

# CAMPBELL UNION HIGH SCHOOL DISTRICT

*COURSE CATALOG  
2016-17*



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\*Maybe be part of a Career Technical Education (CTE) pathway

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## MISSION STATEMENT

Campbell Union High School District seeks to provide a challenging learning environment enabling students to exceed standards and expectations and to assume adult roles as positive, contributing citizens in a dynamic global society.

Students:

- will experience a rigorous, meaningful curriculum
- use technology in a variety of ways
- solve problems and make decisions in a variety of ways
- set goals and communicate and collaborate effectively

## BOARD OF TRUSTEES

Mrs. Linda Goytia .....	President
Mr. Kalen Gallagher.....	Clerk
Mrs. Stacey Brown.....	Member
Mr. Matthew Dean .....	Member
Mrs. Wendy Dillingham-Plew .....	Member
Ms. Tanya Krause.....	Interim Superintendent

## NON-DISCRIMINATION

Campbell Union High School District schools do not discriminate regarding student choices of classes on the basis of gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

**HIGH SCHOOL SITES**

**Comprehensive High Schools:**

**BRANHAM HIGH SCHOOL**

1570 Branham Lane  
San Jose 95118  
(408) 626-3407

**DEL MAR HIGH SCHOOL**

1224 Del Mar Avenue  
San Jose 95128  
(408) 626-3403

**LEIGH HIGH SCHOOL**

5210 Leigh Avenue  
San Jose 95124  
(408) 626-3405

**PROSPECT HIGH SCHOOL**

18900 Prospect Road  
Saratoga 95070  
(408) 626-3408

**WESTMONT HIGH SCHOOL**

4805 Westmont Avenue  
Campbell 95008  
(408) 626-3406

**Alternative High Schools:**

**BOYNTON HIGH SCHOOL**

901 Boynton Avenue  
San Jose 95117  
(408) 626-3404  
Grade Levels: 11-12

**CAMDEN ACADEMY**

2223 Camden Avenue  
San Jose, CA 95124  
(408) 626-3409  
Grade Levels: 9-12

## HIGH SCHOOL GRADUATION REQUIREMENTS /STANDARDS OF PROFICIENCY and UC & CSU ADMISSIONS REQUIREMENTS

Subjects:	UNIVERSITY OF CALIFORNIA (UC)	Campbell Union High School District (CUHSD)*	CALIFORNIA STATE UNIVERSITY (CSU)
(a) HISTORY/ SOCIAL SCIENCE (2 years)	World History, U.S. History & American Govt.	Social Science 3 years	U.S. History & Social Science U.S. History & American Government
(b) ENGLISH: (4 years)	(college prep composition & literature)	English 4 years	Same as UC
(c) MATH: (3 Years)	Algebra 1, Geometry, Algebra 2, or Intermediate Algebra 2 <b>OR</b> Integrated Math 1, 2, 3 (4 years recommended)	Math 2 years IM1/IM2	Same as UC
(d) LAB SCIENCE: (2 Years)	one year from biological, one year from physical sciences required (3 years recommended)	Science 2 years 1 year Biological 1 year Physical	one year from biological, one year from physical sciences required
(e) LANGUAGE OTHER THAN ENGLISH: (2 years)	same language (3 years recommended)	World Language* 1 year - Optional	Same as UC
(f) VISUAL and PERFORMING ARTS: (1 Year)	dance, drama/theater, music or visual arts	Visual & Performing Arts* 1 year - Optional	Same as UC
(g) ELECTIVES: (1 year)	In addition to those courses required in "a-f", 1 yr. (2 semesters) of college preparatory electives are required, chosen from visual/performing arts, history, social science, English, advanced mathematics, lab science, language other than English.	Applied Arts* 1 year - Optional	selected from college preparatory courses in above subjects or agriculture
<b>Total 15 units</b>	Complete 15 UC required college preparatory ("a-g") courses, with 11 of those completed by the end of the junior year. Maintain a GPA of 3.0 or better.		All required courses must be completed with grades of "C" or higher; "B" strongly recommended
<b>Exam Requirements</b>	SAT Reasoning Test or ACT plus Writing: SAT Subject Exams are no longer required. They may be recommended for some majors.		SAT Reasoning Test or ACT
<b>G. P. A. Requirements</b>	3.0 "a-g" GPA (or higher) = eligible for admission; 2.99 "a-g" GPA (or lower) = ineligible.		3.0 GPA (or higher) = eligible for admission regardless of test scores: GPA below 2.0 = ineligible. GPA includes all college preparatory courses (except PE) taken in grades 10-12.
<b>Additional Graduation Requirements for CUHSD</b>		Physical Education/Military Science: 2 years General Elective: 60 credits	

\* Students shall receive diplomas of graduation from high school only after completing the prescribed course of study, and meeting the proficiency standards established by the District. The prescribed course of study for students shall include the following: (EC:51225.3)

The University grants special "honors" designation and extra credit in students' grade point average computation only to those high school honors level courses that meet the following criteria. The University strongly encourages that such courses be available to all sectors of the school population.

**AP Courses:** Advanced Placement (AP) courses in the "a-g" subjects which are designed to prepare students for an Advanced Placement Examination of the College Board are automatically granted honors status, even if they are offered at the 10th grade level (e.g., newly developed courses/exams in Human Geography and World History). For more information about AP, go to the College Board's web site at [www.collegeboard.org/ap/](http://www.collegeboard.org/ap/).

**Other Honors Courses:** Other honors courses (that are not AP, IB, or college courses) specifically designed by the high school are acceptable *if they are in the disciplines of history, English, advanced mathematics, laboratory science, languages other than English, and advanced visual and performing arts* and have distinctive features which set them apart from regular high school courses in the same discipline areas. These courses should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Acceptable honors level courses are specialized, advanced, collegiate-level courses offered at the 11th and 12th grade levels.

## College and Career Readiness Personal Learning Plan

**NAME** \_\_\_\_\_ **SCHOOL** \_\_\_\_\_ **SCHOOL YEAR** \_\_\_\_\_

**COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION AND COLLEGE ADMISSION**  
 Write the course title under the year you have met or intend to meet the appropriate requirement.  
 To meet a college entrance requirement, a student must earn a grade of a C or better.  
 To meet a high school graduation requirement, a student must earn a grade of D or better.

University Admissions	High School Graduation Requirements	YEAR IN SCHOOL			
U.C. and C.S.U		9	10	11	12
A. Social Science 2 years	Social Science 3 years				
B. English 4 years	English 4 years				
C. Math 3 years IM1/IM2/IM3	Math 2 years IM1/IM2				
D. Lab Science 2 years 1 year Biological 1 year Physical	Science 2 years 1 year Biological 1 year Physical				
E. Language Other Than English 2 Years same language	World Language* 1 year- Optional				
F. Visual & Performing Arts 1 year	Visual & Performing Arts* 1 year – Optional				
G. College Prep Elective+ 1 year	Applied Arts* 1 year- Optional				
	P.E./Military Science 2 years				
	General Elective 60 credits				
	<b>*TOTAL 3 YEARS USING 2 CATEGORIES</b>				

+College Prep Electives include the following areas: History, English, Advanced Mathematics, Laboratory Science, World Language (a third year in world language used for the requirement above, or two years of another foreign language), Social Science, Visual and Performing Arts and PLTW/Senior Yr. AVID

MAJOR / OCCUPATIONAL GOAL: \_\_\_\_\_

COLLEGE/ SCHOOL : \_\_\_\_\_

## COURSE SELECTIONS

Staffing allocations for each comprehensive high school are determined by student course requests early in the spring semester. Course requests are reviewed by Guidance Staff, Department Chairs and Instructional Vice Principals for appropriateness of course placement, credit load and graduation/UC & CSU A-G completion needs. Once all student schedules are reconciled and the master schedule and staff assignments are set in the spring semester, subsequent student initiated schedule changes for the fall term will not be considered. Administrator/guidance initiated schedule changes only will be addressed during the first 3 weeks of the fall semester for clerical error, instructional misplacement and staffing/enrollment change.

*IMPORTANT NOTE: Course offerings are subject to change based on funding, enrollment, and/or available staffing at the school.*

### AGRICULTURE

**[Courses below may be considered part of a Career Technical Education (CTE) pathway]**

<b>AGRICULTURE</b>	
<b>[Courses below may be considered part of a Career Technical Education (CTE) pathway]</b>	
<b>COURSE TITLE:</b>	<b>Agriculture Science</b>
<b>Course #</b> 16100 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9 & 10 <b>Graduation Credit:</b> Physical Science <b>CSU/UC:</b> Electives (g) <b>School:</b> Westmont	This one-year course introduces students to the California agriculture through hands-on activities. Areas of instruction include an introduction to animal science, plant science, agricultural careers, agricultural leadership activities, record keeping, and current issues in agriculture. Students extend and integrate their understanding of physical, life, and earth science concepts. Exploring real world problems, students learn to think scientifically, make decisions, and communicate effectively about scientific knowledge and processes. This course provides students with a foundation for subsequent college preparatory science courses. Students taking this course are eligible to raise livestock on the farm.
<b>COURSE TITLE:</b>	<b>Agriculture Biology</b>
<b>Course #</b> 13650 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-10 <b>Graduation Credit:</b> Biological Science <b>CSU/UC:</b> Lab Science (d) <b>School:</b> Westmont	This second level course provides a hands-on approach to biological sciences through agriculture. Agriculture Biology is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity, and principles of classification, ecological relationships, and animal behavior. Concepts in animal and plant science, foreign and domestic agriculture history, public speaking, and parliamentary procedure also included.  Prerequisite: None



<b>COURSE TITLE:</b>	<b>Agriculture Mechanics</b>
<b>Course #</b> 16140 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 10-12 <b>Graduation Credit:</b> Applied Arts <b>CSU/UC:</b> NO <b>School:</b> Westmont	Students use tools and learn skills related to the agriculture industry. The oxyacetylene torch, arc welding, painting, carpentry, rope work, basic use of the surveyor's level, and general maintenance of the farm are emphasized.  Prerequisite: None
<b>COURSE TITLE:</b>	<b>Agriculture 3/4 - Business and Economics</b>
<b>Course #</b> 16090 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11-12 <b>Graduation Credit:</b> Social Science <b>CSU/UC:</b> History (a) Electives (g) <b>School:</b> Westmont	This course is designed for advanced study of agriculture business opportunities and economics for the college bound students with interest in agriculture. Through the course, the student will understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. The student will develop a "business" that will produce, package, determine prices, and profit/losses. At the conclusion of the course, profits will be split equally between the partners. This course satisfies the semester Economics requirement for graduation.  Prerequisite: None
<b>COURSE TITLE:</b>	<b>Veterinary Science</b>
<b>Course #</b> 13610 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 10-12 <b>Graduation Credit:</b> Biological Science <b>CSU/UC:</b> Electives (g) <b>School:</b> Westmont	This course will provide a realistic preview of both veterinary work and the academic rigor needed to achieve success in this profession. Students begin the year exploring cells and tissues. Throughout the year, they investigate the different physiological systems and how they apply to nutrition, diseases, diagnosis, and surgery. Diseases may include: Mastitis, Kennel Cough, Equine Colic, Anthrax, Mad Cow Disease, West Nile Virus, Cat Scratch Disease, and many more. Field trips may include visits to local vet clinics, SVCTEC'S Pre-Vet Program, and local farms to watch surgeries or demonstrate real life concepts. Students may have the opportunity to participate in FFA judging teams. If you desire a career or interest as a veterinarian, farmer, zoologist, pet owner, or any other animal related career, then this is the course for you.  Prerequisite: Agriculture Biology or Biology

**COURSE TITLE:****Agriculture and Soil Chemistry****Course #** 13630**Course Term:** Yearlong**Grade Levels:** 10, 11 & 12**Graduation Credit:**  
Science**CSU/UC:**  
Lab Science (D)**School:**  
Westmont

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

## APPLIED ARTS - BUSINESS

[Courses below may be considered part of a Career Technical Education (CTE) pathway]

<b>COURSE TITLE:</b>	<b>Exploratory Work Experience Education (EWEE)</b>
<p><b>Course #</b> 15170</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Boynton, Branham, Westmont</p>	<p>This one-year course is designed for juniors and/or seniors to explore and participate in supervised part time non-paid training, volunteer work, and/or internships, while gaining academic and employment skills preparation in the classroom. Students are assisted in acquiring desirable work habits and attitudes. Students meet on the high school campus at least one period per week. Credit is awarded based on the number of hours spent at the non-paid business site (not to exceed 6 hours per week), regular attendance log/journals, and the completion of all class projects, paperwork and assignments. If a student gets hired, he/she will be transferred to the GWEE class and hours logged at the EWEE site will be added to the hours worked at the new job to determine the number of incremental credits the student will earn that semester.</p> <p>Prerequisite: Students must be at least 16 years of age and willing to commit to the entire schedule of the exploratory assignment with good attendance, punctuality, and attitude. Training site must be pre-approved by the instructor.</p>
<b>COURSE TITLE:</b>	<b>General Work Experience Education (GWEE)</b>
<p><b>Course #</b> 15160</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Boynton, Branham, Del Mar, Leigh, Prospect (11-12), Westmont (11-12)</p>	<p>This one-year course is designed for seniors and it combines supervised part time employment with academic and skill preparation in the classroom. Students are assisted in acquiring desirable work habits and attitudes. Students meet on the high school campus at least one period per week. Credit is awarded based on the number of hours spent at the paid employment site, their classroom preparation, and in the completion of all paperwork and assignments.</p> <p>Prerequisite: Students must be at least 16 years of age and employed by the first class meeting. Jobs must be approved by the instructor.</p>
<b>COURSE TITLE:</b>	<b>Career Technical Work Experience Education (CTWEE)</b>
<p><b>Course #</b> 15180</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Boynton, Branham, Del Mar</p>	<p>This one-year course is designed for seniors and it combines supervised part time employment with academic and skill preparation in the classroom. Students are assisted in acquiring desirable work habits and attitudes. Students meet on the high school campus at least one period per week. Credit is awarded based on the number of hours spent at the paid employment site, their classroom preparation, and in the completion of all paperwork and assignments. Student job placements are part of a specific career pathway, capstone course, or paid or non-paid internship in the field the student is pursuing.</p> <p><b>Prerequisite:</b> Students must be at least 16 years of age and employed by the first class meeting. Jobs must be approved by the instructor.</p>

## APPLIED ARTS - INFORMATION & COMMUNICATION TECHNOLOGY

[Courses below may be considered part of a Career Technical Education (CTE) pathway]

<b>COURSE TITLE:</b>	<b>Digital and Graphic Tools</b>
<p><b>Course #</b> 15110</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Del Mar, Prospect, Westmont</p>	<p>This course is designed to equip students with core tools for interactive development in a challenging technological environment. Communication skills, basic mathematical concepts and critical thinking are reinforced through software applications. Multidisciplinary projects involve the use of a variety of programs such as word processing, spreadsheets, databases, image editing and graphic design, digital sound and video editing, web design and presentation software. Topics covered include history, hardware, computers and society, safe internet access, copyright issues and computer ethics. Hands-on projects focus on essential skills and provide experience in working in a broad range of media. Simulations, projects, portfolios and teamwork provide opportunities for the application of instructional competencies.</p>
<b>COURSE TITLE:</b>	<b>Web Development</b>
<p><b>Course #</b> 15360</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10- 12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Del Mar, Prospect, Westmont</p>	<p>The one-year Web Development class is a class intended to develop proficiency in the creation and maintenance of web pages and websites. Students learn how to code and maintain quality web pages, learn to create and manipulate images and web animations and how to critically evaluate website quality. The course progresses from learning basic to advanced web-based languages. Integrated throughout the course are academic, industry, and career standards, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.</p> <p>Prerequisites: Digital Graphic Tools or equivalent computer literacy skills.</p>
<b>COURSE TITLE:</b>	<b>Computer Programming</b>
<p><b>Course #</b> 14100</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Elective(g)</p> <p><b>School:</b> Prospect, Westmont</p>	<p>This course is an introduction to computers and programming. The course is designed to introduce students who have sufficient math background to the fundamentals of computer programming and data manipulation. Through a project-oriented approach, students will explore a variety of programming systems and languages to create interactive applications and systems. By collaborating in a hands-on environment, students will learn problem solving, software design, debugging strategies, and the foundations of computer science (data structures, procedures, and algorithms). Students will work on projects (both individual and team) in the areas of graphics and games and animation and art, all using open-source software tools such as Scratch, Python, JavaScript and Java. This course is excellent preparation for Advanced Placement Computer Science.</p> <p>Advisory Pre-requisite: strong mathematical skills.</p>

## APPLIED ARTS - HOSPITALITY, TOURISM AND RECREATION

[Courses below may be considered part of a Career Technical Education (CTE) pathway]

<b>COURSE TITLE:</b>	<b>Foods 1 – Culinary Arts</b>
<p><b>Course #</b> 15560</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>School:</b> Branham, Del Mar, Leigh</p>	<p>This course focuses on cooking skills with a heavy emphasis on nutrition. Laboratory experiences, demonstrations, lectures, and skill building exercises provide a high activity-based, low stress format for learning. In addition to cooking skills, students will explore career information and develop skills to make informed food choices. At the end of the course, students take home a recipe collection. Materials donation may be requested.</p>
<b>COURSE TITLE:</b>	<b>Foods 2- Culinary Arts</b>
<p><b>Course #</b> 15575</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> Electives (g)</p> <p><b>School:</b> Branham, Del Mar, Leigh</p>	<p>This course continues from Foods 1 with a focus on cooking skills with an emphasis on, but not limited to, cooking methods utilizing heat/cold transfers, nutritional science, culinary organization, food science, culinary careers, culinary professionalism, recipe development and costing, menu research and development, business research and development. Laboratory experiences, demonstrations, lectures and skill drills will provide an active and thriving environment in a low stress format for learning. In addition, to cooking skills, student-chefs will utilize career information to make informed culinary decisions. At the end of the course, student-chefs will take with them a culinary repertoire and work ethic that will be transferable to most industries. Material donation may be requested.</p> <p>Prerequisite: Foods 1</p>

## APPLIED ARTS - INDUSTRIAL AND TECHNOLOGY EDUCATION

[Courses below may be considered part of a Career Technical Education (CTE) pathway]

<b>COURSE TITLE:</b>	<b>Manufacturing Technology 1</b>
<p><b>Course #</b> 16050</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Westmont</p>	<p>Students in Manufacturing Technology will be introduced to CTE (Career Technical Education) skills. They will have the opportunity to design, plan and construct projects that are based on industry standards. Major emphasis will be placed in the following areas; drafting, solid modeling techniques, 3D printing, laser cutting and engraving, CNC, CAM, CAD, manual machining, measurement, welding, sheet metal development and product design.</p>

