



2023-2024



# PreK-12 Course Catalog & Planning Guide

**Stockton Unified  
School District**



Contact Us 56 South Lincoln Street, Stockton, CA 95203 • P: (209) 933-7000 • [www.stocktonusd.net](http://www.stocktonusd.net)

# Mission Statement of Stockton Unified School

Our Mission is to graduate every student college, career, and community ready. In doing so, we lift all youth out of circumstances of poverty and scarcity.

## Goals for Stockton Unified School District Students

- Every child by the end of the 3<sup>rd</sup> grade will read and comprehend at the proficient level.
- Every child by the end of 9<sup>th</sup> grade will demonstrate mastery of Algebra concepts and application.
- Every child by the end of the 12<sup>th</sup> grade will graduate and be college or career ready.

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## Introduction

Stockton Unified School District (SUSD) is proud to present this complete and comprehensive course guide to provide information to parents and students regarding course offerings, promotion/graduation requirements, and college admissions guidelines, so that parents and students can plan for their future course work within their career pathway.

It is important that students and parents review this catalog together to make informed decisions about educational programs that will interest the student and challenge his/her intellect. Students should be encouraged to select an academically rigorous program in order to develop their full potential. Site guidance counselors are available to advise both students and parents regarding course selection and registration process for assistance.

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# Stockton Unified K-8 Schools










The elementary/middle school years, which include grades TK-8, are a unique period in students' lives as they undergo rapid and profound developmental changes. Therefore, Stockton Unified has a variety of unique schools for every type of learner. Below are the TK-8 schools in SUSD.

\*Click on the school's logo to access the school's website.

 <p><b>John ADAMS Elementary</b> 6402 Inglewood Ave. Stockton, CA 95207 209-933-7155</p>	 <p><b>AUGUST Elementary</b> 2101 Sutro Ave. Stockton, CA 95206 209-933-7160</p>	 <p>George W. <b>BUSH Elementary</b> 5420 Fred Russo Dr. Stockton, CA 95212 209-933-7350</p>	 <p><b>CLEVELAND Elementary</b> 20 E. Fulton St. Stockton, CA 95204 209-933-7165</p>	 <p><b>EL DORADO Elementary</b> 1540 N. Lincoln St. Stockton, CA 95204 209-933-7175</p>	 <p><b>ELMWOOD Elementary</b> 840 S. Cardinal Ave. Stockton, CA 95215 209-933-7180</p>	 <p><b>FILLMORE Elementary</b> 2644 E. Poplar St. Stockton, CA 95205 209-933-7185</p>
 <p><b>FLORA ARCA MATA Elementary</b> 5600 Alexandria Place Stockton, CA 95207 209-933-7460</p>	 <p><b>GRUNSKY Elementary</b> 1550 N. School Ave. Stockton, CA 95205 209-933-7200</p>	 <p><b>HAMILTON Elementary</b> 2245 Eleventh St. Stockton, CA 95206 209-933-7395</p>	 <p><b>HARRISON Elementary</b> 3203 Sanguinetti Ln. Stockton, CA 95205 209-933-7205</p>	 <p><b>HENRY Elementary</b> 1107 S. Wagner Ave. Stockton, CA 95215 209-933-7490</p>	 <p><b>HOOVER Elementary</b> 2900 Kirk St. Stockton, CA 95204 209-933-7215</p>	 <p><b>HUERTA Elementary</b> 1644 S. Lincoln St. Stockton, CA 95206 209-933-7220</p>
 <p>John F. <b>KENNEDY Elementary</b> 630 Ponce De Leon Ave. Stockton, CA 95210 209-933-7225</p>	 <p><b>KING Elementary</b> 2640 E. Lafayette St. Stockton, CA 95205 209-933-7230</p>	 <p><b>MADISON Elementary</b> 2339 Mission Rd. Stockton, CA 95204 209-933-7240</p>	 <p><b>MARSHALL Elementary</b> 1141 Lever Blvd. Stockton, CA 95206 209-933-7405</p>	 <p><b>MCKINLEY Elementary</b> 30 W. Ninth St. Stockton, CA 95206 209-933-7245</p>	 <p><b>MONROE Elementary</b> 2236 Eleventh St. Stockton, CA 95206 209-933-7250</p>	 <p><b>MONTEZUMA Elementary</b> 2843 Farmington Rd. Stockton, CA 95206 209-933-7255</p>
 <p><b>PEYTON Elementary</b> 2525 Gold Brook Dr. Stockton, CA 95212 209-933-7420</p>	 <p><b>PULLIAM Elementary</b> 230 Presidio Way Stockton, CA 95207 209-933-7265</p>	 <p><b>RIO CALAVARES Elementary</b> 1819 Bianchi Stockton, CA 95210 209-933-7270</p>	 <p><b>ROOSEVELT Elementary</b> 776 S. Broadway Stockton, CA 95205 209-933-7275</p>	 <p><b>SAN JOAQUIN Elementary</b> 2020 S. Fresno Stockton, CA 95206 209-933-7280</p>	 <p><b>SPANOS Elementary</b> 536 S. California St. Stockton, CA 95203 209-933-7335</p>	 <p><b>TAYLOR LEADERSHIP ACADEMY</b> 1101 Lever Blvd Stockton, CA 95206 209-933-7290</p>
 <p><b>VAN BUREN Elementary</b> 1628 E. Tenth St. Stockton, CA 95206 209-933-7305</p>	 <p><b>VICTORY Elementary</b> 1838 W. Rose St. Stockton, CA 95203 209-933-7310</p>	 <p>George <b>WASHINGTON Elementary</b> 1735 W. Sonora Stockton, CA 95203 209-933-7320</p>	 <p><b>WILSON Elementary</b> 150 E. Mendocino St. Stockton, CA 95204 209-933-7325</p>			

# Stockton Unified K-8 Specialty

There are some elementary schools that implement a random selection process. For timelines and selection process for all schools please check their school websites/brochures to ensure the application is completed before the required deadline.

	<b>COMMODORE STOCKTON SKILLS</b> Elementary 2725 Michigan Ave. Stockton, CA 95204 209-933-7170  *Fundamental Education		<b>KOHL OPEN</b> Elementary 4115 N. Crown Ave. Stockton, CA 95207 209-933-7235  *21 <sup>st</sup> Century Learning		<b>HONG KINGSTON/VALENZUELA</b> Elementary 6324 N. Alturas Ave. Stockton, CA 95212 209-933-7493  *Spanish Dual Immersion
	<b>FREMONT-LOPEZ</b> Elementary 2021 E. Flora St. Stockton, CA 95205 209-933-7385  *Music Program		<b>NIGHTINGALE CHARTER</b> School 1721 Carpenter Stockton, CA 95206 209-933-7260  *Project Based Learning		<b>PITTMAN CHARTER</b> School 701 E. Park St. Stockton, CA 95202 209-933-7496  *Spanish Dual Immersion
	<b>HAZELTON</b> Elementary 535 W. Jefferson St. Stockton, CA 95210 209-933-7210  *Intensive Cooperative Learning		<b>PRIMARY YEARS ACADEMY</b> 1540 N. Lincoln St. Stockton, CA 95204 209-933-7355  *International Baccalaureate		<b>TAFT/MONTESSORI SPECIALITY</b> School 419 Downing Stockton, CA 95206 209-933-7285  *Montessori

# Universal Pre-K/Early Childhood Education Program

The Early Childhood Education Department (ECE) believes that all children should have a nurturing environment, which promotes a successful school experience. ECE is committed to providing a language-based curriculum designed to meet the needs of children while integrating the development of the child's physical, emotional, creative, intellectual, social and cultural skills through experiential learning activities. Our programs promote opportunities for children to explore, to question and to succeed at their own individual pace. We acknowledge that everyone is unique and appreciate the cultural diversity, various social backgrounds, and beliefs that each family brings to our programs.

For more information, visit <https://www.stocktonusd.net/Domain/147>

**SUSD Early Childhood Education Program**  
56 S. Lincoln Street  
Stockton, CA 95203  
**(209) 933-7380, Ext 1372**

Directors,  
Early Childhood Education Program,  
**Debra Keller**  
**Dr. Suzanne Devitt**



## ECE School Readiness Sites

Adams*+	Madison+
August+	M.L. King, Jr.*+
Bush	McKinley
Chavez*	Merlo+
Cleveland*	Monroe*+
Edison*+	Montezuma*+
El Dorado*	Nightingale*+
Elmwood*+	Peyton
Fillmore	Pittman
Franklin*+	Pulliam
Fremont*	Roosevelt
Grunsky*+	Taft*
Harrison*+	Taylor*
Hazelton	Van Buren*+
Henry	Victory*
Hong Kingston	Washington+
Hoover+	Weber Tech*+
Kennedy*+	Wilson



## Early Childhood Education Program



## Off-Campus Readiness Programs Sites

Community of All Nations\*+  
Diamond Cove II\*  
Gleason Park\*  
Grant Village\*+  
Santa Fe\*+  
Villa Montecito\*+  
Westgate\*+  
Wysteria\*+

\* Head Start Program  
+ Inclusion Program  
+ Duration Program (6 Hours)



## Enroll NOW!

Offering programs for children of ages 3-5





## Transitional Kindergarten (TK)

**To be eligible for Transitional Kindergarten (TK): Your child must turn five years old between September 2 – April 2, 2024.**

### Available at the following sites:

<b>Adams Elementary</b> 6402 Inglewood Ave. Stockton, CA 95207 (209) 933-7155	<b>Fremont Elementary</b> 2021 E. Flora St. Stockton, CA 95205 (209) 933-7385	<b>Kennedy Elementary</b> 630 Ponce De Leon Ave. Stockton, CA 95210 (209) 933-7225	<b>Roosevelt Elementary</b> 776 S. Broadway Ave. Stockton, CA 95205 (209) 933-7265
<b>August Elementary</b> 2101 Sutro Ave. Stockton, CA 95205 (209) 933-7160	<b>Grunsky Elementary</b> 1150 School Ave. Stockton, CA 95205 (209) 933-7200	<b>King Elementary</b> 2640 E. Lafayette St. Stockton, CA 95205 (209) 933-7230	<b>Taft Elementary</b> 419 Downing Ave. Stockton, CA 95206 (209) 933-7275
<b>Bush Elementary</b> 5420 Fred Russo Dr. Stockton, CA 95212 (209) 933-7350	<b>Hamilton Elementary</b> 2245 E. Eleventh St. Stockton, CA 95206 (209) 933-7395	<b>Montezuma Elementary</b> 2843 Farmington Rd. Stockton, CA 95205 (209) 933-7255	<b>Taylor Leadership</b> 1101 Lever Blvd. Stockton, CA 95206 (209) 933-7290
<b>Cleveland Elementary</b> 20 E. Fulton St. Stockton, CA 95204 (209) 933-7165	<b>Harrison Elementary</b> 3203 Sanguinetti Dr. Stockton, CA 95205 (209) 933-7205	<b>Peyton Elementary</b> 2525 Gold Brook Dr. Stockton, CA 95212 (209) 933-7420	<b>Van Buren Elementary</b> 1628 E. Tenth St. Stockton, CA 95206 (209) 933-7305
<b>**Commodore Skills</b> 2725 Michigan St. Stockton, CA 95204 (209) 933-7170	<b>Hong Kingston Elementary</b> 6424 N. Alturas Ave. Stockton, CA 95207 (209) 933-7493	<b>Pulliam Elementary</b> 230 Presidio Way Stockton, CA 95210 (209) 933-7265	
<b>El Dorado Elementary</b> 1540 N. Lincoln St. Stockton, CA 95204 (209) 933-7175	<b>Hoover Elementary</b> 2900 Kirk St. Stockton, CA 95205 (209) 933-7125	<b>Rio Calaveras Elementary</b> 1819 E. Bianchi Rd. Stockton, CA 95210 (209) 933-7270	

**\*\* 2 Classes**

## Grades K-8

### In Grades K-8, SUSD offers the following subjects:

<b>Arts</b>	<p>The title "Arts" includes the subjects of:</p> <ul style="list-style-type: none"> <li>• Dance,</li> <li>• Music (General Music, Band, Choir, Guitar, Mariachi, Strings, Piano, Ukulele)</li> <li>• Theatre</li> <li>• Visual Art (General Visual Art, Digital Art, Video Production)</li> </ul> <p>These classes are not available at all K-8 schools. They are taught by Arts specialist with a credential in the Arts subject they teach. The goal of these classes are to help students to develop the skills and foundational knowledge needed to:</p> <ul style="list-style-type: none"> <li>• Prepare them to continue their studies in high school towards fulfilling the UC/CSU and graduation "F" requirement</li> <li>• Prepare them for a CTE-Art, Media, and Entertainment high school pathway and career</li> <li>• To be a community member that is Arts literate</li> <li>• Be a well-rounded individual</li> </ul>
<b>Language Arts</b>	<p>Language Arts courses address English literacy and language. It provides instruction in reading, writing, speaking, listening, and language as well as the use and development of these skills across other subjects.</p>
<b>Mathematics</b>	<p>Mathematics course addresses mathematics understanding, fluency and the ability to problem solve. Math instruction progresses from number recognition and manipulation in the early grades, to computation (addition, subtraction, multiplication, and division) in the upper grades. Students also receive instruction in geometrical concepts, early algebra skills, and basic statistics.</p>
<b>Physical Education</b>	<p>All K-6 Physical Education classes are taught by qualified multi-subject teachers. While all 7<sup>th</sup> &amp; 8<sup>th</sup> grade classes are taught by credentialed single-subject PE teachers. SUSD schools receive Physical Education a minimum of 200 minutes every 10 days as required by the state. These minutes do not include recess time. Some 7<sup>th</sup> &amp; 8<sup>th</sup> grade classes exceed the minimum mandated minutes. The curriculum is guided by the CA Physical Education standards and framework. The goals of these classes are:</p> <ul style="list-style-type: none"> <li>• Prepare students to continue their studies in high school towards fulfilling the UC/CSU and graduation requirement.</li> <li>• Prepare students for possible participation in high school sports and beyond</li> <li>• To be a healthy community member.</li> <li>• Be well rounded individual</li> </ul>
<b>Science</b>	<p>This course provides instruction in physical, life, earth, and space sciences. Instruction promotes students applying their learning through hands-on experiences, justification and reasoning, and investigation.</p>
<b>Social Studies</b>	<p>This course progresses through the grades in providing instruction on geography, history, civics, government, and economics. Students will develop their understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence.</p>
<b>Electives</b>	<p>Students select elective courses from areas of interest and availability at their school site. Not all electives are offered at each school. Students should see his/her site counselor to find out what electives are available.</p> <p>Electives may include:</p> <ul style="list-style-type: none"> <li>• Advancement via Individual Determination (AVID)</li> <li>• Arts electives (i.e. Band, Orchestra, Choir)</li> <li>• STEM electives (i.e. MESA, Intro to Computer Science, Automation &amp; Robotics)</li> </ul>
<b>K-8 Academic Support</b>	<p>SUSD provides the following support classes:</p> <ul style="list-style-type: none"> <li>• Strategic ELA</li> <li>• Strategic Mathematic</li> <li>• ELA Support</li> <li>• Math Support</li> <li>• ELD Levels 1, 2, and 3</li> <li>• STEM</li> <li>• PLUS</li> </ul>

## Promotion and Retention

Stockton Unified School District expects students to progress through each grade within one school year. Students progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Student's overall classroom progress and performance and other indicators of academic achievement such as national, state, and local assessments, portfolios of student work, reading inventory assessments, and reading running records are considered for promotion to the next grade level. Additional factors to be considered shall be academic, social, and emotional readiness for the next grade (*See BP/AR 5123 – Promotion/Acceleration/Retention*).

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. (*Education Code 48070.5*). Exceptions are made for students in grades 6-8 whose present chronological age would make them 16 entering the ninth grade; student must be automatically promoted to the next grade regardless of their achievement (*See BP/AR 5123 Promotion/Acceleration/Retention*).

## Planning for High School

Beginning in 7<sup>th</sup> grade, Elementary Counselors will work with students to develop high school graduation plans and assist in pre-registering 8<sup>th</sup> grade students for high school courses. Once students are in high school, high school counselors will continue to work with students to develop, review, and/or revise their high school graduation plan to reflect high school, college, career technical, and career goals.

There are also a number of courses at the high schools to enrich students' experiences. Check with the site counselor(s) to see what courses and programs are available.

Examples of courses are:

- **Advanced Placement courses:** College-level courses designed to prepare students to take the Advanced Placement tests administered in May.
- **Articulated Courses:** Courses that are taught by Stockton Unified teachers and have been approved by college.
- **Concurrent Enrollment:** High school students can enroll in the College Early Start program at Delta College and take college courses on their own.
- **Dual Enrollment courses:** College courses taught on campus at several of our high schools.
- **Using Online Courses to meet "A-G"**
- **District Honors Courses:** More challenging courses than what is offered through a non-honors course.
- **Independent Study**
- **International Baccalaureate classes:** The IB Diploma Programme (DP) offers a series of courses to prepare students for the IB Exam; if passed with a designated score, students qualify to earn college credits at many colleges and universities.

Stockton Unified School District also offers a variety of unique programs to meet the needs of all types of students. See page 9 for a complete list of SUSD's high schools and the programs offered at each school

# Stockton Unified High Schools

<b>Amos Alonzo Stagg High School</b> 1621 Brookside Rd, 95207 (209) 933-7435		<ul style="list-style-type: none"> <li>&gt; Automotive Program</li> <li>&gt; Journalism</li> <li>&gt; MESA</li> </ul>
<b>Benjamin Franklin High School</b> 4600 E. Fremont St., 95215 (209) 933-7435		<ul style="list-style-type: none"> <li>&gt; International Baccalaureate (IB) &gt; Grades 6-12</li> <li>&gt; JROTC, Law, and Government</li> <li>&gt; Multimedia and the Arts</li> <li>&gt; JROTC, Law, and Government</li> <li>&gt; Multimedia and the Art</li> <li>&gt; Technology Learning Community</li> <li>&gt; Theatrical Production &amp; Management</li> </ul>
<b>Cesar Chavez High School</b> 2929 Windflower Ln, 95210 (209) 933-7425		<ul style="list-style-type: none"> <li>&gt; Creative and Performing Arts (CAPA)</li> <li>&gt; Magnet Communication &gt; Technologies</li> <li>&gt; Engineering and Environmental</li> <li>&gt; Studies</li> <li>&gt; Health</li> <li>&gt; Law and Order</li> <li>&gt; AVID</li> </ul>
<b>Edison High School</b> 1425 S. Center, 95206 (209) 933-7425		<ul style="list-style-type: none"> <li>&gt; Creative and Performing Arts (CAPA) &gt; Magnet Communication Technologies</li> <li>&gt; Engineering and Environmental Studies</li> <li>&gt; Health</li> <li>&gt; Law and Order</li> <li>&gt; AVID</li> </ul>
<b>Health Careers Academy (HCA)</b> 931 E. Magnolia, 95202 (209) 933-7360		<ul style="list-style-type: none"> <li>&gt; Health Science Electives</li> <li>&gt; Project Lead the Way Curriculum</li> <li>&gt; Community Partnership with various Health Organizations</li> <li>&gt; Job Shadowing</li> <li>&gt; Community Service</li> <li>&gt; Medical Interpretation/Translator</li> </ul>
<b>Jane Frederick High School</b> 1141 E. Weber Ave, 95205 (209) 933-7340		<ul style="list-style-type: none"> <li>&gt; Career Pathway</li> <li>&gt; Masonry Community Services</li> <li>&gt; Job Shadowing</li> </ul>
<b>Merlo Institute of Environmental Technology</b> 1670 E. 6 <sup>th</sup> Street, 95206 (209) 933-7190		<ul style="list-style-type: none"> <li>&gt; Career and Technical Education</li> <li>&gt; Environmental Management</li> <li>&gt; Environmental Technology</li> <li>&gt; Project Based - Learning</li> <li>&gt; Communication Technology</li> <li>&gt; Geographic Info. Systems (GIS)</li> </ul>
<b>Pacific Law Academy (PLA)</b> 1621 Brookside Rd, 95207 (209) 933-7475		<ul style="list-style-type: none"> <li>&gt; College Prep/UOP Partnership</li> <li>&gt; Academic Success Program</li> <li>&gt; Athletics available at AA Stagg HS</li> </ul>
<b>Stockton Early College</b> 349 E. Vine St, 95202 (209) 933-7370		<ul style="list-style-type: none"> <li>&gt; SJDC Partnership</li> <li>- Earn College units</li> </ul>
<b>School for Adults (SFA)</b> 1425 Pacific Ave, 95204 (209) 933-7455		<ul style="list-style-type: none"> <li>&gt; Adult Education</li> <li>&gt; GED Certificate</li> <li>&gt; Career Technical Education</li> <li>&gt; Office Systems &amp; Technologies</li> <li>&gt; Medical Office</li> <li>&gt; Accounting</li> </ul>
<b>Stockton High School</b> 22 S. Van Buren St, 95203 (209) 933-7455		<ul style="list-style-type: none"> <li>&gt; Independent Study Program</li> <li>&gt; Independent Study Program for accelerated credit recovery</li> </ul>
<b>Charles M. Weber Institute of Science and Applied Technology</b> 302 W. Weber Ave, 95203 (209) 933-7330		<ul style="list-style-type: none"> <li>&gt; Health</li> <li>&gt; Certified Nursing Assistant Program</li> <li>&gt; Technology</li> <li>&gt; California Partnership Academy</li> <li>&gt; Transportation and Alternative Energy</li> <li>&gt; California Partnership Academy - Green Energy</li> <li>&gt; Internships, Community Services, Industry Certifications,</li> <li>&gt; Articulated Courses with SJDC</li> </ul>



# Preparing for College & Career

## District Course Information

There are several courses to challenge students and help students earn college units while in high school. Stockton Unified offers the following ways to acquire college credits; students should check with their counselor to see what is available at their school site:

### Honors Courses

Honors courses are in-depth college preparatory courses that challenge students to achieve higher academic standards. Effective March 2003, Senate Bill 801 allows for a school district, when calculating a pupil's local grade point average, to assign extra grade weighting to an honors course that covers a subject required for admission to the University of California (UC) or the California State University (CSU). However, the UC and CSU only accord honors status or weighted grades to approved courses.

### Advanced Placement:

Advanced Placement (AP) courses are college-level courses designed to prepare students to take the Advanced Placement tests administered in May. Effective March 2003, Senate Bill 801 allows for a school district, when calculating a pupil's local grade point average, to assign extra grade weighting to an honors course that covers a subject required for admission to the University of California or the California State University. However, the University of California and California State University only accord honors status or weighted grades to approved courses. Students may earn up to four years (eight semesters) of honors points of which a maximum of two years (four semesters) of extra honors points can be earned in grade 10. Grades of D or F are not assigned an extra point.

The District does not allow the arbitrary, capricious, or discriminatory placement of students in Honors and/or AP courses. Students should expect to do more qualitatively differentiated course work. All students may enroll in Honors and AP courses if they meet course prerequisites. Honors courses may or may not receive Honors credit for admission to colleges and universities. AP courses carry UC/CSU honors credit. AP and Honors courses may or may not be on your school's UC/CSU "a-g" recommending list for college entrance. Check the list of UC approved courses for your high school, including courses approved for Honors and AP credit, on the UC Doorways website at <https://doorways.ucop.edu/list/app/home/>.

**International Baccalaureate:** The IB Diploma Programme (DP) uses both internally and externally assessed components to assess student performance. If passed with a designated score, students qualify to earn college credits at many colleges and universities. For more information, visit

<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>

### Career and Technical Education

**(CTE):** Career and Technical Education is a program of study that involves multi-year sequences of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with pathway to post-secondary education and career. Refer to the CTE section in this planning guide for more information.

### Special Education Program (SPED):

Special Education programs are available for eligible students with current Individual Education Program (IEP). Refer to the SPED section in this planning guide for more information.

**Dual Enrollment:** Delta College and University of the Pacific offer college courses on campus at several of our high schools. Students earn college credits during their regular school day at no cost. These courses are taught by the college professors (Delta and University of Pacific), using college coursework and materials on the high school campus. For more information, visit

<https://www.deltacollege.edu/admissions-records-registration/apply-delta-college/pre-college>

**Concurrent Enrollment:** High school students can enroll in the College Early Start program at Delta College and take college courses on their own. Delta College fees and requirements (application and assessment) apply. For more information, visit <https://www.deltacollege.edu/admissions-records-registration/apply-delta-college/pre-college>

# Preparing for College & Career

**Articulated Courses:** Stockton Unified also offers several courses that are taught by Stockton Unified teachers and have been approved by Delta College as “Articulated Courses.” Through a special articulated course agreement, San Joaquin Delta College currently recognizes and awards college units for Career and Technical Education courses offered throughout Stockton Unified School District. To receive the college credits, students must pass the course with the required grade. In the Spring of their senior year, students must then file an application for admission to San Joaquin Delta College and then file an Application for College Credit AND submit Official/Sealed updated transcripts from your High School/Secondary School to the Delta College Admission and Records Office. For more information regarding how to obtain college credits, visit <https://www.deltacollege.edu/dept/articulation/howtoclaim.html>.

## District Graduation Ceremony & Diploma

Students shall receive a diploma of graduation from high school and may participate in a graduation ceremony only after meeting the District Graduation Requirements and passing Algebra I. An individual with exceptional needs who meets the criteria for a certificate document shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age without disabilities would be eligible to participate. Per Education Code 56391, the right to participate in graduation ceremonies does not equate to a certificate of document (as described in Education Code 56390) with a regular high school diploma.

### Board Policy 6146.4 – Students with Exceptional Needs and IEPs

The Individualized Education Program (IEP) team shall determine the appropriate standards & assessments, as well as the recommended accommodations that may be required for students with disabilities. Student with disabilities may be awarded a high school diploma upon satisfactory completion of the course of study at competency level, including Algebra I.

Having rigorous graduation requirements for all students that match university admission expectations better prepares graduates for more opportunities. Therefore, Board Policy 6146.1 is being implemented to increase graduation expectations and to align high school graduation to the University of California’s A-G requirements. The rigorous graduation requirements will be phased in with each graduating class beginning with the class of 2022.

# Preparing for College & Career

## District Graduation Requirements for the Class of 2024

Students shall receive a diploma of graduation from high school and may participate in a graduation ceremony only after meeting the District Graduation Requirements and passing Algebra I. An individual with exceptional needs who meets the criteria for a certificate document shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age without disabilities would be eligible to participate. Per Education Code 56391, the right to participate in graduation ceremonies does not equate to a certificate of document (as described in Education Code 56660) with a regular high school diploma.

