interest inventories

College & Career Staff

Mrs. Thelma Valverde  
*College Counselor*  
thelmavalverde@ccusd.org

Ms. Adrienne Madrid  
*Career Counselor*  
adriennemadrid@ccusd.org

Ms. Marion Serra  
*CTE Technician*  
marionserra@ccusd.org

Ms. Margaret Fujisawa  
*College and Career Specialist*  
margaretfujisawa@ccusd.org

The following are “suggested” Four-Year Educational Plan worksheets. One is for trade technical and community college. The other is for California State University System, the University of California system, or private colleges and universities.
***SUGGESTED*** FOUR YEAR EDUCATIONAL PLAN WORKSHEET

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Parent Name</th>
<th>Phone Number</th>
</tr>
</thead>
</table>

**Post High School Plan:**  
[X] Trade Technical Colleges  
[X] Community College

<table>
<thead>
<tr>
<th>NINTH</th>
<th>TENTH</th>
<th>ELEVENTH</th>
<th>TWELFTH</th>
<th>TOTAL POSSIBLE CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 (10)</td>
<td>English 10 (10)</td>
<td>English 11 Amer. Lit/Comp. (10)</td>
<td>English Elective (10)</td>
<td>40</td>
</tr>
<tr>
<td>Algebra I (10)</td>
<td>Geometry (10)</td>
<td>Math Elective (10)</td>
<td>Elective (10)</td>
<td>40</td>
</tr>
<tr>
<td>Global Issues(Social Science) (5) AND Health (Science) (5)</td>
<td>World History (10)</td>
<td>U.S. History (10)</td>
<td>US Gov’t/Econ. (5)</td>
<td>35 (Social Science) + 5(Science)</td>
</tr>
<tr>
<td>Biology (10)</td>
<td>Science Elective (10)</td>
<td>Elective (10)</td>
<td>Elective (10)</td>
<td>40</td>
</tr>
<tr>
<td>P.E. (10)</td>
<td>P.E. (10)</td>
<td>Elective (10)</td>
<td>Elective (10)</td>
<td>40</td>
</tr>
<tr>
<td>Elective (10)</td>
<td>Elective (10)</td>
<td>Elective (10)</td>
<td>Elective (10)</td>
<td>40</td>
</tr>
<tr>
<td>Possible Credits (60)</td>
<td>Possible Credits (60)</td>
<td>Possible Credits (60)</td>
<td>Possible Credits (60)</td>
<td>240</td>
</tr>
</tbody>
</table>

**TOTAL REQUIRED CREDITS:** 220

**Graduation Requirements:** Pass Algebra course.

**Service Learning Requirements:**  
9th grade - 10 hours  
10th grade - 10 hours  
11th grade - 20 hours  
12th grade - 20 hours
### ***SUGGESTED*** FOUR YEAR EDUCATIONAL PLAN WORKSHEET

<table>
<thead>
<tr>
<th>Post High School Plan:</th>
<th>[X] CSU</th>
<th>[X] University Of California</th>
<th>[X] Private College</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>NINTH</strong></th>
<th><strong>TENTH</strong></th>
<th><strong>ELEVENTH</strong></th>
<th><strong>TWELFTH</strong></th>
<th><strong>TOTAL POSSIBLE CREDITS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NINTH</td>
<td>TENTH</td>
<td>ELEVENTH</td>
<td>TWELFTH</td>
<td>TOTAL POSSIBLE CREDITS</td>
</tr>
<tr>
<td>English 9/H</td>
<td>English 10/H</td>
<td>English 11/AP</td>
<td>English12/AP</td>
<td>40</td>
</tr>
<tr>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td>OR Approved English Elective</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Geometry</td>
<td>PreCalculus/Finite Math</td>
<td>Calculus AP</td>
<td>40</td>
</tr>
<tr>
<td>OR Geomtery</td>
<td>OR Algebra II</td>
<td>OR Algebra II</td>
<td>OR Statistics AP</td>
<td>(10)</td>
</tr>
<tr>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td>Global Issues (Social Science)</td>
<td>European History/AP</td>
<td>U.S. History/AP</td>
<td>US Gov’t/Econ</td>
<td>35 (Social Science) + 5 (Science)</td>
</tr>
<tr>
<td>(5) AND Health (Science)</td>
<td>(10)</td>
<td>(10)</td>
<td>(5)</td>
<td>(5)</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry /H</td>
<td>Physiology/Physics</td>
<td>Science</td>
<td>40</td>
</tr>
<tr>
<td>(10)</td>
<td>OR Astronomy</td>
<td>OR Other Science Elective</td>
<td>OR Other Elective</td>
<td>(10)</td>
</tr>
<tr>
<td>Modern Language I</td>
<td>Modern Language II</td>
<td>Modern Language III</td>
<td>Modern Language IV/AP</td>
<td>40</td>
</tr>
<tr>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td>P.E.</td>
<td>P.E.</td>
<td>Elective</td>
<td>Elective</td>
<td>40</td>
</tr>
<tr>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL REQUIRED CREDITS: 220**

**Graduation Requirements:** Pass Algebra course.

**Service Learning Requirements:**
- 9th grade - 10 hours
- 10th grade - 10 hours
- 11th grade - 20 hours
- 12th grade - 20 hours
NAVIANCE FAMILY CONNECTION: Connecting Learning & Life

What is Naviance Family Connection?

Naviance Family Connection is a web-based college and career readiness system and designed especially for students and parents. The customizable college and career readiness tools empowers students and families to connect learning and life and provides information needed to help students prepare for life after high school. It also allows students to create an individualized learning plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results.

***SIGN on to Family Connection: https://connection.naviance.com/culverch

☐ Username: First name and last name (no spaces)
☐ Password: 9 – Digit Permanent Student ID Number

Please contact Mrs. Thelma Valverde for any questions regarding Naviance.

Mrs. Thelma Valverde
College Counselor
thelmavalverde@ccusd.org
COMMON CORE STATE STANDARDS

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.

Common Core State Standards
On August 2, 2010, the State Board of Education adopted the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and for Mathematics, including California-specific standards, as recommended by the Academic Content Standards Commission. The Common Core Standards for Mathematics include eight Standards for Mathematical Practice (SMP) that are emphasized and articulated through grades K-12. Examples of the SMPs are: Make sense of problems and persevere in solving them; Construct viable arguments and critique the reasoning of others; Model with mathematics. Please see the California Department of Education website at www.cde.ca.gov under the Curriculum/Instruction tab for more information.

SCHOOLWIDE GRADING SCALE & GRADE POINT VALUES

<table>
<thead>
<tr>
<th>Mark</th>
<th>Culver City High School Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97%-100%</td>
</tr>
<tr>
<td>A</td>
<td>93%-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
</tr>
<tr>
<td>B</td>
<td>83%-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77%-79%</td>
</tr>
<tr>
<td>C</td>
<td>73%-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67%-69%</td>
</tr>
<tr>
<td>D</td>
<td>63%-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60%-62%</td>
</tr>
<tr>
<td>F</td>
<td>59% &amp; below</td>
</tr>
</tbody>
</table>

**Salas at michelegarcia@ccusd.org**

**FOR MORE INFORMATION PLEASE CONTACT:**
Mrs. Barnhardt at carabarnhardt@ccusd.org

**AWARDS**

**Principal’s Honor Roll**

Honor Roll (awarded each semester)
Principal’s = 4.0 total unweighted GPA
Blue = 3.5-3.99 total unweighted GPA
Silver = 3.0 - 3.49 total unweighted GPA

For more information please contact:
Mrs. Barnhardt at carabarnhardt@ccusd.org.

**Valedictorian and Salutatorian**

Academic excellence is of utmost importance at Culver City High School. We want to celebrate all students who achieve excellence based upon the high standards that the school, along with our Board of Education and the State of California has set.

The student with the highest class rank will be awarded the title of Valedictorian. The student with the second highest rank will be the Salutatorian. Class rank is calculated using the academic weighted 9th through 12th GPA.

The Valedictorian will have the right to give a keynote speech approved by the school administration. If s/he decides not to give the speech, the salutatorian will have the option to participate as the keynote speaker.

**California Scholarship Federation (CSF)**

(awarded each semester)

A. To determine if you qualify for CSF membership, follow these guidelines:
1. You must earn a minimum of 10 points calculated using last semester’s grades.
   a. The first 4 points must be from LIST I (unless you are a senior applying for membership in February or June)
   b. The first 7 points (including the four points described above) must be from LISTS I and II.
   c. The remaining points may come from any LIST (I, II, III)
   d. All of your points can come from LIST I
2. You must use no more than 5 courses to qualify.
3. No CSF points are given for physical education, courses taken in lieu of physical education (including SMC classes), subjects repeated to improve a grade, courses involving clerking and office/teaching assisting, and courses taken on a pass/fail basis.

CSF points are granted as follows
Only ‘A’s and ‘B’s receive points in any type of course:
- An ‘A’ grade = 3 CSF points
- An ‘B’ grade = 1 CSF point

**NOTE: YOU MAY ADD A POINT TO NO MORE THAN TWO AP OR HONORS CLASSES WHERE YOU EARNED AN ‘A’ OR ‘B’** (An ‘A’ will = 4 points, a ‘B’ will = 2 points; ‘C’s still do not receive any points). Altogether you may only add a total of 2 points.

B. Also remember:
1. Semester membership is based on work done in the previous semester. (Summer school may NOT count for CSF membership. This includes college courses as well.)
2. You must apply for membership each semester.
3. Courses you may use are listed on the Course List that is provided with each application. Each qualifying course is listed under LIST I, II, or III.
4. Students must qualify and apply for at least one Semester during their senior year in order to qualify for any recognition.

Spring semester qualifications will be determined based on the 15 week grades w/ teacher signature. Late applications will not be accepted. No exceptions.

***GRADUATING SENIORS***

For more information please contact Ms. Garcia – Salas at michelegarcia-salas@ccusd.org or visit: https://csf-csf.org/
The California State Seal of Biliteracy

What is the State Seal of Biliteracy?
The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

Where can I find more information about the State Seal of Biliteracy?
More information about the State Seal of Biliteracy is available on the California Department of Education State Seal of Biliteracy webpage on [https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp](https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp) or scan the QR code at the bottom of this poster.

Follow us on Twitter: @MultilingualCA

What are the requirements for earning the California State Seal of Biliteracy?

English proficiency, demonstrated by:

- Completing all English language arts (ELA) graduation requirements with a 2.0 grade point average (GPA) or above.
- Passing the ELA California Assessment of Student Performance and Progress at the “standard met” level or above.
- Demonstrating English proficiency on the English Language Proficiency Assessments for California (ELPAC) and meeting all other requirements.

Second-language proficiency, demonstrated by:

- Passing an Advanced Placement (AP) exam with a three or above.
- Passing an International Baccalaureate (IB) exam with a four or above.
- Passing an SAT II foreign language exam with a 600 or above.
- Or passing a locally approved assessment that meets the rigor of an AP exam and tests all modalities of communication in the language.

Assessment (choose one) or Coursework

- Completing a four-year high school course of study in the language with a 3.0 GPA or above.
- Demonstrating oral proficiency in the language.

Scan for more information:

For more information please contact Ms. Magallanes at arelymagallanes@ccusd.org.
ADVANCED PLACEMENT AND HONORS COURSES

Culver City High School offers a wide variety of Advanced Placement and Honors courses in all subject areas, including English, Math, Social Studies, Science, Modern Language, and Art.

There are many advantages to enrolling in these courses, not the least of which is exposure to a more challenging curriculum. Expectations placed upon Honors and AP students will be significantly higher when it comes to the course workload. Because of the heightened demand placed upon Honors and AP students, underlined courses listed below reward students with a “weighted” grade. For example, instead of an “A” constituting 4.0 grade points, an “A” in these courses would count as 5.0 grade points; a “B” would be 4.0, and a “C” 3.0.

Summer Homework
In addition to increased content rigor and nightly homework, most Honors and AP students are required to complete a summer assignment. Summer Assignments are posted on our website at the end of the school year for students to access. All 10th–12th grade summer work is due at registration in August. Any student who is unable to attend registration must contact Mrs. Burton, Assistant Principal of Curriculum & Instruction, PRIOR to registration to make arrangements for early homework submission in person or via email.

Students who fail to submit summer work at registration will be immediately dropped from the course. 9th Grade Summer work is due on the first day of school.

*PLEASE BE SURE TO KEEP COPIES OF ANY WORK TURNED IN TO ENSURE THAT YOU RECEIVE PROPER CREDIT.

Prerequisites and Requirements
Parents and students should both pay particular attention to specific requirements and prerequisites listed above all courses in this manual. Most Honors and AP courses require a grade of “A” or “B” in the previous year’s same-subject course, or an “A” in a non-Honors/AP course. Most courses also require students to have displayed proficiency in this subject area via the previous year’s California Standards Test.

Dropping AP/Honors Courses
There are very specific restrictions on dropping AP or Honors courses after certain points in the school year. Please refer to the “Course Drop Policy found on pg. 3. Additionally, in the case that a student is approved to drop a year-long Honors or AP course at the turn of the semester, a “W (Withdrawal)” will be indicated on the transcript for the second semester.

Advanced Placement Exam
Any student enrolled in an Advanced Placement course will be expected to take the AP exam in May. Students are expected to make a year-long commitment and put forth the necessary effort in order to be successful. This is precisely why parents and students must weigh all factors involved before choosing to take these courses.

Currently, AP exams are approximately $100 per subject area test. There is extensive financial aid available for those families falling below the federal income poverty level. Additional aid may also be available through the school site. Although taking these exams does cost money, Advanced Placement courses are considered to be one of the best bargains in education. Many universities will reward passing scores of 3, 4, or 5 (depending on the university) with satisfied college credit, thus reducing the number of courses a student must take in college and ultimately saving money.

We strongly encourage all students to challenge themselves and take their academics seriously. None of the above-mentioned information is meant to discourage you, but simply assist you in making a well-informed decision best suited for your student and family.