<b>COURSE TITLE:</b>	<b>Manufacturing Technology 2</b>
<b>Course #</b> 16060 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 10-12 <b>Graduation Credit:</b> Applied Arts <b>CSU/UC:</b> None <b>School:</b> Westmont	Manufacturing Technology 2 is a project based course centered on advanced manufacturing techniques and concepts. Students in Manufacturing Technology 2 will continue to develop an understanding for the following concepts; drafting solid modeling techniques, 3D printing, laser cutting and engraving, CNC, CAM, CAD, manual machining, measurement, welding, sheet metal development and product design. Students will design and develop a project from initial concept to finished product.  Prerequisite: Manufacturing Technology 1
<b>COURSE TITLE:</b>	<b>Production Technology 1</b>
<b>Course #</b> 16070 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Applied Arts <b>CSU/UC:</b> None <b>School:</b> Del Mar, Westmont	Students in production Technology 1 will be introduced to CTE (Career Technical Education) skills. They will have the opportunity to design, plan and construct projects that are based on industry standards. Major emphasis will be placed in the following areas: Modern woodworking equipment, drafting, solid modeling techniques, 3D printing, laser cutting and engraving, CNC, CAM, and CAD. Students will develop safe working habits, they will be instructed on proper use and care of industry standard equipment and they will have the opportunity to design and build projects of their choice.
<b>COURSE TITLE:</b>	<b>Production Technology 2</b>
<b>Course #</b> 16080 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 10-12 <b>Graduation Credit:</b> Applied Arts <b>CSU/UC:</b> None <b>School:</b> Westmont	Students in Production Technology 2 will be introduced to CTE (Career Technical Education) skills. They will have the opportunity to design, plan and construct projects that are based on industry standards. Major emphasis will be placed in the following areas: modern woodworking equipment, drafting, solid modeling techniques, 3D printing, laser cutting and engraving, CNC, CAM and CAD. Students will develop safe working habits; they will be instructed on proper use and care of equipment. Through continuing investigation into production technology tools, materials and processes, students will learn intermediate to advanced production/manufacturing skills.  Prerequisite: Production Technology 1

## PROJECT LEAD THE WAY

[Courses below may be considered part of a Career Technical Education (CTE) pathway]

COURSE TITLE: PLTW	Introduction to Engineering Design
<p><b>Course #</b> 15965</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-10</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> Electives (g)</p> <p><b>School:</b> Branham, Leigh, Westmont</p>	<p>Designed for 9<sup>th</sup> and 10<sup>th</sup> grade students, the major focus of IED is the design process and its application. Students use industry standard 3D modeling software AutoCAD Inventor to help design solutions to solve problems, document their work using an engineer's notebook, and communicate their solutions orally and in writing. Students are also exposed to research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.</p>
COURSE TITLE: PLTW	Principles of Engineering
<p><b>Course #</b> 15980</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-11</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> Electives (g)</p> <p><b>School:</b> Branham, Leigh, Westmont</p>	<p>This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. They document their work and communicate their solutions.</p> <p>Prerequisite: Introduction to Engineering Design</p>

<b>COURSE TITLE: PLTW</b>	<b>Digital Electronics</b>
<p><b>Course #</b> 15985</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> Electives (g)</p> <p><b>School:</b> Branham, Leigh, Westmont</p>	<p>Digital Electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discrete voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world electronics. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high definition television.</p> <p>The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.</p> <p>Prerequisite: Principals of Engineering</p>
<b>COURSE TITLE: PLTW</b>	<b>Engineering Design and Development</b>
<p><b>Course #</b> 15990</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> Electives (g)</p> <p><b>School:</b> Branham, Leigh, Westmont</p>	<p>This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to design solutions to problems in our world. This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead the Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable skill set for students in the future.</p> <p>Prerequisite: Digital Electronics</p>



## OTHER APPLIED ARTS

<b>COURSE TITLE:</b>	<b>Graphic Publication (Yearbook) [a1]</b>
<b>Course #</b> 17760 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Applied Arts <b>CSU/UC:</b> None <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	This course is designed to develop student's publishing skills. The main objective of the class is to produce a record of the school year by using photographs, graphic artwork, and copy as means of creative communication. Students master a desktop publishing software program, Adobe InDesign. This class is responsible for producing the high school Yearbook.
<b>COURSE TITLE:</b>	<b>Living on Your Own</b>
<b>Course #</b> 15510 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11-12 <b>Graduation Credit:</b> Applied Arts <b>CSU/UC:</b> None <b>School:</b> Leigh	This course is designed to help students become responsible, independent citizens. Major instructional topics include communication techniques, teamwork and problem solving skills, healthy life choices, money management skills, apartment living, job search and career options, as well as the study of relationships. Students will learn basic food preparation and basic sewing and clothing maintenance. Materials donation may be requested.

## ARTS, MEDIA AND ENTERTAINMENT

<b>COURSE TITLE:</b>	<b>Video Production 1</b>
<p><b>Course #</b> 17210</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Applied Arts/CTE</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts, Del Mar</p> <p><b>School:</b> Del Mar, Prospect, Westmont</p>	<p>This course provides a project-based video media program which guides students to achieve the standards in the Arts, Media and Entertainment Pathway of career technical training by providing students with the technical instruction and practical experiences for aspiring video and film makers in the production of film, video and new media projects. Students experience both the creative and technical aspects of film making in conjunction with learning about historical and contemporary traditions and conventions. Students are instructed on the three stages of project creation.</p>
<b>COURSE TITLE:</b>	<b>Video Production 2</b>
<p><b>Course #</b> 17220</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Del Mar, Prospect</p>	<p>This course provides a progressive, project-based video media program that builds on the skills learned in Video Production 1. Students work individually and as group members in the production of video and new media projects. Students experience the creative and technical elements of filmmaking in the three stages of project creation: pre-production, production, and post-production. An emphasis will be given to project management, oversight and new methods of distribution.</p>
<b>COURSE TITLE:</b>	<b>Video Production 3</b>
<p><b>Course #</b> 17225</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Prospect</p>	<p>Video Production 3 is the capstone course for the Arts, Media, and Entertainment Pathway of Career Technical Education. Building upon what the students have learned in Video Production 1 and 2. They will create and executively produce original films using industry standard equipment over the course of each semester. This will require advanced long-term planning, organizational, communication, technical and artistic aptitudes that will prepare them for employment in the industry and/or post-secondary education.</p> <p>Prerequisites: A B- or better in Video Production 2 or instructor approval</p>

# ENGLISH - LANGUAGE ARTS

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## ENGLISH LANGUAGE DEVELOPMENT

English Language Development (ELD) courses are intended for limited and non-English proficient students to develop their English language skills. Placement in the program is based on multiple-measures: initial assessment, state testing, district-wide local common assessments, and recommendations. The design of instruction at all levels is to support students in becoming independent, strategic, critical readers, writers, listeners and speakers who can communicate effectively for various purposes across all disciplines. The goal of the ELD program is for students to exit in order to enter into the mainstream classes with minimal support. All ELD classes count toward graduation credit.

COURSE TITLE:	ELD English 1
<p><b>Course # *</b> # 17810 Reading—10 Credits # 17820 Writing—10 Credits # 17830 Speaking—10 Credits</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> * 10 credits for English 20 credits for electives</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>In this multi-period ELD Language Arts course, students at the beginning level of English learn to communicate about a range of topics and academic content areas through listening, speaking, reading, and writing activities that target high-level thinking with appropriate support. Students are provided interactive and collaborative opportunities to express their own ideas as well as to question, interpret and evaluate the ideas of others.</p>
COURSE TITLE:	English 1
<p><b>Course #</b> 11110</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9</p> <p><b>Graduation Credit:</b> English</p> <p><b>CSU/UC:</b> English (b)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This course is a standards-based foundational course for freshmen and is designed to provide an opportunity for students to continue their study of reading, writing, speaking, and listening. Students will read a variety of literary genres and forms. From paragraphs to essays, writing will be both analytical and creative, with a focus on the writing process. This program emphasizes a variety of critical thinking and language experiences to provide students with strong communication skills and the ability to succeed in and out of the classroom.</p>

<b>COURSE TITLE:</b>	<b>English 1- Honors</b>
<p><b>Course #</b> 11120</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9</p> <p><b>Graduation Credit:</b> English</p> <p><b>CSU/UC:</b> English (b)</p> <p><b>School:</b> Branham, Prospect, Westmont</p> <p>(No UC weighted credit for Honors. CUHSD designated only)</p>	<p>English I Honors is an accelerated course designed for freshmen who are seeking a deeper understanding of fundamentals in English Language-Arts. This course teaches students to read closely, delve deeply, and analyze thoroughly both fiction and non-fiction works, and use strong rhetorical and composition skills. Students will read novels, epic poetry, assorted poems, and a Shakespearean drama. Students are expected to write five-paragraph informative/explanatory, narrative, and argumentative essays throughout the year. Oral communication will be emphasized through whole class, small group, and formal presentations. Creative projects will also be offered throughout the year. All essays, discussions and projects will emphasize critical thinking skills and literary analysis. Summer work may be required.</p> <p><i>Del Mar equivalent is English 1 ICAP, seen below.</i></p>
<b>COURSE TITLE:</b>	<b>English 1 – International College Advancement Program (ICAP)</b>
<p><b>Course #</b> 11111</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9</p> <p><b>Graduation Credit:</b> English</p> <p><b>CSU/UC:</b> English (b)</p> <p><b>School:</b> Del Mar</p>	<p>English 1 ICAP is a rigorous course with an emphasis on the study of literature and rhetorical analysis. This course is designed to introduce the sophisticated analytical writing, reading, speaking and listening skills necessary for the IB Language and Literature course taught in the junior and senior years.</p> <p>Prerequisite: Working at grade level with a CST score of Proficient of Advanced and prepared for honors level coursework.</p>

<b>COURSE TITLE:</b>	<b>ELD English 2</b>
<p><b>Course # *</b>  # 17850 Reading—10 Credits  # 17860 Writing—10 Credits  # 17870 Speaking—10 Credits</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b>  *10 credits for English  20 credits for Electives</p> <p><b>CSU/UC:</b>  None</p> <p><b>School:</b>  Branham, Del Mar, Leigh,  Prospect, Westmont</p>	<p>As students progress to an intermediate level in English language proficiency, they move towards using the English language in more complex, cognitively demanding situations. In this multi-period ELD Language Arts course, students will further learn and communicate about a range of topics and academic content areas through listening, speaking, reading, and writing activities that target high-level thinking with appropriate support. Through interactive instruction students are provided opportunities to express their own ideas as well as to question, interpret, and evaluate the ideas of others.</p> <p>Prerequisite: ELD 1 or placement at the early/intermediate level.</p>
<b>COURSE TITLE:</b>	<b>English 2</b>
<p><b>Course #</b> 11140</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10</p> <p><b>Graduation Credit:</b>  English</p> <p><b>CSU/UC:</b>  English (b)</p> <p><b>School:</b>  Branham, Del Mar, Leigh,  Prospect, Westmont</p>	<p>Expanding on the skills developed in English 1, this course develops students' mastery of reading comprehension, analysis of complex texts, and vocabulary development. Students will write for a variety of purposes and audiences in the forms of informative/explanatory, argumentative, and narrative texts. Students will continue to build on their research skills, uses of standard English language grammar and conventions, and speaking and listening techniques. The central thematic focuses on this course are derived from diverse world literature that represent various global heritages and cultures, so that students increase their understanding of individual and cultural experiences. Substantial reading is required and outside reading and writing are expected.</p>

<b>COURSE TITLE:</b>	<b>English 2- Honors</b>
<p><b>Course #</b> 11410</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10</p> <p><b>Graduation Credit:</b> English</p> <p><b>CSU/UC:</b> English (b)</p> <p><b>School:</b> Branham, Leigh, Prospect, Westmont</p> <p>(No UC weighted credit for Honors. CUHSD designated only)</p>	<p>Expanding on the skills developed in English 1/1H, this rigorous course will provide a study of multiple genres of challenging literature from diverse cultures around the world. Additionally, continued development of writing skills will focus primarily on composition, analysis, and evidence. Students will spend considerable time developing skills in the following areas: response to and analysis of literature; persuasion and argumentation; and evidence gathering and evaluation. Through various activities including group work, research, and in-depth discussion, students will further develop the reading, writing, speaking, listening, and critical thinking skills essential to success in their endeavors. Substantial reading and writing will be completed independently outside of class. Summer work may be required.</p> <p><i>Del Mar equivalent is English 2 ICAP, seen below.</i></p>
<b>COURSE TITLE:</b>	<b>English 2 – International College Advancement Program (ICAP)</b>
<p><b>Course #</b> 11141</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10</p> <p><b>Graduation Credit:</b> English</p> <p><b>CSU/UC:</b> English (b)</p> <p><b>School:</b> Del Mar</p>	<p>English 2 ICAP is the second-year preparatory English course offering for the IB Language and Literature course. This course emphasizes a content of global experience while working on logical organization and written communication, analytical writing as required for IB assessments, oral commentary and presentation.</p> <p>Prerequisite: Completion of English 1 ICAP with grade of A or B, or teacher recommendation.</p>

<b>COURSE TITLE:</b>	<b>ELD English 3</b>
<p><b>Course # *</b>  # 17890 Reading—10 Credits  # 17900 Writing—10 Credits</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b>  *10 credits for English  10 credits for Electives</p> <p><b>CSU/UC:</b>  None</p> <p><b>School:</b>  Branham, Del Mar, Leigh,  Prospect, Westmont</p>	<p>In this two period ELD Language Arts course, students nearing reasonable fluency in English will use the language in more complex, cognitively demanding situations with increasing independence. ELD 3 prepares students to learn and communicate about a range of topics and academic content areas through listening, speaking, reading and writing activities that target high-level thinking with appropriate support. Students are provided with interactive instruction and activities, a print-rich environment, and public speaking experiences in order to prepare students for mainstream English and other content classes.</p> <p>Prerequisite: ELD 2 or placement at the intermediate/early advanced level.</p>
<b>COURSE TITLE:</b>	<b>English 3</b>
<p><b>Course #</b> 11370</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11</p> <p><b>Graduation Credit:</b>  English</p> <p><b>CSU/UC:</b>  English (b)</p> <p><b>School:</b>  Branham, Del Mar, Leigh,  Prospect, Westmont</p>	<p>In English 3, students read and analyze American literature from a variety of historical, political and cultural perspectives. These literary works include both non-fiction (journals, expository articles, speeches) and fiction (poetry, novels, drama). Students are encouraged to make connections between literature and history while continuing to refine and practice their skills writing argumentative, informative/explanatory, and narrative compositions. Students also learn to formulate an argument, research information, assess the relevance and credibility of a source, cite a variety of sources and format a document. In both oral presentations and written work, students demonstrate their ability to appeal to their audience logically, ethically and emotionally. Outside reading and writing assignments further develop students' vocabulary and critical thinking.</p>

<b>COURSE TITLE:</b>	<b>English 3- Honors</b>
<b>Course #</b> 11430 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11 <b>Graduation Credit:</b> English <b>CSU/UC:</b> English (b) <b>School:</b> Branham, Del Mar, Leigh, Prospect	This junior level honors course examines American literature from its colonial origins to the present, including changes in language, subject matter, philosophies, and style. The literature and compositions are arranged to provide a focus for critical thinking and discussion. This course also includes creative and expository writing, literary analysis, oral presentation skills, SAT preparation, grammar, punctuation, and writing style instruction. Students will be challenged to participate in class discussions and outside reading, and will learn to explore, as critical thinkers, the major themes of American literature and history. Summer work may be required.
<b>COURSE TITLE:</b>	<b>English 3- Advanced Placement- English Language Composition</b>
<b>Course #</b> 11190 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11 <b>Graduation Credit:</b> English <b>CSU/UC:</b> English (b) <b>School:</b> Branham, Leigh (11-12), Prospect (11-12), Westmont	An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. The course materials and writing assignments prepare students to take the Advanced Placement Exam. English Advanced Placement is an intensive course designed for students who are ready for college level writing.
<b>COURSE TITLE:</b>	<b>American Experience English 3</b>
<b>Course #</b> 11371 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11 <b>Graduation Credit:</b> English <b>CSU/UC:</b> None <b>Schools:</b> Westmont	This college preparatory class combines the curriculum of US History with that of 11 <sup>th</sup> grade American Literature. Students will study and explore US History and American Literature using specific pieces of literature and primary sources that are tied to key history events, movements, trends and individuals. This course is designed to make real-life connections between literature, art, music, film and politics. The goal is to take students on a journey that will help them think and write critically about these connections and make their learning experience come alive. The units are focused on the Common Core Standards and aligned with the California State Standards for both 11 <sup>th</sup> grade Us History and English.  <i>Must be taken with American Experience US History.</i>



<b>COURSE TITLE:</b>	<b>IB Language and Literature HL</b>
<b>Course #</b> 11142 (Year 1) 11143 (Year 2)  <b>Course Term:</b> Two Year  <b>Grade Levels:</b> 11 & 12  <b>Graduation Credit:</b> English  <b>CSU/UC:</b> English (b)  <b>Schools:</b> Del Mar	The International Baccalaureate Language A: English Language and Literature HL course is a two-year course consisting of four parts: Language and Mass Communication, Literature and Critical Study, Language in the Cultural Context and Literature in Context. Students will study and analyze a variety of texts from historical speeches and contemporary mass media to canonical texts with an international focus, such as George Orwell's 1984 (England), Albert Camus' The Stranger in translation (French-Algerian), Margaret Atwood's The Handmaid's Tale (Canada) and Chinua Achebe's Things Fall Apart (Nigeria).  The course will prepare students for the oral and written IB exams and serve as excellent preparation for rigorous college study. Students who take IB Language and Literature HL and pass the exam with a score of 5 or higher (on a 7 point scale) can earn college credits at UC, CSU, and many private colleges and universities.  Prerequisite: English 9 and 10; Students must demonstrate proficiency in English 10 or ICAP English 10.
<b>COURSE TITLE:</b>	<b>English 4</b>
<b>Course #</b> 11380  <b>Course Term:</b> Yearlong  <b>Grade Levels:</b> 12  <b>Graduation Credit:</b> English  <b>CSU/UC:</b> English (b)  <b>School:</b> Leigh, Prospect, Westmont	World Contemporary Literature and Communication is a standards-based course for seniors. Students will explore major literary time periods of the world with a special focus on how these periods influenced Western Civilization and contemporary authors. Additionally, students will work with a number of expository texts, studying rhetorical reading and rhetorical writing strategies needed for success in college, vocational programs, the workplace, and the global community. The curriculum offers a variety of activities such as research, discussion, simulations, individual and group work, and projects. Significant outside reading and writing assignments are required.  <i>Del Mar equivalent is ERWC, seen below.</i>
<b>COURSE TITLE:</b>	<b>English 4 - Advanced Placement- English Literature &amp; Composition</b>
<b>Course #</b> 11200  <b>Course Term:</b> Yearlong  <b>Grade Levels:</b> 12  <b>Graduation Credit:</b> English  <b>CSU/UC:</b> English (b)  <b>School:</b> Branham, Del Mar, Leigh (11-12), Prospect, Westmont	An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not yield all (or nearly all) of their pleasures of thought and feeling the first time through.