Category	Subject Area	SUSD Graduation Requirements	TO Be UC/CSU Eligible UC/CSU A-G Requirements: (Grade of C or better) See UC Doorways for approved list <a href="https://doorways.ucop.edu/list/app/home/">https://doorways.ucop.edu/list/app/home/</a>
<b>A</b>	<b>History-Social Science</b>	<b>30 credits/3 years</b> (minimum) (World History-10 credits; US History-10 credits; American Government-5 credits; Economics-5 credits)	<b>20 credits/2 years</b> (Two years to include one year World History; one year US History; one half-year US History and one half-year Civic or Government)
<b>B</b>	<b>English</b>	<b>40 credits/4 years</b> (minimum)	<b>40 credits/4 years</b>
<b>C</b>	<b>Math</b>	<b>20 credits/2 years</b> (minimum) (Includes passing Algebra I)	<b>30 credits/3 years</b> (4 years recommended)
<b>D</b>	<b>Science</b>	<b>20 credits/2 years</b> (minimum) Required: Biological science-10 credits Physical science-10 credits	<b>20 credits/2 years</b> One year biological science; One year physical science (3 years recommended)
<b>E</b>	<b>World Languages or Language Other Than English (LOTE)</b>	<b>10 credits/1 year</b> (minimum of 10 credits/1 year from any the LOTE, VAPA, or CTE category)	<b>20 credits/2 years of the same language</b> (3 years of same language recommended)
<b>F</b>	<b>Arts</b>		<b>10 credits/1 year</b> One year from a single area
	<b>Career Technical Education (CTE)</b>		
<b>G</b>	<b>College Preparatory Electives</b>		<b>10 credits/1 year</b> One year of college prep Electives
	<b>Physical Education</b>	<b>20 credits/2 years</b> (minimum)	
	<b>General Electives</b> (Can be from any category above)	<b>70 credits</b> (Can include 10 credits/1 year from the College Preparatory Electives category)	
		<b>210 Credits</b>	

## Preparing for College & Career: Yearly Tasks

<b>Freshman</b>	<ul style="list-style-type: none"> <li>• Meet with your counselor to discuss your goals.</li> <li>• Make sure you are enrolled in College Prep courses.</li> <li>• Start a college search to find out required courses and tests of colleges you might want to attend.</li> <li>• Start a calendar with important dates and deadlines.</li> <li>• Get involved in extracurricular activities.</li> <li>• Attend college fairs.</li> <li>• Learn about college costs and how financial aid works.</li> <li>• Explore colleges on line and visit colleges while they are in session.</li> <li>• Sign up for Advanced Placement (AP) courses for the 10th grade.</li> <li>• Create a college file to save: report cards, certificates, a list of honors and awards, a list of school and community activities, a list of offices you hold, and a list of both paid and volunteer jobs.</li> </ul>
<b>Sophomore</b>	<ul style="list-style-type: none"> <li>• Review your goals with your counselor.</li> <li>• Ensure you are enrolled in College Prep and AP courses.</li> <li>• Enroll in Electives classes that align with your career goals.</li> <li>• Sign up to take the PSAT in October.</li> <li>• Continue your college search to find out the required courses and tests of colleges you might be interested in attending.</li> <li>• Continue your calendar with important dates and deadlines.</li> <li>• Stay involved in extracurricular activities. Attend college fairs.</li> <li>• Continue to research college costs and financial aid.</li> <li>• Start preparing to take the SAT test. Visit colleges while they are in session.</li> <li>• Sign up for the AP courses for the 11<sup>th</sup> grade.</li> <li>• Update your college file.</li> <li>• Consider enrolling in Career and Technical Education classes that earn college credit.</li> </ul>
<b>Junior</b>	<ul style="list-style-type: none"> <li>• Discuss your post-secondary plans with your counselor and continue to take College Prep and AP and CTE courses.</li> <li>• Enroll in Electives classes that align with your career goals.</li> <li>• Sign up early to take the PSAT in October.</li> <li>• Continue your college search and begin researching majors and careers.</li> <li>• Plan to take the SAT or ACT in the spring.</li> <li>• (If you have taken the PSAT you may use the access code on your score report to sign in to College Board's "My College QuickStart," or Khan Academy to use the personalized planning kit to prepare for the SAT.)</li> <li>• Continue to prepare for the SAT. Study using websites and apps to help you with the questions that are hard for you.</li> <li>• Explore career options in the College and Career Center and online.</li> <li>• Prepare for and take the AP Exams to receive credit or placement at most colleges.</li> <li>• Plan your senior year class schedule with your counselor.</li> <li>• Update your college file. Consider enrolling in Career and Technical Education classes.</li> </ul>
<b>Senior</b>	<ul style="list-style-type: none"> <li>• In August and September, narrow your list of colleges and get applications and financial aid information from each.</li> <li>• Enroll in Electives classes that align with your career goals.</li> <li>• Update your college file.</li> <li>• Mark your calendar with test dates, fees, application due dates, financial aid application deadlines and scholarship deadlines.</li> <li>• Register for the SAT and/or ACT. Take by December.</li> <li>• Ask for letters of recommendations to send with applications.</li> <li>• Write application essays and ask teachers, parents and friends to edit.</li> <li>• File your UC and CSU applications by November 30<sup>th</sup>.</li> <li>• Search for scholarships and ask your counselor about local and state funding sources.</li> <li>• Submit your FAFSA as early as October 1.</li> <li>• May 1: You must choose your college by this date and inform colleges of your acceptance or rejection of offers of admission or financial aid.</li> <li>• Prepare for and take the AP Exams to receive credit or placement at most colleges.</li> <li>• Spring- Apply to Community College and take assessments.</li> </ul>



# Preparing for College & Career

## Sample Four Year Plan

The purpose of this four-year plan is to assist with student's long-range goals. A meeting with student's school counselor each year will assure that he/she is meeting all of the graduation requirements for high school while working toward these goals.

Postsecondary Goal: \_\_\_\_\_ 4 year college/university \_\_\_\_\_ Vocational/trade school \_\_\_\_\_ Military  
 \_\_\_\_\_ 2 year community college \_\_\_\_\_ 2 year community/4 year transfer \_\_\_\_\_ Other  
 College Major \_\_\_\_\_ Career Goal \_\_\_\_\_

1. Write in grades for the courses you have passed, as well as additional courses taken but not listed on this form.
2. Write in the courses you plan to take in the future.
3. List any counselor-approved or college courses you have completed.
4. Check-off the Graduation Requirements as you complete them.

### GRADUATION REQUIREMENT

\_\_\_\_\_Algebra

9th Grade	Grade/ Credits	10th Grade	Grade/ Credits	11th Grade	Grade / Credit	12th Grade	Grade/ Credits
		World History		*U. S. History		Govern /Econ.	
*English I		*English II		*English III		*English IV	
*Algebra I or *Geometry		*Geometry or *Algebra II		*Algebra II or **Math		**Math	
*NGSS Biology or *Physics in the Universe		*Physics in the Universe or*Chemistry		**Lab Science			
Physical Education I							
*Arts		*Arts		*Arts or CTE		PE	
*World Languages		*World Languages		*World Languages		CTE	
<b>Total Credits</b>		<b>Total Credits</b>		<b>Total Credits</b>		<b>Total Credits</b>	

\*Asterisked courses are required for UC admission. \*\*SUSD strongly recommends a third year of math and science. Colleges and Universities, including Delta College, recommend 4 years of high school math.

### COLLEGE ENTRANCE EXAMS

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
PSAT (October)	PSAT (October)	PSAT (October)	SAT I (Sept.-Dec.)
		SAT I (May or June)	SAT II (Oct.- Nov.)
		SAT II (Spring)	ACT ((Sept.-Dec.)
		ACT (May or June)	College Placement Assessments
		EAP (with state testing)	

## Standardized Tests

Below are information for the various standardized tests:

### **California Assessment of Student Performance & Progress (CAASPP) & CSU Early Assessment Program (EAP)**

The California Assessment of Student Performance and Progress (CAASPP) is designed to give information to teachers, students, and their families about what students know and are able to do and whether they are on track to be ready for success in college or a career when they graduate from high school. In the spring of their junior year, students take two CAASPP assessments, one in English/Language Arts and the other in Mathematics.

CAASPP results provide one measure of how well students are mastering California's challenging academic standards. The skills called for by these standards—the ability to write clearly, think critically, and solve problems—are critical for preparing students for college and a 21st-Century career. Together with report cards and other information, test results indicate whether students are on track to succeed in higher grades and are ready for college and career. For students in grade eleven, these results are used by some colleges in California to decide how ready students are for college-level classes. Visit the CAASPP website for more information: <https://www.caaspp.org/>

The EAP is now embedded in the SBAC. Grade 11 students will receive feedback regarding their preparedness for college.

### **California High School Proficiency Exam (CHSPE)**

A student can earn the legal equivalent of a California high school diploma by proving proficiency in basic skills through the California High School Proficiency Examination (CHSPE). Passing the CHSPE does not exempt a student from attending school unless the student is 16 years old or older and has verified parental permission to leave school early. Many students who pass the CHSPE continue to attend high school. Visit the CHSPE link for more information: <https://www.cde.ca.gov/ta/tg/sp/>

### **PSAT/NMSQT Test**

Test (PSAT/NMSQT) is a standardized test that provides practice for the SAT. It also gives student a chance to enter National Merit Scholarship Corporation scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. Students can take the PSAT/NMSQT in 10<sup>th</sup> or 11<sup>th</sup> grade to be better prepared for the SAT which can be taken in the 11<sup>th</sup> and 12<sup>th</sup> grade. Fee waivers are available for students. For more information, visit <http://www.collegeboard.com/student/testing/psat/about.html>

### **SAT SUBJECT Test**

Subject Tests are hour-long, Contents-based tests that allow students to showcase achievement in specific subject areas where they excel. These are the **only** national admission tests where **students** choose the tests that best showcase their achievements and interests. Some colleges use Subject Tests to place students into the appropriate college courses. Based on their performance on the test(s), students could potentially fulfill basic requirements or receive credit for introductory-level college courses. There are 20 SAT Subject Tests in five general subject areas: English, history, languages, mathematics and science.

For more information, visit <http://sat.collegeboard.org/about-tests/sat-subject-tests>

### **SAT REASONING Test**

The SAT is a globally recognized college admission test that shows colleges what the student knows and how well the student can apply that knowledge. It assesses the student's knowledge of reading, writing and math. Most students take the SAT during their junior & senior year of high school. Register for the SAT at <https://satsuite.collegeboard.org/sat>

### **ACT**

The American College Testing (ACT) consists of four subject tests: English, math, reading comprehension, and scientific reasoning. It is three hours long and consists of multiple-choice questions that test knowledge in the four subject tests. The ACT Plus Writing test may also be required for admission to some colleges. All colleges accept ACT scores in lieu of the SAT I. Students who receive low scores in the SAT I might consider taking the ACT if they believe they could do better in an achievement-type test. Students can register for the ACT at [www.actstudent.org](http://www.actstudent.org)

### **ASVAB**

The **Armed Services Vocational Aptitude Battery (ASVAB)** is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide by the Department of Defense. Students are assessed in four critical areas -- Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge. Students' scores count towards their Armed Forces Qualifying Test (AFQT). The AFQT score determines whether a student qualifies to enlist in the U.S. military. Scores in the other areas of the ASVAB also determine how qualified students are for certain military occupational specialties and Enlistment Bonuses. For more information about the ASVAB test, visit the website <http://www.military.com/join-armed-forces/asvab>

## Advanced Placement (AP) Exams

Students who take the Advanced Placement (AP) exams can earn credit and/or placement at most colleges and universities in the U.S. as well as colleges and universities in more than 40 countries around the world. Students can earn up to a full year of college credit (sophomore standing) through a sufficient number of qualifying AP Exam grades. Individual colleges and universities, not the College Board or the AP Program, grant course credit and placement for students who have received an AP score of 3 or better. Because it varies from school to school, students should obtain a college's AP policy in writing. You can find more information by visiting its Website at <http://apcentral.collegeboard.com/home>

## International Baccalaureate (IB) Exams

The International Baccalaureate (IB) program is offered only at Benjamin Franklin High School in Stockton Unified School District. Students must have participated in a specific IB course to test in that subject. A student pursuing the full IB Diploma will take six IB exams (one literature, one foreign language, one social science, one experimental science, one math, and one arts course). These exams are taken at different levels in the student's 4 years in high school. Most colleges and universities recognize students with IB Diploma as having outstanding preparation for university work and may offer scholarships and even college credits. For more information, visit <http://www.ibo.org/>

## Registering for Test

Information bulletins with registration forms for tests are available in the Counseling Office or Career Center. Students should consult the bulletins for detailed information regarding application procedures and testing dates. Students typically can register by mail, by phone, or on-line. It is recommended that students plan carefully to complete their testing by their college application deadlines, which can be as early as October of their senior year.

ACT/SAT school codes are:

School Name	School Code
Cesar Chavez High School	053966
Thomas Edison High School	053420
Benjamin Franklin High School	053425
Health Careers Academy	054631
Jane Frederick High School	053439
Edward C. Merlo Institute of Environmental Technology	054210

Pacific Law Academy	053952
School for Adults	N/A
Stockton Early College Academy	054411
Stockton High School	054449
Amos Alonzo Stagg High School	053442
Charles M. Weber Institute of Sciences and Applied	053579

## NCAA Requirements for College/University Bound Freshman Athletes

All high school athletes interested in participating in Division I or Division II athletics in college must register with the National Collegiate Athletic Association (NCAA) upon completion of their junior year in high school. The minimum NCAA eligibility requirements are as follows:

- 1) Graduate from high school
- 2) Earn a 2.3 Grade Point Average (GPA) for Division I and 2.2 GPA for Division II
- 3) Take and achieve an appropriate score on the SAT or ACT (based on student's GPA)

The following are the course requirements for NCAA:

Division I
<a href="http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf">http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf</a>
16 core courses
• 4 years of English
• 3 years of math (Algebra I or higher)
• 2 years of science
• 1 additional course in English, math, or science
• 2 years of social science
• 4 additional academic courses

Division II
<a href="http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf">http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf</a>
16 Core Courses
• 3 years of English
• 2 years of math (Algebra I or higher)
• 2 years of science
• 3 additional courses in English, math, or science
• 2 years of social science
• 4 additional academic courses

For information on Division I and Division II initial eligibility requirements and current changes, please go to [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). Student athletes should contact their coach, athletic director, or Counselor for specific information regarding courses accepted and examinations for eligibility.

## Choosing Colleges & Universities

There are many colleges and universities around the country that offer a wide range of programs and choices. Below are quick descriptions for each type of educational institution:

### 2-Year Community Colleges

Two-year institutions offer programs that last up to two years that lead to a certificate or associate degree or transferrable credits. These include community colleges, vocational-technical colleges and career colleges. San Joaquin Delta College is the local community college that serves Stockton Unified students. See your counselor and the *San Joaquin Delta College Catalog* for placement and enrollment information.

### 4-Year Colleges & Universities

Four-year institutions' programs lead to a Bachelor's, Master's, and Doctoral Degree. California has 9 UC campuses:



Additionally, there are 23 CSU Campuses that grant Bachelor's, Master's, and Doctoral degrees.



### Private & Out-of-state Colleges & Universities

There are many excellent private institutions that SUSD graduates may attend and admission requirements vary. The course requirements for the University of California will usually meet the admission requirements for private colleges and universities.

Some universities and colleges, such as the University of California, require students to take all of the courses identified in the college preparatory prescribed list of courses, while other universities and colleges indicate that they would like students to take as many of the prescribed courses as possible. Still other universities and colleges, such as highly selective private universities and colleges, suggest that students take all of these courses in addition to other advanced classes in other subject areas.

Students must complete all coursework with a minimum grade of C. Students are strongly encouraged to obtain information about specific requirements they must complete in order to be accepted into the university or college of their choice.



## Colleges & Universities Info

California has a three-tiered system of state-financed universities and colleges. Following is an explanation of California's public higher education network and private/out-of-state colleges/universities.

Community Colleges (CC)	California State University (CSU)	University of California (UC)	Private/Out-of-state Colleges/Universities
Accepts <b>100%</b> of high school students statewide	Generally accept the <b>top 33%</b> of high school students statewide	Generally accept the <b>top 9%</b> of high school students statewide	Generally accept high school graduates and community college transfers.
<b>Background:</b> Colleges offer a wide range of academic and vocational programs leading to an occupational certificate, a two-year associate of arts degree, or a transfer program.	<b>Background:</b> The CSU system emphasizes undergraduate education, leading to bachelor's master's, and a limited number of doctoral degrees.	<b>Background:</b> The UC system combines the education of undergraduates with a strong emphasis on graduate programs and world-class research in the sciences and humanities.	<b>Background:</b> Hundreds of colleges and universities around the country offer a wide range of programs and choices.
Over <b>2.4 million</b> students	Over <b>437,000</b> students	Over <b>222,000</b> students	Roughly <b>19 million</b> students
<b>114</b> campuses	<b>23</b> campuses	<b>9</b> Campuses	<b>77</b> Private campuses in CA Roughly <b>6,000</b> campuses in US
<b>Costs:</b> A unit or credit costs \$46 plus \$3,500 for books, fees, and transportation. This does not include any living expenses.  Approximately <b>\$4,190/year</b>	<b>Costs:</b> Approximately \$7,980 in fees and tuition. An additional \$20,010 for room, board, books, and transportation.  Approximately <b>\$28,000/year</b>	<b>Costs:</b> Approximately \$13,900 in fees and tuition. An additional \$20,800 for room, board, books, and transportation.  Approximately <b>\$34,700/year</b>	<b>Costs:</b> Private generally cost more than public colleges and universities. Out-of-state institutions' costs will also vary. Contact the school of choice for more information.
<b>Entrance Requirements:</b> These colleges are open to all California residents, including those without a high school diploma. A California resident may attend a community college anywhere in the state.	<b>Entrance Requirements:</b> A high school seniors must be in the top third academically statewide and have taken 15 required high school courses. Students should take SAT or ACT tests.	<b>Entrance Requirements:</b> A high school seniors must be in the top nine percent academically statewide and have completed 15 prescribed high school courses. Must take the ACT Plus Writing or SAT Reasoning Test with Writing.	<b>Entrance Requirements:</b> May be on par with CA institutes.
<b>Campus Locations</b> <a href="#">CCC Campuses</a>  55 of the campuses are in Southern California 54 of the campuses are in Central and Northern California	<b>Campus Locations</b> <a href="#">CSU Campuses</a> Bakersfield, Channel Islands, Chico, Dominguez Hills, Fresno, Fullerton, East Bay, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus	<b>Campus Locations</b> <a href="#">UC Campuses</a> Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz, San Francisco specializes in upper-division and graduate health sciences.	<b>Campus Locations</b>  <a href="#">Find out more about California's Private Colleges and Universities</a>

# Class of 2024- Important Dates & Information for Seniors



Plan time during October and November breaks to work on college applications and scholarship application packet.

## University of California (UC)

- Apply online at [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)
  - Applications open Oct. 1 (submit as early as Nov. 1)
  - **UC Applications Due November 30, 2023**
  - You will need:
    - ACT with Writing or SAT by December
    - Some majors recommend SAT Subject Tests
    - Personal Statement
    - Fee – \$70 per campus (Application for fee waiver available on line for up to 4 applications)
    - CSIS ID # (State ID # listed on transcript)
- UC approved courses at <https://doorways.ucop.edu/list/>

## Cal State Universities (CSU)

- Apply online at <https://www2.calstate.edu/apply>
- Start applying October 1 - November 30<sup>th</sup>
- **CSU Applications Due November 30, 2023**
- You will need:
  - ACT or SAT by December
  - Application
  - Fee - \$55 per campus (Application for fee waiver available on line for up to 4 applications)
  - Spring placement tests if not exempt (Fee \$55)

## University of the Pacific

- [www.pacific.edu](http://www.pacific.edu)
- Application can be found online after Sept. 1 or apply on the Common App (for private colleges)
- **Final UOP Application due date is Jan. 15, 2024. Some impacted majors have earlier deadlines (as early as Nov. 15)**
- You will need:
  - ACT or SAT by December
  - Application fee - \$35
  - Personal Statement recommended
  - Letter of Academic Recommendation recommended (give at least 2 weeks notice)

## Delta College

[www.deltacollege.edu](http://www.deltacollege.edu)

- **Apply online in February-March for admission**
  - Get EAP test results or take Placement Assessments
- Participate in Group Advising at Delta to register for classes

Ask your counselor and/or teacher to read your personal statement. Have at least 2 people read and give you feedback. Write about challenges you have overcome, how you are stronger, what you learned, and why/how you will succeed in college.



## Scholarships

- The Local Scholarship Application is posted online at [www.stocktonusd.net](http://www.stocktonusd.net) under the Families Tab - "For Students"
- The Scholarship application will be posted before the catalog. Don't wait for the catalog. Complete the application early and turn in the packet to your counselor. When the catalog comes out talk to your counselor to review scholarships you qualify for and update your application packet as needed.
- **Turn in a completed scholarship application packet to your school counselor by Jan. 31, 2024**

### Financial Aid Steps

1. Complete the FAFSA.
2. Check your e-mail for the Student Aid Report Make corrections, sign and return the SAR.
3. Review Financial Aid packages from colleges.



## College Financial Aid - FAFSA

Apply online at <http://www.fafsa.ed.gov/index.htm>

- Can begin as early as October 2023
- You will need copies of your family's 2022 taxes
- Students will need to check that their GPA was received and matched to their FAFSA by logging into Webgrants at <https://mygrantinfo.csac.ca.gov>
- Attend Cash for College Nights at Comprehensive High Schools in the Fall to get help with FAFSA
- Bilingual Financial Aid Fair at UOP TBD
- **FAFSA due by March 2, 2024**

## SAT Test - English, Math, and Writing

- Register online at [www.sat.org](http://www.sat.org)
- Cost=\$47.50 no essay; Fee waivers available – ask your counselor.
- SAT Subject tests offered on same dates listed below. Cost: \$64.50 with essay per test – waiver available
- Send results directly to colleges, 4 included in cost.
- **Fall test dates for Seniors:**  
**October 7, November 4, and December 2**



Go online for practice tests and study guides or download apps to help you study for the SAT and ACT. Take both the SAT and ACT to be competitive for admission.

## ACT Test -English, Math, Science, Reading

- Register online at [www.actstudent.org](http://www.actstudent.org)
- Take ACT with Writing to keep your options open.
- Cost = \$46 Fee waivers available – ask your counselor.
- Send results directly to colleges, 4 included in cost.
- **Fall test dates for Seniors:**  
**September 9, October 28, and December 9**

## Applying for Financial Aid

To apply for financial aid, students will need to complete the Free Application for Federal Student Aid (FAFSA) and the Cal Grant GPA Verification Form between October 1<sup>st</sup> and March 2<sup>nd</sup>.

The FAFSA is free and required by all colleges. Financial aid is awarded based on merit (academic achievement), financial need, or a combination of both. Many colleges will use information on the FAFSA to determine financial eligibility. Financial aid from colleges is usually awarded as:

- A grant—this is a gift and does not need to be paid back
- A student loan—this must be repaid by the student at a later date
- Work-study—this is an opportunity to work for pay for a specific number of hours per week on campus.

Seniors file on online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students and parents must first apply for a pin number because they will need a PIN to electronically sign their FAFSA upon completion. The FAFSA opens on October 1<sup>st</sup> and must be filed by March 2<sup>nd</sup>.

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## Undocumented/Dream Act

The CA Dream Act application allows students interested in attending eligible California colleges, universities, and career education programs to apply for state financial aid.

Visit the Dream Act website for more information:

<https://dream.csac.ca.gov/landing>

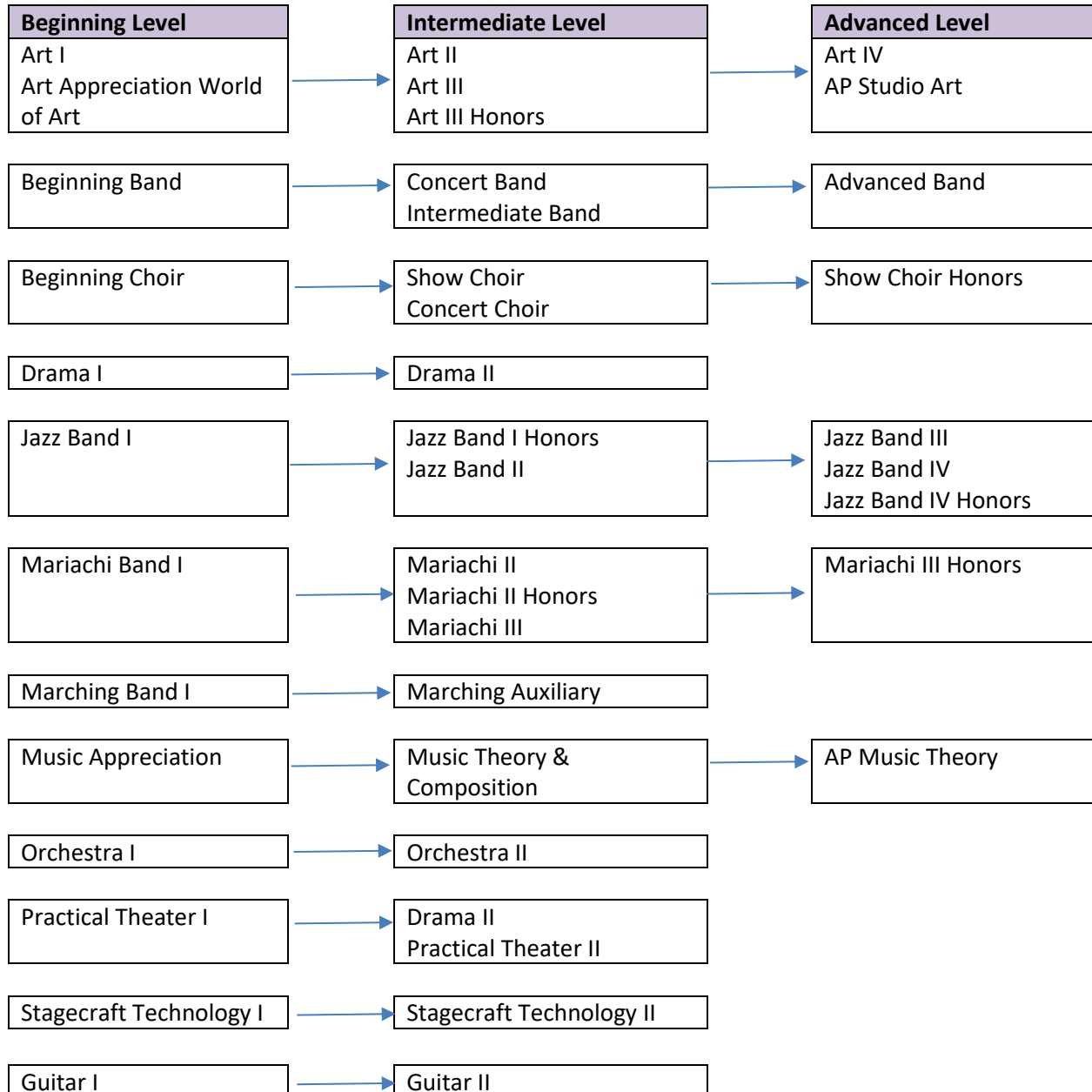
## Scholarships

Scholarships are free money to help pay for college. Many families rely on scholarships and grants to cover parts of their college costs. Scholarships can come from a school, professional groups, religious groups, community organizations, nonprofits, social organizations, and more. Scholarships can be based on academic achievement, specific talent, gender, ethnicity, religion, where parents work, chosen major, or other specific characteristics. The amount varies. Apply for more scholarships increases student's chances of winning one. Student should seek the advice of their counselor for more information.

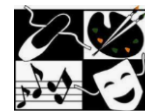


## ARTS FLOW CHART

The Arts curriculum provides a balanced and rigorous program based on California Visual and Performing Arts Contents Standards. Ten (10) credits of Arts courses fulfill the District's Arts graduation requirement.



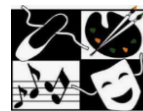




## UC/CSU and NCAA Accepted ARTS Courses

Students who plan to attend UC/CSU institutions need to have 1 year of UC/CSU accepted English Courses.