**HONORS (H)**
- Algebra II Honors
- Biology Honors: The Living Earth (Biology)
- Honors Chemistry of the Earth System (Chemistry)
- English 9 Honors
- English 10 Honors
- Geometry Honors
- Global Issues Honors
- Honors Physics of the Universe (Physics)
- PreCalculus Honors

**ADVANCED PLACEMENT (AP)**
- AP Biology
- AP Calculus AB
- AP Chemistry
- AP Computer Science A
- AP Computer Science Principles
- AP English Language & Composition
- AP English Literature & Composition
- AP Environmental Science
- AP European History
- AP French IV Language & Culture
- AP Japanese V Language & Culture
- AP Macroeconomics
- AP Physics C: Mechanics
- AP Spanish IV Language & Culture
- AP Spanish V Literature & Culture
- AP Statistics
- AP Studio Art
- AP US Government & Politics
- AP US History

All 10th – 12th Grade Summer Work Is Due At Registration*

*Any student who is unable to attend registration must contact Mrs. Burton, Assistant Principal of Curriculum & Instruction, PRIOR to registration to make arrangements for early homework submission:

joniqueburton@ccusd.org
310-842-8200 x3301

Students who fail to submit summer work at registration will be immediately dropped from the course.

**PLEASE BE SURE TO KEEP COPIES OF ANY WORK TURNED IN TO ENSURE THAT YOU RECEIVE PROPER CREDIT.**

9th Grader Summer Work Is Due On The First Day of School.
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>min/night</th>
<th>nights/wk</th>
<th>hrs/wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Macro Economics</td>
<td>30</td>
<td>3:4</td>
<td>1.5-2</td>
</tr>
<tr>
<td>AP US Government</td>
<td>60</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AP US History</td>
<td>45</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>AP European History</td>
<td>45</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>15-20</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>US Government</td>
<td>30</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>US History</td>
<td>30</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>World History</td>
<td>30</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Global Issues H</td>
<td>30</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>Global Issues</td>
<td>30</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Gender Studies</td>
<td>24</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>15</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychology/Sociology</td>
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<td>2</td>
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</tr>
<tr>
<td>Spanish III</td>
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<td>4</td>
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<tr>
<td>Spanish IV</td>
<td>10</td>
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<td>1</td>
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<td>Nat./Imm. II</td>
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<td>5</td>
<td>3</td>
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<td>3</td>
</tr>
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<td>French I</td>
<td>15</td>
<td>4</td>
<td>1:2</td>
</tr>
<tr>
<td>French II</td>
<td>15</td>
<td>4</td>
<td>1:2</td>
</tr>
<tr>
<td>French III</td>
<td>20</td>
<td>4</td>
<td>1:2</td>
</tr>
<tr>
<td>French IV</td>
<td>20</td>
<td>4</td>
<td>1:2</td>
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<tr>
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<td>20</td>
<td>4</td>
<td>1:2</td>
</tr>
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<td>Japanese I</td>
<td>15</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Japanese II</td>
<td>15</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Japanese II</td>
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<td>1:2</td>
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<td>Japanese IV</td>
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<td>20-25</td>
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<td>1:2</td>
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<tr>
<td>AP English Literature</td>
<td>30-40</td>
<td>5</td>
<td>3:4</td>
</tr>
<tr>
<td>English 12</td>
<td>20</td>
<td>5</td>
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<tr>
<td>Intercultural Literature</td>
<td>30</td>
<td>2</td>
<td>3-5</td>
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<tr>
<td>Sci Fi &amp; Myth Legends</td>
<td>30</td>
<td>2-3</td>
<td>1:1-5</td>
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<td>30-40</td>
<td>5</td>
<td>3:3-2</td>
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<td>5</td>
<td>1:5-2</td>
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<td>English 9</td>
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<tr>
<td>English 9 H</td>
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<tr>
<td>AVID</td>
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<table>
<thead>
<tr>
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<th>min/night</th>
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<td>1:5</td>
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<tr>
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<td>2</td>
</tr>
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<tr>
<td>AP Calculus AB</td>
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<td>5</td>
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<td>3</td>
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<tr>
<td>Finite Math</td>
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<tr>
<td>Geometry</td>
<td>30-40</td>
<td>4</td>
<td>2-3</td>
</tr>
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<td>Geometry H</td>
<td>30-40</td>
<td>4</td>
<td>2-3</td>
</tr>
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<td>Integrate Algebra</td>
<td>15-20</td>
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<td>Intro Data Science</td>
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<td>Pre Calculus H</td>
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<th>Min/night</th>
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<tbody>
<tr>
<td>Technical Production</td>
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</tr>
<tr>
<td>Stage Craft &amp; Play Prod</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Arts I</td>
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<tr>
<td>Advanced Theatre</td>
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<td>Sports Therapy</td>
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<td>Sports Medicine</td>
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<td>Architectural Design</td>
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<td>Advanced Arch. Design</td>
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<tr>
<td>AP Principles CS</td>
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<tr>
<td>AP Comp Sci A</td>
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<td>Networking Fundamentals</td>
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<td>Robotics Engineering</td>
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<table>
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<th>Visual/Performing Arts</th>
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</tr>
<tr>
<td>Music</td>
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<tr>
<td>Theatre</td>
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<tr>
<td>Film</td>
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<tr>
<td>AVPA Theatre</td>
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</tbody>
</table>

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Please consider the following ESTIMATES when planning your course schedule. Actual times and workloads will vary by teacher and/or student ability.
# CCHS TIME MANAGEMENT WORKSHEET

**Student’s Name:**

**School Year:**

## SCHOOL HOURS
List your courses for the upcoming school year below and then use the estimates on the **HOMEWORK MANAGEMENT SHEET** to calculate homework time.

<table>
<thead>
<tr>
<th>Course</th>
<th>AVERAGE HOURS/WEEK</th>
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</thead>
<tbody>
<tr>
<td>English:</td>
<td>35</td>
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<tr>
<td>Social Studies:</td>
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<tr>
<td>Math:</td>
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<tr>
<td>Science:</td>
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<tr>
<td>Language:</td>
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</tr>
<tr>
<td>CTE:</td>
<td></td>
</tr>
<tr>
<td>Electives:</td>
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</tr>
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**Total school hours:**

## EXTRA-CURRICULAR ACTIVITIES - School & Community

<table>
<thead>
<tr>
<th>Activity</th>
<th>AVERAGE HOURS/WEEK</th>
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</thead>
<tbody>
<tr>
<td>Paid Job:</td>
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</tr>
<tr>
<td>Hobbies/Interest:</td>
<td></td>
</tr>
<tr>
<td>Community/Volunteer Services:</td>
<td></td>
</tr>
<tr>
<td>Non School Sports (i.e. club team):</td>
<td></td>
</tr>
<tr>
<td>School Related Activity:</td>
<td></td>
</tr>
<tr>
<td>School Related Activity:</td>
<td></td>
</tr>
</tbody>
</table>

**Total extra-curricular hours:**

## DAILY LIVING ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>AVERAGE HOURS/WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleep (7 days x 8 hours):</td>
<td>56</td>
</tr>
<tr>
<td>Necessities (eating, showering, chores, etc.):</td>
<td></td>
</tr>
<tr>
<td>Family time:</td>
<td></td>
</tr>
<tr>
<td>Free time (friends, TV, phone, internet, video games, etc.):</td>
<td></td>
</tr>
<tr>
<td>Travel time (to/from school, practices, activities, etc.):</td>
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</tr>
<tr>
<td>Faith/Religious Activities:</td>
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**Total daily living hours:**

### Total Hours

<table>
<thead>
<tr>
<th>Hours Type</th>
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<tbody>
<tr>
<td>School Hours</td>
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</tr>
<tr>
<td>Extra-Curricular Hours</td>
<td></td>
</tr>
<tr>
<td>Daily Living Hours</td>
<td></td>
</tr>
<tr>
<td><strong>Your Total Hours</strong></td>
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</tbody>
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**THERE ARE ONLY 168 HOURS IN A WEEK**

By signing below, we acknowledge that we have reviewed and support the courses and extra-curricular activities that my student has selected for the 2020-2021 school year.

**Parent/Guardian Signature:**

**Student Signature:**

**Date:**
## ENGLISH

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
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<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
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<tr>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>AP English 11: Language &amp; Composition</td>
<td>Myth &amp; Legend/Science Fiction &amp; Fantasy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intercultural Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AP English 12: Literature &amp; Composition</td>
</tr>
</tbody>
</table>

### ENGLISH 9/ ENGLISH 9 SDAIE* (9)

*SDAIE courses are designated for Limited English Proficiency (LEP) students.*

**Course Description:** English 9 is a one-year course that surveys the basic literary genres of the novel, poetry, short story, nonfiction and drama. It also provides practice with the writing process which stresses pre-writing, drafting, peer sharing and responding, revising and editing. Students respond to texts by speaking and writing. The writing component includes expository compositions such as literary analysis, argumentative and persuasive essays. A prescribed method for writing literary analysis essays is introduced and MLA format is taught through the completion of a fully documented research paper. Through Socratic Seminar, students learn to pose and respond to questions in order to initiate and participate effectively in a range of collaborative discussions.

**Recommended:** A ‘B’ average in 8th grade English. Teacher recommendation and possible writing sample.

**Summer Assignments:** Students are responsible for obtaining and completing any assigned work. Students who do not complete the summer work will be given a make-up assignment and a fixed due date at the beginning of the school year. Failure to complete the make-up assignment will negatively impact the student’s overall class grade.

**Course Description:** English 9 Honors is designed for highly motivated freshmen who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. Students may be expected to participate in an extracurricular reading program. Course covers the same content as English 9 (at an accelerated pace and in greater depth) with the addition of more non-fiction texts and written assignments. Oral communication skills are emphasized through mandatory participation in class discussions, Socratic seminars and the like.

### ENGLISH 10/ENGLISH 10 SDAIE* (10)

*SDAIE courses are designated for Limited English Proficiency (LEP) students.*

**Prerequisite:** English 9

**Course Description:** This course further develops a student’s basic language and composition skills, including vocabulary, mechanics, sentence construction, and concept development. Student writing will be taught and assessed in both full-process essays and in-class timed essays. Assignments will stress the concepts of unity, coherence, logical development and appropriate diction. In addition, students will learn how to support and develop claims by using strong and thorough textual evidence. The writing component includes multiple genres, such as reflection, argument, literary analysis, and research. Students will read a combination of literary texts and nonfiction, such as novels, drama, poetry, short stories, and historical documents. Students will develop listening and speaking skills in Socratic seminars and other forms of accountable talk, such as oral reports and presentations. Finally, students will prepare to pass the California High School Exit Exam in the spring.

### ENGLISH 10 HONORS (10)

**Recommended:** A ‘B’ average in English 9. Teacher recommendation and possible writing sample.

**Summer Assignments:** Students are responsible for obtaining and completing any assigned work. Students failing to turn in the Summer Assignment at registration will be dropped from the course and placed in the general education equivalent.

**Course Description:** English 10 Honors is designed for highly motivated sophomores who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. Students may be expected to participate in an extracurricular reading program. The course covers the same skills as regular English 10, with greater depth through more essays, Socratic seminars, and projects and reading more rigorous texts. Students are required to complete an intensive research paper. This course complements AP European History.

**Fulfills UC/CSU Requirements:** Yes – Subject Area – B

**NCAA:** YES

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19
ENGLISH 11/ ENGLISH 11 SDAIE* (11)

Prerequisite: English 10
*SDAIE courses are designated for Limited English Proficiency (LEP) students.
Course Description: This course provides integrated reading and writing techniques through an emphasis on American Literature. Using literature as its focus, the course reinforces skills and strategies introduced at the 10th grade level, and initiates critical thinking, as well as evaluative and interpretive skills necessary for more challenging courses. Grammar, syntax, and rhetoric are clarified on an independent basis through the discussion of essays and other written efforts. Appropriate performance in this class will adequately prepare students for 12th grade elective English courses. This course complements U.S. History.

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION (11)

Prerequisite: Must have a ‘B’ average in 10th grade English. Honors classes in 9th or 10th grade are recommended, but not required. Teacher recommendation and possible writing sample.
Summer Assignments: Students are responsible for obtaining and completing any assigned work. Students failing to turn in the Summer Assignment at registration will be dropped from the course and placed in the general education equivalent.
Course Description: This Advanced Placement course emphasizes on integrating a student’s reading and writing skills. Employing a literary and rhetorical approach, the course builds on the writing process: prewriting, drafting, sharing, revising, and evaluation, and develops the skill of rhetorical analysis as a new way of thinking about language and communication. Assignments emphasize writing and analysis, especially the analytical and argumentative forms, but will also include reflection, interpretation, and evaluation. The literary component is primarily American, while the nonfiction (rhetorical) component varies. Students will discuss and present their findings in large class discussions; this will be supported through bi-weekly Socratic Seminars designed to prepare students for college-level, academic discourse. Students will analyze and interpret documents, as well as research modern issues for class discussion, essays and projects. In May, students are expected to take the AP examination.

ENGLISH 12/ ENGLISH 12 SDAIE* (12)

Prerequisite: English 11
*SDAIE courses are designated for Limited English Proficiency (LEP) students.
Course Description: The English 12 course incorporates college preparatory reading, writing, and speaking techniques in alignment with Common Core standards. Close textual reading of both literature and informational texts is expected, as well as proficiency in writing analytical, persuasive, and narrative essays in preparation for college. Research papers are a necessary part of the curriculum as well. The variety of both fictional and informational works includes such diverse texts as Shakespeare’s sonnets and MacBeth, Outliers, and Like Water for Chocolate. In addition, collaborative discussions, such as Socratic Seminars, promote analysis of both literary and informational works, strengthening critical thinking skills.

MYTH AND LEGEND (12)

Prerequisite: English 11
Note: Students must take Science Fiction and Fantasy in the alternate semester.
Course Description: This is a rigorous and interactive course that requires reading of various books, short stories and other texts plus active participation in activities including class discussion, group work, pair work and Reader’s Theater. Students will write both critically and creatively. Written essays will emphasize argumentation and analysis. Assessments of student understanding of material will occur on a regular basis. In addition, students will create an individual Hero’s Journey project that will include a major creative writing segment. Myths and Legends is offered to students who are interested in the study of myth and legend as literature and as a creative stimulus for all the arts. The class will concentrate on the origin, structure, and meaning of myth and how it relates and influences society today. The motif of the heroic quest and Joseph Campbell’s Monomyth is a major theme of the course. The mythologies studied will include Greek, Norse and other world mythologies such as ancient Mesopotamian, Egyptian, Japanese, and African myths. While this course is aligned with the 12th grade Language Arts Common Core framework, it is modeled and taught as a college-level humanities course that introduces and intersects with topics that are often considered controversial and/or objectionable for some audiences, as evidenced by mature readings, R-rated films and classroom discussions. As a result, collegiate maturity is expected from the student, and similar support is required from the parent/guardian. Students, on request, can be provided with alternative assignments. However, while alternative assignments for one or two assignments can be easily negotiated multiple alternative assignments might be discussed in terms of the value of the long-term benefit of this course.
Summer work is required and will be handed in the first week of school.