<b>COURSE TITLE:</b>	<b>ELD English Enrichment</b>
<p><b>Course #</b> 17950</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> General Electives</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Branham, Del Mar, Westmont, Leigh and Prospect</p>	<p>This is a one year course designed to offer support to students enrolled in an on-level English course to support student success. The course will also prepare students for the rigorous demands of the Common Core Standards by focusing on critical reading, academic writing, and presentation skills and strategies.</p>
<b>COURSE TITLE:</b>	<b>Expository Reading and Writing Curriculum (ERWC)</b>
<p><b>Course #</b> 11130</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 12</p> <p><b>Graduation Credit:</b> English</p> <p><b>CSU/UC:</b> English (b)</p> <p><b>School:</b> Branham, Del Mar, Leigh</p>	<p>The goal of Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in a yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course-the assignment template-offers a process for helping students read, comprehend, and respond to non-fiction and literacy texts. Modules also provide students research methods and documentation conventions. Students are expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, other non-fiction texts. The course materials also include modules on two full-length works (one novel and one work of non-fiction). Written assessments and holistic scoring guides conclude each unit.</p>

<b>COURSE TITLE:</b>	<b>Public Speaking</b>
<p><b>Course #</b> 11210</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> General electives</p> <p><b>CSU/UC:</b> Electives(g)</p> <p><b>School:</b> Branham,(11-12) Del Mar (11-12), Westmont</p>	<p>This course develops effective speaking skills in a wide variety of formats including persuasion, expository speaking, oral interpretation, debate, and impromptu formats. Students write, deliver, and critique several speeches throughout the year. This performance-based course builds self-confidence as well as research, group discussion, and critical thinking skills, which are essential for today's fast-paced, competitive society.</p>
<b>COURSE TITLE:</b>	<b>Journalism</b>
<p><b>Course #</b> 11220</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> General Elective</p> <p><b>CSU/UC:</b> Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This elective course offers a variety of experiences that teach students how to produce the print and/or online versions of a school newspaper. The course develops skills in news and feature writing, editing, layout, and desktop publishing and improves the students' writing, mechanics, structure, and style. The integration of photography, artwork, and advertising round out the curriculum of this course.</p>

## WORLD LANGUAGE

<b>COURSE TITLE:</b>	<b>French 1</b>
<b>Course #</b> 14510 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> Language other than English (LOTE)(e) <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	French 1 students are introduced to basic structures and vocabulary dealing with everyday situations that enable them to communicate effectively in French at a basic level. Students start developing all five communication skills: listening, speaking, reading, writing, and cultural awareness.
<b>COURSE TITLE:</b>	<b>French 2</b>
<b>Course #</b> 14520 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g) <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	French 2 students continue their study of the five communication skills: Listening, speaking, reading, writing, and cultural awareness of French. Students are able to understand simple questions related to personal interests and to initiate simple conversations. They develop the ability to read short texts and write short paragraphs dealing with everyday life.  Prerequisite: French 1

<b>COURSE TITLE:</b>	<b>French 3</b>
<b>Course #</b> 14530 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language  <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g)  <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	French 3 students expand upon and enrich the base of knowledge acquired in French 1 and 2. As students enter into the intermediate level of language proficiency, they learn to discuss and write about personal experiences and their lives at home and school. They learn to communicate their needs using more complex verb tenses and grammatical structures. Students are also introduced to short literary texts and other authentic documents.  Prerequisite: French 2
<b>COURSE TITLE:</b>	<b>IB French SL</b>
<b>Course #</b> 14531 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11 & 12 <b>Graduation Credit:</b> World Language  <b>CSU/UC:</b> (LOTE)(e) Elective (g) <b>Schools:</b> Del Mar	IB French Standard Level is a year-long course that emphasizes advanced communication in all areas of the language through debates, discussions, essays, and authentic texts and situations. Emphasis is placed on internationalism, global issues, and cross-cultural connections. Student's language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and be related to the culture(s) concerned. The material chosen will enable students to develop mastery of language skills and intercultural understanding.  Prerequisite: Students must demonstrate proficiency through the equivalent of French 3.
<b>COURSE TITLE:</b>	<b>French 4</b>
<b>Course #</b> 14540 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11-12 <b>Graduation Credit:</b> World Language  <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g)  <b>School:</b> Branham, Leigh, Prospect	French 4 increases the student's proficiency in French. Students review all verb tenses and complex grammatical structures. They study in more depth the geography, history, and literature of France. Continued emphasis on the skills of speaking, reading, writing, and listening enables communication in complex situations.  Prerequisite: French 3

<b>COURSE TITLE:</b>	<b>French Language- Advanced Placement</b>
<b>Course #</b> 14560 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11-12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g) <b>School:</b> Branham, Leigh, Westmont	The AP French Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). Prerequisite: French 3
<b>COURSE TITLE:</b>	<b>Mandarin Chinese 1</b>
<b>Course #</b> 14950 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g) <b>School:</b> Branham, Leigh, Prospect, Westmont	Mandarin Chinese 1 is an introductory course to the Mandarin language and the culture of China. Students are introduced to basic structures and vocabulary dealing with everyday situations that enable them to communicate effectively in Mandarin at a basic level. Students start developing all five communication skills: listening, speaking, reading, writing, and cultural awareness.
<b>COURSE TITLE:</b>	<b>Mandarin Chinese 2</b>
<b>Course #</b> 14960 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g) <b>School:</b> Branham, Leigh, Prospect, Westmont	Mandarin Chinese 2 is a second year course for students who have finished Mandarin 1 or have prior equivalent Mandarin Chinese experience. In this course, students will continue to develop a mastery of the four language skills: speaking, listening, reading, and writing. They will further develop their basic oral skills, their knowledge of Chinese culture/history, and the skills needed to communicate effectively. They will become more confident using target language vocabulary and practice conversational use of sentence patterns. Students will develop skills needed to read for content and begin to acquire basic writing skills in composition. They will demonstrate understanding of the general meaning, key ideas, and some details in authentic texts. Students will learn both simplified and traditional Chinese characters.

<b>COURSE TITLE:</b>	<b>Mandarin Chinese 3</b>
<p><b>Course #</b> 14970</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> World Language</p> <p><b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g)</p> <p><b>School:</b> Branham, Leigh, Prospect, Westmont</p>	<p>Mandarin/Chinese 3 is designed to bring the students to a level where they are able to satisfy many complex social demands. Students are able to gain a more concentrated study of grammar and vocabulary and in-depth approach to the culture of Chinese society. They will create sophisticated sentence structures in both formal and informal situations. Students will be able to produce, interpret, exchange and compose personal opinions and state the various topics beyond survival needs. They will demonstrate understanding of the main idea and details in authentic texts. They are able to manipulate and articulate while using grammatical structures of the language. This course is conducted in Mandarin only. The pre-requisite for this course is completion of Mandarin/Chinese 2 with the grade of “C” or better or recommendation by the teacher.</p>
<b>COURSE TITLE:</b>	<b>Mandarin 4 Honors</b>
<p><b>Course #</b> 14490</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> World Language</p> <p><b>CSU/UC:</b> NO</p> <p><b>School:</b> Prospect</p>	<p>Mandarin/Chinese 4 Honors is designed to enable the students to participate extensively in the life of the Chinese society. The students should be able to manipulate most social situations and casual conversations regarding current events. They will be able to discuss, compare and contrast, support or persuade an opinion in the various topics. Grammar and writing skills will be reviewed and refined in the context of cultural studies, which will include the study of Chinese literature, art, music and customs. They will demonstrate understanding of the main idea and details of authentic texts. They are able to use extended paragraphs to produce formal communications related to the external environment. This intensive honors course at level 4 is conducted in Mandarin and students are expected to use only Mandarin in class. The course covers approximately 1200 Chinese characters and associated phrases. Students who enroll in this course can prepare to take the SAT Chinese exam.</p> <p>Prerequisite: Mandarin 3 or equivalent.</p>

<b>COURSE TITLE:</b>	<b>AP Chinese Language and Culture</b>
<b>Course #</b> 14980 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g)  <b>School:</b> Branham, Prospect, Leigh	At this level, students have a higher degree of competency in all four language skills: speaking, reading, writing and listening. Students engage in an exploration of both contemporary and historical Chinese culture through a wide array of authentic sources while they further refine and expand their knowledge of the Chinese language and culture. Students read in class and independently interpret selected literary works; discuss contemporary issues as presented through literature, magazines, newspapers, videos and online resources; have an understanding and appreciation of the history and culture of the people using the language; and interact comfortably with native speakers. This course is conducted primarily in Mandarin/Chinese. Students who enroll will also prepare to take the Advanced Placement Chinese Literature Exam.  Prerequisite: C+ or better in Mandarin/Chinese III or equivalent
<b>COURSE TITLE:</b>	<b>Spanish I</b>
<b>Course #</b> 14650 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language  <b>CSU/UC:</b> Language other than English (LOTE)(e)  <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	Spanish 1 students are introduced to basic structures and vocabulary dealing with everyday situations that enable them to communicate effectively in Spanish at a basic level. Students start developing all five communication skills: listening, speaking, reading, writing, and cultural awareness.
<b>COURSE TITLE:</b>	<b>Spanish 2</b>
<b>Course #</b> 14660 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language  <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g)  <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	Spanish 2 students continue their study of the five communication skills: Listening, speaking, reading, writing, and cultural awareness of Spanish. Students are able to understand simple questions related to personal interests and to initiate simple conversations. They develop the ability to read short texts and write short paragraphs dealing with everyday life.  Prerequisite: Spanish 1



<b>COURSE TITLE:</b>	<b>Spanish 3</b>
<b>Course #</b> 14670 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language  <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g) <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	Spanish 3 students expand upon and enrich the base of knowledge acquired in Spanish 1 and 2. As students enter into the intermediate level of language proficiency, they learn to discuss and write about personal experiences and their lives at home and school. They learn to communicate their needs using more complex verb tenses and grammatical structures. Students are also introduced to short literary texts and other authentic documents.  Prerequisite: Spanish 2
<b>COURSE TITLE:</b>	<b>Spanish 4</b>
<b>Course #</b> 14680 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11-12 <b>Graduation Credit:</b> World Language  <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g)  <b>School:</b> Branham, Leigh	Spanish 4 increases the student's proficiency in Spanish. Students review all verb tenses and complex grammatical structures. They study in more depth the geography, history, and literature of Spain and Latin America. Continued emphasis on the skills of speaking, reading, writing, and listening enables communication in complex situations.  Prerequisite: Spanish 3
<b>COURSE TITLE:</b>	<b>IB Spanish SL</b>
<b>Course #</b> 14673 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11 & 12 <b>Graduation Credit:</b> World Language  <b>CSU/UC:</b> (LOTE)(e) (Elective)(g) <b>Schools:</b> Del Mar	The purpose of this one-year course is to foster the language acquisition process necessary for students to become proficient in the target language by improving the four languages skills: listening, speaking, reading and writing. Students will be able to use the language effectively and respond spontaneously according to the cultural context of a situation. They will also be able to analyze and respond critically in the target language to the topics developed in class. Students will also develop an objective appreciation of the different views of people from other cultures and their cultural legacy. The course will help students become citizens of the world.  Prerequisite: Students must demonstrate proficiency through the equivalent of Spanish 3

<b>COURSE TITLE:</b>	<b>IB Spanish HL</b>
<p><b>Course #</b> 14671 (Year 1) 14672 (Year 2)</p> <p><b>Course Term:</b> 2 Years</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> World Language</p> <p><b>CSU/UC:</b> (LOTE)(e) (Elective) (g)</p> <p><b>Schools:</b> Del Mar</p>	<p>The objective of this advanced two year course is to master the receptive, productive and interactive skills through the use of daily interaction and authentic texts in Spanish. Students will develop the skills necessary to analyze and synthesize a variety of written texts as well as audios and communicate their ideas in Spanish through discussion and in writing based on the text types learned in class. Conversational skills are practiced daily while discussing assigned readings, current events, and in general classroom interactions. This course is designed to develop English-Spanish bilingualism and to prepare students for success on the IB Spanish HL Language B examination and is conducted entirely in Spanish. An extensive study of different text types (e.g. blogs, brochures, formal and informal letter writing, etc) is also included. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the IB HL Spanish Language course; however, review of the mechanics is done within the contextual framework of each unit as needed.</p> <p>Prerequisite: Students must demonstrate proficiency through the equivalent of Spanish 3.</p>
<b>COURSE TITLE:</b>	<b>Spanish I/II International College Advancement Program (ICAP)</b>
<p><b>Course #</b> 14661</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9</p> <p><b>Graduation Credit:</b> World Language</p> <p><b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g)</p> <p><b>School:</b> Del Mar</p>	<p>Spanish I/II ICAP is an accelerated course designed to cover the equivalent of 2 years of a regular language course. It is taught mainly in the target language. It is appropriate for students with prior language experience. It is designed for students to progress through to the IB Spanish. Students must be able to keep up with the rigor of the program in order to be recommended to the next course, Spanish III – ICAP.</p> <p>Prerequisite: Working at grade level and motivated to do honors coursework.</p>

<b>COURSE TITLE:</b>	<b>Spanish Language- Advanced Placement</b>
<b>Course #</b> 14700 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11-12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g) <b>School:</b> Branham, Leigh, Prospect, Westmont	The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the <i>Standards for Foreign Language Learning in the 21st Century</i> <sup>1</sup> (Communication, Cultures, Connections, Comparisons and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.  Prerequisite: Spanish 3
<b>COURSE TITLE:</b>	<b>Spanish Literature- Advanced Placement</b>
<b>Course #</b> 14720 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g) <b>School:</b> Del Mar, Branham	The AP Spanish Literature course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The course is designed to introduce students to the formal study of a representative body of Peninsular and Latin American literary texts. The AP Spanish Literature course more closely approximates an introductory literature course typically taught at the college level, in 2003 the reading list was changed from five authors to a more comprehensive and inclusive list. The expanded reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on the many voices and cultures included in this very rich literature.  Prerequisite: Spanish 3
<b>COURSE TITLE:</b>	<b>Spanish for Spanish Speakers 1</b>
<b>Course #</b> 14610 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> Language other than English (LOTE)(e) <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	This course is designed to help native speakers improve their oral, listening, reading, and writing skills in Spanish. Native speakers learn about Latino culture and history through themes including identity, family, and community. They are encouraged to share their own traditions and experience.

COURSE TITLE:	Spanish for Spanish Speakers 2
<p><b>Course #</b> 14620</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> World Language</p> <p><b>CSU/UC:</b> Language other than English (LOTE)(e) Electives (g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This course is designed to further reinforce language skills through the reading and discussion of a wide range of literary works, cultural themes, and current events. Students read Spanish novels, poetry, short stories, plays, and essays, and write analytical compositions and essays. Students have the opportunity to prepare for the Advanced Placement Spanish Literature Exam.</p> <p>Prerequisite: Spanish for Spanish Speakers 1 or adequate knowledge of the language.</p>

## MATHEMATICS

<b>COURSE TITLE:</b>	<b>Integrated Mathematics 1</b>
<p><b>Course #</b> 14053</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Math (c)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This is a one-year college prep course that meets state graduation requirements. This course includes the following topics: An overview of functions (linear, quadratic and exponential) in function form, graphs, and tables; Linear equations and inequalities in one and two variables; Geometric constructions; Congruence and rigid motions; Geometric relationships and properties of triangles, parallel lines, quadrilaterals and circles; Analyzing and interpreting data in one and two variables.</p> <p>Prerequisite: Common Core Grade 8</p>
<b>COURSE TITLE:</b>	<b>SDAIE Integrated Math 1</b>
<p><b>Course #</b> 14277</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Math</p> <p><b>CSU/UC:</b> Math (c)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>SDAIE Integrated Math 1 is a one year college prep course that meets the graduation requirements. This class is designed to cover the same curriculum as other Integrated Math 1 classes but integrates instructional strategies designed to support English language learners learn the skills and knowledge of the course while increasing students language skills.</p> <p><i>Specially Designed Academic Instruction in English (SDAIE) courses use methodology and strategies to teach core content to English Learners. SDAIE classes integrate instructional strategies and techniques to help students learn the skills and knowledge in the content course while increasing the student's language skills.</i></p>
<b>COURSE TITLE:</b>	<b>Integrated Mathematics 2</b>
<p><b>Course #</b> 14054</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Math (c)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This is a one-year college prep course that meets state graduation requirements. This course includes the following topics: Similarity; Coordinate geometry; Trigonometric ratios; Quadratic functions; Quadratic equations; Probability.</p> <p>Prerequisite: Integrated Math 1/Algebra 1</p>

<b>COURSE TITLE:</b>	<b>SDAIE Integrated Math 2</b>
<b>Course #</b> 14278 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Math <b>CSU/UC:</b> Math (c) <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	SDAIE Integrated Math 2 is a one year college prep course that integrates plane and solid geometry and includes algebraic approaches to the solutions of geometric problems. This class is designed to cover the same curriculum as other Integrated Math 2 classes but integrates instructional strategies designed to support English Language Learners learn the skills and knowledge of the course while increasing students' language skills.  <i>Specially Designed Academic Instruction in English (SDAIE) courses use methodology and strategies to teach core content to English Learners. SDAIE classes integrate instructional strategies and techniques to help students learn the skills and knowledge in the content course while increasing the student's language skills.</i>
<b>COURSE TITLE:</b>	<b>Integrated Mathematics 3</b>
<b>Course #</b> 14056 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Mathematics <b>CSU/UC:</b> Math (c) <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	The following units will be covered in Integrated Math 3: Statistics (Random Processes), Circles and Conics, Trigonometric Functions, Exponential Functions, Functions Capstone, Rational and Polynomial Expressions. This course will complete the 3 year Integrated Math series and includes remaining High School Common Core Math Standards that are not covered in Integrated Math 1 and Integrated Math 2.  Prerequisites: Integrated Math 2/Geometry  Co-requisites: Integrated Math 2 equivalent (from middle school)
<b>COURSE TITLE:</b>	<b>Integrated Mathematics 3 STEM</b>
<b>Course #</b> 14057 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Mathematics <b>CSU/UC:</b> Math (c) <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	This course is designed for students who are interested in pursuing STEM fields in college. This course is an enhanced course and not an honors course and will cover topics above the Integrated Math 3 course, including vectors, complex numbers and advanced trigonometric function analysis. The following units will be covered in Integrated Math 3 STEM: Statistics (Random Processes), Circles and Conics, Trigonometric Functions, Vectors, Exponential Functions, Functions Capstone, Rational and Polynomial Expressions. This course will complete the 3 year Integrated Math series and includes the remaining High School Common Core Math Standards and a variety of the "plus" standards that are not covered in Integrated Math 1 and Integrated Math 2.  Prerequisites: Integrated Math 2/Geometry Co-requisites: Integrated Math 2 equivalent (from middle school)

<b>COURSE TITLE:</b>	<b>IB Math Studies SL</b>
<p><b>Course #</b> 14061 (Year One) 14062 (Year Two)</p> <p><b>Course Term:</b> Two Year</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Math(c)</p> <p><b>School:</b> Del Mar</p>	<p>This two-year course has an emphasis on applications of mathematics in which the largest section is on statistical techniques. The students most likely to select this course are those whose main interests lie outside the field of mathematics. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. More emphasis is placed on student understanding of fundamental concepts than on complex manipulative skills. Students will solve mathematical problems embedded in a wide range of contexts while using the calculator effectively. In the second year each student completes an extensive project based on their own research involving the collection, analysis and evaluation of data. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course.</p> <p>Prerequisite: Proficiency in Integrated Math 2.</p>
<b>COURSE TITLE:</b>	<b>IB Mathematics SL</b>
<p><b>Course #</b> 14058 (Year One) 14059 (Year Two)</p> <p><b>Course Term:</b> Two Year</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Math(c)</p> <p><b>School:</b> Del Mar</p>	<p>The IB Mathematics SL course is the most advanced math class offered at Del Mar and the best option for students interested in Science or Math related fields. At the end of the second year, all students will be ready for both the IB Mathematics SL external exam and the AP Calculus AB exam. The first year will include all of the material traditionally taught in a Trigonometry/Pre-Calculus class along with an introduction to Statistics. In the second year the material develops a deeper understanding of Statistics and teaches the most of the AP Calculus AB curriculum. Students who complete this course will gain a meaningful mathematics education that is rooted in deep conceptual understanding and real life applications. Through their Internal Assessment, students will show this understanding while conducting research and writing a paper on the topic of their choice. IB Mathematics SL is a fantastic course that will prepare all students for College-Level Mathematics.</p> <p>Prerequisite: Proficiency in Integrated Math 3 with teacher recommendation or proficiency in Integrated Math 3 STEM</p>