	Grad Requirements	Audition Required	CSU/UC	NCAA
Advanced Band	Wld Lang/Arts/CTE	✓	F	
AP 2-D Art & Design	Wld Lang/Arts/CTE		F	
Art I	Wld Lang/Arts/CTE		F	
Art II	Wld Lang/Arts/CTE		F	
Art II Honors	Wld Lang/Arts/CTE		F	
Art III	Wld Lang/Arts/CTE		F	
Art III Honors	Wld Lang/Arts/CTE		F	
Beginning Band	Wld Lang/Arts/CTE		F	
Beginning Choir	Wld Lang/Arts/CTE		F	
Ceramics I	Wld Lang/Arts/CTE		F	
Ceramics II	Wld Lang/Arts/CTE		F	
Concert Choir	Wld Lang/Arts/CTE	✓	F	
Costume Design Technology	Wld Lang/Arts/CTE		F	
Dance I	Wld Lang/Arts/CTE		F	
Dance II	Wld Lang/Arts/CTE	✓	F	
Dance III	Wld Lang/Arts/CTE	✓	F	
Dance IV	Wld Lang/Arts/CTE	✓	F	
Drama I	Wld Lang/Arts/CTE		F	
Drama II	Wld Lang/Arts/CTE	✓	F	
Drama for Production	Wld Lang/Arts/CTE	✓	F	
Graphic Art and Illustration	Wld Lang/Arts/CTE		F	
Guitar I	Wld Lang/Arts/CTE		F	
Guitar II	Wld Lang/Arts/CTE	✓	F	
Intermediate Band	Wld Lang/Arts/CTE	✓	F	
Jazz Band I	Wld Lang/Arts/CTE		F	
Jazz Band II	Wld Lang/Arts/CTE	✓	F	
Jazz Band II Honors	Wld Lang/Arts/CTE	✓	F	
Jazz Band III	Wld Lang/Arts/CTE	✓	F	
Jazz Band IV	Wld Lang/Arts/CTE	✓	F	
Jazz Band IV Honors	Wld Lang/Arts/CTE	✓	F	
Marching Auxiliary	Wld Lang/Arts/CTE	✓	F	
Marching Band	Wld Lang/Arts/CTE	✓	F	
Mariachi I	Wld Lang/Arts/CTE	✓	F	
Mariachi II	Wld Lang/Arts/CTE	✓	F	
Music Appreciation	Wld Lang/Arts/CTE		F	
Orchestra I	Wld Lang/Arts/CTE		F	
Orchestra II	Wld Lang/Arts/CTE	✓	F	
Piano	Wld Lang/Arts/CTE		F	
Show Choir	Wld Lang/Arts/CTE		F	
Show Choir Honors	Wld Lang/Arts/CTE	✓	F	
Stagecraft Technology I	Wld Lang/Arts/CTE		F	
Independent Study, Arts	Wld Lang/Arts/CTE			
Independent Study, Music	Wld Lang/Arts/CTE			



## Advanced Band

**Course #:** 252200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 9-12

**Description:** This advanced band course includes participation in marching band. The band represents the school in public performances and competitions. Advanced performance techniques are emphasized. Serious band literature is selected from a variety of periods of music history.

## AP 2-D Art & Design

**Course #:** 626500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Previous art course(s) taken.

**Grade Level (s):** 1-12

**Description:** Advanced Placement Studio Art 2D Design is a year-long, rigorous experience designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition and execution of their ideas. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation in early May. In building their portfolios students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving and ideation. Students develop work for the three sections of the AP Art Portfolio: Breadth, Concentration and Quality. Teachers have the flexibility to design their own syllabus taking into account the AP requirements in the course content.

## Art I

**Course #:** 262000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course covers the basic principles of art. An introduction to drawing, painting, design, printmaking, and sculpture will be taught. Students will be able to demonstrate artistic perception, creative expression, and understanding of the historical and cultural dimensions of the visual arts, make aesthetic value judgments, and be able to form connections, relationships, and applications to other subjects.

## Art II

**Course #:** 262100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 10-12

**Description:** This intermediate level course in drawing, painting, design, printmaking and sculpture builds on the skills learned in Art I and stresses rendering skills and completion of finished works for presentation.

## Art II Honors

**Course #:** 262110

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 10-12

**Description:** This comprehensive intermediate level course continues to refine the student's skills acquired in Art I. Artistic perception, creative expression, historical and cultural aspects, criticism and connections are covered. Students demonstrate an understanding of art theory and historical context through reading, writing, and oral assignments.

## Art III

**Course #:** 262200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Art II

**Grade Level (s):** 10-12

**Description:** This comprehensive advanced course continues refining the students' skills acquired in Art II. Artistic perception, creative expression, historical and cultural aspects, criticism and connections are covered. Students demonstrate an understanding of art theory and historical contexts through reading, writing, and oral assignments. Students keep a portfolio of their work.

## Art III Honors

**Course #:** 262210

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Art II

**Grade Level (s):** 10-12

**Description:** This comprehensive advanced course continues refining students' skills acquired in Art II. Artistic perception, creative expression, historical and cultural aspects, criticism and connections are covered. Students demonstrate an understanding of art theory and historical context through reading, writing, and oral assignments.

## Beginning Band

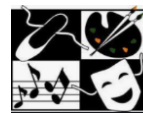
**Course #:** 252000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 9-12

**Description:** This is an introductory course which will develop students' musical knowledge and performance skills including playing techniques, music literacy, music theory and work habits. Students will demonstrate their ability to play brass, woodwind, and percussion at a level commensurate with their skills.



## Beginning Choir

**Course #:** 255000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 9-12

**Description** This is a course that explores choral music from a wide variety of cultures and time periods through study and performance. Emphasizes are the basics of vocal technique, sight-reading, music theory, and music history. Students are expected to participate in one evening concert each term as a major part of their grade.

## Ceramics I

**Course #:** 345000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Ceramics is a beginning class that focuses on the history, evolution and process of creating with clay. This course teaches the use of the elements of art and principles of design as applies to 2D and 3D media. Students will learn the properties of clay and how to use it in the design and creation of ceramic works that are both artistic and functional. Techniques will include hand building (pinch, coil, slab) proper use of basic tools, glazes, kiln and throwing on the potter's wheel.

## Ceramics II

**Course #:** 345100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Ceramics I

**Grade Level (s):** 9-12

**Description:** The purpose of this course is to teach Ceramics students to solve advanced problems independently, develop self-discipline and craftsmanship by using wheel work, hand-building techniques, research and professional experience to accomplish goals. Ceramics II is an advanced course in which students may choose to pursue either a hand-building curriculum or a potter's wheel curriculum. Students will work from a outline of assignments sequenced to instruct them on advanced ceramic techniques. They will participate in discussions, demonstrations, outside of class research, essays, and production of ceramic objects. This course will enable students to understand and appreciate artistic expression through writing and discussing material studied. Students will analyze and discuss ceramic forms through group critiques and individual reflections relevant to ceramic concepts as well as the elements of art and principles of design. Students will develop increasingly complex technical vocabulary and language skills to articulate intent and to compare and evaluate ceramic art, past and present. This course satisfies Career Technical Education standards by imparting organized skills and knowledge to plan and complete complex ceramic projects for sale and exhibition. Students will also examine career opportunities in the ceramics industry and/or ceramic arts.

## Concert Choir

**Course #:** 255100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 9-12

**Description:** This course is designed to extend the fundamentals of beginning choir courses and to concentrate more heavily on the artistic and expressive qualities of choral singing. The goal is to develop students' knowledge and skills in music theory, music history, and music performance. Participation at all rehearsals and performances is part of the required contract to be a member of this organization. The group may tour as part of the course Contents.

## Costume Design Technology

**Course #:** 262200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course gives students the beginning drawing and painting skills necessary to design costumes for the theater and primary construction skills including the fundamentals of sewing machine operations, use of patterns, fabric and notions selection and anything else that may be encountered in a Costume Shop. Students will how what they learn in the construction lab and design class applies to a practical production. Students will develop awareness of the history of design and the elements, principles and styles of design as they apply to the visual creation of a dramatic character on stage.

## Dance I

**Course #:** 272000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This is a co-educational dance survey class which cover the basics of modern, jazz, ethnic, musical theater, & ballet dance techniques. Body training is achieved through flexibility & dance combination exercises.

## Dance II

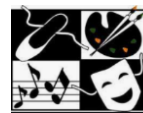
**Course #:** 272100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Dance I

**Grade Level (s):** 9-12

**Description:** This course develop the skills in dance techniques to expand students' knowledge to create, rehearse, and perform their own unique styles and dances. Assignments challenge students to develop their bodies, imaginations and sensitivities. Performance and styles of famous dancers and their companies are studied to enlarge the students' framework of materials.



## Dance III

**Course #:** 272200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Dance II

**Grade Level (s):** 9-12

**Description:** Dance III is a performance based class, designed for students who want to build upon Dance 2 skills and technique while increasing rigor. This class will teach elements of form and technique, improvisation, working with a partner, and show presentation. Students will learn, memorize, and perform choreographed pieces. Students will work on the fundamentals of choreographing their own piece. Emphasis will be placed on proper technique in a variety of dance genres: Tap, Jazz, Ballet, Modern, Lyrical, Contemporary, Jive, Latin, and Hip Hop. The goal of the class is to continue to develop proper dance technique including body alignment, strength, and flexibility.

## Dance IV

**Course #:** 272300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Dance III

**Grade Level (s):** 9-12

**Description:** Dance IV is designed for students who have completed dance 1,2, and 3 who desire to reach a higher level of skill. The class is designed for students to experience advance techniques, careers in dance, multiple genres, improvisational concepts all while improving their own technique, poise, self-confidence, and creative ability. Students will have the opportunity to see performances and respond critically through both writing and discussion. They will maintain a dance notebook to write out professional choreography, teacher taught choreography, along with their own choreography. They will have the chance to teach and demonstrate for peers and showcase their work in the final production. Their journal and showcases will help build their dance portfolio as well as a professional dance resume.

## Drama I

**Course #:** 275000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students demonstrate their knowledge and understanding of the terminology of the theater, the history of drama, and the fundamentals of stage production as they study actual texts. Students demonstrate the techniques of acting through class performances. Students read, see, and respond critically to plays.

## Drama II

**Course #:** 275100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Drama I

**Grade Level (s):** 10-12

**Description:** In this, course students continue learning at more advanced levels and proficiencies the same materials covered in Patterns and Development I. Critical analysis and evaluation become keener and acting texts more challenging. Play reports are required.

## Drama for Production

**Course #:** 275200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Drama I

**Grade Level (s):** 10-12

**Description:** This course is offered to returning Drama students that focuses on themes in directing, and complex theatre production. We will also develop more sophisticated methods of performance, and leading beginning drama students as they learn the fundamentals of theatre. Students will be required to engage in the classroom readings of dramatic work, as well as complete outside reading of texts and plays throughout the year.

## Graphic Art & Illustration

**Course #:** 263100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course introduce students to develop artistic concepts and the basic technical skills necessary for entry level employment in the graphic arts industry, to understand the basic printing process, to develop a sense of graphic design and its applications in the advertising and graphic arts industry, and to emphasize professional standards.

## Guitar I

**Course #:** 257000

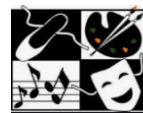
**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 9-12

**Description:** This course is a beginning guitar class. Students will develop skills and musicianship in playing the guitar as well as the ability to read musical notation. Through the study of classical and contemporary music, students will refine finger picking and strumming techniques as well as singing and improvisation.





## Guitar II

**Course #:** 257100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 10-12

**Description:** This course is designed for experienced guitar players who are seeking to build their technical and performance skills, including, but not limited to (1) common chord fingerings, (2) first position scale, (3) barre chord theory, (4) flat picking and (5) locating notes on the full fret board. Students will focus on improving and expanding skills in all areas of playing including right and left hand technique, rhythm and solo and ensemble literature and fret board knowledge. Students will be required to reflect and analyze their own performance as well as reflect and analyze performances of performers from various time periods.

## Intermediate Band

**Course #:** 252100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This full-year course provides an opportunity for instrumentalists to reinforce and remediate their basic instruction and to gain performing experience on a daily basis. In addition to skill development, emphasis is placed on a high standard of musical excellence in the preparation and performance of band literature.

## Jazz Band I

**Course #:** 252800

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 9-12

**Description:** This is the first level of Jazz. Students demonstrate their knowledge and understanding of the concepts and techniques of various styles of jazz and popular music in practice and performance. Public performance is required.

## Jazz Band II

**Course #:** 252900

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 10-12

**Description:** This course is a continuation of the concepts and skills obtained in Jazz Band I. Students demonstrate their knowledge and understanding of the concepts and techniques of various styles of jazz and popular music in practice and performance. Public performance is a required part of the course.

## Jazz Band II Honors

**Course #:** 252910

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 10-12

**Description:** This course is a comprehensive advanced course in jazz music. Students must be able to play their instrument with a high degree of skill. The music will consist of professional level commercial and jazz music. Students will be expected to improvise with skill and to know and understand the harmonic structure of the music that is played. Students will write original composition for this ensemble, be able to sight read, and transpose music at a high degree. This course is a continuation of the concepts and skills obtained in Jazz Band I. Students demonstrate their knowledge and understanding of the concepts and techniques of various styles of jazz and popular music in practice and performance. Public performance is a required part of the course.

## Jazz Band III

**Course #:** 253000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 10-12

**Description:** This course extends on the concepts and skills obtained in Jazz Band II. Students demonstrate their knowledge and understanding of the concepts and techniques of various styles of jazz and popular music in practice and performance. Public performance is a required.

## Jazz Band IV

**Course #:** 253100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 10-12

**Description:** This course extends on the concepts and skills obtained in Jazz Band III. Students demonstrate their knowledge and understanding of the concepts and techniques of various styles of jazz and popular music in practice and performance. Public performance is a required.

## Jazz Band IV Honors

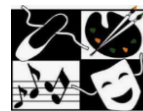
**Course #:** 253110

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 10-12

**Description:** This the first advanced Jazz Band course where students demonstrate their knowledge and understanding of the concepts and techniques of various styles of jazz and popular music in practice and performance. Public performance is a required part of the course.



## Marching Auxilliary

**Course #:** 252400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 9-12

**Description:** This course students will be exposed to and develop knowledge and understanding of basic theory, instrument practice, and technique, both in an ensemble setting and in an individual practice setting. Students will learn both the physical and mental types of marching routines in relation to the style of music.

## Marching Band

**Course #:** 252300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 9-12

**Description:** Marching Band is a participation-based class involving performances at football games, local parades, community events, and state-wide competitions. Students will achieve an advanced level of performance skills on their instruments. Individual instrumental technique growth, group dynamics and introduction to leadership skills will be emphasized. May be repeated for credit.

## Mariachi I

**Course #:** 253200

**Length of time/Credits:** 1 Year/10 Credit

**Prerequisite:** Audition Required

**Grade Level (s):** 9-12

**Description:** This is an introductory course designed to assist students with developing and enhancing professional musicianship skills through the study of music composed expressly for Mariachi Ensembles.

## Mariachi II

**Course #:** 253300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 10-12

**Description:** This is the second course of Mariachi Band which extends what students have learned in Mariachi Band I. Through mariachi music, students learn advanced music skills on the violin, trumpet, vihuela, guitar, or guitarron.

## Music Appreciation

**Course #:** 251300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students explore the music of many cultures and ethnic groups. They develop an understanding of and experience "hands-on" production of this music. Contemporary styles are included.

## Orchestra I

**Course #:** 254000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This performance class plays for musical productions, assemblies, and other school and community functions. An elective variety of standard orchestral literature will be rehearsed and performed. Students will develop individual and group performance skills and the appreciation of music and musicianship. Participation in public performances is required.

## Orchestra II

**Course #:** 254100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This is the second level of Orchestral. This performance class plays for musical productions, assemblies, and other school and community functions. An elective variety of standard orchestral literature will be rehearsed and performed. Students will develop individual and group performance skills and the appreciation of music and musicianship. Participation in public performances is required.

## Piano

**Course #:** 258000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this course, students learn basic musical skills and beginning piano technique by playing major scales, finger exercises, and beginning level piano music. Students study the fundamentals of music theory and ear training skills through activities related to assigned beginning piano pieces. Students are exposed to music history such as the musical eras related to assigned pieces and the history of piano and keyboard development.

## Show Choir

**Course #:** 255200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This is an upper-level performance opportunity offered to experienced music students who are accomplished in vocal performance. Students will perform all forms of choral music, including classics, standard contemporary, popular, rock, and jazz. This group may tour or travel as part of the course Contents.



### Show Choir Honors

**Course #:** 255210

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Audition Required

**Grade Level (s):** 9-12

**Description:** In addition to the description of the non-honors Show Choir, students will engage in intensive study of the styles & historical importance of the musical type performed. Students will complete additional assignments & projects related to course contents.

### Stagecraft Technology I

**Course #:** 277500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** The course builds upon students' prior skills acquired in their Math, English and previous theatre courses and provides real world extensions and practice with these skills. The course requires extensive reading of a variety of genres, both fiction (mostly plays) and nonfiction (including reviews, blueprints, instructional manuals and industry reports) with a consideration of industry, historical and cultural context. Course work builds proficiency in analytical reading and writing of plays and other scripts with respect to determining a theme or central idea and analyzing how an understanding of author's purpose and audience determines the needs of a performances in all areas of theatrical construction and development.

### Independent Study, Arts/Music

**Course #:** See Counselor

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** See counselor

**Grade Level (s):** 9-12

**Description:** Students must follow the guidelines as delineated in the district's Master Agreement for Independent Study, Weekly Assignment Summary, and Independent Study Activity Log.



CTE pathways appeal to a variety of student interests and can be a step to college, career and civic readiness. As pathway completers, students complete all of the following:

- ① Introductory course
- ② Concentrator course
- ③ Completer course

All courses must be in the same pathway for students to be considered a pathway completer. Although it would not affect completer status, students may complete a pre-pathway or post-pathway to gain a more thorough understanding of subject area.

Stockton Unified offers 12 of the 15 Industry Sectors that the state of California has identified. Each sector contains multiple career pathways in which to develop Programs of Study. Ten (10) credits earned in CTE courses fulfill the District's WLD LANG/VAPA/CTE Graduation Requirement.

 <p><b>Agriculture &amp; Natural Resources</b></p> <p><i>Offered at:</i> STAGG HIGH SCHOOL</p>	 <p><b>Arts, Media &amp; Entertainment</b></p> <p><i>Offered at:</i> CHAVEZ HIGH SCHOOL FRANKLIN HIGH SCHOOL HEALTH CAREERS ACADEMY MERLO INSTITUTE STAGG HIGH SCHOOL WEBER INSTITUTE</p>	 <p><b>Building Trades &amp; Construction</b></p> <p><i>Offered at:</i> EDISON HIGH SCHOOL FRANKLIN HIGH SCHOOL JANE FREDERICK HS</p>	 <p><b>Business &amp; Finance</b></p> <p><i>Offered at:</i> CHAVEZ HIGH SCHOOL EDISON HIGH SCHOOL STOCKTON HIGH SCHOOL</p>
 <p><b>Education &amp; Child Development</b></p> <p><i>Offered at:</i> CHAVEZ HIGH SCHOOL EDISON HIGH SCHOOL FRANKLIN HIGH SCHOOL WEBER INSTITUTE</p>	 <p><b>Energy &amp; Utilities</b></p> <p><i>Offered at:</i> MERLO INSTITUTE</p>	 <p><b>Engineering &amp; Design</b></p> <p><i>Offered at:</i> CHAVEZ HIGH SCHOOL EDISON HIGH SCHOOL MERLO INSTITUTE</p>	 <p><b>Health Science &amp; Medical Technology</b></p> <p><i>Offered at:</i> CHAVEZ HIGH SCHOOL EDISON HIGH SCHOOL HEALTH CAREERS ACADEMY WEBER INSTITUTE</p>
 <p><b>Information Technology</b></p> <p><i>Offered at:</i> CHAVEZ HIGH SCHOOL FRANKLIN HIGH SCHOOL PACIFIC LAW ACADEMY WEBER INSTITUTE</p>	 <p><b>Manufacturing &amp; Product Development</b></p> <p><i>Offered at:</i> FRANKLIN HIGH SCHOOL</p>	 <p><b>Public Services</b></p> <p><i>Offered at:</i> CHAVEZ HIGH SCHOOL PACIFIC LAW ACADEMY STAGG HIGH SCHOOL</p>	 <p><b>Transportation</b></p> <p><i>Offered at:</i> EDISON HIGH SCHOOL FRANKLIN HIGH SCHOOL WEBER INSTITUTE</p>





Site	Industry Sector	Pathway Title	Pathway Code	Participant	Concentrator	Capstone
CHAVEZ	Arts, Media, & Entertainment	Design, Visual & Medial Arts	111		Graphic Design I	Graphic Design II
		Performing Arts	112		CTE-Mariachi I	CTE-Mariachi II
					Music Instrument Repair I	Music Instrument Repair II
		Production & Managerial Arts	113		Stage Technology I	Stage Technology II
		Multimedia Production	113c		Multimedia I	Multimedia II
	Business & Finance	Business Management	182		Business Skills I	Business Skills II
	Education, Child Dev. & Family Serv.	Education	132		Education I	Education II
	Engineering & Architecture	Engineering Design	152		Intro To Engr. Design (PLTW)	Additive Manufacturing
	Health Science & Medical Technology	Patient Care	198		Foundations of Health	Medical Terminology
	Information & Communication	Software & Systems Dev.	174		Robotics & Automation Programming I	Robotics & Automation Programming II
	Public Services	Public Safety	232		Criminal Behavior	Crime Scene Investigation
					Law	Advanced Law

# Career and Technical Education (CTE) Pathways/Courses

2023-2024



Site	Industry Sector	Pathway Title	Pathway Code	Participant	Concentrator	Capstone
EDISON	Building and Construction	Residential & Commercial Construction	123		Construction I	Construction II
	Business & Finance	Business Management	182		Business Skills I	Business Skills II
	Education, Child Dev. & Family Services	Education	132		Education I	Education II
	Engineering & Architecture	Engineering Design	152		Intro. to Engineering Design (PLTW)	Computer Integrating Manufacturing (PLTW)
	Health Science & Medical Technology	Patient Care	198		Medical Terminology	Sports Medicine
	Transportation	Transportation Operations	223		Supply Chain I	Supply Chain II
FRANKLIN	Arts, Media, & Entertainment	Production & Managerial Arts	113		Stage Technology I	Stage Technology II
		Multimedia Production	113c		Multimedia I	Multimedia II
	Building & Construction Trades	Residential & Commercial Construction	123		Construction I	Construction II
					Women in Construction	Women in Construction II
	Education, Child Dev. & Family Serv.	Education	132		Education I	Education II
	Information & Communication Technologies (INF)	Networking	172		Introduction to Computer Networks	IT Essentials
	Manufacturing & Production Development	Product Innovation & Design	216		Product Innovation I	Product Innovation II
		Welding & Materials Joining	213		Welding Technology I	Welding Technology II
	Transportation	Systems Diagnostics, Service, & Repair	220		Auto Body Repair I	Auto Body Repair II

# Career and Technical Education (CTE) Pathways/Courses

2023-2024



Site	Industry Sector	Pathway Title	PS	Participant	Concentrator	Capstone
HCA	Arts, Media, & Entertainment	Design, Visual & Media Arts	111		Desktop Publishing	Advanced Desktop Publishing
	Health Science & Medical Technology	Patient Care	198		Medical Terminology	Sports Medicine
		Healthcare Admin. Services	250		Health Careers	Medical Office I
JANE FREDERICK	Building and Construction	Residential & Commercial Construction	123		Masonry I	Masonry II
MERLO	Arts, Media, & Entertainment	Design, Visual & Medial Arts	111		Graphic Design I	Digital Graphics
	Energy, Environment, & Utilities	Environmental Resources	141		Intro to Green Tech & Energy	Sustainable Energy & Envr. Tech
	Engineering & Architecture	Engineering Tech	153		Intro to Engr. Design (PLTW)	Digital Electronics (PLTW)
PLA	Information & Communication	Software & Systems Dev.	174		Web Design Code HS	Intro to Cyber Security
	Public Services	Legal Practices	231		Law & Society	Administration of Justice
					Law & Society	Criminal Investigation
					Law & Society	Mock Trial
STAGG	Agriculture & Natural Resources	AG Mechanics	101		AG Mechanics 1	AG Mechanics 2
		Agriscience	102	Biology & Sustainable AG	Chemistry & Agriscience	Adv. Interdisciplinary Science AG Honors
		Ornamental Horticulture/ Floriculture	105	Introduction to Agriculture	Horticulture I	Horticulture II
				Introduction to Agriculture	Floriculture	Floriculture II
	Arts, Media, & Entertainment	Design, Visual, & Media Arts	111		Graphic Design I	Graphic Design II
		Multimedia Production	113c		Multimedia I	Multimedia II
	Public Services	Public Safety	232		Public Safety I	Public Safety II



## Career and Technical Education (CTE) Pathways/Courses

**2023-2024**

Site	Industry Sector	Pathway Title	Pathway Code	Participant	Concentrator	Capstone
STOCKTON HIGH	Business & Finance	Business Management	182		Introduction to Business & Technology	Principles of Business Marketing & Finance
WEBER	Arts, Media, and Entertainment	Multimedia Production	113c		Multimedia I	Multimedia II
	Education, Child Dev. & Family Services	Education	132		Education I	Education II
	Health Science & Medical Technology	Patient Care	198		Health Careers	Medical Assistant
					Foundations of Health	Medical Terminology
	Information & Communication	Software & Systems Development	174	Introduction to Computer Science	Video Game Programming & Design I	Computer Programming
				Web design I	Web Design II	Web Design III
	Transportation	Systems Diagnostics, Service, & Repair	221	Automotive Tech I	Automotive Tech II	Automotive Tech III





## Agriculture & Natural Resources

Agricultural Credit Manager	Crop Consultant	Hydroponics Grower/Hydrology Tech
Agricultural Engineer	Entomologist	Landscape Design/Architect
Agriculture Inspector	Environmental Analyst/Technician	Logging Operation Inspector
Agriculture Teacher	Equipment Fabricator	Nursery/Greenhouse Manager
Agroforester	Farm and Ranch Manager	Park Ranger
Animal Breeder	Farm Equipment Mechanic	Pest Control Advisor
Animal Caretaker/Kennel Operator	Feed Nutritionist	Plant and Soil Scientist
Bio-Resource Technician	Fish Hatchery Tech	Ranch Manager
Botanical Specialist	Florist/Floral Designer	Veterinarian Tech
Business Controller	Forestry Technician	Welder



## Arts, Media, & Entertainment

2-D/3-D Animator	Design Director	Stage/Production Manager
Actor/Actress	Digital Animator	Storyboard Artist
Artistic Director	Electronic Simulation Consultant	Talent Management
Commercial Artist	Event Planner	Theatrical & Broadcast Tech
Composer, Music Arranger, Conductor	Freelance Media Artist	Video Journalist
Computer Game Designer/Developer	Museum Curator	Voiceover Artist, Narrator
Content Strategist	Photographer	Web Designer



## Building Trades & Construction

Bricklayer	Electrician	Plumber
Building Inspector	Elevator Installer/Repairer	Plumbing Installer
Cabinetmaker	Estimator	Sheet Metal Fabricator
Carpenter	Heavy Equipment Operator	Steeplejacking
Cement Mason	HVAC Installer/Specialist	Stonemasonry
Civil Engineer	Iron Worker	Wall/floor worker
Custom Millwork Project Estimator	Mechanical Construction Field Manager	Welder
Demolition Worker	Mechanical Engineer/Tech	Woodworking Engineer/Drafter



Business &amp; Finance

## Business & Finance

Accountant	Education Administrator	Loan Officer
Accounts Payable Clerk	Export Sales Representative	Market Research Analysts
Auditor	Financial Examiner/Analyst	Office Manager
Budget Analyst	Human Resources Specialist	Personal Financial Advisor
Chief Financial Officer	International Market Researcher	Purchasing Agent
Customs Broker	International Shipping Specialist	Securities/Financial Agent
Customs Inspector	Investment Consultant	Tax Preparer



Education &amp; Child Development

## Education & Child Development

Accountant	Customer Service Rep	Personal Care Assistant
Before/Afterschool Program Aide	Educational Administrator	Personal Financial Advisor
Child Care Worker	Family Service Advocate	Reading Specialist
Child Development Specialist	Human Services Program Specialist	School Counselor/Psychologist
Child Psychologist	Intervention Specialist	Social Outreach Director
Community Organizational Director	Librarian	Speech Therapist
Credit Counselor	Media Product Demonstrator	Teacher



Energy &amp; Utilities

## Energy & Utilities

Air Quality Technician	Energy Efficiency Evaluation Specialist	Industrial Engineer/Technician
Architects	Energy Engineer	Mechanical Engineer
Cable/Telecommunications Tech	Energy Engineer	Network Operators/Technician
Civil Engineers	Environmental Biologist	Network Security Administrator
Climatologist	Environmental Health/Safety Officer	Nuclear Engineers
Construction/Building Inspector	Environmental Scientist	Satellite Systems Installer
Electrical Engineer	Hazardous Waste Operations	Supervisor Production/Operation
Emergency Response Tech	Heating, Air Conditioning, HVACC Repair	Welder/Cutter/Solderer/Brazer



## Engineering and Design

Air Pollution Control Engineer	Engineering Technologist	Mechanical/Electrical Drafter
Architect	Environmental Analyst	Operation Engineer
Building Department Plan Examiner	Environmental Safety Technician	Project Architect
CAD Drafter/Designer	Environmental Specialist	Research & Development Analyst
City Planner	Environmental Specialist	Structural Designer
Design Engineer	Field Engineer	Surveyor
Drafter	Manufacturing Engineer	Water/Environmental Engineering



## Health Science & Medical Technology

Biotechnology Researcher	Forensic Pathologist	Optometrist
Clinical Simulator Technician	Geneticist Lab Assistant	Pharmacist
Clinical Trials Researcher	Health Care Administrator	Physician
Dentist	Health Educator	Psychologist
Diagnostic Services	Hospital Management Engineer	Respiratory Technician/Therapist
Environmentalist	Materials Manager	Surgical Technician
Epidemiologist	Mental Health Researcher/Counselor	Therapeutic Services
Ethicist	Nurse Anesthetist	Veterinarian



## Information Technology

Business Intelligence Analyst	Document Management Specialist	Network Technician/Administrator
Cloud Engineer	E-Business/E-Commerce Specialist	Robotics Engineer
Computer & Info Systems Manager	Game Producer	Software Developer/Architect
Computer Programmer	Game Programmer	Software Quality Assurance Analyst
Computer Security Specialist	Game/Simulation Designer	Technical Writer
Computer User Support Specialist	Information Security Analyst	Telecommunication Specialist
Cyber Security Expert	Multimedia Artist & Animator	UX Designer
Database Administrator/Analyst	Network Engineer	Web Developer



Manufacturing &  
Product  
Development

## Manufacturing & Product Development

Animator	Electromechanical Technician	Production Assistant
Assembler	Materials/Supply Management	Quality Assurance Inspector/Tech
Baker	Manufacturing Technician	Sales
CAD Designer	Metal Fabricator	Tailor
Carpenter	Model Maker	Welders, Cutters, & Fitters
CNC Machinist	Plant Manager	Welding Engineer
Commercial Photographer	Printing Press Operator	Warehouse Worker
Commercial/Industrial Designer	Product Developer	Welder/Welding Inspector
Digital/Graphic Artist	Product Manager	Woodworker



Public Services

## Public Services

Animal Control Officer	Court Reporter	Legal Researcher
Auditor	Emergency Medical Dispatcher/Tech	Loss Prevention Specialist
Bailiff	Fire Management Officer	Mailman/Mailwoman
Civil Engineer	Fire Prevention Technician	Mathematician
Compliance Officer	Firefighter	Mechanical Engineer
Control Worker	Law Enforcement Officer	Military Service
Correctional/Probation Officer	Law Librarian	Politician/Political Affairs Officer
Coast Guard	Lawyer	Transit Authority



Transportation

## Transportation

Airline Pilot	Estimator	Service Technician
Air Traffic Controller	Flight Attendant	Shop Foreman
Bus Driver	Inspectors and Planners	Storage, Warehouse Distributer
Claims Adjuster	Insurance Company Prep	Taxi Driver/Ride-Hailing Driver
Container Crane Operator	Investigator/Inspector	Technical Writer
Dispatcher	Machine Operator	Technician
Delivery Driver	Mover	Truck Driver
Engineer	Production/Planning Clerk	Warehouse Worker



## Career and Technical Education (CTE)

2023-2024

### UC/CSU and NCAA CTE Courses

College-bound athletes will need to have 1-4 years of NCAA accepted courses depending on the subject (refer to NCAA requirements in this Course Catalog) to practice, receive athletic scholarships, and/or compete during their first year.