SCIENCE FICTION AND FANTASY (12)

Prerequisite: English 11
Note: Students must take Myth and Legend in the alternating semester.
Course Description: This is a rigorous and interactive course that requires reading of various books, short stories and other texts plus active participation in activities including class discussion, group work, and pair work. Students will write both critically and creatively. Written essays will emphasize argumentation and analysis. Assessments of student understanding of material will occur on a regular basis. Other written projects will include scripts, process manuals and storyboards.
In Science Fiction and Fantasy you will read books and short stories by the world’s leading writers of science fiction and fantasy. Particular stress is placed on examination of these literary genres as serious art forms which explore human nature and the struggle to cope with the complexities of living in a technological society. Attention is also given to examination of literary techniques particular to these fictional forms. The course includes works of writers such as H.G. Wells, Bradbury, Clarke, and Asimov plus other modern science fiction writers.
While this course is aligned with the 12th grade Language Arts Common Core framework, it is modeled and taught as a college-level humanities course that introduces and intersects with topics that are often considered controversial and/or objectionable for some audiences, as evidenced by mature readings, R-rated films and classroom discussions. As a result, collegiate maturity is expected from the student, and similar support is required from the parent/guardian. Students on request can be provided with alternative assignments. However, while alternative assignments for one or two assignments can be easily negotiated multiple alternative assignments might be discussed in terms of the value of the long-term benefit of this course.
INTERCULTURAL LITERATURE (12)  

Prerequisite: English 11  

Course Description: This course presents a literary and socio-cultural analysis of representative work by American and transnational authors, which collaboratively illustrate the ethnic and cultural diversity of our global society.

The course operates around four primary units of study: race/ethnicity, immigration/movement and space, gender/orientation, and, finally the art of intercultural practice. The objective of intercultural training and the study of respective texts revolve around the procurement of a firm understanding of meaningful cultural exchange through dialogue in the domains mentioned previously. Intercultural Literature 12 is designed to: engage learners in reading, thinking, and discussing issues and concepts associated with the major issues that affect cultural diversity in society; the development of critical thinking and intercultural competence through the analysis of texts through a discussion-based, Socratic-method format; the examination of different literary genres (i.e., fiction, prose, poetry, etc.), and the analysis of non-fictional sources of literature and information (i.e., articles, film, multimedia, etc.) that reveal the historical, social, and cultural complexities that help explain culture today. In this writing-intensive, seminar-driven course, students produce critical, analytical, and creative written compositions of post-secondary integrity, engage in research, intercultural activities, and project-based learning assignments designed to enrich the understanding of cultural diversity, while also engaging in activities that promote positive human relations among all people in the community, school site, and as envisioned in post-secondary life.

While this course is aligned with the 12th grade Language Arts Common Core framework, it is modeled and taught as a college-level humanities course that introduces and intersects with topics that are often considered controversial and/or objectionable for some audiences, as evidenced by multiple R-rated films, mature readings, and classroom discussions. As a result, collegiate maturity is expected from the student, and similar support is required from the parent/guardian. This course requires permission slips for viewing of multiple films. Students unapproved for film-viewings will be issued alternative assignments during their period of absence from the course. While absence from one to two films can be negotiated without duress, multiple non-eligibilities of film-viewings might be discussed in terms of the value of the long-term benefit of this course.

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE & COMPOSITION (12)  

Prerequisite: Must have a ‘B’ average in 11th grade English and/or teacher recommendation. Well-developed written expression is recommended.

Summer Assignments: Students are responsible for obtaining and completing any assigned work. Students failing to turn in the Summer Assignment at registration will be dropped from the course and placed in the general education equivalent.

Course Description: This Advanced Placement course is designed for the highly motivated student who is able to fulfill college level assignments; this course focuses on close reading, literary analysis, verbal participation in discussion and complex, critical thinking. Students are exposed to various genres of literature from 1400 to the present day. Though focusing primarily on American and British literature, students will also work with literature in translation, as well as all genres, including poetry, drama, and the novel. Students will be expected to read and write extensively and independently, as the course parallels an undergraduate, college English course. In May, students in this class are expected to take the AP examination.

ELD I (English Language Development) (9, 10, 11, 12)  

Prerequisite: Classification of a Level I (as indicated by exam)

Course Description: English Language Development I is a beginning course in English as Second Language designed for English language learners who need to further gain understanding of American culture and basic interpersonal communication skills. Students will extend communicative competence by developing listening and reading comprehension, speaking fluency, and writing skills. As the course progresses, students will gain competence in reading and analyzing a variety of academic texts. This class is one period in length and includes a focus on grammar, writing conventions, and vocabulary development.

ELD II (9, 10, 11, 12)  

Prerequisite: Classification of a Level II (as indicated by exam)

Course Description: English Language Development II is an intermediate course in English as a second language designed for English learners who need to further gain understanding of American culture and basic interpersonal communication skills. Students will extend communicative competence by developing listening and reading comprehension, speaking fluency, and writing skills. As the course progresses, students will gain competence in reading and analyzing a variety of academic texts. This class is one period in length and includes a focus on grammar, writing conventions, and vocabulary development.

ELD III (9, 10, 11, 12)  

Prerequisite: Classification of a Level III (as indicated by exam).

Course Description: English Language Development III is an advanced course in English as a second language designed for English learners who need to expand their understanding of American culture and extend communicative competence by sharpening listening skills, increasing oral and written fluency, and developing academic reading and study skills. As the course progresses, students will gain competence in reading and analyzing a variety of academic texts, preparing them to take mainstream content area classes. This class is one period in length and includes a focus on grammar, writing conventions, and vocabulary development. This course fulfills UC/CSU Requirements.
MATHMATICS

ALL INCOMING 9TH GRADERS THAT ARE NEW TO CCUSD MUST TAKE A MATH ‘READINESS’ PLACEMENT EXAM BEFORE BEING ADMITTED TO ANY HIGH SCHOOL MATH CLASS.

It is extremely important to consider proper placement in mathematics at the high school in order to ensure successful completion of the 3-year math requirement. All of the following will be taken into consideration when placing students in math classes: Diagnostic ‘Readiness’ assessment scores based on previous math class; Grades (C or better); Teacher recommendations.

Mathematics Leadership Corps (MLC)
In May 2016 the Culver City Board of Education adopted the Mathematics Leadership Corps Framework. MLC is a leadership model in which teachers and administrators create a continuous improvement culture and share leadership to build and implement a coherent math program that promotes student-led learning.

In this model, teachers continually utilize coaching and student formative and summative data to improve practice and attain the MLC vision where all students have the mathematical reasoning and procedural skills to design creative solutions to complex problems.

Standards Based Grading (SBG)
Culver City High School math teachers use a Standards Based Grading (SBG) system to measure the mastery of each concept category. SBG helps parents, teachers, and students understand how well our students are understanding the material we teach in class by assessing specific learning targets through a series of quick checks (quizzes) and mastery checks (tests). Students use these quick checks and mastery checks to demonstrate what they have learned. Their grade does not include any other activities that don't prove a student's proficiency; for example, homework, participation, behavior, and extra credit. This SBG approach helps parents and students to understand what is expected of students and what they can do to improve their learning. In addition, Standards Based Grading uses the most recent scores to report students’ level of understanding. Therefore, the final exam score determines the overall proficiency of students in the class, as this is the only assessment that tests all concept categories taught throughout the semester.

Standards Based Grading is different from the California Common Core State Standards (CCSS). The CCSS are a set of criteria listed for each subject and grade level that represent what it means to be literate in English and Mathematics in the 21st century. They are meant to ensure that all students are learning the same material regardless of community or state in which a student resides, and in line with what other countries are teaching. This is so that our students can be competitive in a global market. The difference between CCSS and the previous California Standards is that students are now expected to learn each standard at a higher level of conceptual understanding. In Mathematics, this means not only knowing how to do a step-by-step procedural problem, but also knowing the concepts behind what the problem is asking. Here at Culver City High School, we call this Depth of Knowledge levels, or DOK 1, DOK 2, and DOK3. As students level up from a DOK 1 (procedural) to a DOK3 (conceptual) understanding, their mastery level will be reflected in their grade. At Culver City High School, we have high expectations for our students because we believe all students can learn, improve, and succeed!

RECOMMENDED SEQUENCE OF COURSES:

<table>
<thead>
<tr>
<th>SEQUENCE</th>
<th>8TH GRADE</th>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative #1 (Meets UC/CSU Requirements)</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>PreCalculus or Intro to Data Science or Finite Math</td>
<td>AP Calculus or AP Statistics</td>
</tr>
<tr>
<td>Alternative #2 (Meets UC/CSU Requirements)</td>
<td>8th grade Math</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Higher Math (Recommended)</td>
</tr>
<tr>
<td>Alternative #3 (Meets UC/CSU Requirements)</td>
<td>8th grade Math</td>
<td>Algebra I</td>
<td>Integrated Algebra</td>
<td>Geometry</td>
<td>Business Math or Algebra II</td>
</tr>
</tbody>
</table>

High School Math Pathways:

- **Algebra I**
- **Geometry/H**
- **Algebra II/H**
- **Precalculus/H**
- **Finite Math**
- **Intro to Data Science**
- **AP Calculus or AP Statistics**
- **AP Calculus**
- **AP Statistics**
**ALGEBRA I / ALGEBRA I SDAIE (9, 10, 11, 12)**
Fulfills UC/CSU Requirements: YES – Subject Area – C

*SDAIE courses are designated for Limited English Proficiency (LEP) students.*

**Prerequisite:** Must have a grade of ‘C’ or better in both semesters of Algebra I or Integrated Algebra.

**Recommended:** Demonstrate ‘readiness’ on an Algebra II placement test.

**Course Description:** Common Core Algebra 2 complements and expands the mathematical content and concepts of Common Core Algebra I and Geometry. Topics include: Trigonometry (unit circles, periodic modeling, and basic proofs of identities); function interpretation (graphing, parent functions, and analyzing both graphically and symbolically); polynomials and the complex number system (zeros, factors, imaginary roots); rational expressions and equations, modeling and solving problems (arithmetic and geometric series, logarithms, and inverse functions), and probability and statistical analysis. This course prepares students for either Finite Math or Precalculus. A scientific calculator and/or graphing calculator such as the TI-83+ or better is recommended.

**ALGEBRA II/ALGEBRA II SDAIE (9, 10, 11, 12)**
Fulfills UC/CSU Requirements: YES – Subject Area – C

*SDAIE courses are designated for Limited English Proficiency (LEP) students.*

**Prerequisite:** Must have a grade of ‘B’ or better in both semesters of Geometry Honors or teacher recommendation; demonstrate ‘readiness’ on an Algebra II placement test.

**Course Description:** This course is the enriched second course in algebra. It presents and extends the concepts taught in Algebra I. It prepares students for Precalculus Honors & AP Statistics. Concepts covered include quadratic functions, polynomial functions of higher degree, exponential and logarithmic functions. A graphing calculator such as the TI-83+ or better is strongly recommended.

**ALGEBRA II HONORS (9, 10, 11, 12)**
Fulfills UC/CSU Requirements: YES – Subject Area – C

**Prerequisite:** Must have a grade of ‘B’ or better in both semesters of Geometry Honors or teacher recommendation; demonstrate ‘readiness’ on an Algebra II placement test.

**Course Description:** This course is the enriched second course in algebra. It presents and extends the concepts taught in Algebra I. It prepares students for Precalculus Honors & AP Statistics. Concepts covered include quadratic functions, polynomial functions of higher degree, exponential and logarithmic functions. A graphing calculator such as the TI-83+ or better is strongly recommended.

**GEOMETRY / GEOMETRY SDAIE* (9, 10, 11, 12)**
Fulfills UC/CSU Requirements: YES – Subject Area – C

*SDAIE courses are designated for Limited English Proficiency (LEP) students.*

**Prerequisite:** Any student who has previously taken Algebra 1 but has not met the minimum ‘C’ grade requirement to move onto Geometry.

**Course Description:** This course combines algebraic, geometric, and statistical techniques necessary to strengthen students’ conceptual understanding of mathematical reasoning and problem solving. The curriculum is based on the CA Common Core Standards for Mathematics in the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability. The pedagogical approach will incorporate performance tasks and investigative exercises utilizing a notebook, personalized online support, and supplemental materials. The goal of the course is to build a strong algebraic foundation for all higher level mathematics courses.

**GEOMETRY HONORS (9) **
Fulfills UC/CSU Requirements: YES – Subject Area – C

**Prerequisite:** Must have an ‘A’ in both semesters of Algebra I and show readiness for the level of rigor of this course through a Geometry placement test.

**Course Description:** This is an extended and enriched course in Geometry for college-bound students who have shown evidence of their superior ability in the Algebra class that precedes this course. This course will prepare students for the rigorous level of difficulty expected in Honors courses like Algebra 2 Honors, and Precalculus Honors, leading up to AP Stats and/or AP Calculus. A scientific calculator is required. A protractor and compass are strongly recommended.

**INTEGRATED ALGEBRA (10, 11, 12) **
Fulfills UC/CSU Requirements: NO

Prerequisite: Must have a grade of ‘C’ in both semesters of Algebra I.

**Course Description:** Common Core Algebra is the first course in a five year sequence of college preparatory mathematics courses that continues through Calculus. The main ideas covered are: interpreting and building visual representations of functions, including linear, quadratic, and exponential functions; and creating, manipulating, and solving equations and inequalities, including systems of equations and inequalities. This course satisfies one of the college entrance requirements in mathematics.

**ALGEBRA SUPPORT (9) **
Fulfills UC/CSU Requirements: NO

Prerequisite: Must have a grade of ‘B’ or better in both semesters of Geometry Honors or teacher recommendation; demonstrate ‘readiness’ on an Algebra II placement test.

**Course Description:** This course is taught in conjunction with Algebra I/Algebra I SDAIE for students who need extra support in their algebra class. The course was developed in order to ensure a strong foundation in algebra before moving on in the mathematics sequence. Freshmen who opt to take the support class will postpone Biology until their sophomore year or high school. Completion of this course satisfies one year of the high school graduation mathematics requirement.