<b>COURSE TITLE:</b>	<b>Senior Math Seminar</b>
<b>Course #</b> 14150 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 12 <b>Graduation Credit:</b> Mathematics <b>CSU/UC:</b> Math (c) <b>School:</b> Branham	This elective math course is intended for 12 <sup>th</sup> graders, who have recently completed Algebra II, and serves to unify concepts from previous mathematical studies and assists students in clarifying their conceptual understanding of Algebra and Geometry. The topics included in this course are those identified by the California State University System as essential entry-level skills necessary for successful completion of a four-year degree. The course will focus on concepts involving number sense, both linear and non-linear algebra and geometry. Upon completion of the course students will be prepared to meet the challenge of the ELM exam offered by the CSU and the Community College system.  Prerequisite: Geometry/Integrated Math 2
<b>COURSE TITLE:</b>	<b>Trigonometry/Pre-Calculus</b>
<b>Course #</b> 14080 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 10-12 <b>Graduation Credit:</b> Mathematics <b>CSU/UC:</b> Math (c) Elective(g) <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	The fourth course in the college prep sequence, Trigonometry/Pre-Calculus, integrates all the skills and concepts mastered prior to Calculus. It includes trigonometric functions (circular and triangular), identities and multiple angle formulas, graphing, DeMoivre's theorem, sequences and series, mathematical induction, partial fractions, polynomial and rational functions, higher-order equations and inequalities, limits, exponential and logarithmic functions. Graphing calculators may be used.  Prerequisite: Integrated Math 3, Integrated Math 3 STEM, or Algebra 2
<b>COURSE TITLE:</b>	<b>Calculus AB, Advanced Placement</b>
<b>Course #</b> 14210 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11-12 <b>Graduation Credit:</b> Mathematics <b>CSU/UC:</b> Math (c) Elective(g) <b>School:</b> Branham, Leigh, Prospect, Westmont	Calculus AB and Calculus BC are primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications.  The courses emphasize a multi representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. The connections among these representations also are important.  Prerequisite: Trigonometry/Pre-Calculus/Integrated Math 3 or Integrated Math 3 STEM



<b>COURSE TITLE:</b>	<b>Calculus BC, Advanced Placement</b>
<p><b>Course #</b> 14220</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Math (c) Elective(g)</p> <p><b>School:</b> Branham, Leigh, Westmont, Prospect</p>	<p>Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Both courses are intended to be challenging and demanding. Broad concepts and widely applicable methods are emphasized. The focus of the courses is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of these courses. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. These themes are developed using all the functions listed in the Prerequisite</p> <p>Prerequisite: Calculus AB, Advanced Placement</p>
<b>COURSE TITLE:</b>	<b>Statistics</b>
<p><b>Course #</b> 14180</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Math (c) Elective(g)</p> <p><b>School:</b> Leigh, Prospect</p>	<p>Statistics introduces students to elements of statistical concepts, techniques, and tools for collecting, analyzing, and drawing conclusions from data as applied in business. The course focuses on the student as a user and producer of statistics to inform and support decision making in business with emphasis on the use of business-oriented computer statistical instruments. Students are exposed to four broad conceptual themes:</p> <ol style="list-style-type: none"> <li>1. Exploring Data: Describing patterns and departures from patterns</li> <li>2. Sampling and Experimentation: Planning and conducting a study</li> <li>3. Anticipating Patterns: Exploring random phenomena using probability and simulation</li> <li>4. Statistical Inference: Estimating population parameters and testing hypotheses</li> </ol> <p>Students who successfully complete the course will learn how to organize and describe distributions of data using many different mathematical methods. Given visual displays of the distribution of several variables, students will compare and contrast the distributions. Student will determine and discuss the center, spread, symmetry, skewed distributions, and outliers of given data.</p> <p>Prerequisite: Integrated Math 3, Integrated Math 3 STEM or Algebra 2</p>

<b>COURSE TITLE:</b>	<b>Statistics, Advanced Placement</b>
<p><b>Course #</b> 14170</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Math (c) Elective(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>The AP Statistics course lends itself naturally to a mode of teaching that engages students in constructing their own knowledge. For example, students working individually or in small groups can plan and perform data collection and analyses where the teacher serves in the role of a consultant, rather than a director. This approach gives students ample opportunity to think through problems, make decisions and share questions and conclusions with other students as well as with the teacher. Important components of the course should include the use of technology, projects and laboratories, cooperative group problem-solving, and writing, as a part of concept-oriented instruction and assessment. This approach to teaching AP Statistics will allow students to build interdisciplinary connections with other subjects and with their world outside school.</p> <p>Prerequisite: Integrated Math 3, Integrated Math 3 STEM</p>
<b>COURSE TITLE:</b>	<b>Computer Science A , Advanced Placement</b>
<p><b>Course #</b> 14110</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Math (c) Elective(g)</p> <p><b>School:</b> Leigh, Prospect, Westmont, Branham</p>	<p>The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods.</p> <p>Prerequisite: Integrated Math 3, Integrated Math 3 STEM, or Algebra 2, Computer Programming and Keyboarding Skills</p>

## NON-DEPARTMENTAL COURSES

<b>COURSE TITLE:</b>	<b>Theory of Knowledge (TOK)</b>
<p><b>Course #</b> 11151 (Year 1) 11151 (Year 2)</p> <p><b>Course Term:</b> 2 Year</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b></p> <p><b>CSU/UC:</b> Elective (g)</p> <p><b>Schools:</b> Del Mar</p>	<p>Theory of Knowledge (TOK) is a two year course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. There are two assessment tasks in the TOK course: an essay, and a presentation. The essay is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The presentation, done individually or in a group, is internally assessed by the teacher.</p> <p>Prerequisite: None; Priority registration will go to IB Diploma Program candidates.</p>
<b>COURSE TITLE:</b>	<b>AVID - Advancement Via Individual Determination</b>
<p><b>Course #</b> AVID 1 # 18900 AVID 2 # 18910 AVID 3 # 18920 AVID Seminar # 18930</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> General Electives</p> <p><b>CSU/UC:</b> Electives(g)- AVID Seminar ONLY</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>AVID is a support program for students bound for four-year universities. AVID students must be self-directed and motivated. Students are expected to stay enrolled in college preparatory courses and maintain at least a 2.0 GPA throughout high school. Although students may be recruited from the ninth and tenth grade, students typically enter AVID as freshmen and stay with the program through their senior year. The classroom teacher instructs students using AVID curriculum, focusing on writing, inquiry, and collaboration. Seminars are given in note taking, goal setting, team building, reading improvement, test-taking skills, study and time management skills, personal organization, and SAT/ACT preparation. Students also receive tutorial support in the AVID class, which helps students achieve in all their academic courses and prepares them for college work. In addition, students have the opportunity to visit neighboring universities, hear college and career speakers, and participate in artistic and cultural experiences.</p> <p>Prerequisite: Application and Interview</p>
<b>COURSE TITLE:</b>	<b>AVID Peer Tutoring</b>
<p><b>Course #</b> 18945</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> General Electives</p> <p><b>CSU/UC:</b> NONE</p> <p><b>School:</b> Del Mar, Leigh, Westmont, Branham, Prospect</p>	<p>The course requires the student to be a role model, academic tutor, and life coach to multiple grades and classes. Students will receive instruction in:</p> <ol style="list-style-type: none"> <li>1. Professionalism</li> <li>2. Training and coaching including feedback on tutors, binders, etc.</li> <li>3. Students will be expected to facilitate large sustained group discussion, one on one coaching, checking points of confusion and note taking, and anchor grading.</li> <li>4. Tutors will be expected to participate in 16 hours of training and multiple follow up meetings.</li> </ol>

<b>COURSE TITLE:</b>	<b>Leadership</b>
<b>Course #</b> 12930 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> General Electives <b>CSU/UC:</b> NONE <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	The leadership class is designed to facilitate the Student Government program. The class is intended to provide time for Associated Student Body (ASB) members to accomplish their goals and duties as representatives of the student body. Students develop their leadership skills in long and short term goal setting, time management/ organization, communication, leadership, school and community service, interpersonal relations, problem solving, team building, and evaluation and reflection.
<b>COURSE TITLE:</b>	<b>Peer Tutor</b>
<b>Course #</b> 18940 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11-12 <b>Graduation Credit:</b> General Electives <b>CSU/UC:</b> NONE <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	This course will provide an opportunity for advanced students to work as peer tutors in a variety of courses where extra assistance may be needed for individual or group of students. Peer Tutors will learn leadership and teaching skills and be able to provide academic assistance to peers. Peer Tutors will be encouraged to think critically and offer constructive feedback to the teacher and peers.  Recommendation by teacher and/or administration.
<b>COURSE TITLE:</b>	<b>Student Assistant</b>
<b>Course #</b> 19100 <b>Course Term:</b> Semester <b>Grade Levels:</b> 10-12 <b>Graduation Credit:</b> General Electives <b>CSU/UC:</b> NONE <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	The student assistant program offers a variety of work-based activities to reliable and mature students. The student may serve in the following positions: classroom aide, laboratory assistant, library and office clerk. The course is 2.5 units, and students are given a pass/fail grade only.

## PHYSICAL EDUCATION

COURSE TITLE	Physical Education (PE)
<p><b>Course #</b> 9<sup>TH</sup> grade only # 13010 10<sup>th</sup> -12<sup>th</sup> grades # 13030</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Physical Education</p> <p><b>CSU/UC:</b> NONE</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This course includes both individual and team physical education activities. The content of physical education includes the effects of physical activity upon dynamic health, mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combative. All courses are conducted in a co-educational, inclusive manner. Emphasis is placed on coordination, balance, speed, endurance, reaction time, cardiovascular endurance, and teamwork. Completion of 20 units of physical education is necessary to graduate.</p>
COURSE TITLE	Elective Physical Education (PE)
<p><b>Course #</b> 13070</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> General Electives</p> <p><b>CSU/UC:</b> NONE</p> <p><b>School:</b> Branham, Del Mar, Prospect, Westmont</p>	<p>Students who have successfully completed two years of physical education may take Elective Physical Education. This class focuses on lifelong fitness, recreation activities, and weight training with emphasis on strength building and conditioning.</p> <p>Prerequisite: Two years of physical education</p>
COURSE TITLE	Sports PE
<p><b>Course #</b> 13050</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Education</p> <p><b>CSU/UC:</b> NONE</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p><b>Sports PE</b> is available to sophomores who satisfy all of the prerequisites listed below. 10th Grade students enrolled in Sports PE are expected to participate in two school-based CIF approved competitive sports during their sophomore year in order to receive 10 units of credit towards their Physical Education graduation requirement. Sports PE students must maintain eligibility—earning a 2.0 GPA .</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>• Sports PE candidates must have participated on at least two competitive school-based CIF approved sports teams during their freshmen year.</li> <li>• Students must have earned a ‘C’ or higher in their 9th Grade Physical Education class.</li> <li>• As a freshman, must have passed 5 out of 6 standards of the Physical Fitness Test (PFT)."</li> </ul>

COURSE TITLE	Marching Band PE
<p><b>Course #</b> 13057</p> <p><b>Course Term:</b> Semester Long</p> <p><b>Grade Levels:</b> 10 &amp; 11</p> <p><b>Graduation Credit:</b> Physical Education</p> <p><b>School:</b> Branham, Del Mar, Leigh, Westmont</p>	<p>Marching Band PE is a course designed for sophomores that satisfies the physical education requirement for one of four semesters required for graduation. In order for a student to receive credit for a full year of PE, they must first satisfy the prerequisites listed below. The a student must successfully complete two marching band seasons (fall semesters) during the sophomore and junior years. The Marching Band is a competitive field show group consisting of musicians (wind and percussion instruments) along with a group of students that make up the color guard. They rehearse 7-12 hours a week after school and on Saturdays. They also compete in at least four major competitions during the fall semester.</p> <p>Prerequisite:</p> <ul style="list-style-type: none"> <li>• Participation and satisfactory completion of Marching Band in 9th grade.</li> <li>• Students must take and successfully pass a freshmen PE class earning a 2.0 GPA or higher and pass 5 out of 6 standards of the Physical Fitness Test (PFT).</li> </ul>
COURSE TITLE	Military Science 1
<p><b>Course #</b> 13100</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Physical Education</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>The Military Science program develops leadership skills, self-discipline, teamwork, individual initiative, citizenship, and respect for our government and country.</p> <p>We offer the Military Science program district wide, and students who wish to participate may do so at the applicable sites. Transportation is not provided.</p>
COURSE TITLE	Military Science 2
<p><b>Course #</b> 13110</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Education</p> <p><b>School:</b> Branham, Del Mar</p>	<p>Military Science 2 includes the effects of physical activity upon dynamic health, mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combative skills.</p> <p>Prerequisite: Military Science 1</p>

COURSE TITLE	Military Science 3
<p><b>Course #</b> 13160</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Education</p> <p><b>School:</b> Branham, Del Mar</p>	<p>Military Science 3, cadets begin to use their leadership training as they assume positions of increased authority and responsibility within the School program. Detailed instruction on personal finances is presented, as well as other preparation for life beyond high school.</p> <p>Prerequisite: Military Science 2</p>
COURSE TITLE	Military Science 4
<p><b>Course #</b> 13165</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Education</p> <p><b>School:</b> Branham, Del Mar</p>	<p>Cadets continue to use their leadership training as they assume positions of increased authority and responsibility within the School:</p>

## SCIENCE

<b>COURSE TITLE</b>	<b>Earth Science</b>
<p><b>Course #</b> 13530</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9</p> <p><b>Graduation Credit:</b> Physical Science General Electives</p> <p><b>CSU/UC:</b> CSU: Lab Science (d) or Science (g) UC: Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>Earth Science is a college preparatory science elective that provides our 9th grade students a foundation in the basic critical thinking skills and background needed to succeed in future science courses.</p> <p>The topics covered in this course are organized around the following major concepts: Dynamic Earth Processes; Energy in the Earth System; Biogeochemical Cycles; Structure and Composition of the Atmosphere; California Geology; Investigation and Experimentation; and Earth's Place in the Universe.</p>

<b>COURSE TITLE:</b>	<b>SDAIE Earth Science</b>
<p><b>Course #</b> 13500</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Science</p> <p><b>CSU/UC:</b> Science (g)</p> <p><b>School:</b> Earth Science: Del Mar, Branham</p> <p>Biology: Del Mar, Westmont, Branham</p>	<p>SDAIE Earth Science is designed to cover the same curriculum as other Earth Science classes but integrates instructional strategies designed to support English Language Learners learn the skills and knowledge of the course while increasing students' language skills.</p> <p><i>Specially Designed Academic Instruction in English (SDAIE) courses use methodology and strategies to teach core content to English Learners. SDAIE classes integrate instructional strategies and techniques to help students learn the skills and knowledge in the content course while increasing the student's language skills.</i></p>



<b>COURSE TITLE</b>	<b>Astronomy with Lab</b>
<p><b>Course #</b> 13970</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Prospect</p>	<p>This course covers early astronomy to modern astronomy, including the motions of the planets, stars, and galaxies. It also covers planet formations and the life cycles of the stars. Students perform lab activities and do projects based on the content. Students have access to the observatory to accomplish course requirements.</p> <p>Co-requisite: Integrated Math 1 completed with grade C or higher. Enrolled in Integrated 2 or higher math.</p>
<b>COURSE TITLE</b>	<b>Biology</b>
<p><b>Course #</b> 13540</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-10</p> <p><b>Graduation Credit:</b> Biological Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Del Mar (10-12), Leigh, Westmont, Prospect (9-12)</p>	<p>Biology is a lab course designed to help students understand the nature of life and life processes. The main topics include nature and processes of science, ecology, cellular biology, classification of life, evolution, chemistry of life, reproduction and development, heredity, behavior, anatomy, and physiology of plants and animals. Emphasis is placed on critical thinking and problem solving.</p>
<b>COURSE TITLE:</b>	<b>SDAIE Biology</b>
<p><b>Course #</b> 13770</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Science</p> <p><b>CSU/UC:</b> Science (d)</p> <p><b>School:</b> Del Mar, Prospect, Westmont, Branham</p>	<p>SDAIE Biology is a lab course designed to help students understand the nature of life and life processes. This class is designed to cover the same curriculum as other Biology classes but utilizes techniques designed to help English Language Learners master important concepts.</p> <p><i>Specially Designed Academic Instruction in English (SDAIE) courses use methodology and strategies to teach core content to English Learners. SDAIE classes integrate instructional strategies and techniques to help students learn the skills and knowledge in the content course while increasing the student's language skills.</i></p>

COURSE TITLE	Biology Honors
<p><b>Course #</b> 13660</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-10</p> <p><b>Graduation Credit:</b> Biological Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Prospect (9-10)</p>	<p>Honors Biology is an accelerated and enriched laboratory course. It provides the college bound student with a rigorous and in-depth analysis of data, while reinforcing math and written communication skills. The main topics include nature and processes of science, ecology, cellular biology, classification of life, evolution, chemistry of life, reproduction and development, heredity, behavior, anatomy, and physiology of plants and animals.</p> <p>Prerequisite: Integrated Math 1 completed with grade C or higher. Enrolled in Integrated Math 2 or higher math.</p>
COURSE TITLE	Biology - Advanced Placement
<p><b>Course #</b> 13720</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Biological Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Leigh, Prospect, Westmont</p>	<p>The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP Exam, some students, in their first year of college, are permitted to take upper-level courses in biology or register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors.</p> <p>The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The ongoing knowledge explosion in biology makes these goals even more challenging</p> <p>Prerequisite: One year of Biology or Biology Honors &amp; one year of Chemistry. Concurrent enrollment in IM3 STEM or higher math is recommended</p>
COURSE TITLE	Biology International College Advancement Program (ICAP)
<p><b>Course #</b> 13541</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9</p> <p><b>Graduation Credit:</b> Biological Science</p> <p><b>CSU/UC:</b> Lab Science(d)</p> <p><b>School:</b> Del Mar</p>	<p>A one-year laboratory survey course that studies living organisms and their interrelationships. Studies include cell biology, the structure and function of organisms, ecology, changes over time, human body and health and developmental biology. A special four to six week laboratory intensive unit on molecular biology and biotechnology also emphasizes bio-ethical issues. Biology meets the UC "d"</p> <p>Prerequisite: CST ELA score of Proficient/Advanced</p>

<b>COURSE TITLE:</b>	<b>IB Biology HL</b>
<p><b>Course #</b> 13511 (Year 1) 13552 (Year 2)</p> <p><b>Course Term:</b> Two Years</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> Science</p> <p><b>CSU/UC:</b> Lab Science (d)</p> <p><b>Schools:</b> Del Mar</p>	<p>IB Biology HL is a two-year course that is designed to be the equivalent of a two-semester college introductory biology course. The goals of IB Biology HL are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Students will learn about biology in an internationally relevant context. Through hands-on experiences, students will develop the skills of a scientist.</p> <p>A student's IB score for this course is based on three external assessments and one internal assessment. The external assessments are written exams comprised of multiple-choice and free-response questions; these tests are taken at the end of the second year. The internal assessment requires each student to design their own experiment related to biology concepts and report their results and conclusions in a report similar to a paper published in a scientific journal.</p> <p>Prerequisite: Proficiency in Chemistry or Chemistry Honors with Teacher Recommendation</p>
<b>COURSE TITLE</b>	<b>Chemistry</b>
<p><b>Course #</b> 13550</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect Westmont</p>	<p>In this course, students study the substances that make up our world, and the changes that take place to those substances as they react and combine with each other. Topics include atomic and molecular structure, chemical formulas, bonding, periodic law, properties of matter, gas laws, thermochemistry, acid-base concept, equilibrium, chemical bonding, oxidation/reduction, electrochemistry, stoichiometry, and introduction to organic chemistry. Chemistry fulfills the college lab science entrance requirements if taken in the tenth grade or beyond. Students selecting this course must have a strong foundation in Algebra and English.</p> <p>Prerequisite: Integrated Math 1 completed with grade C or higher, enrolled in Integrated Math 2 or higher math.</p>