Courses	Grad Req	CSU/UC	NCAA
Additive Manufacturing	Wld Lang/Arts/CTE	G	
Advanced Desktop Publishing	Wld Lang/Arts/CTE	F	
Adv. Interdis. Science	Physical Science	D	Natural/Physical Science
Advanced Law	Wld Lang/Arts/CTE	G	
AG Economics	Economics	G	
AG Government	American Govt	A	Social Science
AG Mechanics 1	Wld Lang/Arts/CTE	G	
AG Mechanics 2	Wld Lang/Arts/CTE	G	
Auto Body Repair I	Wld Lang/Arts/CTE	G	
Auto Body Repair II	Wld Lang/Arts/CTE	G	
Automotive Repair	Wld Lang/Arts/CTE	G	
Automotive Tech I	Wld Lang/Arts/CTE	G	
Automotive Tech II	Wld Lang/Arts/CTE	G	
Automotive Tech III	Wld Lang/Arts/CTE	G	
Biology & Sustainable AG	Biological Science	D	Natural/Physical Science
Business Skills I	Wld Lang/Arts/CTE	G	
Business Skills II	Wld Lang/Arts/CTE	G	
Chemistry & Agriscience	Physical Science	D	Natural/Physical Science
College & Career Ed	Wld Lang/Arts/CTE	G	
Community Health Services I	Wld Lang/Arts/CTE	G	
Computer Integrated MFG (PLTW)	Wld Lang/Arts/CTE	G	
Computer Programming	Wld Lang/Arts/CTE	G	
Constitutional Law	Wld Lang/Arts/CTE	G	
Construction I	Wld Lang/Arts/CTE	G	
Construction II	Wld Lang/Arts/CTE	G	
Construction III	Wld Lang/Arts/CTE	G	
Crime Scene Investigation	Wld Lang/Arts/CTE	G	Social Science
Criminal Behavior	Wld Lang/Arts/CTE	G	Social Science
Criminal Investigation	Wld Lang/Arts/CTE	G	Social Science
CTE Fieldwork/Intern	Electives		
CTE- Mariachi I	Wld Lang/Arts/CTE	F	
CTE-Mariachi II	Wld Lang/Arts/CTE	F	

CTE-Mariachi III	Wld Lang/Arts/CTE	F	
Courses	Grad Req	CSU/UC	NCAA
Desktop Publishing	Wld Lang/Arts/CTE	F	
Digital Graphics	Wld Lang/Arts/CTE	G	
Education I	Wld Lang/Arts/CTE	G	
Education II	Wld Lang/Arts/CTE	G	
Essentials of Robotics & Design	Wld Lang/Arts/CTE	G	Natural/Physical Science
Floriculture	Wld Lang/Arts/CTE	G	
Floriculture II	Wld Lang/Arts/CTE	G	
Foundations of Health	Wld Lang/Arts/CTE	G	
Graphic Design I	Wld Lang/Arts/CTE	G	
Graphic Design II	Wld Lang/Arts/CTE	G	
Health Careers	Wld Lang/Arts/CTE	G	
Health Occupations	Wld Lang/Arts/CTE	G	
Health Professions Internship	Wld Lang/Arts/CTE	G	
Horticulture I	Wld Lang/Arts/CTE	G	
Horticulture II	Wld Lang/Arts/CTE	G	
Human Development	Wld Lang/Arts/CTE	G	
Intro to Agriculture	Wld Lang/Arts/CTE	G	
Intro to Business Technology	Wld Lang/Arts/CTE	G	
Intro to Computer Networks	Wld Lang/Arts/CTE	G	
Intro to Computer Science	Wld Lang/Arts/CTE	C	Mathematics
Intro to Engineering Design (PLTW)	Wld Lang/Arts/CTE	D	Natural/Physical Science
Intro to Green Tech & Energy	Wld Lang/Arts/CTE	D	
Intro to Tech (IT) Essentials	Wld Lang/Arts/CTE	G	
Law	Wld Lang/Arts/CTE	G	Social Science
Law & Society	Wld Lang/Arts/CTE	G	Social Science
Life Management Skills I	Wld Lang/Arts/CTE		
Life Management Skills II	Wld Lang/Arts/CTE		
Masonry I	Wld Lang/Arts/CTE		
Masonry II	Wld Lang/Arts/CTE		
Medical Assistant	Wld Lang/Arts/CTE	G	
Medical Assistant II	Wld Lang/Arts/CTE	G	
Medical Office 1//Medical Office	Wld Lang/Arts/CTE	G	
Medical Terminology	Wld Lang/Arts/CTE	G	
Mock Trial/Mock Trial I	Wld Lang/Arts/CTE	G	Social Science
Mock Trial II	Wld Lang/Arts/CTE	G	





## Career and Technical Education (CTE)

2023-2024

Multimedia I	Wld Lang/Arts/CTE	G	
Multimedia II	Wld Lang/Arts/CTE	G	
<b>Courses</b>	<b>Grad Req</b>	<b>CSU/UC</b>	<b>NCAA</b>
Pharmacy Technician	Wld Lang/Arts/CTE	F	
Principles of Business Mktg & Finance	Wld Lang/Arts/CTE	G	
Product Innovation I	Wld Lang/Arts/CTE	G	
Product Innovation II	Wld Lang/Arts/CTE	G	
Robotics & Automation Programming I	Wld Lang/Arts/CTE	G	Natural/Physical Science
Robotics & Automation Programming II	Wld Lang/Arts/CTE	G	Natural/Physical Science
Sports Medicine	Wld Lang/Arts/CTE	G	
Stage Technology I	Wld Lang/Arts/CTE	G	
Stage Technology II	Wld Lang/Arts/CTE	G	
Stage Technology III	Wld Lang/Arts/CTE	G	
Supply Chain I	Wld Lang/Arts/CTE	G	
Supply Chain II	Wld Lang/Arts/CTE	G	
Sustainable Energy & Environmental Tech	Wld Lang/Arts/CTE	G	
Tech & Computer Applications	Wld Lang/Arts/CTE	G	
Video Game Programming & Design I	Wld Lang/Arts/CTE	G	
Web Design (Code HS)	Physical Science	G	
Web Design I	Wld Lang/Arts/CTE	G	
Web Design II	Wld Lang/Arts/CTE	G	
Web Design III	Wld Lang/Arts/CTE	G	
Welding Technology I	Wld Lang/Arts/CTE	G	
Welding Technology II	Wld Lang/Arts/CTE	G	
Women in Construction	Wld Lang/Arts/CTE	G	
Women in Construction II	Wld Lang/Arts/CTE	G	



## Additive Manufacturing

**Course #:** 542200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 11-12

**Description:** This course of study focuses on the structure and processes of the United States Government System. Initial emphasis will be on responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Additionally, the course will compare political power at the local, state, national and global levels. A consistent focus throughout the course will be an analysis of the role that both the government and the voters play in developing policies and laws affecting the Agriculture Industry. This course meets the state government graduation requirement and includes FFA members and SAE participation.

## Advanced Desktop Publishing

**Course #:** 518700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course centers on the graphic design process and production employing advanced image editing techniques using the current version of photo editing software. In addition to learning advanced capabilities, students will learn how to alter existing images realistically, creatively apply techniques to original artwork and images, visually communicate ideas and messages successfully, and prepare and present their projects to meet professional industry standards. Topics include printing enterprise, art, and copy preparation, graphic design, image generation, and assembly, reproduction photography, graphic reproduction operations, binding and finishing related to digital imaging, lithography, & screen printing.

## Advanced Interdisciplinary Science for Sustainable AG Honors

**Course #:** 531800

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry.

## Advanced Law

**Course #:** 585900

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade level (s):** 10-12

**Description:** The Advanced Law course introduces students to the essential concepts, principles and procedures of public safety agencies. The course is designed to provide students with an understanding of how to prepare for a career in law enforcement, various enforcement concepts (such as patrol techniques, crowd control, laws of arrest, search and seizure, etc.), communication (verbal/radio and written/reports), ethical considerations of interacting with public, the interaction of various national agencies and emergency response. The course involves substantial reading and writing. Students will have various opportunities to interact/work with enforcement professionals.

## AG Economics

**Course #:** 568000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** US History

**Grade Level (s):** 11-12

**Description:** This is a college preparatory course for students interested in pursuing agricultural studies in college with an emphasis on the application of democratic, civic and economic principles in agricultural practice. This course is designed for the student interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry - agriculture. Units of instruction include basic economic concepts, comparative systems, individual and aggregate economic behavior and international trade and policy. This course will meet the economic graduation requirement, and each student will be enrolled as an FFA member and require SAE completion.

## AG Government

**Course #:** 568500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** US History

**Grade Level (s):** 11-12

**Description:** This course of study focuses on the structure and processes of the United States Government System. Initial emphasis will be on responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Additionally, the course will compare political power at the local, state, national and global levels. A consistent focus throughout the course will be an analysis of the role that both the government and the voters play in developing policies and laws affecting the Agriculture Industry. This course meets the state government graduation requirement and includes FFA members and SAE participation.



## AG Mechanics 1

**Course #:** 501800

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade level (s):** 9-12

**Description:** AG Mechanics 1 prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Topics will include safety, tool identification, woodworking, electrical systems, plumbing and irrigation technology, cold metal work and concrete and masonry. This course will also includes students to maintain an SAE project and FFA membership.

## AG Mechanics 2

**Course #:** 501900

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course focuses on advanced skills in the areas of ARC welding, MIG welding, Oxyacetylene and plasma cutting as well as TIG welding with the intent of learning techniques required for metal repair and fabrication. This course will also includes students to maintain an SAE project and FFA membership.

## Auto Body Repair I

**Course #:** 504500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course will introduce students to auto body repair and refinishing. Students will learn the importance of safe practices in a body shop. Students will develop a basic understanding of automobile construction (unibody, body-over-frame, etc.) and will learn basic repair techniques. Students will learn to identify and use power and hand tools necessary to perform basic repairs. This course offers a combination of in-class instruction and hands-on shop activities.

## Auto Body Repair II

**Course #:** 504600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course continues with auto body repair and refinishing. Students will continue practicing the importance of safe practices in a body shop. Students will transition from basic repair techniques to more advanced repair as well as restoration and refinishing practices. This course offers a combination of in-class instruction and hands-on shop activities.

## Automotive Repair

**Course #:** 504300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is the study of different components and subsystems of today's modern automobiles. The class will inform students of the different routes one can take to achieve their career goal to become a technician including community college, trade schools, as well as a four-year university for engineering programs to ensure students are prepared for where technology is headed in the future. Concepts learned will be related to algebra, basic arithmetic, physics, electrical, computer and chemical sciences. Students will be asked to think critically about how these mathematical and scientific concepts are directly and indirectly tied to careers in the automotive and transportation professions.

## Automotive Technology I

**Course #:** 504000

**Prerequisite:** [Check CTE Pathway page](#) and Algebra I, PBS

**Grade Level (s):** 9-12

**Description:** Through project based learning hands-on highly engaging activities, students enrolled in this course will begin building a foundational understanding of transportation practices and basic skills. Both classroom and hands-on lab experiences are designed to cover maintenance, electrical systems, lubrication expectations, and cooling and fuel systems. Students will also review and demonstrated learning on the following automotive systems: breaks, steering and suspension, front end alignment, power train and air conditioning. This is a beginning class in a pathway of courses designed to assist students in the college and career readiness skills in the transportation industry sector.

## Automotive Technology II

**Course #:** 504400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Algebra 1, AutoTech I

**Grade Level (s):** 10-12

**Description:** This class will examine each one of the subsystems of today's modern automobiles to give a general idea of how each component works in unison with other components. The theories of different automotive technologies will be learned as well as where automotive technology is heading in the future.

## Automotive Technology III

**Course #:** 504200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Algebra 1, AutoTech II

**Grade Level (s):** 11-12

**Description:** Students will continue to enhance their knowledge of the transportation industry and the careers, education & certification requirements that lead to college and career readiness. Students will receive rigorous training on advanced electrical systems, advanced use of the global impact of the industry, advanced diagnoses and repair of refrigeration system components, trouble-shooting OBDI & OBDII system capabilities, advanced training, diagnoses, and repair of emission controls systems, and advanced training, diagnoses, and repair of drive trains and axels.



## Biology & Sustainable Agriculture

**Course #:** 531600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** Sustainable Agriculture is a one-year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research.

## Business Skills I

**Course #:** 507200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course provide students the skills needed to effectively organize, develop, create, and manage a business. Students will understand how the market economy and ownership leads to wealth creation. Students will learn the skills necessary to become a successful business person.

## Business Skills II

**Course #:** 507300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#) and Business Skills I

**Grade Level (s):** 10-12

**Description:** This course guides students in building a strong foundation in logical thinking and problem solving that will enable them to make good decisions concerning matters of money and finance in their daily lives. Students will use technology that will allow them to present the skills and knowledge they gain from this course and apply them to real-life situations. Students are introduced to skills such as calculating retail discounts, budgeting expenses, making cost comparisons, buying & renting a home, buying a vehicle, calculating the cost of operating a motor vehicle, etc.

## Chemistry & Agriscience

**Course #:** 531700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Algebra I or IMI

**Grade Level (s):** 10-12

**Description:** This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices.

## College & Career Education

**Course #:** 508100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade level (s):** 10-12

College and Career readiness is a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

## Community Health Services I

**Course #:** 509600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 10-12

**Description:** This course introduce students to allied and professional healthcare careers, systems, and basic terminology. Upon completion of this class, students will be able to research career research opportunities in the healthcare field, illustrate the roles and responsibilities of healthcare professionals, describe the difference between the types of hospital systems, demonstrate knowledge of basic safety rules including infection control, anatomy and physiology, build on knowledge of proper channels of communication and lines of authority within a healthcare facility, and demonstrate knowledge of various technologies used in the medical field.

## Computer Integrated Manufacturing (PLTW)

**Course #:** 570800

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** This course teaches students about manufacturing processes, product design, robotics, and automation. It explores manufacturing history, individual processes, systems, and careers. The course also incorporates finance, ethics, and engineering design. This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices.

## Computer Programming

**Course #:** 512000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** Students will use various software programs in word processing, databases, spreadsheets, and presentation software to gain an introduction to the fundamental concepts of computer programming. Topics include program design, data structures, programming, problem solving, programming logic, testing applications with sample data, object-oriented programming, and fundamental design techniques for event-driven programs.



## Constitutional Law

**Course #:** 512500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** The objective of Constitutional Law is to give students a broad understanding of current Constitutional Case Law. Students will learn to read judicial cases and think analytically about their outcomes. Students will be required to engage in high level thinking, speaking and writing throughout the course. Much of the information students receive during the units of study will consist of cases and scenarios. Students will learn the rule of law and how to apply the law by analyzing various situations. Students will be presented with a case scenario with facts, discussions, exhibits and diagrams. Students must use their analytical skills to discuss the rule of law, interpret what the fact scenario tells them and to synthesize a solution to that problem. The students must display critical thinking skills in "finding" relevant information from the fact scenarios, then utilizing the case studies and citing the portion of the case and applying it to their solution.

## Construction I

**Course #:** 513000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course is an overview of the construction trades, with integrated Geometry Contents. Students master measurement systems, safe use of hand and power tools, calculation and characteristics of materials, carpentry, framing, basic electrical wiring, plumbing, and site preparation.

## Construction II

**Course #:** 513100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** In this course, students master measurement systems, safe use of hand and power tools, calculation and characteristics of materials, carpentry, framing, basic electrical wiring, plumbing, and site preparation. Students learn about constructions and construction careers.

## Construction III

**Course #:** 513200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Construction II

**Grade level (s):** 11-12

**Description:** This course prepares students to work in the construction industry. The course is designed to provide students with technical instruction and practical experience in basic residential and commercial construction through classroom instruction and applied practice of field skills. At the end of the course, students research and evaluate apprenticeship, employment, and secondary schooling opportunities.

## Crime Scene Investigation

**Course #:** 551100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** This course is designed to give students both theory and hands-on experience in the skills and knowledge required of a Criminal Investigator. Students will demonstrate knowledge of learned concepts in reference to the foundations of Forensic Science, effective investigative skills, laws related to evidence, proper procedures when responding to crime scenes, use of crime scene photography/sketching, and the importance of detailed report writing.

## Criminal Behavior

**Course #:** 585800

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** Students will study the main patterns of abnormal behavior, their description and diagnosis, interpretation, as well as treatment and prevention. This course applies psychological theories, principles, and research to issues of concern within the criminal justice system. By examining case studies, trials, laws and psychological aspects of criminal activity, as well as a basic understanding of the roles that psychology plays throughout the legal process in both criminal and civil cases.

## Criminal Investigation

**Course #:** 537500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** Criminal Investigation is designed to build upon Law Enforcement, integrating academic and technical preparation, with a focus on providing students continued in-depth and advanced instruction pertaining to the criminal justice processes, law enforcement techniques, and careers in public safety. Areas of study include basic functions of criminal justice operations and law enforcement procedures such as forensic and crime scene investigation, evidence collection, combatting cybercrime, investigating crimes against people and property, emergency response, and using law enforcement communications technology. The curriculum for this course includes 21st century job skills, such as effective communication, critical thinking, creativity, and collaboration.





## CTE Fieldwork/Intern

**Course #:** 599500/599400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Check with counselor

**Grade Level (s):** 9-12

**Description:** This course provides students with an off-campus experiential learning activity designed to make connections between the theory and practice of their CTE pathway and the practical application of that pathway in a professional work environment. (Note: This CTE Fieldwork course will be used for all CTE Fieldworks. Site admins may add a specific type of internship in place of "CTE" to designate the specific type of fieldwork.)

## CTE-Mariachi I

**Course #:** 583500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course is designed to assist students with developing & enhancing professional musicianship skills through the study of music composed expressly for Mariachi Ensembles. Students will encounter a wide range of "Mexico's traditional music" that will include Bolero, Chotis, Clasica, Corrido, Cumbia, Huapango, Jarabe, Polka, Ranchera, Serenata, Son Jaliscience, and Vals from the 20<sup>th</sup> and 21<sup>st</sup> century. This course is part of the Arts, Media, and Entertainment Pathway for Performing Arts.

## CTE-Mariachi II

**Course #:** 583900

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); CTE-Mariachi I

**Grade Level (s):** 10-12

**Description:** This is concentrator CTE course that is designed to assist students with developing and enhancing musicianship skills through the study of music composed expressly for Mariachi Ensembles. In this setting, the ability to perform on an instrument with advancing technical proficiency and aesthetic sensitivity will be emphasized in preparation for a career in mariachi in real world settings. Students will encounter a wide range of "Mexico's traditional music" that will include Bolero, Chotis, Clasica, Corrido, Cumbia, Huapango, Jarabe, Polka, Ranchera, Serenata, Son Jaliscience, and Vals from the 20<sup>th</sup> and 21<sup>st</sup> century.

## CTE-Mariachi III

**Course #:** 583700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); CTE-Mariachi I

**Grade Level (s):** 10-12

**Description:** This advanced level CTE course that is designed to assist students with developing and enhancing musicianship skills through the study of music composed expressly for Mariachi Ensembles. In this setting, the ability to perform on an instrument with considerable technical proficiency and aesthetic sensitivity will be emphasized in preparation for a career in mariachi in real world settings. Students will encounter a wide range of "Mexico's traditional music" that will include Bolero, Chotis, Corrido, Cumbia, Huapango, Jarabe, Joropo, Poika, Ranchera, Son Jaliscience, and Vais from the 20<sup>th</sup> and 21<sup>st</sup> century.

## Desktop Publishing

**Course #:** 517000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course will enhance student's understanding of published material in the 21<sup>st</sup> century. The course will focus on project based learning with the overall objective for the students to develop a yearbook publication. Students will benefit from the understanding of graphic design, writing skills and the basics of journalism.

## Digital Graphics

**Course #:** 518400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** Through a sequence of projects and skill masteries, students will explore the elements of art such as line, color, shape, form, space, texture, & value. They will learn the following principles of design: balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, & unity. Students apply their acquired knowledge to specific student-generated designs and projects.

## Education I

**Course #:** 521500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course is an introductory course to explore career options and key concepts in the field of education. The course is the first in a two-year sequence. The goal is to create a pipeline for students to enter the education field and fill positions in this industry. This program will provide the first opportunity for students interested in careers in the pathway to formally study education and participate in community classroom practicum experiences in partnering schools and youth recreational programs



## Education II

**Course #:** 521600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Education I

**Grade Level (s):** 10-12

**Description:** This course introduces students to the concepts and issues related to diverse learners in today's contemporary schools (TL-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's Common Core Contents standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 60 hours of structured fieldwork in a Head Start-8th grade public school setting.

## Essentials of Robotics & Design

**Course #:** 502500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students express themselves visually and showcase their creativity through applying engineering design principles. Students are challenged to apply artistic perceptions and aesthetic valuing to design applications, which fusing connections and relationships to the engineering design cycle.

## Floriculture

**Course #:** 522000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** In this course, students will learn to create animations and apply the principles of animation through the visual electronic art form of 2D animation. Storyboarding, character development, basic terminology, as well as the historical development and cultural influences on the field of animation will be explored.

## Floriculture II

**Course #:** 522100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Floriculture

**Grade Level (s):** 10-12

**Description:** The course allows students to apply an advanced artistic approach to floral design as they incorporate the essential components of plant science, advanced business and leadership skills, and the career technical education industry components outlined in a capstone CTE Ornamental Horticulture or Agricultural course of study. Students will expand on the elements and principles of design acquired in course one (The Art and History of Floral Design) as well as topics of study acquired in their participation in a rich array of physical and life science courses such as Earth Science, Agriculture Science I or II, Agriculture Biological Science, Biology, etc. Students will utilize reading, writing, and research skills as they broaden their understanding of the entire scope of the design and business aspects of the Ornamental Horticulture field of study.

## Foundations of Health

**Course #:** 529500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course is a college preparatory laboratory science course with Next Generation Science Standards integrated with the Patient Care Health Pathway standards. The course is designed for the students to have a basic exposure to the most common Allied Health Professions and the clinical, diagnostic and therapeutic skills for an entry level job in the healthcare industry. Students will investigate the many ways disease can affect the body and the community, and propose plans for prevention. Students will learn how to obtain relevant health information from patients, conduct a physical exam, and then diagnose an illness and then propose a course of treatment.

## Graphic Design I

**Course #:** 527200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This class is design to provide students with a working understanding of publication design and preparing artwork for printing. Students will have an understanding of major printing methods, color separation, application of computer programs and typical problems encountered in the field. Students will be able to demonstrate proficiency in the use of various tools, materials and graphic design computer programs. Accuracy in preparing pre-press files will be stressed. These new skills can be used to achieve future goals in the graphic design field.

## Graphic Design II

**Course #:** 527300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Graphic Design I

**Grade Level (s):** 9-12

**Description:** This course provides a continuation of the commercial application of design principles to communicate on a two-dimensional plane. Students create, manipulate, and analyze artistic elements and media used to express feeling and communicate ideas. Students study the historical and cultural development of graphic design and its impact as a communication tool. Students will continue to explore current practices and applications including computer design and graphic art. This instructional program prepares students to design and execute layouts and make designs for advertising displays and instructional manuals. It includes instruction in the preparation of copy and typography; in lettering, poster, package, brochure, and product design.



## Health Careers

**Course #:** 528200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course is designed to prepare students to enter a career in health care. This course will introduce students to the educational and professional requirements for health-related careers, in addition to teaching general skills such as job seeking skills, teamwork, and communication. Within this class, students will also study Safety and Infection control, Human Growth and Development, Medical Terminology, Anatomy and Physiology, and Legal and Ethical Responsibilities.

## Health Occupations

**Course #:** 528000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course provides students an overview of the eligibility and training standards required for various professions in the health industry and examines the roles and responsibilities of one or more entry-level job titles in the areas of biotechnology, patient care, administrative, operational support services, and community/public health. The goal of the course is to expose the students to the diverse career opportunities available in the healthcare field. Units of instruction include medical terminology, introduction to anatomy and physiology, CPR certification, infection control, communication, documentation, ethics, confidentiality, and patient care skills. Students will apply knowledge and skills acquired in the classroom while working in a healthcare environment. Community classroom opportunities are provided to students.

## Health Professions Internship

**Course #:** 528800

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Check with counselor

**Grade Level (s):** 10-12

**Description:** This course integrates concepts and skills students are developing throughout the pathway for work in direct patient care. Students refine professional skills as they participate in internships in local health care settings. Students learn the basic anatomy & physiology, professionalism, interpersonal relations & opportunities available in the medical profession and participate in clinical observations and experiences within hospitals, medical facilities, doctor's offices, & other community settings.

## Horticulture I

**Course #:** 584500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course will provide students with theories and principles related to environmental and ornamental horticulture. This course provides learners with an understanding of the form and function of plant systems. Learners are immersed in inquiry-based exercises with activities, projects and problems which allow them to demonstrate plant concepts through laboratory and practical experiences.