**Fulfills UC/CSU Requirements: YES – Subject Area – C**
**PRECALCULUS (9 [by instructor approval only], 10, 11, 12)**

**Prerequisite:** Must have a grade of ‘C’ or better in both semesters of Algebra II with teacher recommendation.

**Course Description:** This course covers precalculus and a variety of subjects in pre-calculus over one year (2 semesters). It is a required course for calculus and will combine many of the trigonometric, geometric and algebraic techniques needed to prepare students for the study of calculus. A graphing calculator such as the TI-83+ or better is recommended.

**ONE YEAR**

**Fulfills UC/CSU Requirements:** YES – Subject Area – C

**NCAA:** YES

**INTRODUCTION TO DATA SCIENCE (12)**

**Prerequisite:** Must have completed Algebra II.

This course is an introduction to the practice of data science: reasoning about the world with data. It will emphasize the use of statistics and computation as tools for creative work, as a means of telling stories with data. Its content will prepare students to “read” and think critically about existing data stories. ‘R’, the statistical programming language used by academics and industry, will be used to bring data to life. Through ‘R’, students will learn to compute with data to develop graphical and numerical summaries to both communicate findings and to generate further exploration. This is a project and inquiry-based class.

**ONE YEAR**

**Fulfills UC/CSU Requirements:** YES – Subject Area – C

**NCAA:** NO

**ADVANCED PLACEMENT (AP) STATISTICS (11, 12)**

**Recommended:** A grade of ‘B’ or better in both semesters of Precalculus or Precalculus H, or Algebra II with teacher recommendations.

**Summer Assignments:** Students are responsible for obtaining and completing any assigned work. Students failing to turn in the Summer Assignment at registration will be dropped from the course.

**Course Description:** This Advanced Placement course is a technical and in-depth extension of probability and statistics. In particular, mastery of academic content for advancement placement gives students the background to succeed on the advanced placement exam. A graphing calculator, approved by the College Board, is required. There are summer assignments for this course. In May, students in this class are expected to take the AP examination.

**ONE YEAR**

**Fulfills UC/CSU Requirements:** YES – Subject Area – C

**NCAA:** YES

**ADVANCED PLACEMENT (AP) CALCULUS AB (11, 12)**

**Recommended:** A grade of ‘B’ or better in both semesters of Precalculus or Precalculus Honors.

**Summer Assignments:** Students are responsible for obtaining and completing any assigned work. Students failing to turn in the Summer Assignment at registration will be dropped from the course.

**Course Description:** This Advanced Placement course consists of a full academic year of work in single variable calculus comparable to one semester (2 quarters) of a first year calculus course in colleges and universities. Major areas of study include Differential Calculus (Functions, Limits, Continuity, Rates of Change, Derivatives, Differentiability, Applied Derivatives, Related Rates, Optimization, Implicit Differentiation and EVT, IVT, and MVT) and Integral Calculus (Summation, Approximation Techniques, Area and Volume, Applied Integrals, and Theorems). A graphing calculator, approved by the College Board, is required. There are summer assignments for this course. In May, students in this class are expected to take the AP examination. *Students may opt to study on their own for the AP Calculus BC exam.

**ONE YEAR**

**Fulfills UC/CSU Requirements:** YES – Subject Area – C

**NCAA:** YES

**BUSINESS MATH (11, 12)**

**Prerequisite:** Restricted to 11th and 12th graders who earned Algebra I credit in high school but need the course to satisfy a third year of high school math requirement for graduation. This is not a UC approved math class.

**Course Description:** This is an applied mathematics course constructed around typical situations that the ordinary adult would encounter in life. Topics include paychecks and deductions, keeping budgets, shopping and reading catalogs and ads, apartment rental leases, taxes, and buying on credit. Within this course pupils will have many opportunities to apply their knowledge of arithmetic.

**ONE YEAR**

**Fulfills UC/CSU Requirements:** NO

**NCAA:** NO

**ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A (11, 12)**

**Prerequisite:** A grade of ‘B’ or higher in both semesters of Algebra 2; Principles of Computer Science A course strongly recommended.

**Course Description:** The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

**ONE YEAR**

**Fulfills UC/CSU Requirements:** YES – Subject Area – C

**NCAA:** YES

24
Next Generation Science Standards
In September 2013 the State Board of Education adopted the Next Generation Science Standards. Within the Next Generation Science Standards (NGSS), there are three distinct and equally important dimensions to learning science. These dimensions—Crosscutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas—combine to form each standard or performance expectation. Each dimension works with the other two to help students build a cohesive understanding of science over time.

High School Science Pathways:

**HEALTH (9, 10)**

**Course description:** Health Education is a comprehensive course instructing students in diseases and prevention of health problems. The course emphasizes routine health concerns and helps students better understand their own bodies. Instruction in emotional health includes personality, self-esteem, stress, mental disorders, drug resistance education, and suicide prevention. Nutrition, physical fitness, and first aid are basic to disease prevention and are covered. Reproductive health includes instruction in personal decision making and in safe sexual behavior.

**BIOLOGY / BIOLOGY SDAIE: THE LIVING EARTH (BIOLOGY / BIOLOGY SDAIE) (9, 10, 11, 12)**

* SDAIE courses are designated for Limited English Proficient (LEP) students.

**Course Description:** Successful completion of this one-year Biology course satisfies one year of the high school graduation requirement for science. This course also fulfills the University of California laboratory science section of the subject “A-G” requirements for admission. Both regular and SDAIE Biology cover the National Next Generation Science Standards (NGSS) for Life Sciences as approved by the State of California. Students will apply their knowledge of science content to various real-world phenomena. Earth and space science concepts will be incorporated at logical points in the curriculum to enhance student learning.

It is aimed at building a solid foundation in biology, integrating laboratory component that consists of classroom labs, and building student competency in science practices such as data analysis and developing writing skills where students practice explaining what they see with evidence. Students planning to attend any four-year college or university are strongly urged to complete both Chemistry and Physics in grades 11 or 12 and Biology with a minimum grade of “C”. At all levels, Biology is a laboratory science in which the interrelationships among living organisms are studied. Other topics studied are: photosynthesis and cellular respiration, cells, ecology, evolution, and genetics.

**HONORS BIOLOGY: THE LIVING EARTH (HONORS BIOLOGY) (9)**

**Prerequisites:** Concurrent enrollment in Geometry or higher and a grade of ‘B’ or better in Algebra I.

**Course Description:** Successful completion of this one-year Honors Biology course satisfies one year of high school graduation requirements for science. This course also fulfills the University of California laboratory science section of the subject “A-G” requirements for admission. Students will apply their knowledge of science content to various real-world phenomena. Earth and space science concepts will be incorporated at logical points in the curriculum to enhance student learning.

It is aimed at building a solid foundation in biology, integrating laboratory component that consists of both classroom labs and practical field studies, and building student competency in science practices such as data analysis and developing writing skills within science. This course covers the Next Generation Science Standards at a faster pace and in greater detail than the regular Biology: The Living Earth course. Students planning to attend any four-year college or university are strongly urged to complete both Chemistry of Earth Systems and Physics of the Universe and an Advanced Placement Science after this Honors Living Earth course. Nightly homework and independent study is required.
ADVANCED PLACEMENT (AP) BIOLOGY (10,11,12)  

**Prerequisite:** One year of Biology with a grade of ‘B’ or better, one year of Chemistry with a grade of ‘B’ or better, and a grade of ‘B’ or better in the most recent English course taken.  

**Summer Assignments:** Students are responsible for obtaining and completing any assigned work. Students failing to turn in the Summer Assignment during registration will be dropped from the course.  

**Course Description:** This Advanced Placement course is for capable college preparatory juniors and seniors as well as sophomores who have completed the course prerequisites. The course follows the curriculum set by the College Board, including recommended laboratory activities, and prepares students for the Advanced Placement Exam in Biology. The course of study includes the four Big Ideas of Evolution, Homeostasis, Energy, and Interactions. These encompass the study of Biochemistry, Cell Biology, Molecular Genetics, Mendelian Genetics, Evolution, Population Genetics, Ecology, and Animal Physiology. More than twenty-five percent of class time is devoted to inquiry labs. The ability to read complex material, to think and analyze, to perform statistical analysis, and to write clearly are essential to success in this course. Co-enrollment in Physiology and AP Statistics is recommended but not required. Summer work, nightly homework, and independent study are required. Students in this class are expected to take the AP examination in May.

PHYSIOLOGY (10 [with teacher recommendation], 11, 12)  

**Prerequisite:** Grade of ‘C’ or better in Biology AND ‘C’ or better in Chemistry, Earth Science, or Astronomy.  

**Course Description:** This course is designed to provide an opportunity to investigate the human body, its structure, function and how the human body reacts to external stimuli throughout everyday life. Units include Biochemistry, Cell Biology, Tissues, Skin, Bones, Muscles, Circulation, Respiration, Nervous, Digestion and Excretion. Students engage in investigations to understand and explain the behavior of the human body in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. The course involves dissections with a digital option available. Students completing this course will be better prepared to take post-secondary classes in the health profession.

ASTRONOMY (11, 12)  

**Prerequisite:** ‘C’ or better in both Biology and Algebra I.  

**Course Description:** In this one year college prep course a student will learn about the equipment, methods and discoveries of astronomy from prehistoric times until the present. S/he will also learn about the principles of physics and chemistry and math involved in astronomy. During the course the student will make observations and records of the day and night sky using the school’s telescopes, instruments and with the naked eye. This course fulfills the UC/CSU requirements for a physical laboratory science.

CHEMISTRY OF THE EARTH SYSTEMS (CHEMISTRY) (9, 10, 11, 12)  

**Prerequisite:** Biology or Biology Honors with a minimum grade of ‘C’ and Algebra 1 with a minimum grade of ‘C’.  

**Course Description:** This physical science course is a laboratory course which fulfills UC “A-G” requirements for a laboratory science. It includes both mathematical and theoretical work in chemistry along with laboratory assignments. The course deals with: 1) the different types of matter; 2) the properites and uses of matter; 3) the changes which matter undergoes; and 4) the conditions which influence these changes. The objectives are:  1) to develop an appreciation for the scientific method; 2) to prepare for college entrance and professions; 3) to develop a better understanding of nature.  

HONORS CHEMISTRY OF THE EARTH SYSTEMS (HONORS CHEMISTRY) (9, 10, 11, 12)  

**Prerequisite:** Biology or Biology Honors (preferred) with a minimum grade of ‘B’ and Algebra 1 with a minimum grade of ‘A’ or Algebra I Honors with a minimum grade of ‘B’.

**Summer Assignments:** Students are responsible for obtaining and completing any assigned work. Students failing to turn in the Summer Assignment at registration will be dropped from the course and placed in the general education equivalent.  

**Course Description:** This physical science course is a laboratory course which fulfills the UC “A-G” requirements for laboratory science. It includes both advanced mathematical and theoretical work in chemistry along with laboratory assignments. The course deals with 1) the different types of matter; 2) the properties and uses of matter; 3) the changes which matter undergoes; and 4) the conditions which influence these changes. The objectives are:  1) to develop an appreciation for the scientific method; 2) to prepare for college entrance and professions; 3) to develop a better understanding of nature. The honors course covers topics at a faster pace and in greater detail. There are summer assignments for this course.  

ADVANCED PLACEMENT (AP) CHEMISTRY (10, 11, 12)  

**Prerequisite:** Chemistry with a grade of ‘A’ or Honors Chemistry (preferred) with a minimum grade of ‘B’ and Algebra II with a minimum grade of ‘B’. Concurrent enrollment in Algebra II is acceptable for 10th graders who had Chemistry Honors & Geometry Honors with ‘A’ in both classes.  

**Summer Assignments:** Students are responsible for obtaining and completing any assigned work. Students failing to turn in the Summer Assignment at registration will be dropped from the course.  

**Course Description:** This Advanced Placement course is for capable, college preparatory sophomores, juniors and seniors. AP Chemistry will follow the guidelines and curriculum established by the College Board. Recommended laboratory exercises will be included to the greatest extent possible. This course will emphasize advanced topics in chemistry such as thermodynamics and kinetics. The course will prepare students to take the AP exam in chemistry. There are summer assignments for this course.  

PHYSICS OF THE UNIVERSE (PHYSICS) (10, 11, 12)  

**Prerequisite:** Biology or Biology Honors with a minimum grade of ‘C’ and Geometry with a minimum grade of ‘C’.  

**Course Description:** This course offers a student an opportunity to study classical physics as outlined by Next Generation Science Standards for physics. Through classroom and laboratory work the student studies the scientific principles which are the basis for all other sciences. This course fulfills the UC/CSU requirements for a physical laboratory science.
HONORS PHYSICS OF THE UNIVERSE (HONORS PHYSICS) (10, 11, 12)  One Year
Fulfills UC/CSU Requirements: YES – Subject Area – D

Prerequisite: Biology or Biology Honors (preferred) with a minimum grade of ‘B’ and Geometry with a minimum grade of ‘B’.

Course Description: This course offers a student an opportunity to study classical physics as outlined by Next Generation Science Standards for physics. The honors physics class will require extensive vector analysis in the solution of both written problems and lab work. Through classroom and laboratory work the student studies the scientific principles which are the basis for all other sciences. The honors physics class involves extensive lab work. This course fulfills the UC/CSU requirements for a physical laboratory science.

ADVANCED PLACEMENT (AP) PHYSICS C: MECHANICS (11, 12)  One Year
Fulfills UC/CSU Requirements: YES – Subject Area – D

Prerequisite: One Year of Physics I with a grade of ‘B’ or better and completion of Algebra II with a ‘C’ or better. Concurrent enrollment in calculus is recommended.

Course description: This Advanced Placement course is a calculus based study of mechanics which models a first year class taught at college for an engineering student. The guidelines and curriculum for AP Physics C are determined by the College Board. Laboratory exercises will be included to the greatest extent possible. In May, students in this class are expected to take the AP examination.

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE (11, 12)  One Year
Fulfills UC/CSU Requirements: YES – Subject Area – D

Prerequisite: Two years of laboratory science (1 year Biology, 1 year Chemistry) and Algebra 2 with a ‘B’ or better.