COURSE TITLE	Chemistry, Honors
<p><b>Course #</b> 13590</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect</p>	<p>This one-year laboratory course deals with chemicals and their reactions in the world around us. In this course, topics are explored in more depth, and additional topics are covered. The emphasis is placed on competence in solving problems and in applying chemical principles. An increased emphasis is placed on the level of skill attained in the laboratory. Topics covered include atomic and molecular structure, the relationship between structure and properties, stoichiometry, chemical formulas, chemical bonding, periodic law, physical and chemical properties of matter, gas laws, thermochemistry, thermodynamics, thermodynamic calculations, acid-based chemistry, equilibrium, calculations, oxidation-reduction reactions, electrochemistry, organic chemistry, and descriptive chemistry.</p> <p>Prerequisite: One year of biology. Completion of Integrated Math 2 or higher math.</p>
COURSE TITLE	Chemistry, Advanced Placement
<p><b>Course #</b> 13600</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Physical Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Leigh, Prospect Westmont</p>	<p>The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general Chemistry is required.</p> <p>Prerequisite: Chemistry is required; completion or concurrent enrollment in IM3 STEM or Higher Math.</p>
COURSE TITLE	Environmental Science, Advanced Placement
<p><b>Course #</b> 13620</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Physical Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Leigh, Westmont</p>	<p>The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Due to the quantitative analysis that is required in the course, students should also have taken at least one year of algebra.</p> <p>Prerequisite: Biology and Chemistry.</p>

COURSE TITLE	Physics
<p><b>Course #</b> 13560</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This is a laboratory science course recommended for all college preparatory students. Physics presents the basic laws and relationships governing physical phenomena, particularly the transformation and interactions of matter and energy. Topics include mechanics, heat, light, sound, electricity, magnetism, atomic and nuclear physics.</p> <p>Prerequisite: Integrated Math 1 completed with grade C or higher. Enrolled in Integrated Math 2 or higher math.</p>
COURSE TITLE	Physics, Honors
<p><b>Course #</b> 13740</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Del Mar</p>	<p>The course focuses on the study of the basic laws and relationships that govern physical events or phenomena, particularly the interaction of matter and energy. Topics include mechanics, heat, light, sound, electricity, magnetism, atomic and nuclear physics. A demanding homework schedule accompanies this class, and a strong mathematics background is required.</p> <p>Prerequisite: Completion of, or concurrent enrollment in, Algebra 2 or higher math.</p>
COURSE TITLE	Physics I, Advanced Placement
<p><b>Course #</b> 13711</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Leigh, Prospect, Westmont</p>	<p>Physics I, Advanced Placement is part of the college board's redesign of Physics B, Advanced Placement, currently an approved AP course in our district. The Physics I, Advanced Placement course is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power and mechanical waves and sound. It will also introduce electric circuits.</p> <p>Prerequisite: Completion of Integrated Math 2 or higher math with a grade B or better. Enrollment in Integrated Math 3 STEM or higher.</p>

<b>COURSE TITLE</b>	<b>Physics 2 - Advanced Placement</b>
<p><b>Course #</b> 13712</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Physical Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Leigh, Prospect, Westmont, Branham</p>	<p>Physics 2, Advanced Placement is the second course in the College Board's redesigned algebra based introductory college level physics course. It follows the currently approved AP Physics 1 course. Students explore the principles of fluids, thermodynamics, electricity, magnetism, advanced electrical circuits, physical and geometric optics, and a variety of modern physics topics such as quantum mechanics, atomic physics and nuclear physics. Continuing the focus on inquiry-based learning fostered in AP Physics 1 students will continue to develop their scientific critical thinking and reasoning skills.</p> <p>Prerequisite: AP Physics 1 or Physics/Physics Honors</p> <p>Co-Requisites: Completion of, or concurrent enrollment in, Integrated Math 3 STEM or higher math.</p>
<b>COURSE TITLE:</b>	<b>IB Physics SL</b>
<p><b>Course #</b> 13561</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> Science</p> <p><b>CSU/UC:</b> Lab Science (d)</p> <p><b>Schools:</b> Del Mar</p>	<p>The IB Physics course will develop students' skills in planning carrying out and drawing conclusions from scientific investigations, as well as strengthening their understanding of the nature of science. Physics involves studying the basic laws and relationships that govern physical events or phenomena, particularly the interaction of matter and energy. Specific topics include mechanics, energy, thermodynamics, waves, electricity, gravitation and atomic physics. Successful completion of year-end IB exams may allow students to receive college credit and/or enroll in upper-level physics courses in their first year of college.</p> <p>Prerequisite: Proficiency in Physics or Physics Honors, IB Math</p>
<b>COURSE TITLE:</b>	<b>Physiology</b>
<p><b>Course #</b> 13640</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Laboratory Science</p> <p><b>CSU/UC:</b> Lab Science(d) Electives(g)</p> <p><b>School:</b> Branham, Leigh, Prospect</p>	<p>In this laboratory life science course, students study the anatomy and physiology of the human body. Students also develop an understanding of the structure, function and relationships of body systems. Topics include cell physiology and the structural and functional organization of the human body systems: skeletal and muscular systems, nervous system and senses, circulatory system, respiratory system, endocrine system, integumentary system, digestive system and the reproductive system. The study of other organisms is often included to complement student understanding of the human body. Laboratory investigations include dissection, microscopic observation and testing capabilities of the various body systems.</p> <p>Prerequisite: One year of biology and one year of chemistry.</p>

**COURSE TITLE:****IB Design Technology****Course #** 13713**Course Term:** Yearlong**Grade Levels:** 11 & 12**Graduation Credit:****CSU/UC:**  
Elective (g)**Schools:** Del Mar

IB Design Technology is a one-year course that will introduce students to the techniques of design as practiced by engineers. The course will include a mixture of societal-focused topics, such as sustainable production and product life cycles, and technical engineering work, such as 2D and 3D modeling and production techniques. Through hands-on projects, students will develop the habits and skills of an engineer.

A student's IB score for this course is based on two external assessments and one internal assessment. The external assessments are written exams comprised of multiple-choice and free-response questions taken at the end of the year. The internal assessment requires each student to complete a design project in which they identify a problem leading to a design opportunity, generate and evaluate potential solutions to the problem, develop a detailed product design proposal, and create and test a product prototype. Prerequisite: Students must have completed the two years of science required under the 'D' category of the A-G college eligibility requirements. Students must have shown proficiency in each of these courses.

Prerequisite: Students must have completed and demonstrated proficiency in the two years of science required under the 'D' category of the A-G college eligibility requirements.

## HISTORY SOCIAL SCIENCE

<b>COURSE TITLE</b>	<b>World History</b>
<p><b>Course #</b> 12010</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-10</p> <p><b>Graduation Credit:</b> Social Science</p> <p><b>CSU/UC:</b> History(a) Electives(g)</p> <p><b>School:</b> Branham (10), Del Mar (10), Leigh (9-10), Prospect (10), Westmont (9-10)</p>	<p>The primary goals of this course are to foster a global view of the modern world, to examine the relationship between current issues and crises and their historical, geographic, political, economic, and cultural context and to provide extensive practice in the development of participation skills, critical thinking skills, and basic study skills.</p>
<b>COURSE TITLE:</b>	<b>SDAIE World History</b>
<p><b>Course #</b> 12050</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10</p> <p><b>Graduation Credit:</b> Social Science</p> <p><b>CSU/UC:</b> History(a) Electives(g)</p> <p><b>School:</b> Del Mar, Prospect, Westmont, Leigh, Branham</p>	<p>SDAIE World History is designed to cover the same curriculum as other World History classes but integrates instructional strategies designed to support English language learners learn the skills and knowledge in the course while increasing students' language skills.</p> <p><i>Specially Designed Academic Instruction in English (SDAIE) courses use methodology and strategies to teach core content to English Learners. SDAIE classes integrate instructional strategies and techniques to help students learn the skills and knowledge in the content course while increasing the student's language skills.</i></p>



<b>COURSE TITLE</b>	<b>World History, Honors</b>
<b>Course #</b> 12020 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 10 <b>Graduation Credit:</b> Social Science <b>CSU/UC:</b> History(a) Electives(g) <b>School:</b> Prospect	This course links the past to the present by examining major events which have shaped the modern world over time. The class is designed to help students make connections between timeless global issues and their lives today. A global perspective is provided by presenting a variety of opinions from different world regions. Included in the course are hands-on Investigations that encourage students to formulate and support personal opinions and to develop problem solving, analysis, and interpretation skills.
<b>COURSE TITLE</b>	<b>World History – Advanced Placement</b>
<b>Course #</b> 12140 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> <b>Graduation Credit:</b> Social Science <b>CSU/UC:</b> History(a) Electives(g) <b>School:</b> Branham, Westmont, Leigh	AP World History is designed for the college-bound student seeking challenging curriculum that will prepare them for college and the AP exam in May. The program enhances written, oral and group skills. This course will fulfill the state and college requirements for World History. Units are developed around an overarching question and an overall unit theme, with the five essential themes of World History that are continually emphasized throughout the year.  Academic skills emphasized include analytical writing, critical analysis of documents and viewpoints, Socratic seminars and evaluative thinking skills. Students will write on average one in class essay every two weeks.
<b>COURSE TITLE:</b>	<b>World Studies I/II – International College Advancement Program (ICAP)</b>
<b>Course #</b> 12011 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9 - 10 <b>Graduation Credit:</b> Social Science <b>CSU/UC:</b> History(a) Electives(g) <b>School:</b> Del Mar	The World Studies I/II ICAP course includes the development of Social Science vocabulary, accessing information through map, atlas and almanac skills and essay writing. This course requires textbook and supplemental reading. This course is taken concurrently with English I.

COURSE TITLE	United States History
<p><b>Course #</b> 12100</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11</p> <p><b>Graduation Credit:</b> Social Science</p> <p><b>CSU/UC:</b> History(a) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>In this course, students examine major turning points in twentieth century American history. The following themes are emphasized: the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; the change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit, students examine American culture, including literature, art, drama, education, and the mass media. Students also examine American character and social/political institutions.</p>
COURSE TITLE	United States History - Advanced Placement
<p><b>Course #</b> 12120</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11</p> <p><b>Graduation Credit:</b> Social Science</p> <p><b>CSU/UC:</b> History(a) Electives(g)</p> <p><b>School:</b> Branham, Leigh, Prospect, Westmont</p>	<p>The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.</p>
COURSE TITLE	SDAIE United States History
<p><b>Course #</b> 12110</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11</p> <p><b>Graduation Credit:</b> Social Science</p> <p><b>CSU/UC:</b> History(a) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>SDAIE U.S. History is designed to cover the same curriculum as other U.S. History classes but integrates instructional strategies designed to support English language learners learn the skills and knowledge in the course while increasing students' language skills.</p> <p><i>Specially Designed Academic Instruction in English (SDAIE) courses use methodology and strategies to teach core content to English Learners. SDAIE classes integrate instructional strategies and techniques to help students learn the skills and knowledge in the content course while increasing the student's language skills.</i></p>

<b>COURSE TITLE:</b>	<b>American Experience US History</b>
<b>Course #</b> 12111 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11 <b>Graduation Credit:</b> History/Social Science <b>CSU/UC:</b> None <b>Schools:</b> Westmont	This college preparatory class combines the curriculum of US History with that of 11th grade American Literature. Students will study and explore US History and American Literature using specific pieces of literature and primary sources that are ties to key history events, movements, trends, and individuals. This course is designed to make real-life connections between literature, art, music, film, and politics. The goal is to take students on a journey that will help them think and write critically about these connections and make their learning experience come alive. The units are focused on the Common Core Standards and are aligned with the California State Standards for both 11th grade US History and English.  Prerequisites: None
<b>COURSE TITLE:</b>	<b>IB History of the Americas HL</b>
<b>Course #</b> 12012 (Year 1) 12013 (Year 2) <b>Course Term:</b> 2 Year <b>Grade Levels:</b> 11 & 12 <b>Graduation Credit:</b> History/Social Science <b>CSU/UC:</b> History (a) <b>Schools:</b> Del Mar	The IB History of the Americas HL course is a two-year course that aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. The first year of the course will focus on the causes, course, and effects of six distinct periods and events prior to the 20th century in the Americas. This means that in addition to US history, the events and periods studied will also include the experiences and histories of Canada, Mexico, Central America, the Caribbean and South America.  The second year of the course will focus on three 20th century topics— Causes, practices, and effects of War, The Great Depression, The Cold War, and Civil Rights Movements—Post 1945. These topics will be explored from a variety of perspectives from the Western Hemisphere, as well as from two additional regions of the world (Africa, Asia, Europe, or the Middle East).  Prerequisites: None
<b>COURSE TITLE</b>	<b>American Government</b>
<b>Course #</b> 12170 <b>Course Term:</b> Semester <b>Grade Levels:</b> 12 <b>Graduation Credit:</b> Social Science <b>CSU/UC:</b> History(a) Electives(g) <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	This one-semester course involves the study of American politics, government operations, civil rights, and responsibilities. Students explore the democratic values that form the foundation of the American political system, investigate ideas that underlie its legal system, and study key documents which have shaped the government of this nation. Students analyze issues that confront the United States and the global community.

COURSE TITLE	SDAIE American Government
<p><b>Course #</b> 12200</p> <p><b>Course Term:</b> Semester</p> <p><b>Grade Levels:</b> 12</p> <p><b>Graduation Credit:</b> Social Science</p> <p><b>CSU/UC:</b> History(a) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>SDAIE American Government is designed to cover the same curriculum as other American Government but integrates instructional strategies designed to support English language learners learn the skills and knowledge of the course while increasing students' language skills.</p> <p><i>Specially Designed Academic Instruction in English (SDAIE) courses use methodology and strategies to teach core content to English Learners. SDAIE classes integrate instructional strategies and techniques to help students learn the skills and knowledge in the content course while increasing the student's language skills.</i></p>
COURSE TITLE	Economics
<p><b>Course #</b> 12180</p> <p><b>Course Term:</b> Semester</p> <p><b>Grade Levels:</b> 12</p> <p><b>Graduation Credit:</b> Social Science</p> <p><b>CSU/UC:</b> History(a) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This one-semester, California standards-based course gives students an understanding of how the American economic system operates. Students are encouraged to examine their own role in that system. The course content provides opportunities for students to study the concepts of scarcity, supply and demand; to compare our economic system to those of other countries; and to learn to make reasoned judgments about economic issues.</p>

COURSE TITLE	SDAIE Economics
<p><b>Course #</b> 12250</p> <p><b>Course Term:</b> semester</p> <p><b>Grade Levels:</b> 10</p> <p><b>Graduation Credit:</b> Social Science</p> <p><b>CSU/UC:</b> History(a) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>SDAIE Economics is a course designed to cover the same curriculum as other Economics classes but integrates instructional strategies designed to support English language learners learn the skills and knowledge of the course while increasing students' language skills.</p> <p><i>Specially Designed Academic Instruction in English (SDAIE) courses use methodology and strategies to teach core content to English Learners. SDAIE classes integrate instructional strategies and techniques to help students learn the skills and knowledge in the content course while increasing the student's language skills.</i></p>
COURSE TITLE	United States Government and Politics - Advanced Placement
<p><b>Course #</b> 12400</p> <p><b>Course Term:</b> Semester</p> <p><b>Grade Levels:</b> 12</p> <p><b>Graduation Credit:</b> Social Science</p> <p><b>CSU/UC:</b> History(a) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont (Yearlong)</p>	<p>This is a one-semester introductory college course in United States government and politics, or in comparative government and politics. In both subject areas there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics or in Comparative Government and Politics must follow. Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory U.S. or comparative government and politics courses.</p>
COURSE TITLE	European History – Advanced Placement
<p><b>Course #</b> 12130</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b></p> <p><b>Graduation Credit:</b> Social Science</p> <p><b>CSU/UC:</b> History(a) Electives(g)</p> <p><b>School:</b> Del Mar</p>	<p>The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>

<b>COURSE TITLE</b>	<b>Sociology</b>
<b>Course #</b> 12310 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 12 <b>Graduation Credit:</b> General Elective <b>CSU/UC:</b> Elective(g) <b>School:</b> Del Mar (grades 11-12), Leigh (grades 11-12), Prospect (Semester)	This course is the systematic and scientific study of human behavior, social groups, and society. Students will examine the personal and institutional forces that shape everyday life, behavior, and social values. Students will develop a sense of social behaviors that exist or have existed in the world and demonstrate their understanding through interviews, simulations, role playing and analysis of current events. Career choices in the field of Sociology will also be examined.
<b>COURSE TITLE</b>	<b>Psychology</b>
<b>Course #</b> 12380 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 12 <b>Graduation Credit:</b> Social Science <b>CSU/UC:</b> History(a) Electives(g) <b>School:</b> Branham(grades 11-12), Del Mar (grades 11-12), Leigh (grades 11-12), Prospect (Semester), Westmont	Psychology is the study of behavior and the examples of areas to be studied include learning and intelligence, problem solving, emotions, motivation, perception, sensation, personality development, and the ethics and methods of research. Students will develop skills in psychological research and methods. Career choices in the field of psychology will also be examined.
<b>COURSE TITLE</b>	<b>Psychology – Advanced Placement</b>
<b>Course #</b> 12381 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 12 <b>Graduation Credit:</b> Social Science <b>CSU/UC:</b> History(a) Electives(g) <b>School:</b> Westmont	The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

COURSE TITLE:	IB Psychology SL
<p><b>Course #</b> 12382</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> History/Social Science</p> <p><b>CSU/UC:</b> Elective (g)</p> <p><b>Schools:</b> Del Mar</p>	<p>IB Psychology SL is a one year course that asks the fundamental questions of “Why do people behave the way that they do in certain situations?” and “How can people change their behaviors?” The course emphasizes historically significant research and research methodology. Students are expected to develop their critical thinking and research skills throughout the course. Each student will be required to complete an “Internal Assessment.” The Internal Assessment includes researching background information and planning and conducting a research experiment.</p> <p>Part 1: Levels of Analysis—Biological, Cognitive, Socio-cultural. Students focus on understanding the biological, cognitive and socio-cultural influences on human behavior and explore alternative explanations of behavior.</p> <p>Part 2: Option (but not optional)—Developmental Psychology: To what extent do Biological, Cognitive, and Socio-cultural factors influence development? Evaluate psychological research relevant to developmental psychology.</p> <p>Part 3: Research Methodology—Methodology is a significant part of the course. The internal assessment is based on these topics: Introduction to research methods, ethics, and quantitative research methods. Research methodology will be ingrained and significant to each of the segments of IB Psychology, with a focus on ethics and ethical treatment of research participants.</p> <p>Part 4: Simple experimental study—knowledge of research methods will be applied in the study and ethics and the use of quantitative research methods are required elements. Students will design and replicate a significant psychology research experiment.</p> <p>Prerequisites: None</p>