## Horticulture II

**Course #:** 584600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Horticulture I

**Grade Level (s):** 10-12

**Description:** This course will provide the student with the necessary secondary level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth.

## Human Development

**Course #:** 528100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 10-12

**Description:** This is a course in which students learn and apply theoretical knowledge and practical skills in the development, care and guidance of children and adults, including cultural diversity, and careers. Students study the developmental ages and stages of children and adults throughout the lifespan. Focus is on the emotional, social, cognitive, & physical development and the influence of heredity and environmental factors. Studies also include child and adult growth and development, safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, and developmentally appropriate practices & curriculum activities.

## Introduction to Agriculture

**Course #:** 531500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed to give students a strong foundation in various areas of agriculture sciences. Course Contents will include an introduction to animal and plant sciences, agriculture mechanics, and scientific method. Leadership training will include public speaking, parliamentary procedure-debate, career development events (judging teams), supervised agriculture experience projects, record-keeping skills, and career opportunities in agriculture will be covered.



## Introduction to Business Technology

**Course #:** 507400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course provides the foundational knowledge and skills students need for careers in business and technology. Throughout the course, students gain a knowledge of business principles and communication skills, an understanding of the impact of financial and marketing decisions, and proficiency in the technologies required by business. Students will also learn the essentials of working in a business environment, managing a business, and owning a business.

## Introduction to Computer Networks

**Course #:** 507500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course covers the first of the Cisco Certified Network Associate (CCNA) certification and will cover the fundamentals of networking, including the OSI model and industry standards, concepts, network topologies, cabling, network hardware, basic network design, LANs, and network configuration and troubleshooting. It will cover TCP/IP basics, IPv4 and IPv6 addressing, VLSM, CIDR, subnetting, router IOS and configuration, switching concepts, CDP and CSMA-CD. Students will get hands-on experience configuring Cisco routers and switches. Students should have strong basic computer skills and knowledge of Internet use.

## Introduction to Computer Science

**Course #:** 571600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course teaches the foundations of computer science using the Python language. Not only will this course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student.

## Introduction to Engineering Design (PLTW)

**Course #:** 572100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

## Introduction to Green Technology & Energy

**Course #:** 554800

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** Introduction to Green Technology is an introductory science course that prepares students for further learning in the emerging engineering fields of green technologies, environmental technology, and renewable energy forms. The main focus of the course is on physics and environmental science, and includes a strong laboratory component. Students in this course will analyze various energy forms, including forces, thermodynamics, fluid dynamics, kinetic energy, energy efficiency, renewable energy, and electromagnetism.

## Introduction to Technology (IT) Essentials

**Course #:** 507600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course includes hardware and software topics relevant to computer (PC) troubleshooting. Skills needed to help meet the growing demand for entry-level ICT professionals, emphasis is placed on developing essential troubleshooting and repair skills and preparation for the A+ certifications exam.

## Law

**Course #:** 585000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course covers the legal and behavior aspects of crime, the process of the justice system, and society's perception of criminal justice. Students will be asked to look at the basic structure of America law. The first semester focuses on types of law and the origins of law. The second semester focuses on crime and the American correctional system. Students will be asked not to only acquaint themselves with these system but to be able to think critically about issues in the American judicial system.

## Law & Society

**Course #:** 585300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course is an in-depth look at the judicial system. The course examines the impact of the law on society past and present. The course also provides students the opportunities to engage in the legislative process with drafting future bills and resolutions.





## Life Management Skills I

**Course #:** 501200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** The goal of this course is to provide students with knowledge and skills essential to academic success and making the right choices along their path as they confront varied influences and obstacles in high school and life. Students will learn and practice valuable skills to be academically driven, socially responsible, as well as college- and career- ready. Students will demonstrate their understanding of career paths and community leadership through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and presentations. The knowledge and skills gained from this course are applicable across college and career pathways. This course will help guide our incoming high school students in leading a happy and satisfied life in high school, college, career, and life.

## Life Management Skills II

**Course #:** 501300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Life Management Skills I

**Grade Level (s):** 10-12

**Description:** This course is a capstone to the study of the discipline of Home Economics Careers and Technology/ Family and Consumer Science and equips students with essential skills for living. This course focuses on teaching students skills for managing personal, family, and work responsibilities and provides a solid foundation for further study in the Consumer and Family Sciences content areas and/or for entering one of the industry-related Home Economics Related Occupations career pathways programs.

## Masonry I

**Course #:** 534000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This first level course provide students with entry level masonry skills, including laying brick, concrete blocks, and pavers as well as constructing and repairing walls and other structures. Students learn to use the necessary hand and power tools of the trade to work from the blueprints of residential, commercial, and industrial structures. This course prepares students for an entry-level job in the building trades.

## Masonry II

**Course #:** 534100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Masonry I

**Grade Level (s):** 9-12

**Description:** The course prepares student for entry-level employment in the masonry and construction field. Students will be exposed to job layout, mortar composition, and wall construction using brick, block, stone, and concrete.

## Medical Assistant

**Course #:** 536000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** The course is designed to teach necessary administrative skills for initial point of contact patient care in clinical, medical office and hospital settings. Through integrated and core academic curriculum, students will learn the competencies and necessary skills of currently accepted practices and technological standards for administrative medical assisting. Students will learn and practice skills required of medical assistants in simulated laboratory exercises while learning and understanding the scope and necessity to manage patient communication, specified tasks, charts and records efficiently and effectively.

## Medical Assistant II

**Course #:** 536100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Medical Assistant I

**Grade Level (s):** 10-12

**Description:** The course continues the learning of the medical assistant professional settings, explores industry employment opportunities, and addresses qualifications necessary for employment.

## Medical Office/Medical Office 1

**Course #:** 536200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course is designed to teach the necessary administrative skills for initial point of contact with patient care in clinical, medical office, and hospital settings. Students will earn the competencies and necessary skills of currently accepted practices and technological standards for administrative and medical assisting.

## Medical Terminology

**Course #:** 528300/528700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 11-12

**Description:** This course is designed to develop a basic medical vocabulary by recognition of roots, prefixes and suffixes as structured to form medical terminology. Emphasis is placed on the medical vocabulary, the fluency of medical terms used, and the ability to spell medical terms correctly.





## Mock Trial/Mock Trial I

**Course #:** 585500/585600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** Mock Trial is a critical and analytical study of trials conducted in America, both past and present. All forms of trials are examined including criminal, civil, small claims, and traffic trials. Students learn the skills associated with our adversarial system of justice through performance in mock trials, analysis of past trials in American history, and viewing actual and simulated trials.

## Mock Trial II

**Course #:** 585700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Mock Trial I

**Grade Level (s):** 10-12

**Description:** Mock Trial II will further develop the learner's skills obtained in Mock Trial 1 course. Students will further develop their knowledge and skills in public speaking, debate structure, proper court procedures, case research, locating and citing the proper court cases during court and court personnel roles.

## Multimedia I

**Course #:** 537000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course requires students to research, critique, design, & produce multimedia contents in order to develop an understanding of, and skill set for media- rich communication. Students brainstorm, script, storyboard, create production schedules and meet production deadlines, videotape and edit.

## Multimedia II

**Course #:** 537100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Mult.Med I

**Grade Level (s):** 9-12

**Description:** This course further students' understanding of the computer as a tool for art. Student practice art/design principles and arts/media/entertainment career skills while using new media to produce their own original art projects.

## Pharmacy Technician

**Course #:** 540000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Pharmacy Tech is a competency-based course that provides a foundation for the use of medications across multiple health care professions. The class consists of theory and lab-based preparation to include pharmaceutical settings, anatomy and physiology, basic drug actions and groups of pharmacological agents, effects on different organ systems and the disease process, therapeutic effects, pharmaceutical terms, abbreviations and symbols, drug calculations and requirements, record-keeping, dispensing prescriptions, inventory management, pharmacy law and regulations, medication and quality assurance, sterile and non-sterile compounding, knowledge of manufacturing, packaging, and labeling of drug products.

## Principles of Business Marketing & Finance

**Course #:** 507700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course is an introductory course in which students advance their knowledge and skills related to professional business and marketing. Students learn about concepts such as professional ethics, globalization and its effects on the economy, and supply and demand, as well as how businesses operate. Students learn the basic principles of commerce, finance, and marketing. Emphasis is also placed on student growth in college and career readiness. Students learn to think critically, communicate, and collaborate. They learn about business and marketing-related college majors as well as potential careers & create resumes, cover letters, and portfolios, and participate in various college and career exploration activities.

## Product Innovation I

**Course #:** 561400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** Students will engage in interdisciplinary learning of Science, Technology, Engineering, Art, and Math through a hands-on, Project-Based Approach. Students will receive instruction and guidance on topics including proper use of machinery tools, foundation in applied physics, basic concepts behind drive train systems, pneumatics, and actuators, designing and creating models using a laser cutter and CNC machine, analyzing design tools and simulations on created Computer-Aided Design (CAD), implementation of Introduction and Advanced STEAM concepts through real world applications of classroom concepts. Acquisition of knowledge and skills will be demonstrated through a series of projects starting with research and initial design and culminating with the completion of a build project that is focused on solving real-world problems.



## Product Innovation II

**Course #:** 561600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Product Innovation I

**Grade Level (s):** 9-12

**Description:** This course uses CAD programs to prepare students for career goal and provide hands on instruction in a variety of related technologies. Scientific principles, mathematical concepts and communication skills are taught through a rigorous, activity oriented, approach. Acquisition of knowledge and skills will be demonstrated through a series of projects starting with research and initial design and culminating with the completion of a build project that is focused on solving real-world problems.

## Robotics & Automation Programming I

**Course #:** 551500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** This course integrates academic and technical preparation, focus on career planning, as well as industry skill preparation for the Robotics and Automation industry. Students will complete an online career essentials course with SkillsUSA, learn industry safety procedures, as well as create a personal website to house their e-portfolio, resume, and advanced capstone project. Robotics and Automation Programming II is hands on curriculum that blends robotics, programming, the design process, mechanical systems, energy transfer, control systems, CAD software, and career and technical skills for the workplace. Students will work in teams to design, build, program, and debug advanced robotics projects. Students will explore additional hardware and software solutions to robotics problems. Students will learn advanced hardware and software techniques, as well as mathematics and physics to understand the hands on robotics projects.

## Robotics & Automation Programming II

**Course #:** 551600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 10-12

**Description:** Students integrate academic and technical preparation, focus on career planning, as well as industry skill preparation for the Robotics and Automation industry.

## Sports Management

**Course #:** 501700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** Students will learn business and management skills through the lens of the sports management industry. Students will learn about the management and structuring of sports leagues ranging on the continuum from recreational to professional sports as well as all the peripheral and support careers within sports.

## Sports Medicine

**Course #:** 538600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course provides instruction in advanced topics related to the field of Sports Medicine. Advanced anatomy, cell and tissue structure and response to injury, body systems, exercise physiology, therapeutic modalities, therapeutic exercise, pharmacology, kinesiology, and taping principles will be integrated with the prevention, treatment, and rehabilitation of athletic injuries. In addition, ethic and legal issues related to professions in health industries will be addressed.

## Stage Technology I

**Course #:** 584200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course is an introductory course offering students a career pathway into the dynamic Production and Managerial Arts pathway. Students are introduced to the techniques and processes involved in stage construction, lighting, the setup and operation of projection equipment. The program develops basic construction techniques for stage set up and affords practice in stage crew work, offering students the opportunity to acquire skills for careers in the entertainment industry. Students will learn to use a variety of production equipment, including lighting fixtures and consoles, electrical cabling, microphones, sound mixers, speakers, digital recorders, rigging hardware, and counterweight fly lines.

## Stage Technology II

**Course #:** 584300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Stage Technology I

**Grade Level (s):** 10-12

**Description:** Students will learn specialized vocabulary, explore set, lighting, and costume design, and reflect on design elements found in school and outside productions with design analysis and critiques. They will explore mood, the effect of color, and perspective. Students will also incorporate problem solving, leadership, team building, and working well under pressure to handle the stresses associated with a theatre production and performance. The course includes practical, critical, and cultural content and will place an emphasis on creative expression, aesthetic valuing and the practical realization of various aspects of design.



## Stage Technology III

**Course #:** 582800

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Stage Technology II

**Grade Level (s):** 11-12

**Description:** Students will undergo a multi-step process of self-producing art by approaching it through a technical and academic cognizant framework. Instructional emphasis is placed on the creation, evaluation, adaptation, and interpretation of the following: (i) scenery design and construction, (ii) lighting design and technology, (iii) stage properties, (iv) costume design/makeup artistry, (v) sound design/audio engineering and (vi) pursuit of professional careers in stage technology. In every lesson unit, students analyze and apply technical theater elements and academic principles in demonstrating their mastery of a designer's knowledge and skills via project-based learning (PBL) and work-based learning (WBL) opportunities. Students are also guided through in-depth academic learning through research in terms of technological breakthroughs, geographical idiosyncrasies and historical/socio-economical context of the subject areas.

## Supply Chain I

**Course #:** 544000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course will cover the basic principles of warehousing, material handling, and distribution center management. Key components such as warehouse operations, shipping, receiving, sanitation, safety, and inventory management will be examined.

## Supply Chain II

**Course #:** 544100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Supply Chain I

**Grade Level (s):** 10-12

**Description:** This course will explore transportation from a global supply chain perspective. Key components will include the relationship between transportation and the economy, various modes of transportation, a historic perspective of transportation, public policy and regulations, and technology within the transportation sector.

## Supply Chain III

**Course #:** 544200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Supply Chain I

**Grade Level (s):** 10-12

**Description:** This course will cover the basic principles of supply chain management, along with analyzing various aspects of logistics systems. Key components such as warehousing, distribution, communication, facility location, and inventory management will be examined. Upon completion of this course students will:

## Sustainable Energy & Environmental Tech

**Course #:** 555200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Supply Chain I

**Grade Level (s):** 11-12

**Description:** This is a project-based course with a strong focus on environmentally sustainable practices. Students study design (standards, process, documentation, etc.) and learn to study and solve problems in a systematic way. Students study product design from the perspective of cradle-to-cradle life cycles. Students study what makes a home, office or school sustainable, and investigate the city or region in which they live with an eye for sustainability.

## Technology & Computer Applications

**Course #:** 552000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 11-12

**Description:** This course is designed to teach a variety of 21st Century skills to assist in student success. The curriculum is guided around meeting the introductory skills necessary for students to be successful in their pathway choice and to help them be career and college ready. The course address digital citizenship, Internet safety, evaluating online resources, coding, personal finance, career exploration, research, business concepts, and e-portfolio. Students will experience and master various applications and web tools available as they create, manage, and organize various tasks and projects. Integrated into this course are principles of economics, mathematical computation, reasoning and logic, communication, critical thinking, and problem-solving. This course prepares students by giving them a head start into their chosen pathways.

## Video Game Programming & Design I

**Course #:** 560000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** By the end of this course, students will be ready to pursue post-secondary education or seek a career in the video game industry. They will have a thorough knowledge of the industry, including the roles and responsibilities of the various departments in a video game company, as well as the coding and design requirements of the field. Students who complete the course will have a resume and digital portfolio with which to demonstrate their progress to post-secondary institutions and potential employers. Students will also be encouraged to seek certification as Unity Certified Developers, a certification which will provide them with an advantage as they begin their careers.



## Web Design (CodeHS)

**Course #:** 551900

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** The CodeHS Web Design course is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi page websites. Students will learn the foundations of user interface design, rapid prototyping and user testing, and will work together to create professional, mobile responsive websites.

## Web Design I

**Course #:** 563000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course will provide students with a solid foundation of the Internet and computing in the 21st century. Students will learn all about Web Design, Multimedia, and the Internet including HTML, vector graphics, bitmap graphics, cascading style sheets, graphic design, digital audio, video, and animation using industry standard software applications such as Adobe Illustrator, Dreamweaver, Photoshop, Acrobat, Audition, Premiere, and Animate.

## Web Design II

**Course #:** 563100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Web Design I

**Grade Level (s):** 10-12

**Description:** Students learn the role of computer information systems and concepts within business organizations. Focus is on computer hardware and software components, systems development, networking, e-commerce, ethics and security. Students use microcomputer applications such as word processing, spreadsheets, and database management to apply computer-based solutions to business problems.

## Web Design III

**Course #:** 563200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Web Design II

**Grade Level (s):** 11-12

**Description:** Through a relevant context, this course further explores the historical and rapidly changing trends of design for the web. Through advanced design projects, student enhance their problem-solving skills, critical thinking skills, and artistic perception, as well as their ability to critique and self-reflect. Students will learn advanced methods and theory such as elements and principles of design, to enhance their own artistic vision and style as it pertains to web design.

## Welding Technology I

**Course #:** 570200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 11-12

**Description:** This course prepares students to use both gas welding and any combination of arc welding processes to weld, plan and lay out materials as specified by diagrams, blueprints, or written specifications. The welding skills may be related to engineering, surveying, maintenance of agricultural/agribusiness power units and equipment, and participation in technical fields supporting agricultural enterprises.

## Welding Technology II

**Course #:** 572200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Welding Tech I

**Grade Level (s):** 10-12

**Description:** This course is centered on students utilizing the skills acquired in the manufacturing and welding Pathway Welding Technology I and applying them in conjunction with fabrication concepts and techniques to design and fabricate a project of their own. The main objective of this course is centered on teaching students the skills necessary to fabricate metal projects. Students will review the welding processes taught in Welding Technology I.

## Women in Construction

**Course #:** 513700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#)

**Grade Level (s):** 9-12

**Description:** This course emphasizes the technical preparation on career awareness, career exploration, and skill preparation in the building trades and construction industry through the lens of gender and its intersection with race, class, ability, and age. Students will explore issues and ideas surrounding traditional gender roles and expectations while simultaneously acquiring knowledge and skills to break the gender inequity within the building trades and construction industry sector.

## Women in Construction II

**Course #:** 513900

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** [Check CTE Pathway page](#); Women in Construction I

**Grade Level (s):** 9-12

**Description:** Women in Construction II builds upon the foundations from the previous course and pre-requisite Woman in Construction I. It continues to emphasize the technical preparation on career awareness, career exploration and the personal and workplace skills as it pertains to the build and construction industry. Moreover, this course continues to expose the students to various trades through the lens of gender and its intersection with race, class, ability and age.





## UC/CSU and NCAA ELD Courses

College-bound athletes will need to have 1-4 years of NCAA accepted courses depending on the subject (refer to NCAA requirements in this Course Catalog) to practice, receive athletic scholarships, and/or compete during their first year.

Courses	Grad Req	CSU/UC	NCAA
ELD Level 1	Elective		
ELD Level 2	Elective		
ELD Level 3	Elective		
ELD Level 4	English	B	
ELD Level 4B	Elective		
ELD Level 5	Elective		
ELD Level 6	Elective		

The goals for English Language (EL) Learners are stated in the District's Master Plan for English Learners; they include English language proficiency, academic success, and cross-cultural understanding. The courses are designed to provide EL students with curriculum developed to satisfy the District and California Education Code Graduation Requirements and college entrance requirements. For more information, refer to the District's Master Plan for English Learners or contact the Language Development Office at (209) 933-7075.

## English Language Development (ELD) for English Language Learners

Initial English proficiency and placement in Designated ELD courses is determined by student's level of English language proficiency as determined by the state mandated English Language Proficiency Assessment for California (ELPAC). ELPAC scores are used to determine initial placement, then students will progress consecutively through the Designated ELD courses regardless of ELPAC scores and grades. For students who are Long Term English Learners (LTELs) and have been in the English Learner Program for 6 years or more, placement starts at ELD Level 3 and then the students will progress through the levels consecutively. The LTEL Pathway begins at ELD Level 3. Designated ELD courses are classes in which students are enrolled all year long.

## ELD – EL Students Only

Course Title	Course #	Description
ELD Level 1	472100	English Language Proficiency Level 1
ELD Level 2	472200	English Language Proficiency Level 2
ELD Level 3	425000	English Language Proficiency Level 3/LTEL 6+ years
ELD Level 4* (English credit)	472700	Completed ELD Level 3/LTEL 6+ years
ELD Level 4B*	472900	Completed ELD Level 3 and ELD Level 4/LTEL 6+ years
ELD Level 5	473000	Completed ELD Level 4/4B, LTEL 6+ years
ELD Level 6	473100	Completed ELD Level 5/LTEL 6+ years

*Please note: If a student is new to California schools and scores an overall Initial ELPAC score of Level 3 (Initially Fluent English Proficient) the student is **not** considered an English Learner and will not enroll in any ELD classes.*

\*Starting the 2021-2022 school year, ELD 4 will be worth English credit.

\*\*ELD Level 4B is a course only for schools on block schedule. This course is the term 2 class as ELD is a yearlong course and an elective credit course. Term 1 class is ELD 4, English credit course.

EL students are reclassified when they meet the following criteria:

- An overall **ELPAC** score of 4 or above
- Meets **iReady** criteria once within the same school year. iReady is administered three times during the school year or SBAC achievement of 3 or 4.
- Parent consultation
- Teacher evaluation

EL students who meet the criteria for reclassification complete the process with the assistance of their Counselor and/or the English Language Program Site Coordinator. All reclassified students are monitored by their teachers and counselor for a minimum of four years. Each student's academic performance is monitored and each teacher provides a copy of this documentation at the end of every quarter to the site English Language Program Site Coordinator. If a student's grades fall below a "C" in any academic class, the English Language Appraisal Team (ELAT) is convened to evaluate the student's progress and to recommend intervention measures.





## ELD Level 1

**Course #:** 472100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** (Level 1 Regular ELD) This English language development course is designed for students who have less than 5 years in EL Program and who scored a 1 or 2 on the English Language Proficiency Assessment for California (ELPAC). The goal is to improve students' knowledge of reading, writing, listening, and speaking English. This course is aligned with California English Language Development Standards and is designed to meet the proficiency benchmarks so that students can succeed in grade-level Integrated courses.

## ELD Level 2

**Course #:** 472100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** (Level 1 Regular ELD) This English language development course is designed for students who have less than 5 years in EL Program and who scored a 1 or 2 on the English Language Proficiency Assessment for California (ELPAC). The goal is to improve students' knowledge of reading, writing, listening, and speaking English. This course is aligned with English Language Proficiency Assessment for California (ELPAC) and is designed to meet the proficiency benchmarks so that students can succeed in grade-level SDAIE courses.

## ELD Level 3

**Course #:** 472500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** (Level 3 Regular ELD) This English language development course is designed for students who scored a 3 or 4 on the English Language Proficiency Assessment for California (ELPAC) but have not yet met ELA exit criteria to be reclassified as Fluent English Proficient (RFEP). It provides a systematic and focused approach to ELD and ELA reading, and writing skills. This course is aligned with CA ELD standards.

## ELD Level 4

**Course #:** 472700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is a comprehensive, college preparatory, language course that uses the California State University's Expository Reading and Writing Curriculum (ERWC) with Integrated and Designated Instruction. This course addresses the needs of English learners by integrating the California English Language Development Standards in conjunction with the Common Core English Standards. It is designed with the distinctive needs of ELs at the Expanding and Bridging levels, so they can be ready to enter college and the workforce. ERWC modules with Integrated Instruction in grades 9-12 offer instruction to support the acquisition of academic English for all students especially English Learners with activities focusing on the Contents, concepts, and language features (vocabulary, text structure, syntax, and grammar) of the texts. The ERWC modules incorporate integrated and designated instruction include the following: Inquiry-based and Student-centered, Text-based Goals and Tasks, Purposeful Language Learning, ELA and ELD Standards-based, Formative Assessment.



## ELD Level 4B

**Course #:** 472800

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Previously enrolled and completion in ELD 4

**Grade Level (s):** 9-12

**Description:** The course is Designated English Language Development (ELD) with Integrated and Designated Instruction. It is the next course in a sequential path for English Learners who have not met reclassification criteria. This course is comprehensive, college preparatory, language arts program designed to address the needs of English learners by integrating all of the California English Language Development Standards in conjunction with the California Common Core English Language Arts Standards. Curriculum modules with Integrated ELD Instruction in grades 9-12 offer instruction to support the acquisition of academic English with activities focusing on the content, concepts, and language features (vocabulary, text structure, syntax, and grammar) of the texts. The modules use the following skills: Inquiry-based and student-centered, text-based goals and tasks, purposeful language learning, ELA and ELD Standards-based, formative Assessment and summative written and oral assessments. (Level 1 Regular ELD) This English language development course is designed for students who have less than 5 years in EL Program and who scored a 1 or 2 on the English Language Proficiency Assessment for California (ELPAC). The goal is to improve students' knowledge of reading, writing, listening, and speaking English. This course is aligned with California English Language Development Standards and is designed to meet the proficiency benchmarks so that students can succeed in grade-level Integrated courses.

## ELD Level 5

**Course #:** 473000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Previously enrolled and completion in ELD 4

**Grade Level (s):** 9-12

**Description:** The course is Designated English Language Development (ELD) with Integrated and Designated Instruction. This course is comprehensive, college preparatory, language arts program designed to address the needs of English learners by integrating all of the California English Language Development Standards in conjunction with the California Common Core English Language Arts Standards. Curriculum modules with Integrated ELD Instruction in grades 9-12 offer instruction to support the acquisition of academic English for all students especially English Learners with activities focusing on the content, concepts, and language features (vocabulary, text structure, syntax, and grammar) of the texts. It is designed with the distinctive needs of ELs at the Expanding and Bridging proficiency levels, so they can be ready to enter institutes of higher education and the workforce. The modules use the following skills: Inquiry-based and student-centered, text-based goals and tasks, purposeful language learning, ELA and ELD Standards-based, formative Assessment and summative written and oral assessments. The class will focus on culturally relevant topics.

## ELD Level 6

**Course #:** 473100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Previously enrolled and completion in ELD 5

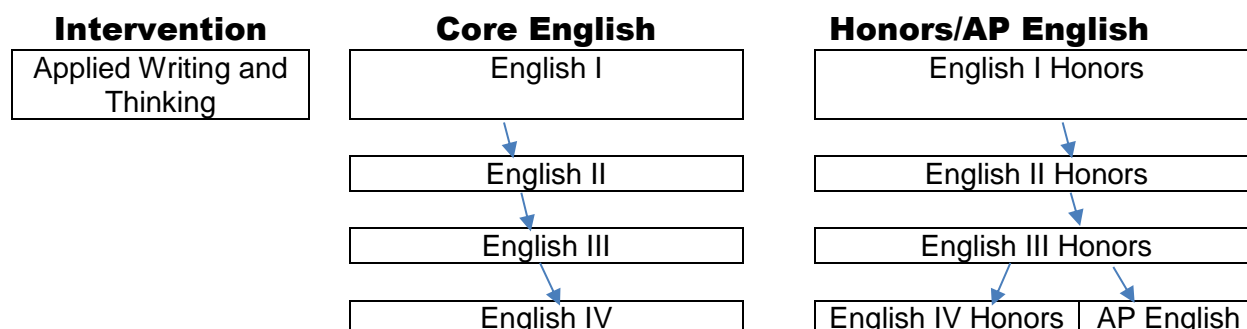
**Grade Level (s):** 9-12

**Description:** The course is Designated English Language Development (ELD) with Integrated and Designated Instruction. It is the final course in a sequential path for English Learners who have not met reclassification criteria. This course is comprehensive, college preparatory, language arts program designed to address the needs of English learners by integrating all of the English Language Proficiency Assessment for California (ELPAC) in conjunction with the California Common Core English Language Arts Standards. Curriculum modules with Integrated ELD Instruction in grades 9-12 offer instruction to support the acquisition of academic English with activities focusing on the content, concepts, and language features (vocabulary, text structure, syntax, and grammar) of the texts. The modules use the following skills: Inquiry-based and student-centered, text-based goals and tasks, purposeful language learning, ELA and ELD Standards-based, formative Assessment and summative written and oral assessments.



## ENGLISH LANGUAGE ARTS FLOW CHART

The English curriculum offers a balanced and academically rigorous program based on the Common Core States Standards. All students are required to take 4 years (40 credits) in English to graduate from high school.