Course description: This Advanced Placement course combines a variety of sciences including biology, earth science, chemistry, geography and even economics, challenging students to think about the environment and the consequences human activities have on it. Topics such as renewable energy use, global warming, water and air pollution, environmental disasters and the effects of overpopulation will be covered. The course will encompass the idea that the Earth is a series of interconnected processes that hang in a delicate balance. Due to unsustainable human activity, this equilibrium is being compromised, and students will analyze how we as a species can establish sustainable practices that will allow the environment to remain intact.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES (9, 10, 11, 12)  One Year
NCAA: NO
Fulfills UC/CSU Requirements: YES – Subject Area - D

Prerequisite: Successful completion of Algebra I.

Course description: The Principles course introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. It is an excellent course for those who may want to take AP Computer Science A in the future, or for those who are interested in exploring computer science. There is the possibility of taking the course for AP credit, though this is not required.
SOCIAL STUDIES

GLOBAL ISSUES/ GLOBAL ISSUES SDAIE (9)

*SDAIE courses are designated for limited English Proficiency (LEP) Students.

Course Description: This course integrates the five themes of geography and the inter-relationship between the physical environment and human culture. The content of this course focuses on Asia, the Middle East, Latin America, and Africa. While improving their reading, writing, speaking and listening skills, students will have the opportunity to become familiar with world cultures, religions, current events, and global issues. Students will reflect on modern-day dilemmas such as economic, political, environmental, and social developments. In addition, this course will prepare students to be informed and responsible global citizens. This course is designed to complement the California World History Content Standard, as well as, the National Geography Standards.

HONORS GLOBAL ISSUES (9)

Prerequisite: An ‘A’ or ‘B’ in scholar’s classes and an ‘A’ in regular academic classes. Highly recommended that student is concurrently enrolled in Honors English 9.

Course Description: This is a rigorous introductory social science course which integrates the five themes of geography and the inter-relationship between the physical environment and human culture. The content of this course focuses on Asia, the Middle East, Latin America, and Africa. This course is intended to foster an appreciation of the rich and diverse cultures of the world as well as recognize the relationships between people and the environment in which they live. Through lectures, individual efforts, and collaborative work, students will have the opportunity to become familiar with world cultures, religions, current events, and global issues. Students will reflect on modern-day dilemmas such as economic, political, environmental, and social developments and consider realistic and sustainable solutions. This course is recommended before entering into AP European History. The course curriculum is designed to complement the California World History Content Standard, as well as, the National Geography Standards.

WORLD HISTORY / WORLD HISTORY SDAIE (10)

*SDAIE courses are designated for Limited English Proficiency (LEP) students

Course Description: This course covers the rise of democracy from Ancient Greece and Rome up until the present day. Units included are the glorious revolution, industrial revolution, imperialism, World War I and II, the Cold War and current events. Skills are emphasized in the area of writing and research.

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY (10)

Recommended: A ‘B’ or higher with teacher recommendation in prior Honors or AP Social Studies or an ‘A’ or ‘B+’ in Global Issues.

Skill requirements: Good organization, work habits and a solid commitment required. Strong writing skills, you must know how to write an essay.

Summer Assignments: Students are responsible for obtaining and completing any assigned work. Students failing to turn in the Summer Assignment at registration will be dropped from the course and placed in the general education equivalent.

Course Description: This Advanced Placement course fulfills the world history graduation requirement, or the 11th or 12th grade elective. It emphasizes the political-diplomatic, intellectual-cultural and social-economic aspects of Europe from 1450 to the present. Its major purpose is to prepare students for the Advanced Placement examination in European History, which if passed, may earn students college credit for the subject. This course requires at least an hour of homework every night and on weekends. In May, students in this class are expected to take the AP examination.

UNITED STATES HISTORY / US HISTORY SDAIE (11)

*SDAIE courses are designated for Limited English Proficiency (LEP) students

Course description: This course examines the development of American History through the 21st century, emphasizing the following themes: The historical significance and evolution of the U.S. Constitution and the Bill of Rights; the expanding role of the federal government; the emergence of our modern economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movement towards equal rights for all; and the role of the United States as a major world power. In each unit students examine the political, social, economic, and cultural development of the nation. Skills emphasized are critical reading including primary and secondary sources, critical thinking, oral communication, and writing skills.

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY (11)

Recommended: An ‘A’, ‘B’, or ‘C’ in AP European History; an ‘A’ in prior Social Studies class. Previous AP work highly recommended.

Skill requirements: Above average writing skills and good organization and work habits.

Summer Assignments: The summer assignment is required and will affect first semester grade. It is due at registration, and students who fail to turn it in will be dropped from the course and placed in the general education equivalent.

Course Description: This Advanced Placement course fulfills the U.S. History graduation requirement, and covers the major events and themes of American History from the pre-Columbian times up through the present. The class is designed to provide college-preparatory students with the factual knowledge, critical thinking skills, and writing skills necessary to pass the Advanced Placement examination in U.S. History, which, if passed, may earn students college credit in the subject. In May, students in this class are expected to take the AP examination.

ECONOMICS / ECONOMICS SDAIE (12)

*SDAIE courses are designated for Limited English Proficiency (LEP) student.

Course Description: Economics is the study of how human beings attempt to satisfy unlimited wants with scarce resources. The first part of the course will focus on the fundamental concepts of Economics including: supply, demand and scarcity. Other topics include the organization of individual businesses and industries, the labor market, the role of government, money, banks, investing and the global economy.
UNITED STATES GOVERNMENT/UNITED STATES GOVERNMENT SDAIE (12)

Semester Course
NCAA: YES
Fulfills UC/CSU Requirements: YES – Subject Area – A

*SDAIE courses are designated for Limited English Proficiency (LEP) students.

Course Description: The study of the United States Government prepares students to function as effective citizens in a democratic society. This course concentrates on the basics of the United States Government: federalism, separation of powers, constitutional rights and liberties, and the three branches of government and their powers. The historical foundations and development of America's political systems are reviewed. All students are required to complete 8-10 hours of civic participation.

ADVANCED PLACEMENT (AP) MACROECONOMICS (12)

Semester Course
NCAA: YES
Fulfills UC/CSU Requirements: YES – Subject Area – G

Recommended: ‘A’ or ‘B’ in prior Social Studies class or teacher recommendation; and completion of summer assignment. Summer assignment is required and affects first semester grade.

Skills requirement: Above average writing and reading comprehension skills; good organization and work habits.

Summer Assignments: Students failing to turn in the Summer Assignment by registration will be dropped from the course and placed in the general education equivalent.

Course Description: This course looks at the problems of violence in our schools and society and introduces the students to the theories and history of non-violence, conflict resolution, and peer mediation. The students will understand and apply these concepts in the creation of a school culture and atmosphere of learning based on the prevention of conflicts by peaceful means. The curriculum is designed so that students learn the theories of non-violence and conflict resolution through the study of the lives and writings of some of the most important personalities and then apply them to their own lives. There will be opportunity for student writing and project-based learning of both critical and creative nature. Such activities will serve to focus and expand student response to the materials of the course and will also serve as a basis for instruction in composition, program designing, and case studies. Enrichment for learning in the subject will take place in the form of conflict resolution training, research, and implementation of non-violent techniques that promote positive human relations among all people in the community and in school.

ETHNIC STUDIES (9, 10, 11, 12)

Semester Course
NCAA: YES
Fulfills UC/CSU Requirements: YES – Subject Area - G

Course Description: The Ethnic Studies class is an interdisciplinary class that focuses on the history of African Americans, Chicana/os, Latina/os, Asian Americans, Native Americans and other ethnic groups. We will study each group historically in relation to each other and in relationship to the history of the US. Through critical readings, class discussion, research projects, film, and writing students will have opportunities to develop a solid intersectional foundation to understanding race, cultural diversity, and movements for social justice in the US.

GENDER STUDIES (9, 10, 11, 12)

Semester Course
NCAA: YES
Fulfills UC/CSU Requirements: YES – Subject Area - G

Course Description: The goal of Gender Studies is to give students a critical lens through which to view and understand gender and sexuality. It will begin by building an analytical framework for understanding social construction of gender and the way in which gender intersects with other vectors of social power and oppression, such as race, class, ethnicity, age, physical ability, and sexual identity. The course will then focus on analyzing how gender and sexuality play out nationally and transnationally in people’s daily lives, in institutions, and in popular culture. Next, the class will highlight issues of women’s health currently and historically, and how domestic violence and rape culture have an impact on physical and mental health. Finally, there will be a focus on feminist activism, examining past and current day activism, identifying current issues of concern, and generating and carrying out a project for positive social change. From the beginning of the course there will also be a focus on how to think, speak, and write critically about these issues.

PSYCHOLOGY (11, 12)

Semester Course
NCAA: YES
Fulfills UC/CSU Requirements: YES – Subject Area – G

Course Description: Why do we think, feel and act as we do? This elective introduces students to the academic study of psychology. Students will examine the human experience from five different perspectives: biological, psychodynamic, humanistic, behaviorist, cognitive and socio-cultural points of view. We will focus on the major theories and research in each perspective and then examine mental health and mental illness using the tools and understanding each perspective provides. The semester project asks students to apply Skinnerian principles and strategies to change a particular behavior of a friend or family member.

SOCIOLOGY (11, 12)

Semester Course
NCAA: YES
Fulfills UC/CSU Requirements: YES – Subject Area – G

Course Description: This elective introduces students to the academic study of society and culture. Students will examine and analyze the differences between cultures as well as the differences found within our own culture. Topics include conformity, deviance, crime, education, government, stratification, poverty, race, ethnicity, gender, religion, prejudice, discrimination, social justice and social change. Students will connect current events and current cultural trends to major sociological theories and research.
MODERN LANGUAGES

Please carefully read the course descriptions to make a more informed and appropriate choice.

If you want to understand a person, his culture, his arts, his history, you should understand his language. If you want to know how a person feels, you should speak to him in his language.

All language courses fulfill university admission requirements unless otherwise stated.

PLACEMENT FOR SPANISH

In a concerted effort to offer a well-rounded, educationally inclusive program at Culver City High School, the Department of Modern Languages has created the following guidelines for placement into courses. All students and courses will be held to the same standards set forth here and will be governed by the same guidelines. We hope this will simplify and expedite the process of which courses students should enroll.

Standard Progression of Spanish Classes:

<table>
<thead>
<tr>
<th>Spanish Language Classes</th>
<th>Spanish Immersion Program/Native Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish I</td>
<td>Spanish II / Immersion / Native Speakers</td>
</tr>
<tr>
<td>Spanish II</td>
<td>Spanish II / Immersion / Native Speakers</td>
</tr>
<tr>
<td>Spanish III</td>
<td>Spanish III / Immersion / Native Speakers</td>
</tr>
<tr>
<td>Spanish IV / AP Spanish Language</td>
<td></td>
</tr>
<tr>
<td>AP Spanish Literature</td>
<td></td>
</tr>
</tbody>
</table>

Who should enroll in Spanish Language Classes?
1. Non-Spanish speaking students, (non-native speaker).
2. Students previously enrolled in Spanish Language classes at Middle School or High School level (non-native speaker).

Who should enroll in the Spanish Immersion/Native Speakers program?
1. Students previously enrolled in CCUSD Spanish Immersion Program. For the student who participated in the Immersion Program K-8, the Immersion/Native Speaker, Level II, would be the best placement for him/her. If the student participated in the Immersion Program only through the fifth (5th) grade, the best placement would be in a Native I or Spanish II Language Class.
2. Fluent Spanish Speakers who speak Spanish at home.

REQUIREMENTS
☑ To be promoted to the next level class (non-immersion and non-honors/AP) at the end of the year, the student must earn a C- or higher.
☑ To be promoted from Spanish III to Spanish IV-AP Language, the student needs a “B” or better.
☑ To be promoted from Spanish IV-AP Language to Spanish V-AP Literature, a student must earn a “B” or better.

PLACEMENT SPECIFICS FOR SPANISH

If the student is: Then the appropriate placement would be:
1. Non-Spanish Speaking
2. Native Spanish Speaker without writing skills
3. Native Spanish Speaker with writing skills
4. From the Immersion Program (K-8)
5. From the Immersion Program (K-5)
6. Completed Spanish at the Middle School (Both 7th and 8th Grades) with a “C” or Better.
1. Spanish I Language Class
2. Spanish II Immersion/Native Speakers
3. Spanish II Immersion/Native Speakers
4. Spanish II Immersion/Native Speakers or Spanish II Language Class.
5. Spanish II Immersion/Native Speakers
6. Spanish II Language Class

SPANISH I (9, 10, 11, 12)

One Year
NCAA: YES
Fulfills UC/CSU Requirements: YES – Subject Area – E

Note: The department of Modern Languages does not recommend this course for students with Spanish language background or for those previously in the Immersion Program.

Course Description: This course is an introduction to the Spanish language and culture. Communicative proficiency is developed in real-life situations through the practical use of the language. The essentials of grammar will be taught to reinforce the inter-related skills of speaking, listening, reading and writing.

SPANISH II (9, 10, 11, 12)

One Year
NCAA: YES
Fulfills UC/CSU Requirements: YES – Subject Area – E

Prerequisite: Students need to earn a ‘C’ or better in both semesters of Spanish I.
Note: This course is not recommended by the department of modern languages for students with Spanish language background or for those previously in the Immersion Program.

Course Description: This course is designed to supplement and reinforce the first level. The student begins a more intensive study of the grammar and culture of Spanish-speaking people. Communicative proficiency in listening, speaking, reading and writing is the goal for all students.
SPANISH III (10, 11, 12)  
One Year  
Fulfills UC/CSU Requirements: YES – Subject Area – E  
NCAA: YES  
Note: This course is not recommended by the Department of Modern Languages for students with Spanish language background or those previously in the Immersion Program.  
Prerequisite: Students need to earn a ‘C’ or better in both semesters of Spanish II.  
Course Description: Spanish III initiates an in-depth study of the Spanish language and culture. The three language aims of reading, writing and speaking are interrelated and intensified. The student is required to express his own thoughts in greater detail and with more abstract conceptions. The study of vocabulary and idiomatic expressions are emphasized. Some literature will be introduced. This course is predominately taught in the target language.

SPANISH IV (10, 11, 12)  
One Year  
Fulfills UC/CSU Requirements: YES – Subject Area – E  
NCAA: YES  
Note: This course is not recommended by the Department of Modern Languages for students with Spanish language background or those previously in the Immersion Program.  
Prerequisite: Students need to earn a ‘C’ or better in both semesters of Spanish III.  
Course Description: This course is designed for Spanish III students who do not feel ready for Spanish IV AP Language and Culture or who wish to continue their Spanish studies without taking an AP level class. Students will continue their studies of Spanish grammar and culture while diving deeper into authentic texts and materials, exploring literature from various time periods and locations, and honing their speaking skills. This class will prepare sequential students for the AP level class via textbook and grammar practice and supplemental readings and discussions.