## VISUAL AND PERFORMING ARTS

COURSE TITLE	Art 1- Drawing and Painting
<p><b>Course #</b> 17010</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This is a drawing and painting class that explores the basic elements and principles of design, color theory, art history, and cross-cultural art studies. Emphasis is placed on creative expression, craftsmanship, art vocabulary, and critiques. A materials donation may be requested.</p>
COURSE TITLE:	IB Art SL
<p><b>Course #</b> 17041</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts (f)</p> <p><b>Schools:</b> Del Mar</p>	<p>The IB Visual Arts SL course is a one-year class that challenges a student's cultural awareness, analytical problem-solving, creative thinking and application, while expanding and building upon their technical skills. The students will be exploring and comparing different artists from various cultural backgrounds and time periods through comparative studies creating 10-15 screens. They will also explore 2 different medias and various practices experimenting, creating and reflecting upon their work through a process portfolio creating 9-18 screens. 4-7 works that demonstrate a thematic concentration will be displayed through their own curative practices which will require them to be selective through self-reflection, well written curatorial rationales, and awareness to how viewers will engage with their themed work. The course is designed to help foster a foundation for further studies at the college level or for those seeking lifelong enrichment through visual arts. This is a one year program.</p> <p>Prerequisite: One year of any visual art class (Art 1, 3D 1 or Digital Photo 1) It is recommended that students enroll in an art class the year prior to enrolling in an IB Art class.</p>



COURSE TITLE:	IB Art HL
<p><b>Course #</b> 17042 (Year 1) 17043 (Year 2)</p> <p><b>Course Term:</b> Two Year</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts (f)</p> <p><b>Schools:</b> Del Mar</p>	<p>The IB Visual Arts HL course is a two-year course that challenges a student's cultural awareness, analytical problem-solving, creative thinking and application, while expanding and building upon their technical skills. The students will be exploring and comparing different artists from various cultural backgrounds and time periods through comparative studies creating 13-20 screens. They will also explore 3 different medias and various practices experimenting, creating and reflecting upon their work through a process portfolio creating 13-25 screens. 8-11 works that demonstrate a thematic concentration will be displayed through their own curative practices which will require them to be selective through self-reflection, well written curatorial rationales, and awareness to how viewers will engage with their themed work. The course is designed to help foster a foundation for further studies at the college level or for those seeking lifelong enrichment through visual arts. This is a two year program.</p> <p>Prerequisite: One year of any visual art class (Art 1, 3D 1 or Digital Photo 1) It is recommended that students enroll in an art class the year prior to enrolling in an IB Art class.</p>
COURSE TITLE	Art 2- Drawing and Painting
<p><b>Course #</b> 17020</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This course continues the study and practice of drawing and painting and further applies the principles of design. Some new mediums are introduced. Projects require greater scope and depth than those in Art 1. Students are engaged in art discussions and critiques, artistic perception, creative expression, historical and cultural context, aesthetic valuing, connecting and applying information, and career exploration. A materials donation may be requested.</p> <p>Prerequisite: Art 1 - Drawing and Painting</p>

COURSE TITLE	Art 3- Drawing and Painting
<p><b>Course #</b> 17030</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This course extends the study, application and utilization of the elements and principles of art. Students incorporate advanced color theory, various modes of design, and comprehensive art critiques. Emphasis is placed on maintaining a working portfolio, and developing artistic perception, creative expression, historical and cultural context, aesthetic valuing, connecting and applying information, and career exploration. Participating in community art events and investigating careers is also included. A materials donation may be requested.</p> <p>Prerequisite: Art 2 - Drawing and Painting</p>
COURSE TITLE	Art 4- Drawing and Painting
<p><b>Course #</b> 17040</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Branham, Leigh, Prospect, Westmont</p>	<p>In this course, students focus on an in-depth exploration of a number of mediums. Students work individually in a studio atmosphere, with frequent student/teacher consultation, critiques, and demonstrations and portfolio preparation. Emphasis is placed on creating artistic perception, creative expression, historical and cultural context, aesthetic valuing, connecting and applying information, and career exploration. A materials donation may be requested.</p> <p>Prerequisite: Art 3 - Drawing and Painting</p>
COURSE TITLE	Studio Art: 2-D Design -1` Advanced Placement
<p><b>Course #</b> 17060</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Branham, Leigh, Westmont</p>	<p>The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year.</p> <p>Most AP Studio Art candidates prepare their portfolios through organized AP instruction. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the <b>Concentration</b> section (Section II). In the <b>Breadth</b> section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The <b>Quality</b> section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content. A materials donation may be requested.</p>

<b>COURSE TITLE</b>	<b>Studio Art: 3-D Design, Advanced Placement</b>
<p><b>Course #</b> 17075</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Branham</p>	<p>AP Studio Art 3D is a fundamental class for college preparation with emphasis on contemporary and traditional three-dimensional processes, concepts, and materials. Projects are designed to introduce and fuse content, skill, and the principles of design and composition. Emphasis will be placed on solving visual problems and thinking critically, analytically, and creatively.</p>
<b>COURSE TITLE:</b>	<b>Studio Art: Drawing - Advanced Placement</b>
<p><b>Course #</b> 17065</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> Visual Arts</p> <p><b>CSU/UC:</b> NO</p> <p><b>School:</b> Branham</p>	<p>AP Studio Art: Drawing is a fundamental class for college preparation with emphasis on traditional and contemporary drawing processes and concepts of 'mark making'. Projects are designed to develop and demonstrate mastery in composition and execution of drawing techniques and material, while challenging students exploring personal idea and themes.</p> <p>Drawing portfolios are designed for students who are seriously interested in the practical experience of art. This course is not based on written examination, but rather students submit three portfolios for evaluation: breath, concentration, and quality.</p> <p>Prerequisite: Recommended Art Pathway 1, 2, 3</p>

COURSE TITLE	Digital Photography 1
<p><b>Course #</b> 17180</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f)</p> <p><b>School:</b> Branham, Del Mar, Westmont</p>	<p>The beginning digital photography course covers the concepts of traditional photography and how it translates to digital technologies. A photo editing program is used to create artful digital images. Students learn how to use computer hardware and software as tools in creating digital photographic art. The course includes the history of photography, the use of digital images in personal and commercial applications such as advertising and commercials. Students create and critique a portfolio. A materials donation may be requested.</p>
COURSE TITLE	Digital Photography 2
<p><b>Course #</b> 17185</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g) pending</p> <p><b>School:</b> Branham, Del Mar, Westmont</p>	<p>This is an advanced digital photography class that will continue the skills learned from Digital Photography 1. Students will learn how to shoot in RAW (image format or digital negative) and how to create HDR (high definition resolution) images. Professional Studio lighting and photography will continue where they will create a series of still-life and studio portraits building an advanced portfolio. Plus, students will continue to build upon their Photoshop skills; with each unit they will learn the cultural / historical background of the projects. The students will critique and create a portfolio of work, which will be presented at a final end of the year Art Show Retrospective. A materials donation may be requested.</p> <p>Prerequisite: Digital Photography 1</p>
COURSE TITLE	Photography 1
<p><b>Course #</b> 17090</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g) pending</p> <p><b>School:</b> Leigh, Westmont</p>	<p>This hands-on introductory course is designed to explore the use of camera and darkroom equipment using black and white film. Class instruction includes the use of cameras with correct exposure, the use of photographic darkroom equipment to print from negatives, and proper photographic mounting and display. Design, composition, and craftsmanship are emphasized to improve picture-taking skills. A study of classical, historical photographers and their photographs is presented.</p> <p>A materials donation may be requested.</p>

COURSE TITLE	Photography 2
<p><b>Course #</b> 17100</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g) pending</p> <p><b>School:</b> Leigh, Westmont</p>	<p>This course extends the concepts presented in Photography 1 to include advanced photographic techniques and special effects. The course explores digital photography, using PC computers with photo editing software. A study of the cultural heritage and key classical photographers is presented. The class offers an opportunity for students to develop a personal portfolio and style of photography. A materials donation may be requested.</p> <p>Prerequisite: Photography 1</p>
COURSE TITLE	Three Dimensional Design 1 - Ceramics & Sculpture
<p><b>Course #</b> 17070</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g) pending</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This course explores ceramics, sculpture, and other contemporary media. The students will build a portfolio of artwork, learn appropriate art vocabulary, learn historical/cultural information, make critical assessments, and connect art to their own life. A materials donation may be requested.</p>
COURSE TITLE	Three Dimensional Design 2 - Ceramics & Sculpture
<p><b>Course #</b> 17080</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g) pending</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This course continues design techniques and the use of media learned in Three Dimensional Design1. New media are introduced at this level, and a higher level of creativity and skill is expected. The students build a portfolio of artwork, learn appropriate art vocabulary, learn historical/cultural information, make critical assessments, and connect art to life. A materials donation may be requested.</p> <p>Prerequisite: Three Dimensional Design 1</p>

COURSE TITLE	Three Dimensional Design 3 - Ceramics & Sculpture
<p><b>Course #</b> 17110</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g) pending</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This course continues design techniques and the use of media learned in Three Dimensional Design 2. A higher level of creativity and skill is expected in the various media. The students build a portfolio of artwork, learn appropriate art vocabulary, learn historical/cultural information, make critical assessments, and connect art to life. A materials donation may be requested.</p> <p>Prerequisite: Three Dimensional Design 2</p>
COURSE TITLE	Dance Performance
<p><b>Course #</b> 13200</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f)</p> <p><b>School:</b> Branham</p>	<p>This class covers basic dance technique (ballet, modern and jazz dance), dance theory and history. In addition, students are exposed to a range of dance performance and choreographic structures, which are ultimately applied to the Choreography Project, where students create their own dances individually or in small groups. Students perform at two recitals throughout the year: Winter Recital (students demonstrate knowledge of dance technique and performance) and Spring Recital (students create and perform their own dances). The class involves specific dance technique and requires students to demonstrate knowledge of dance history and dance critique.</p>
COURSE TITLE	Dance Performance (Advanced)
<p><b>Course #</b> 13260</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts (pending Board approval)</p> <p><b>CSU/UC:</b> None</p> <p><b>School:</b> Branham</p>	<p>Advanced Dance Performance is an intermediate level class for students with a minimum of one year of previous dance experience. This class offers students the opportunity to learn intermediate elements and techniques of dance. Various styles of dance including jazz, modern, ballet and tap will be taught. Students will choreograph dance routines and perform their original compositions. Advanced students are required to participate in various school-wide events such as sports events, parent information nights, and school assemblies. All students will participate in fitness activities and the development of an individual fitness plan. Students will be expected to develop both artistic skills and personal fitness throughout the course. Advanced Dance Performance may be repeated for a maximum of three semesters.</p>

COURSE TITLE	Concert Band
<p><b>Course #</b> 17520</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f)</p> <p><b>School:</b> Branham, Leigh, Del Mar</p>	<p>This course is designed for students with some experience in performance of wind, brass, or percussion instruments. Students learn to read music notation, rhythmic notation, terms and concepts associated with performing, and the fundamentals of performance on the instrument of their choice. This ensemble performs periodically at the school site and possibly off campus.</p>
COURSE TITLE	Symphonic Band (Advanced Band)
<p><b>Course #</b> 17660</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>Symphonic Band is a performance-based ensemble open to students who have prior experience on their instrument and the ability to read music.</p> <p>The ensemble consists of wind and brass instruments and percussion. Many styles of music are studied from classical to modern works. Study includes the care and cultivation of tone, building technique, responsible rehearsal habits, listening skills, and the ability to analyze and evaluate music and music performances. Several performances outside the school day may be required.</p>

<b>COURSE TITLE</b>	<b>Jazz Ensemble</b>
<b>Course #</b> 17580 Semester <b>Course Term:</b> See Below* <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Visual & Performing Arts <b>CSU/UC:</b> Visual & Performing Arts(f) Elective(g) <b>School:</b> <b>Visual &amp; Performing Arts(f)</b> Westmont (Year) Branham (Year) Prospect (Year) <b>Elective(g)</b> Leigh (Year)	This course* extends the skills developed in Symphonic Band and adds jazz technique to the classically trained musician. Emphasis is placed in the areas of jazz history, theory, and performance. Students enrolled in Jazz Ensemble learn the fundamental aspects of jazz through the performance of standard literature from the 1920's to the present. Students perform at two or more concerts and festivals per year. All performances are required.  Prerequisite: Concurrent enrollment in a school music ensemble or audition
<b>COURSE TITLE</b>	<b>String Orchestra</b>
<b>Course #</b> 17480 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Visual & Performing Arts <b>CSU/UC:</b> Visual & Performing Arts(f) <b>School:</b> Prospect	String Orchestra is open to all orchestral string musicians. The instrumentation of the ensemble consists of violin, viola, cello, and double-bass. A wide variety of literature is studied from early baroque to modern compositions. Emphasis is placed on proper technique, musicianship, building responsible rehearsal habits, and developing listening and music reading skills. This is a performance-oriented ensemble, and therefore, campus and community performances are required component of the class.
<b>COURSE TITLE:</b>	<b>Wind Ensemble (Music, Advanced)</b>
<b>Course #</b> 17650 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Visual & Performing Arts <b>CSU/UC:</b> Visual & Performing Arts(f) <b>School:</b> Leigh, Prospect, Westmont	This advanced band course is designed to extend the development of the serious music student. This class explores concert repertoire of the 19th, 20th, and 21st centuries. The ensemble performs frequently and may include travel to festivals. Rehearsals outside the class period may be required to prepare for concerts and festivals.  Prerequisite: Audition



<b>COURSE TITLE:</b>	<b>Guitar</b>
<b>Course #</b> 17560 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Visual & Performing Arts <b>CSU/UC:</b> Visual & Performing Arts(f) <b>School:</b> Branham, Del Mar	This course develops the knowledge of guitar techniques with an emphasis on learning to read music and developing the abilities to learn and understand the playing techniques used in playing the classical guitar.
<b>COURSE TITLE:</b>	<b>Guitar 2</b>
<b>Course #</b> 17571 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 10, 11 & 12 <b>Graduation Credit:</b> Applied Arts <b>CSU/UC:</b> None <b>Schools:</b> Branham	This one-year course is designed for students who have successfully completed the skills outlined in the Guitar 1 syllabus. This course includes further development of the skills necessary to become independent as a guitarist. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, flat picking, rhythmic patterns, chord study, and finger picking styles, musical forms, and improvisation and performing experiences. A progression of technical proficiency is expected.  Prerequisite: Guitar or Teacher Approval (Earned by Passing the Guitar 1 Final Exam)
<b>COURSE TITLE:</b>	<b>Treble Clef Choir</b>
<b>Course #</b> 17600 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Visual & Performing Arts <b>CSU/UC:</b> Visual & Performing Arts(f) <b>School:</b> Branham	This course develops the knowledge and skills that enable students to sing using proper vocal techniques. This choir performs several concerts during the school year, and participation is required.  This is an intermediate course for treble voice students who have completed concert choir or received teacher approval via an audition and placement exam.

<b>COURSE TITLE:</b>	<b>Concert Choir</b>
<b>Course #</b> 17540 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Visual & Performing Arts <b>CSU/UC:</b> Visual & Performing Arts(f) <b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont	Students gain the knowledge and skills that enable them to sing all levels of music literature in a choir. This principle singing group performs at several concerts, festivals, or other events during the school year. Participation at all performances is required. All aspects of music literature are studied, ranging from early classics to contemporary music.
<b>COURSE TITLE:</b>	<b>Madrigals (Music, Advanced)</b>
<b>Course #</b> 17550 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Visual & Performing Arts <b>CSU/UC:</b> Visual & Performing Arts(f) <b>School:</b> Branham	This course extends student's knowledge and skills of singing performance and vocal technique. The class studies music from the 1600's to the present and studies voicing's ranging from unison to 8-part harmony. All performances are required. This, the most advanced choir, performs many times throughout the year.  Prerequisite: Audition
<b>COURSE TITLE:</b>	<b>Fine Arts Seminar</b>
<b>Course #</b> 17590 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Visual & Performing Arts General electives <b>CSU/UC:</b> Visual & Performing Arts(f) <b>School:</b> Del Mar, Branham	This course offers an introduction to fine arts through a combination of student listening and appreciation activities. Students will learn about important historical periods, and the creators of different art forms who left their mark on various periods of fine arts and their influence on the next. This course will enhance students' understanding and appreciation of a wide variety of fine art.

<b>COURSE TITLE:</b>	<b>IB Music SL</b>
<b>Course #</b> 17601 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11 & 12 <b>Graduation Credit:</b> Applied Arts <b>CSU/UC:</b> Visual & Performing Arts (f) <b>Schools:</b> Del Mar	The one year IB Music SL course will be embedded in the existing Symphonic Band and Concert Choir courses as part of the overall curriculum. In addition to the existing course of study, the IB students will be analyzing and creating written responses based on the Medium, Melody, Harmony, Meter, Form, Style and Context of a wide variety of music from western and non-western cultures and genres. Students will also be prepared to analyze and respond to directed questions on the exam related to at least one major work over a two year period. Lastly, the students will hone their listening and critical thinking skills by listening and crafting written responses to examples of music from a wide variety of cultures and genres.  Prerequisite: Students must demonstrate proficiency in Choir, Guitar, or Band
<b>COURSE TITLE:</b>	<b>Musical Theatre 1</b>
<b>Course #</b> 17710 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> Visual & Performing Arts General electives <b>CSU/UC:</b> Visual & Performing Arts(f) Electives(g) <b>School:</b> Branham, Leigh, Westmont, Del Mar	This course serves as an ambitious introduction to the principles, fundamentals, skills, and historical context of musical theatre in the United States and abroad. The course is designed around and meets all of the California Content Standards for theatre, dance, and music. Major units of study focus on the historical context of musical theatre, music, and dance, artistic perception and critique, aesthetic valuing, creative expression, and connections and applications of the Performing Arts to career aspirations and opportunities.
<b>COURSE TITLE:</b>	<b>Musical Theatre 2</b>
<b>Course #</b> 17790 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 10-12 <b>Graduation Credit:</b> Visual & Performing Arts General electives <b>CSU/UC:</b> Visual & Performing Arts(f) Electives(g) <b>School:</b> Branham, Leigh, Westmont	This course enables students to participate in varied aspects of musical theatre, with special attention to the fundamentals of voice production, stage movement, acting, characterization, dance, and technical aspects of a musical production. Students will be introduced to the foundations of musical theatre through the use of exercises, assignments, prepared musical selections, play/ concert attendance, and written assignments. As outlined in the California Department of Education State Standards, this class may require students to participate in extra rehearsals and performances beyond the school day.  Prerequisite: Musical Theatre 1

<b>COURSE TITLE:</b>	<b>Musical Theatre 3</b>
<p><b>Course #</b> 17795</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts General electives</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Leigh, Westmont</p>	<p>This course enables students to participate and manage the varied aspects of musical theatre with special attention to vocal production, stage movement, acting, characterization, dance and technical aspects of a musical production. Students participate in leadership and directorial positions such as choreographer, production assistant, director, vocal director or other varied technical design and leadership positions. Students will be introduced to advanced tenants of musical theatre through the use of exercises, assignments, prepared musical selections, play/concert attendance and written assignments. As outlined in the California Department of Education State Standards, this class may require students to participate in extra rehearsals and performances beyond the school day. Emphasis is on the student led creation of every aspect of a musical theatre performance.</p> <p>Prerequisite: Musical Theatre 1 &amp; 2</p>
<b>COURSE TITLE:</b>	<b>Musical Theatre 4 Honors</b>
<p><b>Course #</b> 17796</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts General electives</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Leigh, Westmont (w/o Honors)</p>	<p>This course builds on the skills developed in Musical 1, 2, and 3 and provides advanced instruction on job skills required in the world of Theatrical Production. Students will continue to develop skills in Directing, Choreography, Vocal Direction and Theatrical Design. They will also be responsible for obtaining a professional internship in theatre arts with a local theatre company (the instructor will assist students using district connections and resources). They will keep a weekly journal detailing their learning and experiences and a resource binder showing the job skills they have acquired.</p> <p>Students will also take a business or logistic leadership role (Director, Producer, Stage Manager) for at least one public performance assignment. Students will also take a leadership role outside of class activities (such as an open audition play or performance events). Students develop multiple organizational and non-artistic skills such as schedule planning, interpersonal problem solving, peer direction and leadership, and working collaboratively with others (both students and teachers).</p> <p>Students rounds out their education by spending a minimum of 10 hours working on large scale productions in the area of patron services and technical theatre.</p> <p>Prerequisite: Musical Theatre 3</p>