## UC/CSU and NCAA Accepted English Courses

Students who plan to attend UC/CSU institutions need to have 4 years of UC/CSU accepted English Courses. College-bound athletes will need to have 4 years (for Division I) and 3 years (for Division II) of accepted English credits to practice, receive athletic scholarships, and/or compete during their first year.

Courses	Grad Req	CSU/UC	NCAA
AP English Lang. Comp.	English	B	English
AP English Lit. Comp.	English	B	English
Applied Writing & Thinking	Elective		
Competitive Speech & Debate	English	G	English
Creative Writing	English	G	English
Creative Writing & Production	English	G	English
Dynamic Literacy of Patient Care	English	B	English
English I	English	B	English
English I Honor	English	B	English
English II	English	B	English
English II Honor	English	B	English
English III	English	B	English
English III Honor	English	B	English
English IV	English	B	English

Courses	Grad Req	CSU/UC	NCAA
Expository Reading & Writing	English	B	English
Expository Reading & Writing 11 <sup>th</sup>	English	B	English
Expository Reading & Writing 12 <sup>th</sup>	English	B	English
Foundational Writing	Electives		
Journalism I	Electives	G	English
Journalism II	Electives	G	
Journalism III	Electives	G	
Journalism IV	Electives	G	
Literature Thru Film	English	B	
	English	B	English
Mental Health Matters	English	B	
Pre-AP English 1	English	B	English
Pre-AP English 2	English	B	English
Independent Study, English	Check with counselor		



## AP English Language & Composition

**Course #:** 608000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English III Honors/Summer reading/writing assignments

**Grade Level (s):** 9-12

**Description:** This college-level literature-based course emphasizes analyzing and interpreting all genres of literature with a particular focus on tragedy, poetry, and style analysis. Extensive reading and writing assignments both in and out of class are expected. Timed writing assignments are frequent and demanding. At least two full-process essays are due each quarter.

## AP English Literature & Composition

**Course #:** 608100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English III Honors/Summer reading/writing assignments

**Grade Level (s):** 9-12

**Description:** This college-level literature-based course emphasizes analyzing and interpreting all genres of literature with a particular focus on tragedy, poetry, and style analysis. Extensive reading and writing assignments both in and out of class are expected. Timed writing assignments are frequent and demanding. At least two full-process essays are teaches students to appropriately differentiate writing & speaking skill.

## Applied Writing & Thinking

**Course #:** 213700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This is a class to support our strategic students (those performing within two years below grade level) in mastering the 9<sup>th</sup> grade ELA Contents standards and passing their core English I class. All resources will be minimally grade level and will come from multiple subject areas and sources. This course will focus on the real world application of ELA concepts and skills through balancing analyzing and writing informational and expository text with analyzing literature and narrative text.

## Competitive Speech & Debate

**Course #:** 213200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this course, students are given training in competitive speaking events including debate, congress, extemporaneous speaking, oratory, impromptu, expository speaking, programmed reading, & dramatic and humorous interpretation. Students demonstrate speaking skills in a variety of competitions. Travel to a minimum number of speech tournaments is required.

## Creative Writing

**Course #:** 213000/213500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English I

**Grade Level (s):** 9-12

**Description:** This course teaches students strategies and practice in the art of writing poetry, short stories, creative non-fiction, plays, and review. Students will explore the genres of fiction, play writing, screenwriting, creative non-fiction, reviews, and new media writing including blogging, tweeting, and hyper-texting. The learning process and outcomes will emphasize the conventions of each genre, the writing process, and revision.

## Creative Writing & Production

**Course #:** 213300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English I

**Grade Level (s):** 9-12

**Description:** This course is designed for developing young writers who seek to perfect their skills in writing poems, short stories, and plays. Students edit and rewrite their work. Students submit at least one piece of written work for publication or competition. In the second semester, students design a school literary magazine, completing every aspect of the process.

## Dynamic Literacy of Patient Care

**Course #:** 404300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English III

**Grade Level (s):** 9-12

**Description:** The course focuses on the essential and foundational skills of communication, vocabulary development, and analytical reading and writing. Upon completion of this course, students will acquire the skills necessary to examine and make informed decisions for themselves as well as their community pertaining to wellness, and preventative care, mental health, taking into consideration aspects of cultural diversity, ethics, and communication.

## English I

**Course #:** 212000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** English I places specific emphasis on enhancing reading, writing, listening, and speaking skills through the critical interpretation of literature. Students read and analyze literature, gain and refine a more sophisticated voice in their essay writing, and develop the speaking and listening skills needed in discussion. Students write at least four full process essays.



## English I Honors

**Course #:** 212010

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Summer reading/writing assignments

**Grade Level (s):** 9-12

**Description:** This course is a literature-based course, designed to challenge students in reading & analyzing various genres (short story, novel, poetry, drama & non-fiction). Writing assignments are frequent & demanding. Full process essays are due each quarter & includes a speech unit requiring memorization & a class presentation.

## English II

**Course #:** 212100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English I

**Grade Level (s):** 9-12

**Description:** English II develops higher level thinking skills and the ability to analyze sophisticated pieces of literature. Students learn to write at least four full process essays.

## English II Honors

**Course #:** 212110

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Summer reading/writing assignments

**Grade Level (s):** 9-12

**Description:** This course is a literature-based course, designed to challenge students in reading & analyzing various genres (short story, novel, poetry, drama & non-fiction). Writing assignments are frequent & demanding. Full process essays are due each quarter & includes a speech unit requiring memorization & a class presentation.

## English III

**Course #:** 212200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English II

**Grade Level (s):** 9-12

**Description:** This course is designed to provide a survey of American literature. Students deliver formal and informal presentations: expository, research or response to literature. Students write at least four full process essays and complete an in-depth research paper on a historical topic.

## English III Honors

**Course #:** 212210

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English II

**Grade Level (s):** 9-12

**Description:** This level is designed to challenge students in reading & analyzing various genres (short story, novel, poetry, drama & non-fiction). Writing assignments are frequent & demanding.

## English IV

**Course #:** 212300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English III

**Grade Level (s):** 9-12

**Description:** This course the fourth level of English designed to provides a survey of British or World literature. Students are provided an opportunity to expand their reading experiences, improve their ability to analyze literature, understand workplace documents, and analyze the influence of mass media.

## English IV Honors

**Course #:** 212310

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English III

**Grade Level (s):** 9-12

**Description:** This course the fourth level of English designed to challenge students in reading & analyzing British or World literature. Students are provided an opportunity to expand their reading experiences, improve their ability to analyze literature, understand workplace documents, and analyze the influence of mass media.

## Expository Reading and Writing

**Course #:** 213400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course prepares students for the reading and writing demands of college. Through lessons which increase in difficulty, students learn to read for the underlying argument, question its logic, and respond in a thoughtful way. Students will recognize the ways writer convince readers and then to use these rhetorical strategies in their own writing.

## Expository Reading and Writing 11th

**Course #:** 221500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English II or its equivalent

**Grade Level (s):** 11

**Description:** The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society.





## Expository Reading and Writing 12th

**Course #:** 221600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English II or its equivalent

**Grade Level (s):** 12

**Description:** This rhetoric-based course was designed by the California State Universities and the California Community Colleges. The goal of this course is to develop advanced critical and analytical thinking skills through argumentative reading and writing. Throughout the course, students will engage with texts that deal with controversial contemporary issues. Students will evaluate various authors' claims and writing styles, and then participate in thoughtful, text-based discussions in order to formulate their own opinions. Students will defend their viewpoints in numerous argumentative essays that will require multiple drafts. It is expected that students in this course are ready and willing to engage in a rigorous intellectual challenge.

## Foundational Writing

**Course #:** 213500/213520

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed to teach the foundational skills that students will need to become successful, independent readers and writers. Students will learn the critical steps in the writing process that will allow them to effectively communicate in all content areas. This course will use a systemic approach that breaks writing skills into smaller pieces such as, prewriting and planning, composing ideas and revising.

## Journalism I

**Course #:** 320000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** English I or concurrent

**Grade Level (s):** 9-12

**Description:** This course focuses on the fundamentals of scholastic journalism. Units may include the following: basic terminology, lead writing, news writing, feature writing, sports writing, opinion writing, ethics, graphic design, desktop publishing, and broadcast. Passing this course may lead to later work with the school newspaper.

## Journalism II

**Course #:** 320000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Journalism I

**Grade Level (s):** 10-12

**Description:** This course is an advanced workshop in newspaper reporting and editing designed for second-year staff members. Students demonstrate responsibility for the production of the school newspaper. Students are expected to demonstrate improvements from the previous year, to take on new challenges, and to take an added role in the class such as an editorship.

## Journalism III

**Course #:** 322200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Journalism II

**Grade Level (s):** 10-12

**Description:** This course is an advanced workshop in newspaper reporting and editing with students responsible for the production of the school newspaper. It is designed for third year students. Students continue to improve demonstrably from previous year, to take on new challenges, and to add responsibilities that involve leadership roles. Students are expected to hold a specific leadership position.

## Journalism IV

**Course #:** 322300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Journalism III

**Grade Level (s):** 10-12

**Description:** This course is an advanced workshop in newspaper reporting and editing with students responsible for the production of the school newspaper. It is designed for fourth year students. Students continue to improve demonstrably from previous year, to take on new challenges, and to add responsibilities that involve leadership roles. Students are expected to hold a specific leadership position.

## Literature Thru Film

**Course #:** 212500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed to provide students with the opportunity to practice and improve their analytical and writing skills through the study of great works of literature and their film adaptations. Students will become proficient in analyzing literature and film and how it has and continues to shape beliefs around race, class, ethnicity, gender, and national origin. This is an intensive writing, text-based course aimed at enriching the experience of textual literary study and expository, critical and analytical writing through multiple mediums and genres.



## Mental Health Matters

**Course #:** 404400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this course, students explore mental and behavioral health disorders, teen challenges, disorder-related violence, and disparities in the mental health care system. Throughout the course, students conduct self-generated research related to each thematic unit, utilize the writing process to effectively communicate information and ideas using industry-specific language, analyze and justify personal perspectives regarding mental and behavioral health issues, and effectively use current media to inform and persuade multiple audiences for different purposes.

## Pre-AP English 1

**Course #:** 607900

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers. Texts take center stage in the Pre-AP English 1 classroom, where students engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly.

## Pre-AP English 2

**Course #:** 216000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Pre-AP 9 or English I

**Grade Level (s):** 10-12

**Description:** Pre-AP English 10 spotlights the recursive moves that matter in preparing students for the rigors of college-level reading and writing. While English 1 introduces the foundational routines of close observation, critical analysis, and appreciation of author's craft, English 2 requires students to apply those same practices to a new host of complex texts—the types of texts they will soon encounter in AP English courses, college classes, and on the SAT. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced essays without losing sight of the importance of well-crafted sentences and a sense of cohesion.

## Independent Study, English

**Course #:** See counselor

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

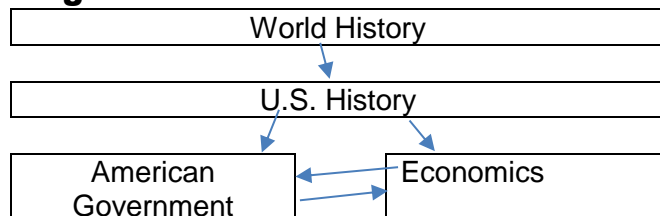
**Description:** Students must follow the guidelines as delineated in the district's Master Agreement for Independent Study, Weekly Assignment Summary, and Independent Study Activity Log.



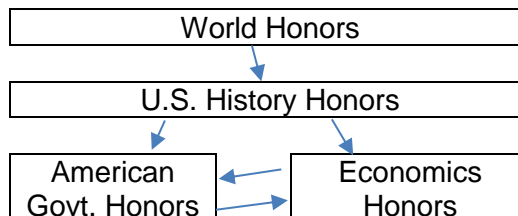
## HISTORY/SOCIAL SCIENCE FLOW CHART

The History-Social Science curriculum offers a balanced and academically rigorous program based on the California History-Social Science Contents Standards. The courses are sequential so that mastery of skills at one level will prepare students to succeed in the next level.

### High School Level Courses



### Honors Courses



## UC/CSU and NCAA Accepted History/Social Science Courses

Students who plan to attend UC/CSU institutions need to have 2 years of UC/CSU accepted English Courses. College-bound athletes will need to have 2 years (for Division I and II) of accepted English credits to practice, receive athletic scholarships, and/or compete during their first year.

	Grad Req	CSU/UC	NCAA
American Govt.	American Government	A	Social Science
American Govt. Honors	American Government	A	Social Science
AP American Govt.	American Government	A	Social Science
AP European History	World History	A	Social Science
AP Human Geography	Electives	A	Social Science
AP Microeconomics	Economics	G	Social Science
AP U.S. Government & Politics	American Government	G	Social Science
AP U.S. History	U.S. History	A	Social Science
AP World History	World History	A	Social Science
Art & Ethnic Studies	Electives	F	Social Science
Black & African American Studies	Electives	A	Social Science
Economics	Economics	G	Social Science
Economics Honors	Economics	G	Social Science
Ethnic Studies	Electives	G	Social Science
Geography	Electives	G	Social Science
Geography Honors	Electives		Social Science
Law & Society	Electives	G	Social Science
Mock Trial	Electives	G	Social Science
Native American Indian Studies	Electives		Social Science
Pre-AP World History & Geography	World History	A	Social Science
Psychology	Electives	G	Social Science
U.S. History	U.S. History	A	Social Science
U.S. History Honors	U.S. History	A	Social Science
U.S. History & Public Health	U.S. History	A	Social Science
World History	World History	A	Social Science
World History Honors	World History	A	Social Science
Independent Study, Social Studies	Check with counselor		



## **HISTORY/SOCIAL SCIENCE courses**

**2023-2024**

### **American Government**

**Course #:** 242300

**Length of time/Credits:** ½ Year/ 5 Credits

**Prerequisite:** US History

**Grade Level (s):** 12

**Description:** In this course students apply previous knowledge to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and other societies to compare different systems of government in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

### **American Government Honors**

**Course #:** 242310

**Length of time/Credits:** ½ Year/ 5 Credits

**Prerequisite:** US History

**Grade Level (s):** 12

**Description:** In this honors course students pursue a deeper understanding of American government institutions. They draw on their studies of American history and other societies to compare different systems of government in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Fundamental documents of American government are examined in depth. This course includes a research paper incorporating the following: independent reading and research; utilizing community resources, and volunteering in government-related institutions/activities. Students will write document-based essays.

### **AP European History**

**Course #:** 610000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:**

**Grade Level (s):** 11-12

**Description:** AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

### **AP Human Geography**

**Course #:** 613000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Previously taken a high school social science course

**Grade Level (s):** 12

**Description:** In this course, students explore how humans have understood, used, and changed the surface of Earth. Students will use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use.

### **AP Microeconomics**

**Course #:** 618000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** US. History

**Grade Level (s):** 12

**Description:** In this course, students explore how humans have understood, used, and changed the surface of Earth. Students will use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use.

### **AP U.S. Government & Politics**

**Course #:** 627000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** US. History

**Grade Level (s):** 12

**Description:** This advanced course is designed to prepare students to pass the US History AP test given in May. Students examine the major turning points in American history that reflect continuity and change throughout the history of our nation. Students identify and analyze social, political, economic, geographic, and cultural issues. This course includes extended analysis of the nation's beginnings and completion of two research papers, and volunteer community activities. Students will develop the analytical skills and factual knowledge necessary to understand problems in U.S. history. Topics for document-based essays will be based on sample Advanced Placement test items.

### **AP U.S. History**

**Course #:** 628000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** World History/AP World History

**Grade Level (s):** 11-12

**Description:** This advanced course is designed to prepare students to pass the US History AP test given in May. Students examine the major turning points in American history that reflect continuity and change throughout the history of our nation. Students identify and analyze social, political, economic, geographic, and cultural issues. This course includes extended analysis of the nation's beginnings and completion of two research papers, and volunteer community activities. Students will develop the analytical skills and factual knowledge necessary to understand problems in U.S. history.



## **HISTORY/SOCIAL SCIENCE courses**

**2023-2024**

### **AP World History**

**Course #:** 629000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 10

**Description:** This course requires students to develop a greater understanding of global processes and contracts among a variety of societies. Changes in international frameworks and their causes and consequences will be highlighted along with a comparison of major societies. Change and continuity across world history will be explored, along with social structure, emerging technologies, and cultural and intellectual development. The course requires extensive reading. Students may earn college credit upon successful completion of the AP examination.

### **Art & Ethnic Studies**

**Course #:** 243500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this Art & Ethnic Studies (Art 2) course, students will develop and cultivate respect, empathy, and solidarity with historically marginalized groups of people reflected in our Stockton demographics (Native American Indians, Black & African Americans, Latino Americans, and Asian & Pacific Islander Americans, among others) through developing Visual Arts including (but not limited to) drawing, painting, collage, murals, photography, public art, and mixed media. Through personal reflection, research, and ethnography, students will foster civic and social engagement and community building. Additionally, students will gain the foundational knowledge and skills necessary to express themselves as individuals and members of their communities through art. Using an Ethnic Studies framework, students will explore and document aspects of their community and apply their knowledge of race, ethnicity, culture, and identity to address social injustice.

### **Black & African American Studies**

**Course #:** 243600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Black & African American Studies is a course that introduces cultural, geographical, historical, environmental and political challenges and triumphs of the African American experience. Through research, historical documents, the examination of works of art, music and film, students will study topics including but not limited to: African civilizations, enslavement, the Black experience through the Civil War and emancipation, Reconstruction, migration, the Civil Rights Movement, contemporary issues facing the Black community, as well as the complexity and diversity of African American influence on U.S. and world culture. In addition, students will be exposed to the African American experience through the study of customs, traditions, culture, economics, music, politics, and art.

### **Constitutional Law**

**Course #:** 412500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is an overview of constitutional law and cases decided by U.S. Supreme Court. It will give students a broad understanding of current Constitutional Caselaw. Students will learn to read judicial cases and think analytically about their outcomes.

### **Economics**

**Course #:** 242400

**Length of time/Credits:** ½ Year/ 5 Credits

**Prerequisite:** US History

**Grade Level (s):** 9-12

**Description:** In this course students demonstrate their deepening understanding of economic operations, problems, and institutions of our nation and the world. Students make reasoned decisions on economic issues as citizens, workers, consumers, business owners, and managers.

### **Economics Honors**

**Course #:** 242410

**Length of time/Credits:** ½ Year/ 5 Credits

**Prerequisite:** US History

**Grade Level (s):** 12

**Description:** This course deepens understanding of economic operations, problems, and institutions of our nation and the world in which we live. Students make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers. Students demonstrate their understanding in a research paper incorporating their experiences with independent reading and investigation, community resources, and volunteering in local economic institutions.

### **Ethnic Studies**

**Course #:** 242500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. This course provide students with the knowledge to achieve an understanding of and an appreciation for the various cultures in their community. The focus is around the experiences of African Americans, Asian Americans, Latinos/as, and other racialized peoples in the United States. Students will be engaged in both intellectually and emotionally rigorous Contents constructed around issues of ethnicity, identity, service, and social justice. Students will research and examine how 20th Century events reveal power, privilege, ethnocentricity, systemic oppression, and cultural hegemony that influence their individual experiences into the 21st Century.





## **HISTORY/SOCIAL SCIENCE courses**

**2023-2024**

### **Geography**

**Course #:** 242400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this course students demonstrate their understanding of basic concepts of physical and cultural geography. This course emphasizes the pre-European cultures of North America, Latin America, Europe, Russia, the Eurasian Republics, North Africa, and Southwest Asia. Second semester focuses on Africa, Asia, Southeast Asia, and Oceania.

### **Geography Honors**

**Course #:** 242410

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this course, students utilize physical and cultural perspectives to examine people, places, and environments at local, regional, national, and international levels. Students describe the influence of geography on the events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution of movement of world population; relationships among people, places, and environments; and the concept of religion.

### **Law & Society**

**Course #:** 412300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students will explore the ramifications of landmark law cases dealing with constitutional, sexism, racial, and ethnic issues and others that have impact on American society.

### **Mexican American History**

**Course #:** 242800

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students will learn about the indigenous peoples of Mexico and Central America, significant events from the history of Mexico, and the unique experiences of Mexican Americans in the United States. This course is open to students of any background who wishes to learn more about the Mexican American heritage.

### **Mock Trial**

**Course #:** 412400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students will learn about the indigenous peoples of Mexico and Cent Mock Trial is a critical and analytical study of trials conducted in America, both past and present. All forms of trials are examined including criminal, civil, small claims, and traffic trials. Students learn the skills associated with our adversarial system of justice through performance in mock trials, analysis of past trials in American history, and viewing actual and simulated trials. ral America, significant events from the history of Mexico, and the unique experiences of Mexican Americans in the United States. This course is open to students of any background who wishes to learn more about the Mexican American heritage.

### **Native American Indian Studies**

**Course #:** 243700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This introductory survey course will examine history and culture from an Native American Indian perspective from the pre-colonial era to the present to expand student's knowledge and counter misconceptions and stereotypes about Native American Indians. This course explores the complexity and diversity of Native American Indian experiences throughout North America and locally in Stockton as each tribe, community, and nation has unique cultures, histories, and contemporary problems. This interdisciplinary course introduces students to the broad field of Native American Indian Studies, engaging with a range of texts and sources in history, literature, law, policy, music, film, and art. Students will learn new ways of thinking about and talking about—and with—Native Americans Indian peoples. Some of the various topics and concepts the course will explore include: Native American Indian ways of thought, environmental practices, identities, languages, oral histories, origins, sovereignty, survivance, settler colonialism, decolonization, federal policies, and social issues.

### **Pre-AP World History & Geography**

**Course #:** 628900

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Pre-AP World History and Geography focus deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and confidence and helps to prepare them for a range of AP history and social science coursework during high school, including AP Human Geography and AP World History. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom.



## **HISTORY/SOCIAL SCIENCE courses**

**2023-2024**

### **Psychology**

**Course #:** 243100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This college-prep course is designed as an introduction to the academic study of psychology. Students explore such topics as psychological disorders and therapies, human development, the biological basis of behavior, learning processes, social behavior, states of consciousness, and sensation.

### **U.S. History**

**Course #:** 242200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 11

**Description:** Students examine the major turning points in American history that reflect continuity & change during the period from the Industrial Revolution to the present day.

### **U.S. History Honors**

**Course #:** 242210

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 11

**Description:** Students identify and analyze social, political, economic, geographic and cultural issues. It includes extended analysis of Contents and additional coursework and homework. Students develop a research paper each semester incorporating independent reading & investigation.

### **U.S. History & Public Health**

**Course #:** 242700

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** World History

**Grade Level (s):** 11

**Description:** This course aligns with the new Public and Community Health Career Pathways of the HSMT CTE industry sector. Students analyze major historical events, trends, and concepts within the major historical events, trends, and concepts within the context of public and community health. Students make connections between the evolution of medicine and the development of American thought and government, which are brought into sharp relief by events such as the Enlightenment, the Civil War, and the Great Depression. This course could be part of a Health, Science, and Medical Technology academy in a sequence of Public and community Health and History courses.

### **World History**

**Course #:** 242100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 10

**Description:** In this course, students examine major turning points that shaped the modern world from the late eighteenth century to the present, including the causes and course of the two world wars. Students demonstrate an understanding of the roots of current world issues by studying the expansion of the West and the growing interdependence of people and cultures throughout the world. Students extensive research and apply their investigative skills to a research paper that relates two contemporary world problems.

### **World History Honors**

**Course #:** 242100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 10

**Description:** Students examine major turning points that shaped the modern world from the late eighteenth century to the present, including the causes and course of the two world wars. Students demonstrate an understanding of the roots of current world issues by studying the expansion of the West and the growing interdependence of people and cultures throughout the world. Students extensive research and apply their investigative skills to a research paper that relates two contemporary world problems. Students will write document-based essays.

### **Independent Study, History/Social Science**

**Course #:** See counselor

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** See counselor

**Grade Level (s):** 9-12

**Description:** Students must follow the guidelines as delineated in the district's Master Agreement for Independent Study, Weekly Assignment Summary, and Independent Study Activity Log.

# INTERNATIONAL BACCALAURETE (IB) PROGRAM

2023-2024



The International Baccalaureate (IB) Program is only offered at Franklin High School. The Middle Years Programme aims to build a solid academic foundation and student confidence in managing their own learning and making connections between learning in the classroom and the real world. The Diploma Programme is a future-ready programme that builds student's inquiring mindset fosters their desire to learn, and prepares them to excel at their careers and lead meaningful lives. Students interested in the IB program should contact Franklin High School for more information.

## MIDDLE YEARS PROGRAM COURSE OF STUDY (Community Service is an integral part and requirement of the IB Middle Years Program)

<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Grade 9</u>	<u>Grade 10</u>
English	English	English	English	English
Language B (French or Spanish)	Language B (French or Spanish)	Language B (French or Spanish)	Language B (French or Spanish)	Language B (French or Spanish)
Humanities	Humanities	Humanities	Humanities	Humanities
Earth Science	Life Science	Physical Science	Biology	Chemistry
Math	Pre-Algebra	Algebra I	Geometry	Algebra II
Visual Arts	Theatre Arts	Music	Visual Arts or Theatre Arts or Music	Visual Arts or Theatre Arts or Music
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Design/Inquiry	Design/Inquiry	Design/Inquiry	Design/Inquiry	Design/Inquiry

## DIPLOMA PROGRAM COURSE OF STUDY

<u>Grade 11</u>	<u>Grade 12</u>
English A1 HL 1	English A1 HL 2
Language B SL or HL 1 (French or Spanish)	Language B Spanish HL 2 Language B French SL
History of the Americas HL 1	History of the Americas HL 2
Biology HL 1 Chemistry HL 1	Biology SL or HL 2 Chemistry SL or HL 2
Pre-Calculus or Mathematics SL or Math Studies SL	Mathematics SL or Math Studies SL
Psychology SL or Visual Arts SL	Psychology SL/HL or Visual Arts SL/HL

Diploma  
Candidates are  
also required to  
complete:

Theory of  
Knowledge  
Extended Essay  
Creativity, Action  
& Service



# INTERNATIONAL BACCALAURETE (IB) PROGRAM 2023-2024

## UC/CSU and NCAA Accepted Courses

Students who plan to attend UC/CSU institutions need to have 1-4 years of accepted UC/CSU courses. College-bound athletes will need to have 1-4 years of accepted additional courses to practice, receive athletic scholarships, and/or compete during their first year.