SPANISH II IMMERSION PROGRAM/NATIVE SPEAKERS (9, 10, 11, 12)  
One Year  
Fulfills UC/CSU Requirements: YES – Subject Area – E  
NCAA: YES  
Prerequisite: Students who speak Spanish at home or those students who were part of the Spanish Immersion Program in elementary and/or Middle School. Students must earn a grade of ‘C’ or better in previous level.  
Course Description: This is a one-year course designed to meet the special academic needs of the student who has accomplished a high level of oral fluency. It is a lightly literature-based program with a very strong focus on the reading and writing process. Vocabulary, grammar, and literary concepts are emphasized. The student is introduced to the genre of the short story, poetry, novel, Theatre Arts and the essay. The student will learn to read, write and speak, as well as participate in a continuous study of the most important aspects of the impressive Latino culture.

SPANISH III IMMERSION PROGRAM/NATIVE SPEAKERS (10, 11, 12)  
One Year  
Fulfills UC/CSU Requirements: YES – Subject Area – E  
NCAA: YES  
Prerequisite: Students must earn a grade of ‘C’ or better in Spanish II Immersion Program/Native Speakers.  
Course Description: This is a one-year course designed as a natural progression of the level II course. This course further develops the student’s skills in speaking, reading and writing. Literature-based, the emphasis is on higher level cognitive skills: the application of complex grammatical structures, in-depth class discussions, advanced analytical compositions and challenging reading selections. The student continues studying various literary genres and grows in the appreciation of the very colorful Latino culture.

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE AND CULTURE (AP SPANISH IV) (11, 12)  
One Year  
Fulfills UC/CSU Requirements: YES – Subject Area – E  
NCAA: YES  
Prerequisite: Students need a grade of ‘B’ or better in Spanish III.  
Course Description: This Advanced Placement course is designed to prepare students for the Spanish Language Advanced Placement Exam by developing fluency in reading, listening, writing and speaking; supported by understanding of vocabulary, rules of grammar and pronunciation, as well as a general knowledge of historical and geographical factors leading to and affecting contemporary cultures of all Spanish speaking peoples. It is taught entirely in Spanish. In May, students in this class are expected to take the AP examination.

ADVANCED PLACEMENT (AP) SPANISH LITERATURE AND CULTURE (AP SPANISH V) (11, 12)  
One Year  
Fulfills UC/CSU Requirements: YES – Subject Area – E  
NCAA: YES  
Prerequisite: Students need a grade of ‘B’ or better in AP Spanish IV.  
Course Description: This Advanced Placement course offers advanced students of Spanish the opportunity to read both Latin American and Spanish works of literature. Students will participate in class discussions, group research projects, and will write essays based on a variety of topics. This course prepares students for the AP exam in Spanish Literature and Culture. In May, students in this class are expected to take the AP examination.

PLACEMENT FOR FRENCH  
All students must complete courses with a passing grade before moving to the next course.

If the student:  
1. Has not studied French or has completed only French A or B in Middle School.  
2. Has completed French I with a grade of C or better.  
3. Has completed French II with a grade of C or better.  
Then the appropriate placement would be:  
1. French  
2. French II  
3. French III
**FRENCH I (9, 10, 11, 12)**

**Course Description:** This course is an introduction to the French language and culture. Communicative proficiency is developed in real-life situations through the practical use of the language. The essentials of grammar will be taught to reinforce the inter-related skills of speaking, listening, reading, and writing.

**Prerequisite:** Students need to earn a grade of ‘C’ or better in French I.

**FRENCH II (Grade 9 with teacher permission) (10, 11, 12)**

**Course Description:** This course is designed to supplement and reinforce the first level. The student begins a more intensive study of the grammar and culture of French-speaking people. Communicative proficiency in listening, speaking, reading, and writing is the goal for all students.

**Prerequisite:** Students need to earn a ‘C’ or better in both semesters of French I.

**FRENCH III (10, 11, 12)**

**Course Description:** This course initiates an in-depth study of the French Language and culture. The three language aims of reading, writing, and speaking are interrelated and intensified. The student is required to express his own thoughts in greater detail and with more abstract conceptions. The study of vocabulary and idiomatic expressions is emphasized. Some literature will be introduced.

**ADVANCED PLACEMENT (AP) FRENCH LANGUAGE AND CULTURE (AP FRENCH IV) (11, 12)**

**Course Description:** This Advanced Placement course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretative, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The course engages students in an exploration of culture in both contemporary and historical contexts in Francophone cultures. It develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**PLACEMENT FOR JAPANESE**

All students must complete courses with a passing grade before moving to the next course.

**Foreign Language Strand:**
- Students that have not previously studied Japanese
- Japanese I
- Japanese II
- Japanese III
- Japanese IV
- AP Japanese V

**Immersion Strand:**
- Students Formerly in Japanese Immersion track.
- Japanese Immersion III
- AP Japanese V

**JAPANESE I (9, 10, 11, 12)**

**Course Description:** Provides practice in listening and speaking through imitation and repetition exercises and by reciting brief dialogues related to activities in school, home, and community. Provides practice in variation and personalization of learned materials; stresses correct intonation and pronunciation of all phonemes of Japanese. Provides practice in the correct use of elementary basic language structures and in reading and writing of familiar material, using the native syllabifies hiragana, katakana, and simple kanji. Provides opportunities to appreciate traditions and customs of Japan through videos, crafts and arts as related to family life, festivals, and school.

**Prerequisite:** Students who perform well on 8th grade placement test will be placed in this strand.

**JAPANESE II (9, 10, 11, 12)**

**Course Description:** This class is designed to supplement and reinforce the first level. Students will be involved in a more intensive study of the grammar and culture of Japanese-speaking people. Communicative proficiency in listening, speaking, reading, and writing is the goal for all students. More kanjis will be introduced.

**JAPANESE IMMERSION III (9)**

**Course Description:** This course builds upon skills learned during previous Japanese courses in MS and El Marino, and will be conducted in Japanese exclusively. Students will be involved in more in-depth vocabulary and grammatical structures throughout the year. Communicative proficiency in listening, speaking, reading, and writing is the goal for all students. Students will have opportunities to communicate in oral presentations and projects. Cultural activities that enhance a deeper understanding of the Japanese people and culture will be included in this course. Students who do well in this course will have the opportunity to move into AP Japanese V.
JAPANESE III (9, 10, 11, 12)  

One Year  
NCAA: YES  
Fulfills UC/CSU Requirements: YES – Subject Area – E  

Prerequisite: Students need a grade of ‘C’ or better in Japanese II or placement from 8th grade Immersion placement exam.  
Course Description: This course builds upon skills learned during previous Japanese courses in speaking, listening, reading, and writing. Students continue to expand their everyday vocabulary as well as academic and social vocabulary. Students will learn advanced grammatical structures such as relative clauses, present progressive tense, nominalizers, abilities, expressing experience, desire, opinion, intention, simultaneous action, temporal clauses, conditional clauses, purpose, hearsay, and giving reasons. As a result, students have opportunities to communicate using a variety of structures and vocabulary in oral presentations, skits, and speeches. Students will also expand their kanji characters as an integral part of written communication as they write diaries and essays. Reading longer paragraphs and developing comprehension skills will also take place. Cultural activities that enhance a deeper understanding of the Japanese people and culture will continue to be included in this course.

JAPANESE IV (10, 11, 12)  

One Year  
NCAA: YES  
Fulfills UC/CSU Requirements: YES – Subject Area – E  

Prerequisite: Students need a grade of ‘C’ or better in Japanese III.  
Course Description: This Advanced Placement course builds upon skills learned at previous Japanese courses in speaking, listening, reading, and writing. Students will learn more in-depth every day, academic, and social vocabulary. Students will learn advanced grammatical structures such as making a suggestion, conditionals, prohibition, adverbial use of adjectives, obligation/duty, expressing purpose, advice, results and states of being, expectation, transitive and intransitive verbs, appearance, and causatives. As a result, students have opportunities to communicate using a variety of structures and vocabulary in different contexts: meeting Japanese people within the United States and abroad, reading Japanese newspapers and documents, watching Japanese programs, and other situations. Students will also acquire more advanced kanji characters as an integral part of written communication as they read Japanese books and write compositions. The class will primarily be conducted in Japanese developing comprehension skills. Cultural activities that enhance a deeper understanding of the Japanese people and culture will continue to be included in this course.

ADVANCED PLACEMENT (AP) JAPANESE LANGUAGE & CULTURE (AP JAPANESE V) (10, 11, 12)  

One Year  
NCAA: YES  
Fulfills UC/CSU Requirements: YES – Subject Area – E  

Prerequisite: Students need a grade of ‘B’ or better in Japanese IV or Japanese III Immersion.  
Summer Assignments: Students are responsible for obtaining and completing any assigned work. Students failing to turn in the Summer Assignment at registration will be dropped from the course.  
Course Description: This Advanced Placement course is the culmination of all the skills acquired previously: speaking, listening, reading, and writing. Students will continue to build every day, academic, and social vocabulary while learning idiomatic usage of the language. Vocabulary pertaining to current events used in newspapers and magazines will also be included. Students will learn advanced grammatical structures such as describing a change in state and effort, expressing respect (honorific/humble forms), concession, conviction, and a speaker’s emotional involvement, coming to a conclusion, talking about occasional happenings, causative-passives, wanting to have something done, “ba” conditionals, and passives. As a result, students will gain opportunities, motivation, and confidence to communicate in the target language utilizing sophisticated sentence structures and vocabulary in different contexts: engaging in in-depth conversation with native Japanese speakers within the United States and abroad; comprehending Japanese newspapers, books, and magazines as well as Japanese CDs, videos, T.V. programs, and movies. Students will also acquire advanced kanji characters as an integral part of written communication as they read Japanese books and write compositions. The class will be conducted in the target language developing comprehension skills. Cultural activities that enhance a deeper understanding and appreciation of the Japanese people and culture such as Japanese geography, history, art, and music will also be included in this course. There are summer assignments for this course. *This course requires instructor’s pre-approval. Students will prepare for the Advanced Placement Exam at the end of the semester. In May, students in this class are expected to take the AP examination.
ACADEMY OF VISUAL & PERFORMING ARTS (AVPA)

The AVPA is a program that incorporates intensive studies in the areas of visual arts, film and video production, theatre, dance, and music. Admittance to the program is based on an audition and application process. Students will take advanced level classes after school, some for college credit, in their major, as well as having opportunities to take classes in the other arts disciplines. The courses, combined with a rigorous production schedule, provide a balance between hands-on and academic training. Students get a chance to practice their craft alongside motivated and talented peers and qualified professional teachers, designers, directors, actors, musicians and artists. See www.avpa.org for audition instructions or contact tonyspano@ccusd.org.

The academy produces multiple productions per year across all five majors. Past productions have included instrumental and vocal music concerts, art exhibitions, dance concerts, film festivals, and theatre performances including Our Town, Sweeney Todd, Pippin, Cabaret Night: A Tribute to Frank Sinatra and Judy Garland, and many others. Students often perform throughout the community, including presenting their work at the Museum of Contemporary Art, Sony Pictures Studios, Kirk Douglas Theatre, and Walt Disney Concert Hall.

Students accumulate credits to earn a Certificate of Completion in their major. The typical student can accumulate the required credits in three years, though many students participate throughout all four years of their high school career. A Creative Director oversees each of the five art disciplines and serves as the student’s counselor for their AVPA coursework and production involvement. Graduates have gone on to study their craft at New York University, USC, UCLA, Santa Monica College, Cal Arts, UC Berkeley, UC Santa Cruz, Otis College of Art And Design, and Cal State Long Beach. Many others are practicing artists in companies throughout southern California.


**VISUAL ARTS**

(ART) DESIGN I/II (9, 10, 11, 12) One Year

Fulfills UC/CSU Requirements: YES – Subject Area – F

NCAA: NO

**Course Description:** Students will learn and develop the visual language used to create artistic solutions to design problems. Projects emphasize the visual organization of line, shape, color, and balance in composition, for the purpose of communicating specific ideas. Both contemporary and historical developments and styles in design will be examined. Students will learn techniques and acquire skills to create accomplished works of increasing complexity. Emphasis will be placed on development of powers of observation, creative thinking and individualistic problem solving.

**DRAWING AND PAINTING** (9, 10, 11, 12) One Year

Fulfills UC/CSU Requirements: YES – Subject Area – F

NCAA: NO

**Course Description:** This is an introductory course in drawing and painting. Students will learn the fundamentals of art including the elements of design: line, shape, illusion of space, value, texture, and color. Students will also learn the basic principles of art including: unity, emphasis, proportion, balance, rhythm, and composition. Students will create artwork influenced by artists and cultures. This course will provide students with art making experiences using a variety of mediums such as pencil, pen and ink, charcoal, acrylic paint, pastel, and watercolor. Students will analyze a broad range of techniques and subject matter of artwork created throughout art history from prehistoric to present time. Students will make informed responses during class discussions and critiques and knowledgeable assessments will be encouraged. Sketch books will be required to encourage creativity and develop their problem solving skills. This course will meet admission requirements to the UC and CSU system. $30.00 per semester for the materials used to create artwork taken home by each student.

ADVANCED PLACEMENT (AP) STUDIO ART (11, 12) One Year

Fulfills UC/CSU Requirements: YES – Subject Area – F

NCAA: NO

**Prerequisite:** Drawing & Painting with a grade of a ‘B’ or better AND the Instructor’s permission with evaluation of a portfolio of work.

**Course Description:** This Advanced Placement course is designed for a specific course of study that readily parallels specialized drawing and design curricula and programs in college and university art departments, as well as art schools. You can receive college credit in this course by submitting a portfolio and receiving a passing score of 3, 4, or 5. Seniors will only receive studio art credit if they decline to submit their portfolio to the College Board. Upon completion of the course, the student will be able to use drawing and painting to express feelings, ideas, and observations of a personal nature. Appropriate drawing skills such as being able to draw a representational image of a person or object in its situation of space and light in the three-dimensional world is an appropriate skill for the student artist to develop. Being able to draw from an “abstract” point of view or feeling, to express the “real” world abstractly is an equally valuable ability. $30.00 per semester for the materials used to create artwork taken home by each student. Additional art materials are strongly recommended. In May, students in this class are expected to take the AP examination.