<b>COURSE TITLE:</b>	<b>Theatre Arts 1</b>
<p><b>Course #</b> 17750</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts General electives</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This course introduces and provides experience in all aspects of theatre arts. Students study basic principles of acting including character analysis, textual interpretation, voice, movement, collaboration, improvisation, and critical analysis of performance. Additionally, students gain a working knowledge of theatre history and the multiple forms of theatrical performance, as well as the technical aspects of theater and theatrical design. Special emphasis is placed on theatrical vocabulary and codes of conduct, as well as the creation, production, direction of monologues and scenes.</p>
<b>COURSE TITLE:</b>	<b>Theatre Arts 2: Production and Performance</b>
<p><b>Course #</b> 17780</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 10-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts General electives</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Branham, Del Mar, Leigh, Prospect, Westmont</p>	<p>This course focuses on styles of acting and performance and theatrical Production. Class work focuses on scene study (including research, direction, stage management, character analysis, setting analysis, and design) and monologues from various theatrical eras and genres.</p> <p>Prerequisite: Theatre Arts 1</p>

<b>COURSE TITLE:</b>	<b>Theatre Arts--Directing for the Stage</b>
<p><b>Course #</b> 17740</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts General electives</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Branham, Leigh, Prospect, Westmont</p>	<p>This course provides critical and theoretical opportunities for the student of theatre. Students focus on production elements including directing skills, playwriting, and stage management as well as acting technique using the students enrolled in Theatre 2 as the acting ensemble. This course integrates theatre skills for the career-oriented student featuring extensive amount of work in play/script analysis and the evolution of theatrical art, as well as the study of advanced acting techniques, character analysis, and auditioning methods. Students attend drama seminars, direct portions of a full-length play in the fall, study, explore and finally present a lesson on the historical and cultural content of theatre for a specific period in the winter, and produce several one act plays in the spring. Rehearsals for class projects and productions extend beyond the class, and students are expected to work outside of class time on a semi-regular basis.</p> <p>Prerequisite: Theatre 2 - Production and Performance</p>
<b>COURSE TITLE:</b>	<b>Theatre 4, Honors (Advanced)</b>
<p><b>Course #</b> 17770</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts General electives</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f) Electives(g)</p> <p><b>School:</b> Branham, Leigh, Prospect, Westmont</p>	<p>This advanced level course is designed to prepare the serious theatre student for life in the theatre beyond the high school arena. Through a rigorous series of creative projects, the Drama Honors student is challenged to work as an actor, a director, a theater technician, and a drama teacher. Students study advanced principles of acting and character analysis including an exploration of objectives, obstacles, choices and given circumstances, basic stage and rehearsal terms. Students teach theater etiquette to their peers, serve as a casting director during an audition process, and are expected to lead improvisations, exercises, and class discussions. From time to time, students are engaged in technical theatre experiences and workshops. Students are also required to work on set construction outside of class.</p> <p>Prerequisite: Drama 3 - Directing for the Stage</p>
<b>COURSE TITLE:</b>	<b>Technical Theatre 1- Technology and Design</b>
<p><b>Course #</b> 17680</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 9-12</p> <p><b>Graduation Credit:</b> Visual &amp; Performing Arts General electives</p> <p><b>CSU/UC:</b> Visual &amp; Performing Arts(f)</p> <p><b>School:</b> Branham, Leigh,</p>	<p>This course develops knowledge of and experience in all the technical (nonperformance) aspects of theatrical production. Special emphasis is placed on the elements of theatrical design (scenery, lighting, properties, sound, costumes, and hair and make-up), design analysis, stage management, and production management. Additionally, students gain hands-on experience in all aspects of technical theatre. Students design or crew on two productions.</p>

Prospect, Westmont	
<b>COURSE TITLE:</b>	<b>Technical Theatre 2- Stage Design</b>
<b>Course #</b> 17690 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 10-12 <b>Graduation Credit:</b> Visual & Performing Arts General electives <b>CSU/UC:</b> Visual & Performing Arts(f) <b>School:</b> Branham, Leigh, Prospect, Westmont	Technical Theatre 2 continues to refine those concepts and skills outlined in Technical Theatre 1. The course broadens the focus of design to include lighting and costumes and expands the student's understanding of the inter-relatedness of the various design aspects. The topics covered include research techniques and tools, play analysis for visual interpretation, graphic techniques of expression including sketching, drafting, rendering and model building. Students are directly involved in the technical aspects of the productions as they design and construct sets, costumes and makeup; hang lights, create special effects; paint; and build props for the productions. Students learn specialized vocabulary and explore set design, lighting design, and costume design. Students reflect on design elements found in school an outside production with design analysis and critiques. In the second semester, students explore mood, color, application and perspective. Problem solving, leadership, and working well under pressure are stressed as the students are exposed to the history of theatrical design and current trends in technical theatre.  Prerequisite: Technical Theatre 1 - Technology and Design
<b>COURSE TITLE:</b>	<b>Technical Theatre 3- Production Staff</b>
<b>Course #</b> 17700 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11-12 <b>Graduation Credit:</b> Visual & Performing Arts General electives  <b>School:</b> Leigh, Prospect, Westmont	Technical Theatre 3 focuses on the Production Staff aspects of putting on a show. Such positions include: Stage Manager, Technical Director, as well as Set, Costume, Prop and Lighting Designers. As outlined in the California Department of Education State Standards, this class may require students to participate in extra rehearsals and performances beyond the school day.  Prerequisite: Technical Theatre 1 & 2
<b>COURSE TITLE:</b>	<b>Technical Theater 4- Honors, Theatre Leadership</b>
<b>Course #</b> 17610 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 12 <b>Graduation Credit:</b> Visual & Performing Arts General electives  <b>School:</b> Leigh, Westmont (w/o Honors)	Technical Theatre 4 Honors deepens the focus on the Production Staff aspects of putting on a show. Such positions include: Stage Manager, Technical Director, as well as Set, Costume, Prop and Lighting Designers. Students also must produce a production. Technical Theatre 4 Honors requires the student to investigate, arrange, and complete an internship with a professional theatre company. As outlined in the California Department of Education State Standards, This class may require students to participate in extra rehearsals and performances beyond the school day.  Prerequisite: Technical Theatre 1, 2 & 3

## COMMUNITY COLLEGE PROGRAMS

<b>Course Title:</b>	<b>American Sign Language 1</b>
<b>Course #</b> 19300 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language  <b>CSU/UC:</b> Language other than English (LOTE)(e)  <b>School:</b> Taught at Leigh High School	This course will teach basic signs, grammar, fingerspelling, and the cultural aspects of deafness. Students will learn basic communication as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include: students working in pairs or groups, role playing, skits, songs, and impromptu presentations. In addition to written homework, students are expected to study/practice the language outside of the classroom on a daily basis. Students will also be required to complete a book report and attend one out-of-class function.
<b>Course Title:</b>	<b>American Sign Language 2</b>
<b>Course #</b> 19310 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 9-12 <b>Graduation Credit:</b> World Language  <b>CSU/UC:</b> Language other than English (LOTE)(e)  <b>School:</b> Leigh	This course will teach manual communication emphasizing the vocabulary and syntax; finger spelling and introduction to American Sign Language to equip the student to communicate with the deaf on a conversational level. Some stress placed on the educational, social, psychological and economic problems of deafness.  Prerequisite: Passed American Sign Language 1 with a C or better.
<b>Grade Levels: 11-12</b>	<b>The Middle College High School Program</b>
	The Middle College is a high school alternative for juniors and seniors that offers students with a minimum 2.8 GPA and college potential the opportunity to complete their high school requirements on the campus of West Valley College. The program empowers students by giving them choices and treating them as adults. Designed to provide a supportive yet challenging adult educational setting, students will take college level courses while completing high school graduation requirements. This educational environment will provide students with an opportunity to stimulate their academic development and spark their quest for learning.  For information, please contact your Guidance Advisor.



**Grade Levels: 12**

**The College Advantage Program**

College Advantage is an educational option for high performing seniors, who have at least a 3.5 weighted GPA, to complete a year of college while completing the requirements for their high school diploma. Their entire senior year is spent at West Valley College in a variety of college courses in English, mathematics, science, humanities, and social science. They may begin a certificate program, an associate degree and/or accrue transferable college credits for a four-year university. There is an option to participate in a college honors program. Upon completion of high school graduation requirements; students will receive a diploma from their home high school.

For information, please contact your Guidance Advisor.

## General International Baccalaureate Programme Description

### What is IB?

The International Baccalaureate Programme was created in 1968 in response to the educational needs of geographically mobile students. Today IB is a worldwide, comprehensive college preparatory program that has earned a reputation for high quality curriculum and rigorous assessment that give IB diploma holders access to the world's leading universities.

The mission of the IB programme is "to develop inquiring knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect" ([www.ibo.org](http://www.ibo.org)).

The IB programme offers courses within six academic subjects. An IB diploma candidate must select one course from each of the six groups\* and study three at the higher level (HL) and three at the standard level (SL). Additionally, diploma candidates must complete the three core components of the IB program: the Theory of Knowledge class, the Extended Essay, and the CAS (Creativity, Activity, and Service) project. The goal for an IB diploma candidate is to pass all 6 exams with a total minimum score of 24 with no failing conditions and successfully complete the three core components of the IB program. Students not wishing to earn the full IB diploma may select IB courses from those subjects of particular interest. As required by the IB Organization, all HL classes are two year courses. The IB Mathematics SL and IB Math Studies SL courses are also two year courses. All other IB SL courses at Del Mar High School are one year courses.

### Who is eligible for IB?

Any and all Del Mar High School juniors and seniors are eligible and encouraged to enroll in IB courses.

There is no application required to be a part of the IB programme at Del Mar. Some IB classes do require prerequisite courses. For example, students must have successfully completed Integrated Math 3 before they are eligible to enroll in IB Mathematics SL.

Students and their families will need to speak with the IB Coordinator and/or their counselor regarding specific questions about prerequisites for specific IB courses and pathways toward earning an IB Diploma.

### Why IB?

The IB programme offers a rigorous and high quality education to all of its students. The types of research, writing, thinking and communication of ideas that IB courses require reflect college level expectations. IB not only helps students get into college, but more importantly, prepares students to be successful in college once they are there. Recent research provides evidence that DP graduates pursue and successfully complete postsecondary studies in higher proportions than other high school graduates (Shah, Dean and Chen 2010; HESA 2011; Caspary 2011; Edwards and Underwood 2012; Coca et al 2012).

### \* University Credits

Depending on the IB score earned and individual college policy, IB scores may lead to earning college credits prior to entering the institution and/or advanced course placement, allowing students to skip a lower division course requirement. For example the UC awards students who complete the IB diploma with a score of 30 or above with 30 quarter (20 semester) units toward their UC degree. Students who receive IB certificates with scores of 5, 6 or 7 on Higher Level exams may receive 8 quarter (5.3 semester) units at some universities.

\*Please visit individual university websites for their IB credit/ advanced course placement policy.

**List of IB Courses Offered at Del Mar High School**

<p align="center"><b>Group 1: Language A</b>  <b>IB Language and Literature HL - 2 years</b></p>	<p align="center"><b>Group 4: Experimental Sciences</b>  <b>IB Biology HL - 2 years</b>  <b>IB Design Technology SL - 1 year</b></p>
<p align="center"><b>Group 2: Language B</b>  <b>IB Spanish SL - 1 year</b>  <b>IB Spanish HL - 2 years</b>  <b>IB French SL - 1 year</b></p>	<p align="center"><b>Group 5: Mathematics and Computer Science</b>  <b>IB Mathematics SL - 2 years</b>  <b>IB Mathematical Studies SL - 2 years</b></p>
<p align="center"><b>Group 3: Individuals and Societies</b>  <b>IB History of the Americas HL - 2 years</b>  <b>IB Psychology SL - 1 year</b></p>	<p align="center"><b>Group 6: The Arts</b>  <b>IB Music SL - 1 year</b>  <b>IB Art SL - 1 year</b>  <b>IB Art HL - 2 years</b></p>
<p align="center"><b>Diploma Programme Core:</b>  <b>IB Theory of Knowledge - 2 years</b></p>	

<b>COURSE TITLE:</b>	<b>IB Language and Literature HL</b>
<p><b>Course #</b> 11142 (Year 1) 11143 (Year 2)</p> <p><b>Course Term:</b> Two Year</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> English</p> <p><b>CSU/UC:</b> English (b)</p> <p><b>Schools:</b> Del Mar</p>	<p>The International Baccalaureate Language A: English Language and Literature HL course is a two-year course consisting of four parts: Language and Mass Communication, Literature and Critical Study, Language in the Cultural Context and Literature in Context. Students will study and analyze a variety of texts from historical speeches and contemporary mass media to canonical texts with an international focus, such as George Orwell's 1984 (England), Albert Camus' The Stranger in translation (French-Algerian), Margaret Atwood's The Handmaid's Tale (Canada) and Chinua Achebe's Things Fall Apart (Nigeria).</p> <p>The course will prepare students for the oral and written IB exams and serve as excellent preparation for rigorous college study. Students who take IB Language and Literature HL and pass the exam with a score of 5 or higher (on a 7 point scale) can earn college credits at UC, CSU, and many private colleges and universities.</p> <p>Prerequisite: English 9 and 10; Students must demonstrate proficiency in English 10 or ICAP English 10.</p>

<b>COURSE TITLE:</b>	<b>IB Spanish SL</b>
<b>Course #</b> 14673 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11 & 12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> LOTE (e) <b>Schools:</b> Del Mar	<p>The purpose of this one-year course is to foster the language acquisition process necessary for students to become proficient in the target language by improving the four languages skills: listening, speaking, reading and writing. Students will be able to use the language effectively and respond spontaneously according to the cultural context of a situation. They will also be able to analyze and respond critically in the target language to the topics developed in class. Students will also develop an objective appreciation of the different views of people from other cultures and their cultural legacy. The course will help students become citizens of the world.</p> <p>Prerequisite: Students must demonstrate proficiency through the equivalent of Spanish 3</p>
<b>COURSE TITLE:</b>	<b>IB Spanish HL</b>
<b>Course #</b> 14671 (Year 1) 14672 (Year 2) <b>Course Term:</b> 2 Years <b>Grade Levels:</b> 11 & 12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> LOTE (e) <b>Schools:</b> Del Mar	<p>The objective of this advanced two year course is to master the receptive, productive and interactive skills through the use of daily interaction and authentic texts in Spanish. Students will develop the skills necessary to analyze and synthesize a variety of written texts as well as audios and communicate their ideas in Spanish through discussion and in writing based on the text types learned in class. Conversational skills are practiced daily while discussing assigned readings, current events, and in general classroom interactions. This course is designed to develop English-Spanish bilingualism and to prepare students for success on the IB Spanish HL Language B examination and is conducted entirely in Spanish. An extensive study of different text types (e.g. blogs, brochures, formal and informal letter writing, etc) is also included. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the IB HL Spanish Language course; however, review of the mechanics is done within the contextual framework of each unit as needed.</p> <p>Prerequisite: Students must demonstrate proficiency through the equivalent of Spanish 3.</p>
<b>COURSE TITLE:</b>	<b>IB French SL</b>
<b>Course #</b> 14531 <b>Course Term:</b> Yearlong <b>Grade Levels:</b> 11 & 12 <b>Graduation Credit:</b> World Language <b>CSU/UC:</b> LOTE (e) <b>Schools:</b> Del Mar	<p>IB French Standard Level is a year-long course that emphasizes advanced communication in all areas of the language through debates, discussions, essays, and authentic texts and situations. Emphasis is placed on internationalism, global issues, and cross-cultural connections. Student's language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and be related to the culture(s) concerned. The material chosen will enable students to develop mastery of language skills and intercultural understanding.</p> <p><b>Prerequisite:</b> Students must demonstrate proficiency through the equivalent of French 3.</p>

<b>COURSE TITLE:</b>	<b>IB History of the Americas HL</b>
<p><b>Course #</b> 12012 (Year 1) 12013 (Year 2)</p> <p><b>Course Term:</b> 2 Year</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> History/Social Science</p> <p><b>CSU/UC:</b> History (a)</p> <p><b>Schools:</b> Del Mar</p>	<p>The IB History of the Americas HL course is a two-year course that aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. The first year of the course will focus on the causes, course, and effects of six distinct periods and events prior to the 20th century in the Americas. This means that in addition to US history, the events and periods studied will also include the experiences and histories of Canada, Mexico, Central America, the Caribbean and South America.</p> <p>The second year of the course will focus on three 20th century topics—Causes, practices, and effects of War, The Great Depression, The Cold War, and Civil Rights Movements—Post 1945. These topics will be explored from a variety of perspectives from the Western Hemisphere, as well as from two additional regions of the world (Africa, Asia, Europe, or the Middle East).</p> <p>Prerequisites: None</p>
<b>COURSE TITLE:</b>	<b>IB Psychology SL</b>
<p><b>Course #</b> 12382</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> History/Social Science</p> <p><b>CSU/UC:</b> Elective (g)</p> <p><b>Schools:</b> Del Mar</p>	<p>IB Psychology SL is a one year course that asks the fundamental questions of “Why do people behave the way that they do in certain situations?” and “How can people change their behaviors?” The course emphasizes historically significant research and research methodology. Students are expected to develop their critical thinking and research skills throughout the course. Each student will be required to complete an “Internal Assessment.” The Internal Assessment includes researching background information and planning and conducting a research experiment.</p> <p>Part 1: Levels of Analysis—Biological, Cognitive, Socio-cultural. Students focus on understanding the biological, cognitive and socio-cultural influences on human behavior and explore alternative explanations of behavior.</p> <p>Part 2: Option (but not optional)—Developmental Psychology: To what extent do Biological, Cognitive, and Socio-cultural factors influence development? Evaluate psychological research relevant to developmental psychology.</p> <p>Part 3: Research Methodology—Methodology is a significant part of the course. The internal assessment is based on these topics: Introduction to research methods, ethics, and quantitative research methods. Research methodology will be ingrained and significant to each of the segments of IB Psychology, with a focus on ethics and ethical treatment of research participants.</p> <p>Part 4: Simple experimental study—knowledge of research methods will be applied in the study and ethics and the use of quantitative research methods are required elements. Students will design and replicate a significant psychology research experiment.</p> <p>Prerequisites: None</p>