Courses	Grad Req	CSU/UC	NCAA
<b>Arts IB Courses</b>			
Band 08 MYP			
Theater 07 MYP			
Visual Arts 06 MYP			
Visual Arts IB HL 2	Wld Lang/V&P Arts/CTE	F	
Visual Arts IB SL	Wld Lang/V&P Arts/CTE	F	
<b>English IB Courses</b>			
English Language A 06 MYP			
English Language A 07 MYP			
English Language A 08 MYP			
English Lit HL 1	English	B	English
English Lit HL 2	English	B	English
Freshman English MYP	English	B	English
Sophomore English MYP	English	B	English
<b>History/Social Studies IB Courses</b>			
History IB HL 1	US Hist	A	Social Science
History of the Americas IB HL1	Econ	A	Social Science
History of the Americas IB HL2	Econ	A	Social Science
Humanities 06-08 MYP			
Introduction to Inquiry 06-08			
Introduction to Inquiry 09-10			
Psychology IB HL2	Electives	G	Social Science
Psychology IB SL	Electives	G	Social Science
Theory of Knowledge IB	Electives	G	Social Science
World History I MYP	World Hist	A	Social Science
World History II MYP	World Hist	A	Social Science
<b>World Language IB Courses</b>			
French B Year 1 09-10 MYP	Wld Lang/V&P Arts/CTE	E	Add. Course
French B Year 2 09-10 MYP	Wld Lang/V&P Arts/CTE	E	Add. Course
French B Year 3 09-10 MYP	Wld Lang/V&P Arts/CTE		Add. Course
French B Year 4 09-10 MYP	Wld Lang/V&P Arts/CTE		Add. Course
French B Yea 5 09-10 MYP	Wld Lang/V&P Arts/CTE		Add. Course
French IB HL 1	Wld Lang/V&P Arts/CTE	E	Add. Course
French IB HL 2	Wld Lang/V&P Arts/CTE	E	Add. Course
French Year 1 06-08 MYP			
French Year 2 06-08 MYP			
French Year 3 06-08 MYP			
Spanish B Year 1 06-08 MYP			

Courses	Grad Req	CSU/UC	NCAA
<b>World Language IB Courses-cont'd</b>			
Spanish B Year 1 09-10 MYP	Wld Lang/V&P Arts/CTE	E	Add. Course
Spanish B Year 2 06-08 MYP			Add. Course
Spanish B Year 2 09-10 MYP	Wld Lang/V&P Arts/CTE	E	Add. Course
Spanish B Year 3 06-08 MYP			Add. Course
Spanish B Year 1 09-10 MYP	Wld Lang/V&P Arts/CTE		Add. Course
Spanish B Year 2 09-10 MYP	Wld Lang/V&P Arts/CTE	E	Add. Course
Spanish B Year 3 09-10 MYP	Wld Lang/V&P Arts/CTE		Add. Course
Spanish B Year 4 09-10 MYP	Wld Lang/V&P Arts/CTE		Add. Course
Spanish B Year 5 09-10 MYP	Wld Lang/V&P Arts/CTE		Add. Course
Spanish IB HL 1	Wld Lang/V&P Arts/CTE	E	Add. Course
Spanish IB HL 2	Wld Lang/V&P Arts/CTE	E	Add. Course
<b>Mathematics IB Courses</b>			
Algebra I MYP	Math		Mathematics
Algebra II MYP	Math	C	Mathematics
Geometry MYP	Math	C	Mathematics
Math 06 MYP	N/A		
Math Analysis & Appr. SL	Math	C	Mathematics
Math App & Interpretation SL	Math	C	Mathematics
Pre-Algebra MYP	Math		
<b>Physical Education IB Courses</b>			
Physical Education 06-08 MYP			
<b>Science IB Courses</b>			
Biology IB HL 1	Biology Science	D	Science
Biology IB HL 2	Biology	D	Science
Biology IB SL	Science	D	Science
Biology MYP	Biology	D	Science
Chemistry MYP	Physical Science	D	Science
Chemistry IB HL 1	Physical	D	Science
Chemistry IB HL 2	Science	D	Science
Chemistry IB SL	Physical	D	Science
Science 06 MYP			
Science 07 MYP			
Science 08 MYP			
<b>Elective IB Courses</b>			
IB Core Capstone	Electives	G	

**IB ENGLISH Courses****English Language A 06 MYP****Course #:** 652000**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Summer Reading/ Writing Assignments**Grade Level (s):** 6

**Description:** Students will demonstrate through oral and written assignments an understanding of story, essay, and research conventions. Students will read a variety of international literature that promotes global awareness and demonstrates the tenants of IB learner profile.

**English Language A 07 MYP****Course #:** 652100**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Summer Reading/ Writing Assignments**Grade Level (s):** 7

**Description:** Students will demonstrate mastery of writing and oral conventions, with particular attention to grammatical structure, essay structure, and expository written and oral response. Students will read a variety of international literature aimed at creating a world view that promotes global awareness.

**English Language A 08 MYP****Course #:** 652200**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Summer Reading/ Writing Assignments**Grade Level (s):** 8

**Description:** Students will demonstrate their writing skills in expressive, expository, persuasive, and analytical essays. In addition, students demonstrate oral expressive skills in class presentations.

**English Lit HL 1****Course #:** 654000**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Sophomore English MYP; Summer Reading/ Writing Assignments**Grade Level (s):** 11

**Description:** Students demonstrate through oral and written the genres and universal themes found in world literature. Students demonstrate advanced skills in literary analysis through composition, discussion, and oral critiques. Students also demonstrate their skills in linguistic accuracy, organization and their ability to select specific details integrating ideas through the IB selected curriculum. All students must pass the Higher Level Examination.

**English Lit HL 2****Course #:** 654100**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** English IB HL 1; Summer Reading/ Writing Assignments**Grade Level (s):** 12

**Description:** Students demonstrate through oral and written the genres Students continue to demonstrate those skills in English IB HL 1 in preparation for the IB English examination. Students further demonstrate writing skills in the term essay. All students must complete Higher Level Examination.

**Freshman English MYP****Course #:** 653000**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Summer Reading/ Writing Assignments**Grade Level (s):** 9

**Description:** Students demonstrate through oral and written assignments, the contributions of major American writers, the growth and change of the American language, and the literary history of America. Students demonstrate their writing skills in expressive, expository, persuasive, and analytical essays. In addition, students demonstrate oral expressive skills in class presentations.

**Sophomore English MYP****Course #:** 653100**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Freshman Honors English or Freshman English MYP; Summer Reading/ Writing Assignments**Grade Level (s):** 10

**Description:** Students demonstrated through oral and written assignments, the contributions of major British writers, the growth and change of the English language, and the literary history of England and the world. Students demonstrate their writing skills in expressive, expository, persuasive, and analytical essays. In addition, students further demonstrate oral expressive skills in class presentations.



**IB HISTORY-SOCIAL SCIENCE Courses****History IB HL1****Course #:** 676500**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** World History I MYP; Summer Reading and Writing Assignments**Grade Level (s):** 11**Description:** This course emphasizes the political, social, and economic development of the United States and Latin America. Students demonstrate their knowledge of the material through critical thinking and essay exams. Students must complete all internal assessments.**History of the Americas IB HL1****Course #:** 676700**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** History IB HL 1; Summer Reading and Writing Assignments**Grade Level (s):** 12**Description:** This course emphasizes the government and economic aspects of the United States, Canada and Latin America. The course prepares students for the IB Higher Level History exam. Students demonstrate understanding of the material through successful completion of essay exams, research papers, and the oral assessment.**History of Americas IB HL2****Course #:** 676800**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** History IB HL 1; Summer Reading and Writing Assignments**Grade Level (s):** 12**Description:** This level two course emphasizes the government and economic aspects of the United States, Canada and Latin America. The course prepares students for the IB Higher Level History exam. Students demonstrate understanding of the material through successful completion of essay exams, research papers, and the oral assessment.**Humanities 06 MYP****Course #:** 67500**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 6**Description:** The 6<sup>th</sup> grade humanities curriculum examines and analyses early humans and early civilizations. In this class we will closely examine where civilizations developed and why they developed where they did. We will examine the geographic factors that made civilizations possible and how humans developed tools and technology. Also covered in this course will be an examination and analysis of early political structures and laws, the development of early societal norms, early spiritual and religious beliefs and economic systems. We will begin our journey with early Paleolithic and Neolithic nomadic humans leading up to the civilizations of Mesopotamia. Next, we will explore the Egyptian Civilization and the early Jewish Civilization. We will continue our exploration through early Indian and early China and finally explore the Greek and Roman Civilization.**Humanities 07 MYP****Course #:** 67510**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 7**Description:** The 7<sup>th</sup> grade humanities curriculum examines and analyses Medieval Civilizations. In this class we will closely examine the development of Medieval Civilizations in Europe, Asia and Africa. Students examine the geographic and human factors that made these civilizations possible and how humans developed new tools and new technologies. Also covered in this course will be an examination and analysis of medieval political structures and laws, the development of medieval societal norms, medieval spiritual and religious beliefs and medieval economic systems. We will begin our journey with the Fall of Rome.**Humanities 08 MYP****Course #:** 67520**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 8**Description:** States history begins with an exploration of the colonization of North America, and the subsequent development of the revolutionary movement that resulted in the development of the United States. In addition, the course examines the challenges of developing the United States Constitution, and the resulting issues of building a democratic state. Students will also evaluate the role of Plantation Agriculture, and the US Slave system as primary causes of the US Civil War from 1861-1865.

**Introduction to Inquiry 06-08 MYP****Course #:** 679000-679200**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 6,7,8

**Description:** The purpose of this course is to provide students a foundation for their academic/educational learning in their career development, exploration, and lifelong learning pursuits. Students will be expected to gain an understanding of the learning, presentation, and application processes as they engage in the personal, academic, career, and educational topical lessons introduced throughout the course.

**Introduction to Inquiry 09-10 MYP****Course #:** 679300-679400**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 9, 10

**Description:** The purpose of this course is to provide students a foundation for their academic/educational learning in their career development, exploration, and lifelong learning pursuits. Students will be expected to gain an understanding of the learning, presentation, and application processes as they engage in the personal, academic, career, and educational topical lessons introduced throughout the course.

**Psychology IB HL2****Course #:** 678100**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Psychology IB SL**Grade Level (s):** 11-12

**Description:** The program consists of a rigorous study of psychology in which students continue to examine the interaction of biological, cognitive and sociocultural influences on human behavior, started during the Psychology IB HL1 course. Students continue to learn how psychological knowledge is generated, developed and applies which enables students to understand and appreciate the diversity of human behavior. Students will continue in-depth study additional focus areas including human relationships, abnormal psychology and qualitative research. All students must complete the internal assessments and the Higher Level Examination.

**Psychology IB SL****Course #:** 678000**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Psychology**Grade Level (s):** 11-12

**Description:** In this course, students explore the 3 basic perspectives of psychology: biological, behavioral, and cognitive. Students examine the 10 focus areas including dysfunctional behavior, social psychology research.

**Theory of Knowledge****Course #:** 678500**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 12

**Description:** This course is designed to bring students to a position of reflective, rational, understanding of the academic knowledge they have gained. It is also intended to provide an interdisciplinary perspective on the sources of values, weaknesses, and relationships among the various academic disciplines. Students demonstrate critical thinking skills in the papers and presentations required by the IB program. All students must complete the Theory of Knowledge assessments.

**World History I MYP****Course #:** 676000**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 10

**Description:** This first half of a two-year course in world history will consist of an in- depth study of the roots of democracy in Greece and democratic developments in Europe and the United States ultimately leading to democratic revolutions in the 18th century. In the second semester students will engage in an in-depth study of 19th century social and political movements in Europe including Industrialism, Nationalism, Liberalism, Conservatism, and Imperialism, concluding with the cause and course of the First World War. Students will work with a variety of primary and secondary source documents to examine cause and effect as well as the origin, purpose, value and limitation of historical documents.

**World History II MYP****Course #:** 676100**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** World History I MYP**Grade Level (s):** 10

**Description:** This course is a continuation of World History I MYP with an emphasis on European history as it will apply to the IB History examination. Students will demonstrate critical thinking and research skills.

**IB MATHEMATICS Courses****Algebra I MYP****Course #:** 657200**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Enrolled in IB Program**Grade Level (s):** 8-9

**Description:** Students demonstrate through oral and written the Algebra I MYP is a course in the traditional system sequence of Pre-Algebra (offered in 7th grade), Algebra I (offered in 8th or 9th grade), Geometry, and Algebra II. Students learn to reason symbolically. Students understand and solve linear and quadratic equations; use operations on monomial and polynomial expressions; and extend their mathematical reasoning, including justifying steps in algebraic procedures and checking algebraic arguments for validity. Students add samples of their best work to their portfolios.

**Algebra II MYP****Course #:** 657400**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Geometry MYP**Grade Level (s):** 10

**Description:** Students demonstrate their ability to solve problems in various geometric figures, theorems, and postulates of congruence and similarity, and inductive and deductive reasoning. Students add samples of their best work to their portfolios. Students use scientific/graphing calculators and/or other related materials.

**Geometry MYP****Course #:** 657300**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Algebra I MYP**Grade Level (s):** 10

**Description:** Students demonstrate their ability to solve problems in various geometric figures, theorems, and postulates of congruence and similarity, and inductive and deductive reasoning. Students add samples of their best work to their portfolios. Students use scientific/graphing calculators and/or other related materials.

**Math 06 MYP****Course #:** 657000**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Algebra I MYP**Grade Level (s):** 6

**Description:** Grade 6 math should focus on four critical areas: 1) connecting ration and rate to whole number multiplication and division, and using concepts of ration and rate to solve problems; 2) complete understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; and 4) developing understanding of statistical thinking. Students in grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface, and volume. They prepare for work on scale drawings and constructions in grade 7 by drawing polygons in the coordinate plane. Students add samples of their best work to their portfolios.

**Math Analysis & Approaches SL****Course #:** 642500**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Previous Honors, IB or AP courses**Grade Level (s):** 11-12

**Description:** Recognizing the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world, this course emphasizes the meaning of mathematics in context by focusing on topics that are often used as application or in mathematical modelling. The course begins with a brief review of what students should already know about equations and inequalities, with a focus on analyzing and explaining the process of solving equations. Students study a variety of functions and explore the nature of graphs. Then students apply what they have learned to an in-depth study of polynomial, exponential, rational, and logarithmic functions. Students investigate vectors, polar equations, conic sections, and arithmetic and geometric sequences and series. The course closes with an introduction to mathematical induction and an exploration of limits, continuous functions, and derivatives.



## **Math Applications & Interpretation SL**

**Course #:** 642600

**Length of time/Credits:** 1 Year Course: 10 credits

**Prerequisite:** Previous Honors, IB or AP courses

**Grade Level (s):** 11-12

**Description:** IB Mathematics: Applications and Interpretation SL recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as application or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: Applications and Interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. The course is generally taken in the first or second year of a student's two-year IB Diploma Program coursework, preparing for culminating examinations in May. The course also places a focus on the practice of mathematical writing, in preparation for the Mathematical Exploration, an officially assessed component of a student's IB Diploma coursework, in which students write an 8-12 page paper exploring an area of mathematical interest and relevance.

## **Pre-Algebra MYP**

**Course #:** 657100

**Length of time/Credits:** 1 Year Course: N/A credits

**Prerequisite:** Enrolled in IB Program

**Grade Level (s):** 7

**Description:** Grade 7 math should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students add samples of their best work to their portfolios

## **IB PHYSICAL EDUCATION Courses**

### **Physical Education 06 MYP**

**Course #:** 671000

**Length of time/Credits:** 1 Year Course: N/A credits

**Prerequisite:** Enrolled in IB Program

**Grade Level (s):** 6-8

**Description:** This course is on a rotating A/B schedule. This course is where students will begin to incorporate skills that revolve around the five Areas of Interaction. The class will introduce the basic concepts of following and developing rules & students will learn to demonstrate safety & respect for all equipment & be introduced to peer evaluations and group work.

### **Physical Education 07 MYP**

**Course #:** 671100

**Length of time/Credits:** 1 Year Course: N/A credits

**Prerequisite:** Enrolled in IB Program

**Grade Level (s):** 6-8

**Description:** This course is on a rotating A/B schedule. This course will begin to provide opportunities for students to take responsibility for their own learning by focusing on specific aspects of their techniques. The course will help develop an environment of team spirit and critical thinking & introduce the basic components of fitness.

### **Physical Education 08 MYP**

**Course #:** 671200

**Length of time/Credits:** 1 Year Course: N/A credits

**Prerequisite:** Enrolled in IB Program

**Grade Level (s):** 6-8

**Description:** This course is on a rotating A/B schedule. This course will begin to instill an appreciation and value of physical education and its relationships to a healthy, active lifestyle. The course will help students become aware of movement as a creative medium connected to communication, expression, and aesthetic appreciation. Students will develop social skills that demonstrate the importance of teamwork & cooperation in a group activities and further the experience of enjoyment and satisfaction through physical activity.

**IB SCIENCE Courses****Biology IB HL 1****Course #:** 662400**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Biology MYP; Chemistry MYP**Grade Level (s):** 11

**Description:** This outcome-based laboratory course is the first year of a two-year course designed to prepare students for the Biology IB HL examination. Students undertake a detailed study of university-level core biology, augmented by a minimum of 60 hours of laboratory experiments (over two years) with their accompanying documentation. All students must complete laboratory hours, interdisciplinary group projects and the IB Higher Level Examination.

**Biology IB HL 2****Course #:** 662500**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Biology IB HL1**Grade Level (s):** 12

**Description:** This outcome-based laboratory course is the first year of a This course is a continuation of the two-year sequence of preparation for the Biology IB HL examination. Students continue their study of university- level biology, complete the required 60 hours of laboratory experiments, and participate in a major interdisciplinary scientific study. All students must complete laboratory hours, interdisciplinary group projects and the IB Higher Level Exam.

**Biology IB SL****Course #:** 662200**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Biology IB HL1**Grade Level (s):** 12

**Description:** This course is a continuation of the two- year sequence of preparation for the Biology IB SL examination. Students continue their study of university- level biology, complete the required 40 hours of laboratory experiments, and participate in a major interdisciplinary scientific study. Students must complete laboratory hours, inter-disciplinary group projects and the IB Standard Level Exam.

**Biology MYP****Course #:** 662000**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Biology IB HL1**Grade Level (s):** 9

**Description:** This outcome-based, laboratory-oriented course is designed to prepare students for entrance into the subsidiary level or higher level IB Biology or Chemistry course. Students demonstrate the ability to comprehend and answer essay questions. Students demonstrate an understanding of the basic principles of biology and topics central to modern biology.

**Chemistry IB HL 1****Course #:** 663400**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Chemistry MYP**Grade Level (s):** 11-12

**Description:** This laboratory course is the first of a two-year course designed to prepare students for the Chemistry HL examination. Students study a university level chemistry concepts, methods and Contents. Students begin laboratory experiments for the 60 hours IB requirement. All students must complete laboratory hours, interdisciplinary group projects and the IB Higher Level Examination.

**Chemistry IB HL 2****Course #:** 663400**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Chemistry MYP**Grade Level (s):** 12

**Description:** This course is a continuation of the two- year sequence of preparation for the Chemistry IB HL examinations. Students continue their study of university- level chemistry, complete the required 60 hours of laboratory experiments, and participate in a major interdisciplinary scientific study. All students must complete laboratory hours, interdisciplinary group projects and the IB Higher Level Examination.

**Chemistry IB SL 1****Course #:** 662400**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Chemistry IB HL 1**Grade Level (s):** 12

**Description:** This course is a preparation for the Chemistry IB SL examinations. Students continue their study of university- level chemistry, complete the required 40 hours of laboratory experiments, and participate in a major interdisciplinary scientific study. All students must complete laboratory hours, interdisciplinary group projects and the IB Standard Level Examination.

**Chemistry MYP****Course #:** 663000**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Algebra I MYP**Grade Level (s):** 10

**Description:** This laboratory course is designed to prepare students for entrance into the subsidiary level or higher level IB Biology or Chemistry course. Students demonstrate the ability to problem solve and to develop concepts, methods, and contents of chemistry. Students demonstrate an understanding of chemistry through successful completion of laboratory experiments and practice problems and examinations.



**Science 06 MYP****Course #:** 661000**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 6

**Description:** Sixth grade Earth science curriculum explores Earth's structure and surface as well as how the land formations were formed. It also investigates Earth's resources and conservation of those resources. Lastly, this course examines how organisms interact in their environment. Sixth grade Earth science will also learn how to properly set up a lab along with all of its variables, use certain laboratory equipment, analyze data, and create conclusions based on the gathered data.

**Science 07 MYP****Course #:** 661100**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 7

**Description:** The middle years programs for Science. Year 2 is the continuation from the Earth Science course in year 1. This course provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. Students will study the Scientific methods by doing experiments which follow the methods. Students will learn about the characteristics of living things and their evolution and interactions with the living world.

**Science 08 MYP****Course #:** 661200**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 8

**Description:** The middle year's programs for science year 3 are the continuation from the Life Science course in year 2. This course provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. Students will study the Scientific methods by doing experiments which follow the methods. Students will learn about matter, its interactions and the flow of energy in the universe.

**IB ARTS Courses****Band 08 MYP****Course #:** 695000**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrolled in IB Program**Grade Level (s):** 8

**Description:** This course is on a rotating A/B schedule. This is an introductory course, students will be introduced to a variety of band topics.

**Theater 07 MYP****Course #:** 693000**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrolled in IB Program**Grade Level (s):** 7

**Description:** This course is on a rotating A/B schedule. This is an introductory course, students will be introduced to a variety of theatrical topics, including but not limited to basic stage vocabulary, an overview of Theatre History, skills such as memorization, diction, projection, building a character, monologue performances, working in small scenes, and audition techniques. Students will be able to put their knowledge in practice during in-class performances, school-wide showcases, and potentially, on stage for Franklin's Drama Department productions.

**Visual Arts 06 MYP****Course #:** 692200**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrolled in IB Program**Grade Level (s):** 6

**Description:** The course is designed for students with some previous experience of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. This course continues the extensive exploration of the literature as recommended by the IB curriculum. The material extends from everyday oral exchanges to literary texts, and is related to the culture concerned. Students must sit the Higher Level IB.

**Visual Arts IB HL2****Course #:** 692400**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Visual Arts IB HL 1 or Department Challenge Test**Grade level (s):** 12

**Description:** Students demonstrate their ability to critique art works from the cultures of the Americas, Africa, Asia and Europe. Students further demonstrate their knowledge of the techniques learned in analytical critiques of art works of these areas. Students must take the IB Art and Design examination at either the Standard or Higher Level.

**Visual Arts IB SL****Course #:** 692300**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Art MYP or Department Challenge Test**Grade Level (s):** 11-12

**Description:** Students demonstrate their skills in perspective, figure, landscape, and still-life drawings. They work in transparent, opaque, and mixed media while adding to their portfolios. Students continue to keep journals of evaluations and critiques. All students must complete the Standard Level Examination.



**IB WORLD LANGUAGE Courses**

**French B Year 1 09-10 MYP**

**Course #:** 684500

**Length of time/Credits:** 1 Year Course: 10 credits

**Prerequisite:** Enrolled in IB Program

**Grade Level (s):** 9-10

**Description:** This course begins a sequential study of the target language covering the essentials of language usage. Students learn about the target language culture through readings, lectures, recordings, films, and tapes. Students demonstrate oral, written, listening and reading competency through the study of simple literature texts.

**French B Year 2 09-10 MYP**

**Course #:** 684600

**Length of time/Credits:** 1 Year Course: 10 credits

**Prerequisite:** French B Year 1 MYP

**Grade Level (s):** 9-10

**Description:** This two semester course continues a sequential study of French Language covering the basic essentials of language usage. Students will learn about the culture of the French speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts. Students will demonstrate knowledge of the basic analysis of literature.

**French B Year 3 09-10 MYP**

**Course #:** 684700

**Length of time/Credits:** 1 Year Course: 10 credits

**Prerequisite:** French B Year 2 MYP

**Grade Level (s):** 9-10

**Description:** This two semester course continues a sequential study of French Language covering the basic essentials of language usage. Students will learn about the culture of the French speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts. Students will demonstrate knowledge of the basic analysis of literature.

**French B Year 4 09-10 MYP**

**Course #:** 684800

**Length of time/Credits:** 1 Year Course: 10 credits

**Prerequisite:** French B Year 3 MYP

**Grade Level (s):** 9-10

**Description:** This the fourth year of a five-year program. This two semester course continues a sequential study of French Language covering the basic essentials of language usage. Students will learn about the culture of the French speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts. Students will demonstrate knowledge of the basic analysis of literature.

**French B Year 5 09-10 MYP**

**Course #:** 684900

**Length of time/Credits:** 1 Year Course: 10 credits

**Prerequisite:** French B Year 4 MYP

**Grade Level (s):** 9-10

**Description:** This is the fifth year of a five-year program. This two semester course continues a sequential study of French Language covering the basic essentials of language usage. Students will learn about the culture of the French speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts. Students will demonstrate knowledge of the basic analysis of literature.

**French IB HL 1**

**Course #:** 685000

**Length of time/Credits:** 1 Year Course: 10 credits

**Prerequisite:** French B Year 2/ French B Year 5

**Grade Level (s):** 11

**Description:** The course is designed for students with some previous experience of the language. Students demonstrate further oral, written, listening, and reading competency in the French language. This course begins the extensive exploration of the literature as recommended by the IB curriculum. The material extends from everyday oral exchanges to literary texts, and is related to the culture concerned.

**French IB HL 2**

**Course #:** 685000

**Length of time/Credits:** 1 Year Course: 10 credits

**Prerequisite:** French IB HL 1

**Grade Level (s):** 12

**Description:** The course is designed for students with some previous experience of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. This course continues the extensive exploration of the literature as recommended by the IB curriculum. The material extends from everyday oral exchanges to literary texts, and is related to the culture concerned. Students must sit the Standard Level or Higher Level IB Examination.

**French Year 1 06-08 MYP****Course #:** 684000**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrolled in IB Program**Grade Level (s):** 6-8

**Description:** This is the first year of a five-year program. This two semester course continues a sequential study of French Language covering the basic essentials of language usage. Students will learn about the culture of the French speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts and demonstrate knowledge of the basic analysis of literature.

**French Year 2 06-08 MYP****Course #:** 684100**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** French Year 1 MYP**Grade Level (s):** 6-8

**Description:** This two semester course continues a sequential study of French Language covering the basic essentials of language usage. Students learn about the culture of the French speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts and demonstrate knowledge of the basic analysis of literature.

**French Year 3 06-08 MYP****Course #:** 684100**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** French Year 2 MYP**Grade Level (s):** 6-8

**Description:** This the third year of a five-year program. This two semester course continues a sequential study of French Language covering the basic essentials of language usage. Students will learn about the culture of the French speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of literature.

**Spanish B Year 1 06-08 MYP****Course #:** 681000**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 6-8

**Description:** This is the first year of a five-year program. This two semester course begins a sequential study of Spanish Language covering the basic essentials of language usage. Students will learn about the culture of the Spanish speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts.

**Spanish B Year 1 09-10 MYP****Course #:** 681500**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Enrollment in IB Program**Grade Level (s):** 9-10

**Description:** This is the first year of a five-year program. This two semester course continues a sequential study of Spanish Language covering the basic essentials of language usage. Students will learn about the culture of the Spanish speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts.

**Spanish B Year 2 06-08 MYP****Course #:** 681500**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Spanish B Year 1**Grade Level (s):** 6-8

**Description:** This is the second year of a five-year program. This two semester course continues a sequential study of Spanish Language covering the basic essentials of language usage. Students will learn about the culture of the Spanish speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts. Students will demonstrate knowledge of the basic analysis of literature.

**Spanish B Year 2 09-10 MYP****Course #:** 681600**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Spanish B Year 1**Grade Level (s):** 6-8

**Description:** This is the second year of a five-year program. This two semester course continues a sequential study of Spanish Language covering the basic essentials of language usage. Students will learn about the culture of the Spanish speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts.

**Spanish B Year 3 06-08 MYP****Course #:** 681200**Length of time/Credits:** 1 Year Course: N/A credits**Prerequisite:** Spanish B Year 2**Grade level (s):** 6-8

**Description:** This is the third year of a five-year program. This two semester course continues a sequential study of Spanish Language covering the basic essentials of language usage. Students will learn about the culture of the Spanish speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts.

**Spanish B Year 3 09-10 MYP****Course #:** 681700**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Spanish B Year 2**Grade Level (s):** 9-10

**Description:** This is the third year of a five-year program. This two semester course continues a sequential study of Spanish Language covering the basic essentials of language usage. Students will learn about the culture of the Spanish speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts. Students will demonstrate knowledge of the basic analysis of literature.

**Spanish B Year 4 09-10 MYP****Course #:** 681800**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Spanish B Year 3**Grade Level (s):** 9-10

**Description:** This is the fourth year of a five-year program. This two semester course continues a sequential study of Spanish Language covering the basic essentials of language usage. Students will learn about the culture of the Spanish speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts. Students will demonstrate knowledge of the basic analysis of literature.

**Spanish B Year 5 09-10 MYP****Course #:** 681900**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Spanish B Year 4**Grade Level (s):** 9-10

**Description:** This is the fifth year of a five-year program. This two semester course continues a sequential study of Spanish Language covering the basic essentials of language usage. Students will learn about the culture of the Spanish speaking world through readings, recordings, films, tapes and via internet. Students will demonstrate oral, written and reading competency, through the study of simple literature texts. Students will demonstrate knowledge of the basic analysis of literature.