CERAMICS (12) One Year

Fulfills UC/CSU Requirements: YES – Subject Area – F

NCAA: NO

**Prerequisite:** An interest in art and the ability to handle equipment and machinery in a responsible manner.

**Course Description:** This course focuses on the basic techniques of making creative and useful pottery and sculpture. Students will be made aware of the basic art elements as they relate to the three-dimensional form using stoneware and porcelain clay bodies. The study of basic formation techniques; pinch, coiling, slab, sculpture and wheel throwing as well as staining, decorating, glazing, and firing procedures will be covered extensively. There is a materials fee of $30.00 is required per semester.
PERFORMING ARTS - THEATRE

PLEASE SEE CTE SECTION ON PG. 40 FOR THEATRE ARTS COURSE INFORMATION.

PERFORMING ARTS - MUSIC

BAND: CONCERT & SYMPHONIC (9, 10, 11, 12)

Prerequisite: Ability to play a woodwind, brass or percussion instrument and read music.

Course Description: Concert band is for beginning or intermediate level students. Symphonic Band is for intermediate and advanced musicians. Students will combine to perform as the Centaur Marching Band. The first quarter is devoted entirely to performances at each football game, including marching and pep-band music. Parade events and other opportunities to perform will be available. The second quarter is devoted to preparing for the annual winter music concert. The second semester will primarily be devoted to preparing for the district music festival, high school music concert, and other events related to the academy of visual and performing arts. Other opportunities, including festivals and clinics outside school, will also be available. The rest of the year is dedicated to concert band music and performances.

INTRODUCTION TO MUSIC TECHNOLOGY (9, 10, 11, 12)

Course Description: This course will introduce students to the uses, concepts, techniques, and terminology associated with technology in music composition and recording. The student will gain experience with current hardware and software for music sequencing, notation, synthesis, recording, sound design, and music performance practice. This class is also designed as an introduction to music fundamentals, notation, and theory through computer technology, such as MIDI, online and software applications, and digital recording. Students will produce original compositions, arrangements and compilations. This class embeds the Visual and Performing Arts Standards by developing and expanding musical expression, electronic music concepts, aesthetic judgments, connections in society, as well as providing a greater understanding of music from various classical periods, composers, and cultures.

ORCHESTRA (9, 10, 11, 12)

Course Description: The Orchestra is for students with prior playing experience on violin, viola, cello, and string bass. The purpose of this class is to further students' playing ability and musical knowledge. Fundamentals stressed include proper posture and playing position, development of characteristic tone quality and training in music literacy. It is designed to challenge students through performance opportunities as individuals, in small ensembles, and in large ensemble. Repertoire for string ensemble and chamber orchestra is explored, featuring music from a wide variety of styles and genres. Required performances include a Fall, Winter, and Spring concert, as well as possible festivals as scheduled by the director.
PHYSICAL EDUCATION

The Culver City Unified School District requires twenty units of physical education as a graduation requirement. Beginning with the freshman class in fall of 2007, the state of California is now requiring that students pass the physical fitness test in either Physical Education I or Physical Education II, or take physical education each subsequent year until passing the fitness test.

The physical education student is required to dress in the required uniform daily, participate daily, and take care of their uniform and personal belongings. A gym locker is provided. The physical education uniform can be purchased from the physical education department.

All physical education classes are co-educational and may include students from all grade levels. Physical education courses are aligned to the California State Standards.

- **Passed Fitness Test:**
  - PE I - 10th grade
  - No Fitness Test Required
  - PE II - Optional, Not Required

- **Fitness Test Not Passed:**
  - PE I - 10th grade Retake Fitness Test
  - PE II – 10th grade Retake Fitness Test

**PHYSICAL EDUCATION I (9)**

- **Course Description:** This course is required for all freshmen. This course will focus on developing proficient movement skills in the areas of aquatics (dry land), rhythms/dance, and individual & dual activities and will focus on independent personal fitness. This course will include both physical and written assignments. Students will participate in the fitness program and must pass 5 out of 6 standards in order to complete state requirements.

- **Prerequisite:** Students need a passing grade in P.E. 1

- **NCAA:** NO

**PHYSICAL EDUCATION II (10)**

- **Course Description:** Students who passed P.E. I and met 5 out of 6 standards on the State Fitness Test, may take this course during the 10th, 11th, or 12th grade. However, we recommend taking it during 10th grade. Students who passed P.E. I and did not meet 5 out of 6 standards on the State Fitness Test must take this course in 10th grade. This course will focus on developing proficient movement skills in the areas of gymnastics/tumbling, combatives, and team sport, as well as on personal fitness at more complex levels. This course will include both physical and written assignments.

- **Prerequisite:** Students need a passing grade in P.E. I

- **NCAA:** NO

**PHYSICAL EDUCATION CO-ED – INDIVIDUAL & DUAL SPORTS (11, 12)**

- **Course Description:** This course will focus on developing students’ knowledge of and competency in motor skills, movement patterns, and strategies essential to perform a variety of physical activities. These activities will focus on the areas of Aerobics Activities (Running/Jogging and Walking), Individual and Dual Activities (Badminton, Golf, Gymnastics/Tumbling, Handball, Tennis, Volleyball and Yoga), as well as Weight Training and Personal Fitness. Students will continue to expand their knowledge of fitness concepts and participate in activities to maintain and improve their health related fitness. Students will establish personal fitness goals, using principles of aerobics, strength and core training. This course may include both physical and written assignments, Mid-term and Final Exam.

**PE I / TEAM SPORTS ELECTIVE (9)**

- **Course Description:** This class is designed for 9th grade athletes. The course will cover the PE I state standards at an accelerated pace. The remainder of the class time will be spent focused on the individual’s sport. This course is currently offered to students in the following sports (based upon coach’s availability): Football, Boys Water Polo, Girls Water Polo, Boys Basketball, Girls & Boys Swimming, Girls & Boys Lacrosse, Softball and Baseball. Students wishing to enroll in the class must obtain the coach’s written permission before registering with the counselor. Please see your counselor or coach for the permission form. For referrals to specific coaches, please see Mr. Salter.

**PE II / TEAM SPORTS ELECTIVE (10)**

- **Course Description:** This class is designed for 10th grade athletes. The course will cover the PE II state standards at an accelerated pace. The remainder of the class time will be spent focused on the individual’s sport. This course is currently offered to students in the following sports (based upon coach’s availability): Football, Boys Water Polo, Girls Water Polo, Boys Basketball, Girls & Boys Swimming, Girls & Boys Lacrosse, Softball and Baseball. Students wishing to enroll in the class must obtain the coach’s written permission before registering with the counselor. Please see your counselor or coach for the permission form. For referrals to specific coaches, please see Mr. Salter.
TEAM SPORTS ELECTIVE (11, 12)  
Prerequisite: Coach Permission Required  
Course Description: This class is open to 11th and 12th grade athletes. The course will focus on the individual’s sport. This course is currently offered to students in the following sports (based upon coach’s availability): Football, Boys Water Polo, Girls Water Polo, Boys Basketball, Girls and Boys Track, Boys Soccer, Girls and Boys Swimming, Girls & Boys Lacrosse, Softball and Baseball. Students wishing to enroll in this class must obtain the coach’s written permission before registering with the counselor. Please see your counselor or coach for the permission form.  
For referrals to specific coaches, please see Mr. Salter.

INDEPENDENT STUDIES PHYSICAL EDUCATION (9, 10)  
Prerequisite: Must meet ALL requirements listed in Board Policy 6158.  
Course Description: Independent Study Physical Education (ISPE) is an optional alternative for students who are elite athletes competing in highly competitive sports. Students considered for this program will work independently, according to a written agreement and in accordance to the District’s Board Policy and Administrative Regulation 6158. Before receiving an application, students must discuss the requirements and commitment with their academic counselor. An acknowledgment form will be signed by the student, the academic counselor and the parent before the application is rendered. Student applications must be submitted 2 weeks prior to the 1st day of school. Students should speak to their academic counselor for more information. If approved for Independent Studies PE, students must submit quarterly activity logs in order to receive semester credit for P.E as well as pass the physical fitness test required by the state of California.

ADAPTED PHYSICAL EDUCATION (9, 10, 11, 12)  
Prerequisite: Parental and guidance office approval required.  
Course Description: This course provides special instruction designed to help students facilitate movement and change behavioral patterns by focusing on appropriate physical activities. It is designed as a comprehensive service delivery system designed to identify and ameliorate problems within the psychomotor domain. Services include assessment, individualized educational programming, developmental and prescriptive teaching. Activities from the regular physical education program are incorporated where applicable. This course meets the physical education requirements of the California Education Code and I.D.E.A. (Individuals with Disabilities Education Act).

ATHLETICS PROGRAMS OVERVIEW

I. HIGH SCHOOL SPORTS OFFERED

A. Fall-Practice Begins In August (Summer Workouts in June and July)
1. Cross Country.............. Varsity & JV, Boys/Girls
2. Football..................... Varsity, JV & Freshman
3. Girls Tennis................. Varsity & JV
4. Girls Volleyball............. Varsity & JV
5. Boys Water Polo.......... Varsity & JV
6. Cheerleading / Pep Squad
B. Winter-Practice Begins In November
1. Boys Basketball........... Varsity, JV, Sophomore & Freshman
2. Girls Basketball.......... Varsity, JV & Freshman
3. Boys Soccer................. Varsity & JV
4. Girls Soccer............... Varsity & JV
5. Wrestling................... Varsity & JV
6. Girls Water Polo......... Varsity & JV
7. Hockey..................... (Club)
8. Cheerleading / Pep Squad
C. Spring-Practice Begins In February
1. Baseball................... Varsity & JV
2. Golf........................ Co-Ed
3. Girls Softball............. Varsity & JV
4. Swimming G/B............ Varsity, JV & Freshman
5. Boys Tennis............... Varsity & JV
6. Girl/Boys Track.......... Varsity & JV
7. Boys Volleyball........... Varsity & JV
8. Lacrosse B/G ............ (Club)
9. Cheerleading / Pep Squad

II. GENERAL REQUIREMENTS
A. 2.0 GPA from previous grading period
B. Physical Exam and Parent Permission Form
C. Account on www.athleticclearance.com for current school year.

For more information contact:  
Susan Osborne  
Secretary, Athletics & Discipline  
susanosborne@ccusd.org  
310-842-4200 ext. 3328

Tonya McLinn  
Athletics Assistant  
tonynamclinn@ccusd.org  
310-842-4200 ext. 3512

For course eligibility requirements, please consult with NCAA counselor or visit http://www.ncaa.org/student-athletes/future/core-courses
CULVER CITY HIGH SCHOOL

CAREER AND TECHNICAL EDUCATION

2020 - 2021

Take a look at our CTE Pathways!!!

Architectural Design
Year 1: CTE Architectural Design
*Year 2: CTE Advanced Architectural Design

Patient Care
Year 1: Sports Therapy
*Year 2: Sports Medicine

Performing Arts
(Dance)
Year 1: Dance 1
*Year 2: Intermediate Dance
*Year 3: Advanced Dance

Performing Arts
(Theatre)
Year 1: Theatre 1
*Year 2: Advanced Theatre

Production & Managerial Arts
(Film)
Year 1: CTE Film Production I
*Year 2: Film Production II

Production & Managerial Arts
(Technical Theatre)
Year 1: Technical Production for Theatre
*Year 2: Stagecraft & Play Production

Networking
#Year 1: CTE IT Essentials
*Year 2: CTE Networking Fundamentals

Software & Systems Development
(Computer Science)
#Year 1: CS Principles/AP Computer Science Principles
*Year 2: AP Computer Science A

Robotics & Engineering
Year 1: CTE Robotics Engineering
*Year 2: Course currently in development

* You must complete the previous course(s) of the pathway with a “C” or higher in order to enroll in this course.
# Course is articulated with West Los Angeles College. Please see your counselor on how you can earn college credit.
- Students MUST pass every semester with a “C-” or better in order to complete the pathway.
How can I learn more about CTE pathways at Culver City High School?

We encourage students to schedule a meeting with their guidance counselor. Because CTE courses are a part of 2-year pathways, it is important that the guidance counselor is involved in selecting the right courses for each student’s educational plan.

I am in the 10th grade. Is it too late to enter a pathway?

No. Since our pathways are two years in duration, you can enter the program as an 11th grader. We encourage students to meet with their guidance counselor as soon as possible to learn more about the many CTE pathways offered at CCHS.

My student plans on attending a college/university after high school. Aren’t CTE courses for students who plan on going into the workforce right after high school?

According to the Association for Career & Technical Education, 91% of high school graduates who completed 2 – 3 CTE courses enrolled in college. Students enrolled in CTE pathways get the same rigorous academic program as non-CTE students. The main difference is that students enrolled in CTE pathways receive specialized training in their area of interest.

What will my student receive after completing a CTE pathway?

First, students must pass every semester with a “C-“ or better. When students complete the pathway, they will receive a certificate and a sash at graduation. For some pathways, students also receive industry-level certification. Students who complete a CTE pathway are more likely to be considered “college and career ready” by California’s Department of Education.
**Career Technical Education (CTE) Pathways**

**Production and Managerial Arts Pathway (Stage Technology Sub-Pathway)**

**TECHNICAL PRODUCTION FOR THEATRE (9, 10, 11, 12)**  
One Year  
NCAA: NO  
Fulfills UC/CSU Requirements: YES – Subject Area – F

**Prerequisite:** None

**Course Description:** This course will engage in hands-on opportunities to explore set design, lighting design, sound design, costume design, stage management and construction as they relate to theatrical productions. Students will reflect on design elements found in school and outside productions with design analysis and critiques. Students will learn practical application and specialized skills by working on productions. Problem solving and leadership are stressed.

**STAGECRAFT AND PLAY PRODUCTION (10, 11, 12)**  
One Year  
NCAA: NO  
Fulfills UC/CSU Requirements: YES – Subject Area – F

**Prerequisite:** Technical Production for Theatre I & Advanced Theatre with a ‘C’ or higher.

**Course Description:** This course is the more advanced version of the required Technical Production class. It will require a higher commitment from the student than required by its prerequisite, and may lead to internships and/or opportunities to take West LA College courses for college credit.