<b>COURSE TITLE:</b>	<b>IB Biology HL</b>
<p><b>Course #</b> 13551 (Year 1) 13552 (Year 2)</p> <p><b>Course Term:</b> Two Years</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> Science</p> <p><b>CSU/UC:</b> Lab Science (d)</p> <p><b>Schools:</b> Del Mar</p>	<p>IB Biology HL is a two-year course that is designed to be the equivalent of a two-semester college introductory biology course. The goals of IB Biology HL are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Students will learn about biology in an internationally relevant context. Through hands-on experiences, students will develop the skills of a scientist.</p> <p>A student's IB score for this course is based on three external assessments and one internal assessment. The external assessments are written exams comprised of multiple-choice and free-response questions; these tests are taken at the end of the second year. The internal assessment requires each student to design their own experiment related to biology concepts and report their results and conclusions in a report similar to a paper published in a scientific journal.</p> <p>Prerequisite: Proficiency in Chemistry or Chemistry Honors with Teacher Recommendation</p>
<b>COURSE TITLE:</b>	<b>IB Design Technology</b>
<p><b>Course #</b> 13713</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b></p> <p><b>CSU/UC:</b> Elective (g)</p> <p><b>Schools:</b> Del Mar</p>	<p>IB Design Technology is a one-year course that will introduce students to the techniques of design as practiced by engineers. The course will include a mixture of societal-focused topics, such as sustainable production and product life cycles, and technical engineering work, such as 2D and 3D modeling and production techniques. Through hands-on projects, students will develop the habits and skills of an engineer.</p> <p>A student's IB score for this course is based on two external assessments and one internal assessment. The external assessments are written exams comprised of multiple-choice and free-response questions taken at the end of the year. The internal assessment requires each student to complete a design project in which they identify a problem leading to a design opportunity, generate and evaluate potential solutions to the problem, develop a detailed product design proposal, and create and test a product prototype. Prerequisite: Students must have completed the two years of science required under the 'D' category of the A-G college eligibility requirements. Students must have shown proficiency in each of these courses.</p> <p>Prerequisite: Students must have completed and demonstrated proficiency in the two years of science required under the 'D' category of the A-G college eligibility requirements.</p>
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<b>COURSE TITLE:</b>	<b>IB Math Studies SL</b>
<p><b>Course #</b></p> <p><b>Course Term:</b> Two Year</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Math (c)</p> <p><b>School:</b> Del Mar</p>	<p>This two-year course has an emphasis on applications of mathematics in which the largest section is on statistical techniques. The students most likely to select this course are those whose main interests lie outside the field of mathematics. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. More emphasis is placed on student understanding of fundamental concepts than on complex manipulative skills. Students will solve mathematical problems embedded in a wide range of contexts while using the calculator effectively. In the second year each student completes an extensive project based on their own research involving the collection, analysis and evaluation of data. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course.</p> <p>Prerequisite: Proficiency in Integrated Math 2.</p>
<b>COURSE TITLE:</b>	<b>IB Mathematics SL</b>
<p><b>Course #</b></p> <p><b>Course Term:</b> Two Year</p> <p><b>Grade Levels:</b> 11-12</p> <p><b>Graduation Credit:</b> Mathematics</p> <p><b>CSU/UC:</b> Math (c)</p> <p><b>School:</b> Del Mar</p>	<p>The IB Mathematics SL course is the most advanced math class offered at Del Mar and the best option for students interested in Science or Math related fields. At the end of the second year, all students will be ready for both the IB Mathematics SL external exam and the AP Calculus AB exam. The first year will include all of the material traditionally taught in a Trigonometry/Pre-Calculus class along with an introduction to Statistics. In the second year the material develops a deeper understanding of Statistics and teaches the most of the AP Calculus AB curriculum. Students who complete this course will gain a meaningful mathematics education that is rooted in deep conceptual understanding and real life applications. Through their Internal Assessment, students will show this understanding while conducting research and writing a paper on the topic of their choice. IB Mathematics SL is a fantastic course that will prepare all students for College-Level Mathematics.</p> <p>Prerequisite: Proficiency in Integrated Math 3 with teacher recommendation or proficiency in Integrated Math 3 STEM</p>

<b>COURSE TITLE:</b>	<b>IB Art SL</b>
<p><b>Course #</b> 17041</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Art (f)</p> <p><b>Schools:</b> Del Mar</p>	<p>The IB Visual Arts SL course is a one-year class that challenges a student's cultural awareness, analytical problem-solving, creative thinking and application, while expanding and building upon their technical skills. The students will be exploring and comparing different artists from various cultural backgrounds and time periods through comparative studies creating 10-15 screens. They will also explore 2 different medias and various practices experimenting, creating and reflecting upon their work through a process portfolio creating 9-18 screens. 4-7 works that demonstrate a thematic concentration will be displayed through their own curative practices which will require them to be selective through self-reflection, well written curatorial rationales, and awareness to how viewers will engage with their themed work. The course is designed to help foster a foundation for further studies at the college level or for those seeking lifelong enrichment through visual arts. This is a one year program.</p> <p>Prerequisite: One year of any visual art class (Art 1, 3D 1 or Digital Photo 1) It is recommended that students enroll in an art class the year prior to enrolling in an IB Art class.</p>
<b>COURSE TITLE:</b>	<b>IB Art HL</b>
<p><b>Course #</b> 17042 (Year 1) 17043 (Year 2)</p> <p><b>Course Term:</b> Two Year</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Art (f)</p> <p><b>Schools:</b> Del Mar</p>	<p>The IB Visual Arts HL course is a two-year course that challenges a student's cultural awareness, analytical problem-solving, creative thinking and application, while expanding and building upon their technical skills. The students will be exploring and comparing different artists from various cultural backgrounds and time periods through comparative studies creating 13-20 screens. They will also explore 3 different medias and various practices experimenting, creating and reflecting upon their work through a process portfolio creating 13-25 screens. 8-11 works that demonstrate a thematic concentration will be displayed through their own curative practices which will require them to be selective through self-reflection, well written curatorial rationales, and awareness to how viewers will engage with their themed work. The course is designed to help foster a foundation for further studies at the college level or for those seeking lifelong enrichment through visual arts. This is a two year program.</p> <p>Prerequisite: One year of any visual art class (Art 1, 3D 1 or Digital Photo 1) It is recommended that students enroll in an art class the year prior to enrolling in an IB Art class.</p>



<b>COURSE TITLE:</b>	<b>IB Music SL</b>
<p><b>Course #</b> 17601</p> <p><b>Course Term:</b> Yearlong</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b> Applied Arts</p> <p><b>CSU/UC:</b> Visual &amp; Performing Art (f)</p> <p><b>Schools:</b> Del Mar</p>	<p>The one year IB Music SL course will be embedded in the existing Symphonic Band and Concert Choir courses as part of the overall curriculum. In addition to the existing course of study, the IB students will be analyzing and creating written responses based on the Medium, Melody, Harmony, Meter, Form, Style and Context of a wide variety of music from western and non-western cultures and genres. Students will also be prepared to analyze and respond to directed questions on the exam related to at least one major work over a two year period. Lastly, the students will hone their listening and critical thinking skills by listening and crafting written responses to examples of music from a wide variety of cultures and genres.</p> <p>Prerequisite: Students must demonstrate proficiency in Choir, Guitar, or Band</p>
<b>COURSE TITLE:</b>	<b>Theory of Knowledge (TOK)</b>
<p><b>Course #</b> 11151 (Year 1) 11151 (Year 2)</p> <p><b>Course Term:</b> 2 Year</p> <p><b>Grade Levels:</b> 11 &amp; 12</p> <p><b>Graduation Credit:</b></p> <p><b>CSU/UC:</b> Elective (g)</p> <p><b>Schools:</b> Del Mar</p>	<p>Theory of Knowledge (TOK) is a two year course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. There are two assessment tasks in the TOK course: an essay, and a presentation. The essay is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The presentation, done individually or in a group, is internally assessed by the teacher.</p> <p>Prerequisite: None; Priority registration will go to IB Diploma Program candidates.</p>

### Career Technical Education (CTE)

Silicon Valley Career Technical Education Center is the Regional Occupational Center providing career-technical education for juniors and seniors. Students choose from approximately 30 career programs and attend SVCTE for 3 hours a day. SVCTE is located at 760 Hillsdale Avenue, and transportation is provided. Students interested in this program should contact their guidance counselor. For general information, call SVCTE at (408) 723-6400.

**Grade Levels: 11-12**

**Regional Occupational Programs**

Name of Course	A-G Credit
<p><b>Animation</b> Acquire skills in basic figure drawing, cell animation, 2D and 3D computer animation. Develop an understanding of script writing, storyboarding, and sound design.</p>	"f"—Visual & Performing Arts (VPA)
<p><b>Auto Body Refinishing</b> Restoration techniques are used to prepare the surface of vehicle parts for finished spray painting and detailing work. Learn in a professional shop environment.</p>	
<p><b>Automotive Services</b> Eight areas of study help students gain basic and advanced skills in: automotive brakes and alignment, electrical &amp; electronic systems, automatic and manual transmission repair, engine repair, engine performance, heating, ventilation and air conditioning, and suspension and steering.</p>	
<p><b>Baking and Catering</b> This course prepares students with the skills and knowledge required for employment in the baking and pastry industry. Catering and business skills are developed operating an in house food operation and catering department.</p>	"d"—Integrated Lab Science
<p><b>Business Entrepreneurship</b> Learn the basics of running a business, using Microsoft software. Prepare for jobs in accounting, human resources, information technology, or sales &amp; marketing.</p>	"g"—Interdisciplinary
<p><b>Construction Technology</b> Design, estimate, and construct buildings with carpentry tools and equipment using industry standards.</p>	"c"—Algebra 2
<p><b>Culinary Arts</b> Are you passionate about food, its ingredients, the presentation and its taste? Train in our well-equipped kitchen to prepare stocks, cuts of meat, poultry and seafood utilizing a variety of cooking methods. Work in various kitchen positions and restaurant settings while preparing for your career and future college education. Our instructor is committed to your success!</p>	"d"—Integrated Lab Science

<p><b>Cybersecurity</b> Train for technical challenges in a networked computer system and learn methods to protect vital data in private and public industries. Prepare secure communications and identify risks for networks and devices.</p>	<p>“g”—Interdisciplinary</p>
<p><b>Dental Assisting</b> Acquire chair-side assisting skills, laboratory and X-ray procedures, with radiation and clinical experience. Make impressions and models. This course offers opportunities for Dental internships.</p>	
<p><b>Electrical Maintenance</b> Learn electrical installations, troubleshooting and repair for students wishing to enter electrical maintenance careers.</p>	
<p><b>Fashion Design and Textile Art</b> This program will provide you with the opportunity to learn entry level skills in the clothing and fashion field. Style, line, color and design principles will set the tone for creating garments. Students will apply art elements and principles of fine art and design to their work.</p>	<p>“f”—Visual and Performing Arts (VPA)</p>
<p><b>Film and Video Production</b> Learn to write for television and film, storyboarding, directing, and sound design engineering. Produce videos for business and entertainment from script writing to final edit.</p>	<p>“f”—Visual and Performing Arts (VPA)</p>
<p><b>Fire Science/First Responder</b> Students will be introduced to Fire Department and Emergency Services related fields and techniques used to perform the job. The class focuses are academics, technical skills, and employability practices.</p>	
<p><b>Forensic Sciences</b> Develop the knowledge and training related to forensics while exploring the procedures to solve crimes. Topics include investigating crime scenes and laboratory safety rules and regulations.</p>	<p>“d” Interdisciplinary Science</p>
<p><b>Heating, Ventilation, and Air Conditioning</b> Learn maintenance, overhaul, repair, and adjustment of residential and commercial heating, air conditioning, and refrigeration units.</p>	
<p><b>Internet Engineering</b> Learn to install, diagnose, and repair hardware and software. Prepare for jobs in the computer industry in sales &amp; setup, software installation, help desk, computer support, networks, and programming.</p>	<p>“g”—Interdisciplinary Science</p>
<p><b>Law Enforcement</b> Prepare for a career in public and private investigative fields. Understand the criminal justice system, investigate crimes, and improve decision-making skills.</p>	

<p><b>Legal Careers</b> Prepare for working in the judicial system in careers such as probation officer, paralegal, court reporter, or attorney.</p>	<p>“a”—Civics/American Government</p>
<p><b>Medical Assisting</b> Learn back office medical procedures. Topics include medical terminology, anatomy and physiology, lab procedures. Clinical training in hospitals, clinics, and doctors' offices is available.</p>	<p>“g”—Lab science—Biology/Life Sciences</p>
<p><b>Medical Office Careers</b> Prepare for employment in hospitals, medical offices and clinics. Obtain knowledge of terminology, patient billing, medical transcriptions and medical office administrative procedures.</p>	<p>“b”—English</p>
<p><b>Medical Science/Health Careers</b> This course prepares students who aspire to become nurses &amp; doctors for a career in the medical field. This course focuses on human biology and disease, college preparation, practicing hands-on patient care, medical terms, leadership and teamwork, with hospital internships in emergency, surgery, physical therapy, radiology, pediatrics and more.</p>	<p>“g”—Lab Science-Biology/Life Sciences</p>
<p><b>Metals Technology</b> Learn welding theory and safety with hands-on experience in operation of welding equipment. Welding is used in auto repair, building construction, ornamental ironwork and many machinery jobs.</p>	
<p><b>Mobile App Design and Computer Coding</b> Learn multimedia design, web development for Internet technology and programming for mobile platforms and devices. Learn the process of designing, coding and deploying mobile applications for use in eCommerce, productivity, enterprise and web purposes.</p>	<p>“g”—Mathematics—Computer Science</p>
<p><b>Office Careers—Public Services</b> Prepare for an office career as a legal assistant, administrative assistant, human resources assistant, and office manager in business and government agencies. Develop skills in legal research, budgeting, Microsoft Office Suite, leadership and teamwork with internships in business and legal offices.</p>	<p>“b”—English</p>
<p><b>Pharmacy Technology</b> Learn about prescription medications, intravenous solutions and other specialized medications, patient profiles, inventories, package medications in unit-dose or medi-card form, and data used by pharmacists to monitor drug therapy.</p>	

<p><b>Precision Machining</b> Learn basic machining theory and hands-on operation of a variety of machining tools that include manual and CNC (Computer Numerical Control).</p>	<p>“g”—Interdisciplinary</p>
<p><b>Sports Medicine and Kinesiology</b> Acquire skills related to basic anatomy and physiology, nutrition, fitness and exercise, taping procedures, vital signs, training room/office management, injury treatment and training, patient care, safety and ethics, and bio-metrics of movement.</p>	<p>“d”—Biology/Life Sciences</p>
<p><b>Truck Mechanics</b> Repair and service the systems and components on light and heavy duty trucks, and sports utility vehicles. Prepare for jobs in the auto/truck/heavy equipment industry.</p>	<p>“d”—Physics Laboratory Science</p>
<p><b>Veterinary Assistant</b> Learn anatomy and physiology, as well as animal health and disease, animal behavior, and client communication to prepare for employment in Veterinary careers.</p>	<p>“d”—Interdisciplinary science</p>

CUHSD provides satellite ROP classes at each of our comprehensive sites.

The following classes may also be taken as part of a Career Technical Education (CTE) course of study:

- Agriculture Biology
- Agriculture Mechanics
- Agriculture Science
- Agriculture Soil and Chemistry
- Computer Programming
- Digital Design for the Web
- Digital Graphic Tools
- Digital Photo I and II
- Foods-Culinary Arts I and II
- Living on Your Own
- Manufacturing Technology I and II
- Musical Theatre
- Production Technology I and II
- Technical Theater
- Veterinary Science
- Video Productions I,II and III

## SPECIAL EDUCATION

Campbell Union High School District ensures that all students with exceptional needs are provided a free and appropriate public education and related services in the least restrictive environment. CUHSD coordinates with school districts within the Special Education Local Planning Area (SELPA) and the Santa Clara County Office of Education (SCCOE) to provide a continuum of services for students with special needs who are of high school age.

### LEAST RESTRICTIVE ENVIRONMENT

To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. This would include students attending their neighborhood school whenever possible.

### SERVICES

Students who qualify for Specialized Academic Instruction may receive services based on student need. The IEP Team will develop an individual program in the least restrictive environment.

### COMPLETING HIGH SCHOOL

The district provides three options for special needs students for completion of their high school program

<b>Diploma</b>	Students may earn a standard high school diploma upon meeting the district graduation requirements of 220 credits, which includes 2 years of math, one of which is the state required Algebra 1 content.
<b>Educational Achievement Certificate (EAC)</b>	Special needs students who may be challenged by Algebra 1 may earn an EAC upon meeting all district requirements except for Algebra 1 content.
<b>Certificate of Completion (COC)</b>	Students participating in the Life Skills program may earn a Certificate of Completion based upon completing their prescribed educational program as determined by their Individual Education Program (IEP).

## **BOYNTON HIGH SCHOOL**

901 Boynton Avenue  
San Jose, CA 95117  
(408) 626-3404

Grade Levels: 11-12

Boynton High School is Campbell Union High School District's continuation high school which provides an alternative educational environment for students 16 and older who are deficient in credits and are at-risk of not graduating. Boynton placement is determined through a referral process from a comprehensive site in the District.

The mission of Boynton High School is for staff members, students, parents and community members to work together to create a safe environment recognizing individual differences, celebrating cultural diversity, and using curriculum aligned with the common core state standards. Student/Teacher relationships are at the core of the instructional model used at Boynton. Boynton staff provides an encouraging environment that supports the social and emotional needs of students. Teachers challenge students academically by personalizing and differentiating instruction. Boynton's student learning outcomes identified in the school's WASC report focuses on developing problem solving skills, communication skills and technology skills to prepare our students for life in the 21st century. We want all students to leave Boynton College/Career ready.

A comprehensive guidance program includes an advisory period four days a week, flexible scheduling, college and career exploration through Naviance, and individualized graduation plans. Graduation requirements at Boynton include the completion of 220 credits. These requirements are the same as all CUHSD comprehensive schools. Boynton has a block schedule. Classes begin at 8:30 a.m. Monday – Friday and dismiss at 1:55 p.m., with the exception of every Wednesday in which the students are dismissed at 11:40 a.m.

For more information on the referral process, families need to contact the Guidance Advisor or Assistant Principal at their home school. For specific information about Boynton's schedule, course offerings, or credit recovery, contact the Assistant Principal at Boynton.

**Boynton also offers other alternative educational programs. These programs include:**

1. Work Experience
2. Silicon Valley Career Technical Education Center (SVCTEC)
3. Special Education Services
4. Independent Study
5. Home/Hospital Instruction

## **CAMDEN ACADEMY**

2223 Camden Avenue

San Jose, CA 95124

(408) 626-3409

Grade Levels: 9-12

Camden Academy, Campbell Union High School District's community day school, provides academic programs which serve the needs of students that are expelled, referred by probation, or are exceptionally at risk-youth. Camden has small class sizes with low student-teacher ratios. The 360-minute minimum instructional day includes, an increasingly rigorous common-core based academic program, providing differentiated instruction and individual attention to student learning modalities and abilities. Camden students attend school from 8:00 a.m. until 2:30 p.m. every day. Students at Camden follow a traditional six period day with classes that are fifty seven minutes long.

The Camden Staff and its collaborative partners offer many different student services that include: an academic counselor, school psychologist, a social-emotional counselor, behavioral coach and student service personnel. Students also receive collaborative and valuable services from law enforcement, probation, human services agency personnel, California Youth Outreach, and the San Jose Safe School Initiative who work with at-risk youth. These programs assist students to focus on developing positive choices, pro-social skills, student self-esteem and resiliency. Students, who meet the conditions of their enrollment by exhibiting positive behavior, satisfactory attendance, and academic achievement at Camden, are matriculated back to one of the traditional high schools, Boynton Continuation High School, or Campbell Adult and Community Education (CACE).