**Performing Arts Pathway (Professional Theatre Sub-Pathway)**

**THEATRE ARTS I (9, 10, 11, 12)**  
One Year  
NCAA: NO  
Fulfills UC/CSU Requirements: YES – Subject Area – F

**Prerequisite:** Interest in Theatric Arts

**Course Description:** Theatre Arts I is an elementary course designed to introduce students to the various elements of the theatre and to encourage students in further participation. Students will examine and study the role that acting, directing, sound, lights, set, costumes, make-up, and publicity play in the creation of a line production. Students will also learn the basic approach to working comfortably on the stage, through warm-ups, monologues, scene work and improvisation. Basic techniques of movement, voice projection, character development, and performance will be taught. Students will be required to view and analyze one professional production during the semester. Guest speakers will be featured.

**ADVANCED THEATRE (10, 11, 12)**  
One Year  
NCAA: NO  
Fulfills UC/CSU Requirements: YES – Subject Area – F

**Prerequisite:** Theatre Arts I with grade of ‘C’ or higher and audition.

**Course Description:** This course will prepare students for college-level theatre arts courses, enabling students to develop and refine their understanding, appreciation and application of the art of theatre and theatre performance by researching, designing, reporting on and performing in theatre exercises, presentations, and full performances. This course requires a much higher commitment from the student than that required by its prerequisite, Theatre I, and may lead to internships and/or opportunities to take West LA courses for college credit.

**Performing Arts Pathway (Dance Sub-Pathway)**

**DANCE I (9, 10)**  
One Year  
NCAA: NO  
Fulfills UC/CSU Requirements: YES – Subject Area – F

**Prerequisite:** None

**Course Description:** Dance I is the first class in the 3-year CTE Dance pathway. While students do not need dance experience to take the class, they should be interested in completing the Dance pathway in high school–committing to taking Dance 1 (for which they will receive Art credit), Intermediate Dance (for which they will receive PE credit), and Advanced Dance (to complete the pathway) prior to graduating. In Dance I, students will be introduced to a variety of dance techniques, including ballet, jazz, tap, and modern, and will begin to have a working vocabulary of movement that will help them progress into improvisational work as well as choreography. Interview/audition is required. This course aligns with and incorporates the CTE Arts Pathway and Anchor Standards and the California Visual and Performing Arts Standards.

**Film Pathway**

**CTE FILM Production I (9, 10, 11, 12)**  
One Year  
NCAA: NO  
Fulfills UC/CSU Requirements: YES – Subject Area – F

**Course Description:** This is an introductory course designed to expose students to elements of film production and film history. Students will learn critical thinking skills as they analyze film and media for creativity and content. Students will learn about phases of pre-production, production, and post-production. Concepts surrounding pitching, screenwriting, storyboards, acting, shot listing, scheduling, budgeting, production design, cinematography, editing, sound design, scoring and critique will be covered. There is a focus in this class on screenwriting, acting, directing, and editing as well as on suspense thriller, film noir and science fiction film genres. Students will work in production teams to produce short digital films. Students will learn to edit using Adobe Premiere Pro. There is a materials fee of $30.00 per year.

**CTE FILM Production II (10, 11, 12)**  
One Year  
NCAA: NO  
Fulfills UC/CSU Requirements: NO

**Course Description:** This is an advanced course which builds upon lessons in and skills acquired in CTE Film Production I. It is designed to expose students to additional elements of film production and film history not previously studied in the first course of the Film Production pathway. Students will learn critical thinking skills as they analyze film and media for creativity and content. Students will practice elements of pre-production, production, and post-production. Concepts surrounding pitching, screenwriting, storyboards, acting, shot listing, scheduling, budgeting, production design, cinematography, editing, sound design, scoring and critique will be covered. There is a focus in this class on documentary film, fight sequences, sound design, and comedy and horror film genres. Students will work in production teams to produce short digital films and film trailers. Students will learn to edit using Adobe Premiere Pro. Students completing this course with a C- or better both semesters will be recognized at graduation with a certificate of completion for the pathway. There is a materials fee of $30.00 per year.

**Patient Care Pathway**

**SPORTS THERAPY (10, 11, 12)**  
One Year  
NCAA: NO  
Fulfills UC/CSU Requirements: NO

**Course Description:** This course educates students in the principles of sports injury prevention, treatment and rehabilitation. The course includes instruction in human anatomy, biological sciences, training in first aid, CPR, nutrition, exercise physiology, injury care and management. Students are required to participate in community training activities. There is a minimum of 30 hours per semester hands-on training in an athletic sports medicine setting. The course prepares a student for advanced studies in a Health Science related career such as a physician, nursing, physical therapy, or athletic training.
Prerequisite: (ROP) Sports Therapy with a grade of “B” or better and satisfactory grades in effort and conduct.

Course Description: Sports Medicine is an intense course of study that covers human anatomy and physiology by examining how systems of the body interact through physical activity and inactivity. The prevention, evaluation, treatment, and rehabilitation of illness, disease, and injury are explored. Students conduct individual research with in-depth reading and writing required. Participation in laboratory investigations and observations involving human anatomy and physiology are included to further aid in the learning process. This course aligns with and/or incorporates the National Health Care Skills and Health Science Career Cluster Standards, the California Career Technical Education Standards, Language Arts, Math and Science Standards, and the California High School Exit Exam. It also includes the LACOROP Expected School-wide Learning Results.

Architectural Design Pathway

CTE ARCHITECTURAL DESIGN (9, 10, 11, 12)

Prerequisite: None

Course Description: This is a year-long introductory course where students learn the fundamentals of architectural design. This includes the nature of space, form, geometry, volume, texture, composition, and context. In addition students learn the history of architecture design and related career paths. Students will increase awareness of building form and the relationship between spatial constructions and the built environment. Using knowledge gained through personal experience, instruction, and research, students will develop conceptual design to familiarize them with generating compelling and complex form. Student designs will be completed using traditional sketching methods, in addition to industry standard CAD software (Rhino 3D) to facilitate the development of traditional orthographic drawing techniques including plans, sections and elevations.

CTE ADVANCED ARCHITECTURAL DESIGN (10, 11, 12)

Prerequisite: CTE Architectural Design with a “C” or higher.

Course Description: This course will begin to introduce students to more real, semester-long projects that involve more advanced architectural concepts surrounding material, program, site analysis and building structure. Students will be expected to produce compelling and visually appealing projects around speculative client brief, culminating in a printed portfolio requirement that prepares students for real-world internships in the architectural field.

Software & Systems Development Pathway

COMPUTER SCIENCE PRINCIPLES (9, 10, 11, 12)

Prerequisite: Successful completion of Algebra I.

Course Description: The Principles course introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. It is an excellent course for those who may want to take AP Computer Science A in the future, or for those who are interested in exploring computer science. There is the possibility of taking the course for AP credit, though this is not required.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES (9, 10, 11, 12)

Prerequisite: Successful completion of Algebra I.

Course Description: The Principles course introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. It is an excellent course for those who may want to take AP Computer Science A in the future, or for those who are interested in exploring computer science. There is the possibility of taking the course for AP credit, though this is not required.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A (11, 12)

Prerequisite: A grade of “B” or higher in both semesters of Algebra 2; Principles of Computer Science A course strongly recommended.

Course Description: The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Networking Pathway

CTE IT ESSENTIALS (9, 10, 11, 12)

Prerequisite: CTE IT Essentials

Course Description: Information technology (IT) is the design, development, implementation, support, and management of computer hardware, software, and network systems to organize and communicate information electronically. In this course, students will gain the specialized technical skills needed to install, maintain, secure, and repair computers. This course will focus on desktop and laptop computers. It will also discuss mobile electronic devices, such as tablets and smart phones, peripherals such as printers, and the ethical issues that face IT professionals.

CTE NETWORKING FUNDAMENTALS (10, 11, 12)

Prerequisite: CTE IT Essentials

Course Description: This course will build on the foundational concepts that were explored in CTE-IT Essentials. Students will be introduced to routers, switches, routing protocols, and explore various topics such as network protocols, layers of the OSI reference model, cabling, local area networks (LAN) and wide area networks (WAN). There will be a particular focus on configuring routers, learning the CISCO Internetworking Operating System (IOS), and network management. A variety of instructional methods will be used in this course such as digital labs, hands-on labs, demonstrations, projects, and lectures.
Robots & Engineering Pathway

CTE Robotics Engineering (9, 10, 11, 12) One Year
Fulfills UC/CSU Requirements: YES – Subject Area - G

Course Description: CTE Robotics Engineering is a full one-year engineering theory, research, and design course, and serves as the first course in the 2-year Robotics/Engineering pathway. The field of Robotics Science is utilized as a focus of engineering interest to blend the studies of engineering mechanics, electronics, programming and design. This course studies and practices the synergistic use of precision engineering, control theory, computer science, and sensor and actuator technology as related to engineering design. The student studies the connection between applied physics principles and several branches of engineering: mechanical, computer, electronic, industrial, chemical, and materials engineering. This course will serve as an introduction to those students who choose to pursue highly competitive and challenging four-year degrees in university programs in mathematics, physics, science, robotics, engineering, mechanical design, and computer science.

GENERAL ELECTIVES

AVID (Advancement Via Individual Determination) (9, 10) One Year
Fulfills UC/CSU Requirements: YES – Subject Area - G

Prerequisite: Selection process, 2.4-3.5 GPA.
Course Description: The AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies and self-awareness are stressed. In addition, the course includes college motivational activities and intensive preparation for ACT, SAT I and SAT II.

AVID Junior / Senior Seminar (11, 12) One Year
Fulfills UC/CSU Requirements: YES – Subject Area - G

Prerequisite: AVID 10th
Course Description: The AVID Seminar for the junior and senior years prepares students for entrance into four-year colleges by emphasizing analytical writing, preparation for college entrance and placement exams, college study skills, oral language development, note taking, and research. Seminar students are expected to participate in, and eventually act as moderators for, Socratic Seminars. In addition, students are required to make oral presentations to the class on topics related to career searches, contemporary issues, and social concerns, all the while focusing on a culminating senior paper, portfolio, and/or project. Students must complete both junior and senior years for one year of UC admission credit.

LEADERSHIP TRAINING – STUDENT COUNCIL-ASB (9, 10, 11, 12) Semester Course or One Year
Fulfills UC/CSU Requirements: NO

Prerequisite: Election or appointment (with the approval of the ASB advisor).
Course Description: The leadership class meets daily for one class period. The group is responsible for organizing, implementing, and supervising all ASB activities, including the budget. Individuals have the responsibility to plan and execute school-wide and community projects. Further exercises, activities, and workshops explore the dynamics of group relationships and individual abilities. Students are required to spend time out of class in order to work on various activities.

LIBRARY STUDENT ASSISTANT (11, 12) Semester Course
Fulfills UC/CSU Requirements: NO

Course Description: Students serve as assistants to library personnel and learn to perform all the functions of library work. These include: processing new books, shelving, and assisting at the check-out counter, as well as providing reference and research assistance to other students.

SCHOOL SERVICE AIDE (11, 12) Semester Course
Fulfills UC/CSU Requirements: NO

Course Description: Students work in the various school offices under the direct supervision of the office personnel. They gain valuable experience in the following: developing proper telephone techniques, meeting the public, filing, addressing envelopes, completing office forms and distributing and handling mail. In addition, students are given direction in office etiquette and professional demeanor. Students must have satisfactory attendance, discipline, and citizenship. Signed consent from the parent/guardian is required. Unsatisfactory attendance and tardy will affect grade.

TEACHER ASSISTANT (11, 12) Semester Course
Fulfills UC/CSU Requirements: NO

Prerequisite: Completion of Visual/Performing Art elective requirement and prior teacher approval.
Course Description: This is a one-semester course designed to give 11th and 12th grade students the opportunity to explore teaching by assisting a teacher in the classroom. Students will observe the classroom teacher and various teaching techniques and strategies. They will assist the teacher with preparation and organization of classroom materials. Signed consent from the parent/guardian is required. Students must have satisfactory attendance, discipline, and citizenship. Unsatisfactory attendance and tardy will affect grade.

YEARBOOK (10, 11, 12) One Year
Fulfills UC/CSU Requirements: NO

Prerequisite: Permission of Instructor
Course Description: This course is for students with a background or interest in journalism, computer skills, art or photography. Instruction in this course relates to these four areas which are vital to the appreciation and production of printed materials. Students will work on problems and assignments designed to develop their appreciation for good design in page arrangements and literary content. This course provides practical experience in advertising, journalism, photography, graphic arts, research, computer-designed lay-outs & illustrations, typography and printing methods. Photographers will work closely with editors and writers to create ideas and develop them into meaningful and well-designed pages for the Olympian. Work will sometimes be required after school and evenings.

42
SPECIAL EDUCATION

GENERAL DESCRIPTION OF SPECIALIZED ACADEMIC INSTRUCTION (SAI), GRADES 9-12

Year and semester course offerings, Specialized Academic Instruction (SAI) classes are provided to students who qualify for educational support through the Special Education IEP team process. A continuum of program services is provided in the content areas of English, Math, Science, Social Studies and Foreign Language (Spanish only) to meet minimum high school graduation requirements. SAI classes are aligned to the Common Core Standards with varying levels on modified curriculum as determined by student needs. Additionally, students receive accommodations as identified in their Individual Education Plan (IEP).

The continuum of class placements with respect to the Least Restrictive Environment (LRE) include:

- General Education with accommodations only
- Collaborative model classes
- Separate classes
- Intensive services program

Specific course offerings may vary depending on enrollment and staffing.

**Resource - Collaborative Teaching Model**

- English 9 R CL (NCAA: YES)
- English 10 R CL (NCAA: YES)
- English 11 R CL (NCAA: YES)
- English 12 R CL (NCAA: YES)
- Algebra 1 R CL (NCAA: YES)
- Integrated Algebra R CL
- Biology R CL (NCAA: YES)
- World History R CL (NCAA: YES)
- US History R CL (NCAA: YES)
- Government R CL (NCAA: YES)
- Economics R CL (NCAA: YES)

**Specialized Academic Instruction**

- English 9 R (NCAA: YES)
- English 10 R (NCAA: YES)
- English 11 R (NCAA: YES)
- English 12 R (NCAA: YES)
- Intercultural Literature R (NCAA: YES)
- Algebra 1A RI
- Algebra 1B RI
- Global Issues R (NCAA: YES)
- Health R
- World History R (NCAA: YES)
- US History R (NCAA: YES)
- Government R (NCAA: YES)
- Economics R (NCAA: YES)

Spanish 1R - This course is a thematically based Spanish language and culture class designed for juniors.