**Spanish IB HL1****Course #:** 682000**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Spanish B Year 5, Spanish B Year 2**Grade Level (s):** 11

**Description:** The course is designed for students with some previous experience of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. This course begins the extensive exploration of the literature as recommended by the IB curriculum. The material extends from everyday oral exchanges to literary texts, and is related to the culture concerned. Students must sit the Higher Level IB Examination at the end of this course.

**Spanish IB HL2****Course #:** 682100**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** Spanish IB HL 1**Grade Level (s):** 12

**Description:** The course is designed for students with some previous experience of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. This course continues the extensive exploration of the literature as recommended by the IB curriculum. The material extends from everyday oral exchanges to literary texts, and is related to the culture concerned. Students must sit the Higher Level IB Examination at the end of this course.

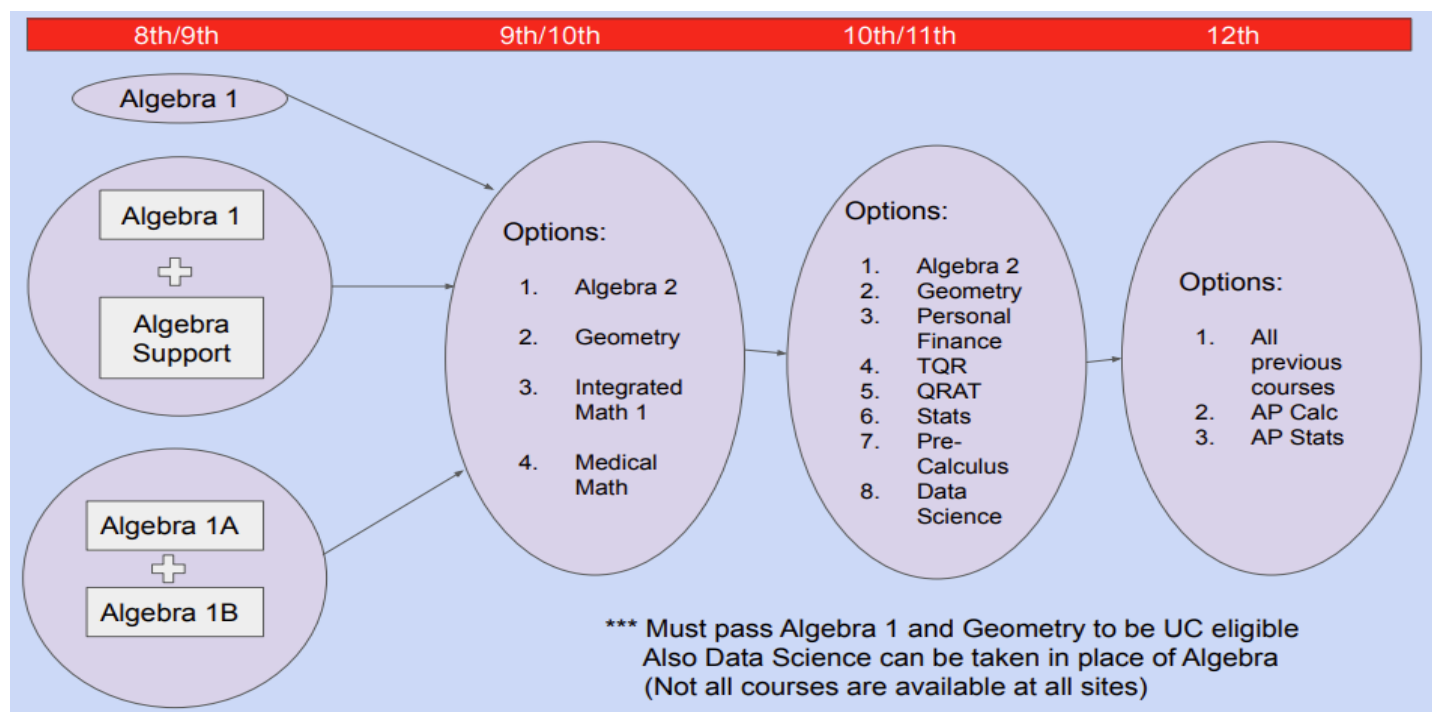
**IB Electives****IB Core Capstone****Course #:** 642000**Length of time/Credits:** 1 Year Course: 10 credits**Prerequisite:** IB Diploma Candidate**Grade Level (s):** 11-12

**Description:** The IB Core Capstone class engages students in critical inquiry through the design cycle, academic research, and formal academic writing and publishing. Students will be supported in developing their skills in expository and persuasive writing. The objective of the course is to allow students to explore their interests and showcase their learning while developing the academic and interpersonal skills that will support them in higher learning and professional environments. These capstone projects demonstrate the interconnectedness of learning while fostering international mindedness and global citizenship. The IB Core Capstone is a mandatory class for all students pursuing the IB Diploma.



## MATHEMATICS FLOW CHART

The Mathematics curriculum offers a balanced and academically rigorous program based on the Common Core State Standards. All Students must pass Algebra I in order to receive a high school diploma. Students must still take and pass 20 credits of math to graduate from high school.



## UC/CSU and NCAA Accepted Mathematics Courses

Students who plan to attend UC/CSU institutions need to have 3 years of UC/CSU accepted Math Courses. College-bound athletes will need to have 3 years (for Division I) and 2 Years (for Division II) of accepted Math credits to practice, receive athletic scholarships, and/or compete during their first year.

	Grad Req	CSU/UC	NCAA
Algebra I	Math	C	Math
Algebra 1A	Electives/Math	C	Math
Algebra 1B	Electives/Math	C	Math
Algebra II	Math	C	Math
Algebra II H	Math	C	Math
Algebra Support	Electives		
AP Calculus AB	Math	C	Math
AP Calculus BC	Math	C	Math
AP Pre-Calculus	Math	C	Math
AP Statistics	Math	C	Math
Calculus	Math	C	Math
Foundations of Math	Electives	*C/G	
Geometry	Math	C	Math

	Grad Req	CSU/UC	NCAA
Geometry H	Math	C	Math
Geometry Computer Visualization	Math	C	
Honors Algebra II	Math	C	Math
Integrated Math I	Math	C	Math
Integrated Math II	Math	C	Math
Integrated Math III	Math	C	Math
Medical Math	Math	C	
Medical Math II	Math	C	
Personal Finance	Math	C	Math
Pre-AP Algebra I	Math	C	Math
Pre-AP Geometry	Math	C	Math
Pre-Calculus	Math	C	Math
Pre-Calculus H	Math	C	Math
Statistics	Math	C	Math

\* For SPED students only





## Algebra I

**Course #:** 222000

**Length of time/Credits:** 1 Year Course: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Algebra I is a course in the traditional system sequence of Pre-Algebra (offered in 7th grade), Algebra I (offered in 8th or 9th grade), Geometry, and Algebra II. Students learn to reason symbolically. Students understand and solve linear and quadratic equations; use operations on monomial and polynomial expressions; and extend their mathematical reasoning, including justifying steps in algebraic procedures and checking algebraic arguments for validity.

## Algebra IA (Elective Credits)

**Course #:** 223601

**Length of time/Credits:** ½ Year: 5 credits

**Prerequisite:** None

**Grade Level (s):** 9

**Description:** This course is the support course to be coupled with Algebra 1A (course # 223701) in which students will earn 5 elective credits for this course and 5 math credits for the Algebra 1A.

## Algebra IA (Math Credits)

**Course #:** 223701

**Length of time/Credits:** ½ Year: 5 credits

**Prerequisite:** None

**Grade Level (s):** 9

**Description:** This course fulfills the first half of Algebra I requirements. This course is designed to encourage students to reach a higher level of understanding and to promote critical thinking in a broad range of situations. Strong emphasis is placed on linear equations and inequalities including systems of equations. Students will learn the foundations of algebra including radicals, exponents, and quadratics. This course will help students realized the need of Algebra in non-academic settings and will lead to a familiarity with the real number system by applying various manipulative skills taught. In addition, this course will be coupled with and math support course in which students will earn 5 elective credits for the math support course and 5 math credits for this course.

## Algebra IB (Elective Credits)

**Course #:** 223801

**Length of time/Credits:** ½ Year: 5 credits

**Prerequisite:** None

**Grade Level (s):** 9

**Description:** This course is the support course to be coupled with Algebra 1B (course # 223902) in which students will earn 5 elective credits for this course and 5 math credits for the Algebra 1B course.

## Algebra IB (Math Credits)

**Course #:** 223902

**Length of time/Credits:** ½ Year: 5 credits

**Prerequisite:** None

**Grade Level (s):** 9

**Description:** Algebra 1B is the second half of a two course model focuses on exponential functions and sequences, polynomial equations and factoring, graphing quadratic functions, solving quadratic equations, radical functions and equations, and data analysis and displays. A comprehensive understanding and application of mathematical functions is emphasized throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. Each lesson ends with a homework assignment to give students adequate practice, and each unit ends with an end of unit assessment and a performance task that allows students to apply the concepts they have learned in a real and relevant context.

## Algebra I Honors

**Course #:** 222010

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this course, students learn to reason symbolically, understand and solve linear and quadratic equations, and use operations on monomial and polynomial expressions. Students also extend their mathematical reasoning, including justifying steps in algebraic procedures and checking algebraic arguments for validity. Students demonstrate these skills at a higher level through portfolios and individual group projects.

## Algebra II

**Course #:** 222100

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Geometry

**Grade Level (s):** 10-12

**Description:** In Algebra II, students demonstrate their advanced knowledge of real numbers. Students solve problems in functions, systems of equations, curve sketching, equations of high degrees, matrices, groups and group properties, advanced manipulative techniques, sequences, sums, and statistics.

## Algebra Support

**Course #:** 227700

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Concurrent Enrollment in Algebra I

**Grade Level (s):** 9-12

**Description:** This course is for students who have been identified through specified multiple measures as performing within 2 years below grade level. The process for placement is described in the Blueprint for Student Achievement. It mirrors the instructional sequence of Algebra I and its Contents standards.



## AP Calculus AB

**Course #:** 603000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Pre-Calculus or Pre-Calculus Honors

**Grade Level (s):** 11-12

**Description:** This course is an introduction to analysis including functions, limits, differentiation, the definite integral, techniques of integration, and applications. Topics covered are in the AB Calculus Advanced Placement examination. The major goal of AP Calculus AB is to assist students in developing the basic concepts and rules of calculus, for college-level courses in mathematics and science, and success on the Advanced Placement Calculus AB examination.

## AP Calculus BC

**Course #:** 603100

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** AP Calculus AB

**Grade Level (s):** 11-12

**Description:** This course is a continuation of analysis including functions, limits, differentiation, the definite integral, techniques of integration, and applications. Topics covered are in the AB Calculus Advanced Placement examination. The major goal of this course is to assist students in developing the basic concepts and rules of calculus, for college-level courses in mathematics and science, and success on the Advanced Placement Calculus BC examination.

## AP Pre-Calculus

**Course #:** 602900

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra II

**Grade Level (s):** 11-12

**Description:** This is a course in probability and statistics. The study of experimental design, measuring techniques, predictions, data analysis, and interpretations enable students to become more critical of statistical data. This course prepares students for the AP Statistics test.

## AP Statistics

**Course #:** 625000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra II/Algebra II Honors

**Grade Level (s):** 11-12

**Description:** This is a course in probability and statistics. The study of experimental design, measuring techniques, predictions, data analysis, and interpretations enable students to become more critical of statistical data. This course prepares students for the AP Statistics test.

## Calculus

**Course #:** 222500

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Pre-Calculus

**Grade Level (s):** 11-12

**Description:** Calculus is intended to prepare students for college calculus. Students demonstrate knowledge of differentiation and integration and use their knowledge to find areas, volumes, and cube sketching. Using of graphing calculators is highlighted.

## Foundations of Math

**Course #:** 227400

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** For SPED students only

**Grade Level (s):** 9-12

**Description:** This course provides the transition from simple computation and problem solving into understanding the dynamic changes and relationships in the world, and universe, around us. The class aims to provide a symbolic understanding of the natural objects and events and how they relate to each other by understood constants and formulaic relationships. Using Big Ideas Math Curriculum students will relate systems of equations to each other to find solutions in multiple ways and identify which process is best. An understanding of quadratic functions and equations will be developed through integration with technology and applications with real life examples across various methods to find solutions. This will be contrasted with exponential functions, radical functions, and geometric series.

## Geometry

**Course #:** 222200

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra I

**Grade Level (s):** 9-12

**Description:** In this course, students learn the skills and concepts of plane and solid geometry. Students develop the ability to construct formal, logical arguments and proofs in geometric settings and problems.

## Geometry Honors

**Course #:** 222210

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra I

**Grade Level (s):** 9-12

**Description:** In this course, students demonstrate proficiency in the same skills and concepts described in Geometry. In addition, students demonstrate these skills at a higher level through portfolios and individual and group projects. Students use graphing calculators.



## Geometry Computer Visualization

**Course #:** 230000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra I

**Grade Level (s):** 9-12

**Description:** This course seeks to introduce students to a range of careers - including software development, computer programming, game design, digital fabrication - and methods that use computers to visualize geometric information necessary for product design.

## Honors Algebra II

**Course #:** 222100

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra I

**Grade Level (s):** 10-12

**Description:** In Algebra II, students demonstrate their advanced knowledge of real numbers. Students solve problems in functions, systems of equations, curve sketching, equations of high degrees, matrices, groups and group properties, advanced manipulative techniques, sequences, sums, and statistics.

## Integrated Math I

**Course #:** 223000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed to combine some of the basic principles of Algebra, Geometry, and Statistics. Students will deepen and extend their understanding of linear relationships and be introduced to exponential functions, modeled through data. Students will use properties and theorems involving congruent figures to expand and broaden understanding of geometric knowledge. Students will experience mathematics as a coherent, useful, and logical subject that draws on their ability to make sense of problem situations, and will develop the ability to explore and solve mathematical problems, think critically, work cooperatively with other students and communicate mathematical ideas clearly.

## Integrated Math II

**Course #:** 223000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Integrated Math I

**Grade Level (s):** 10-12

**Description:** This is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. On a daily basis, students will use problem-solving strategies, questioning, investigation, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

## Integrated Math III

**Course #:** 223200

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Integrated Math I

**Grade Level (s):** 10-12

**Description:** Integrated Math III allows students to apply and extend what they have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. Students will use problem - solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. In addition, students will learn in collaboration with others while sharing information, expertise, and ideas.

## Medical Math

**Course #:** 406000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This is an introductory course taken in conjunction with Algebra 1 or Geometry that is designed to reinforce basic math skills as they pertain to the medical field. Students will explore the medical measurement system and medical calculations for oral injection medications as well as for solutions and dilutions. Students will also learn dosing measurements and calculations for Intravenous medications, blood thinners, and insulin. Finally, students will learn and understand basic statistics that will aid in reading and understanding medical literature.

## Medical Math II

**Course #:** 406100

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Medical Math I

**Grade Level (s):** 10-12

**Description:** Students can learn pharmacy practice and pharmaceutical calculations so they can confidently decrease dosage errors, and improve patient safety. PharmSeer and PharmSeer Math Lessons are design to complement performing hands-on tasks and work. All content meets ASHP/ACPE entry-level pharmacy technician didactic standards. After completing the course, students can take the Exam for the Certification of Pharmacy Technicians (ExCPT). Students with passing scores will certify by the National Healthcareer Association (NHA) as Pharmacy Technicians.



## Personal Finance

**Course #:** 227300

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 11-12

**Description:** Personal Finance explores Saving & Investing, Credit & Debt, Financial Responsibility & Money Management, Insurance & Risk Management, and Income & Careers; Common Core Standards for Mathematical Practice as well as Algebra and Statistics/Probability standards are incorporated to increase fluency in personal finance and consumer awareness.

## Pre-AP Algebra I

**Course #:** 603500

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9

**Description:** This course focuses deeply on the concepts and skills that are most essential for college and career success, so mastery of linear relationships is a major focus of this course. Linear functions and linear equations are the basic building blocks of many advanced topics in math. This course give students the time and space to thoroughly master these concepts and skills. Pre-AP Algebra I concepts are presented as a foundation for continued Mathematics studies.

## Pre-AP Geometry with Statistics

**Course #:** 222800

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 10-12

**Description:** Pre-AP Geometry with Statistics has a central focus on measurement that provides students with a holistic and comprehensive view of Geometry as the study of shapes and space. This course leverages transformations to deepen students' knowledge of similarity and congruence. Since transformations are functions, they afford students a rich opportunity to connect Algebra and Geometry meaningfully, leading to a more sophisticated understanding of functions specifically, and mathematics more broadly. To address concerns of disjointed conceptual development and lack of sophisticated knowledge of statistics and probability, this course includes a unit that provides time for a sustained and focused examination of topics that are essential for quantitative literacy. Students will develop abilities to think critically in a rigorous manner when working with proofs, using construction methods, working cooperatively with others, and communicating ideas clearly.

## Pre-Calculus

**Course #:** 222400

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra II

**Grade Level (s):** 10-12

**Description:** In this course, students learn the major components of trigonometry, analytic geometry, and function analysis. Graphing calculators are used to visualize a variety of elementary functions. This course prepares students for the calculus sequence, starting in high school or in college. Some discrete math topics are covered to facilitate taking national exams such as SAT and ACT required by some universities and colleges.

## Pre-Calculus Honors

**Course #:** 222410

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra II

**Grade Level (s):** 9-12

**Description:** This course covers all the materials in Pre-Calculus plus complex numbers, simple harmonic motion, and vectors in space. Students demonstrate knowledge of pre-calculus and the use of scientific or graphing calculator.

## Statistics

**Course #:** 222600

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra II

**Grade Level (s):** 12

**Description:** Students study mean, median, mode, range, variance, standard deviation, and the interpretation of these data. Students also study counting principles and probability.

## Independent Study, Mathematics

**Course #:** See counselor

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** See counselor

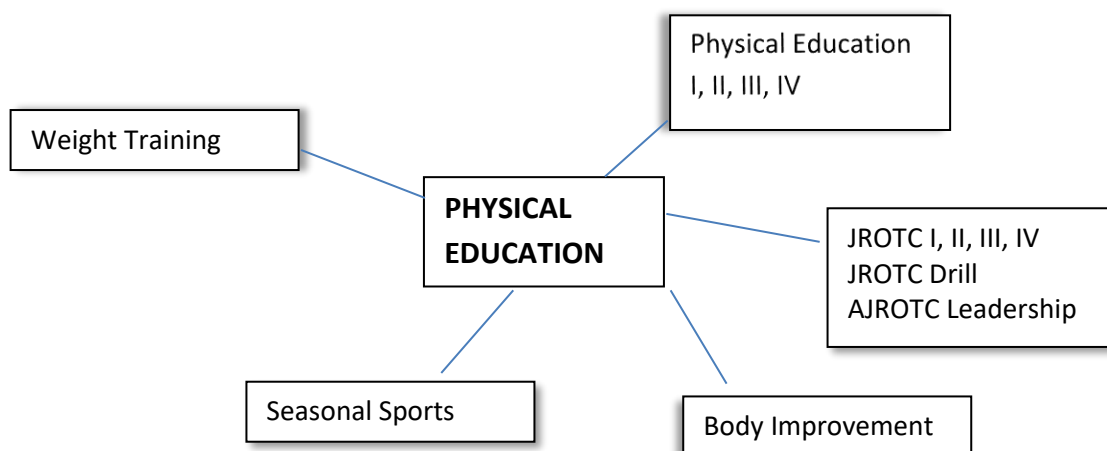
**Grade Level (s):** 9-12

**Description:** Students must follow the guidelines as delineated in the district's Master Agreement for Independent Study, Weekly Assignment Summary, and Independent Study Activity Log.



## PHYSICAL EDUCATION

The physical education curriculum offers a balanced and rigorous program based on the California Contents Standards. The California State Department of Education recommends that a sequence of 9th and 10th grade physical education courses be offered in order to fulfill the two years of physical education required for graduation. Physical education courses are offered in grades 9-12 and students must take and pass 20 physical education credits at any time within the four years of high school. Title IX requires that all physical education courses and activities (except specified contact sports) must be equally available to members of either gender. All 9th graders must enroll in PE I or an equivalent physical education class open to 9th graders with exception of students who are enrolled in a rigorous college prep course of study. These students may elect to participate in Independent Study PE credits.



## UC/CSU and NCAA Accepted Physical Education Courses

College-bound athletes will also need to have 1-4 years of NCAA accepted courses depending on the subject (refer to NCAA requirements in this Course Catalog) to practice, receive athletic scholarships, and/or compete during their first year.

Courses	Grad Requirements	CSU/UC	NCAA
Body Improvement	Physical Education		
JROTC I	Physical Education	G	
JROTC II	Physical Education	G	
JROTC III	Physical Education	G	
JROTC IV	Physical Education	G	
Physical Education I	Physical Education		
Physical Education II	Physical Education		
Physical Education III	Physical Education		
Seasonal Sports	Physical Education		
Weight Training	Physical Education		
Independent Study, PE	Physical Education		





### **Army Junior Reserve Officers Training Corps Leadership in Community Emergency Responses (AJROTC Leadership)**

**Course #:** 452000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 10-12

**Description:** This Army JROTC course is focused on building the higher level leadership skills required for participating and leading Community Emergency Response Teams (CERT). CERT is a Federal Emergency Management Administration program that educates individuals about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills. The goal of the course is to develop well-rounded leaders who can be effective in emergency situations by using their people skills, knowledge of logistics and teamwork, sense of civic duty, as well as deep understanding of standard procedures in community emergencies. The course comprises the senior year of Army JROTC curriculum and includes greater depth and more challenging content on topics covered in previous years, such as leadership, personal growth, team building, service learning, and citizenship and government. The CERT content is new for students in their senior year. The content teaches fire safety, light search and rescue, team organization, disaster psychology, potential terrorist scenarios and disaster medical operations. Classroom learning is augmented by reading, essay writing, reflective journal writing, group work, skills practice, and simulations. Over the course of the year, students will develop a capstone service learning project focused on community emergency response. The capstone is a disaster simulation service-learning project at the school.

### **Body Improvement**

**Course #:** 293100

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This class is a combination of Jazzercise and aerobics. It is intended to help students with the firming and tightening of the body contours. It is not a muscle development program. May be repeated for credit.

### **Junior Reserve Officers Training Corps I (JROTC I)**

**Course #:** 452000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is the first level of the AJROTC program. The objectives in this course are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in leadership theory and application. The AJROTC program is grounded in the Army core values of Loyalty Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage. The curriculum emphasizes the Army's heritage and traditions, the development of military science.

### **Junior Reserve Officers Training Corps II (JROTC II)**

**Course #:** 452100

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** JROTC I

**Grade Level (s):** 9-12

**Description:** This course is the second level of the AJROTC program. The objectives in this course are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in leadership theory and application. The AJROTC program is grounded in the Army core values of Loyalty Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage. The curriculum emphasizes the Army's heritage and traditions, the development of military science.

### **Junior Reserve Officers Training Corps III (JROTC III)**

**Course #:** 452200

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** JROTC II

**Grade Level (s):** 10-12

**Description:** This is the third level of the AJROTC program. The objectives in this course are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in leadership theory and application. The AJROTC program is grounded in the Army core values of Loyalty Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage. The curriculum emphasizes the Army's heritage and traditions, the development of military science.

## PHYSICAL EDUCATION Courses

2023-2024



### Junior Reserve Officers Training Corps IV (JROTC IV)

**Course #:** 452300

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** JROTC III

**Grade Level (s):** 10-12

**Description:** This is the final level of the AJROTC program. The objectives in this course are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in leadership theory and application. The AJROTC program is grounded in the Army core values of Loyalty Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage. The curriculum emphasizes the Army's heritage and traditions, the development of military science.

### Junior Reserve Officers Training Corps Drill (JROTC Drill)

**Course #:** 452200

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** JROTC II

**Grade Level (s):** 10-12

**Description:** "(The) purpose of Junior Reserve Officers' Training Corps [is] to instill in students in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment." (10 USC Sec 2031). The mission of the AJROTC Program is to: "Motivate young people to be better citizens" and to develop citizens of character dedicated to serving their nation and community. The objectives of AJROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in leadership theory and application. The AJROTC program is grounded in the Army core values of Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. The curriculum emphasizes the Army's heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.

### Physical Education I

**Course #:** 292000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this program, students participate in and learn the skills and rules of team and individual sports activities. They develop life time fitness knowledge by assessing personal needs, interests, abilities and opportunities.

### Physical Education II

**Course #:** 292100

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** PE I

**Grade Level (s):** 10-12

**Description:** Students learn to apply biomechanical principles in analyzing a variety of movement skills. The four areas of study emphasize individual sports, dual sports, dance, and analysis of movement.

### Physical Education III

**Course #:** 292200

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** PE II

**Grade Level (s):** 10-12

**Description:** Students learn to apply biomechanical principles in analyzing a variety of movement skills. This class is a continuation of basic skill, and movement by participation in the following activities: Individual sports, team sports, swimming and physical fitness, as seen in Physical Education II. Students will learn how to compose their own lessons and teach that lesson to their peers. Students will also learn how to evaluate and critique the lesson taught by their classmates.

### Seasonal Sports

**Course #:** 295000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Teacher/Counselor Recommend

**Grade Level (s):** 9-12

**Description:** Students are able to demonstrate beginning through advanced skills, techniques, and strategies in seasonal sports.

### Weight Training

**Course #:** 293000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** The weights program develops the overall strength of the body and progresses from simple body building to more advanced body building. Students demonstrate body building techniques and chart their progress.

### Independent Study, Physical Education

**Course #:** See counselor

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

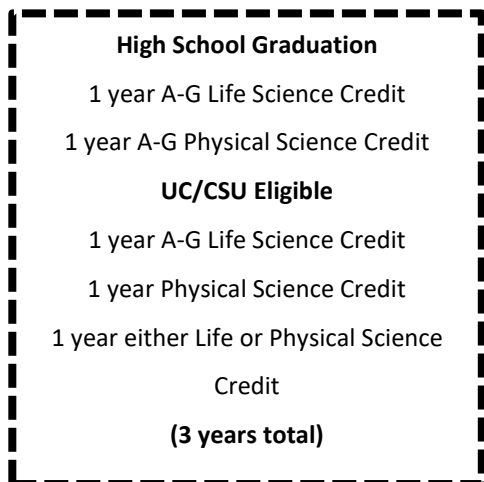
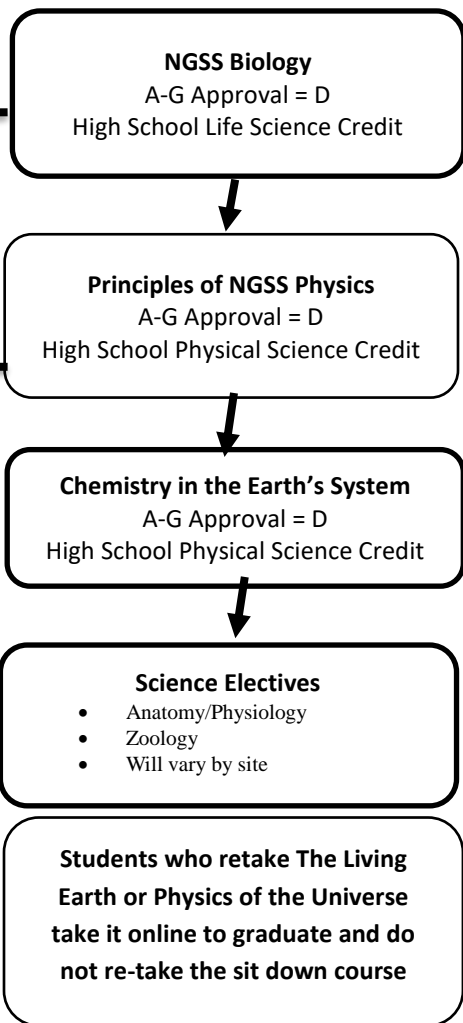
**Description:** Independent Study is a viable alternative for special situations to meet Graduation Requirements and should identify the level of material being studied. A contract is drawn up and signed by all parties involved listing the requirements that a student must fulfill in order to receive a specified number of credits. Upon satisfactory completion of the contract, it is certified and signed by the teacher of record and the counselor.



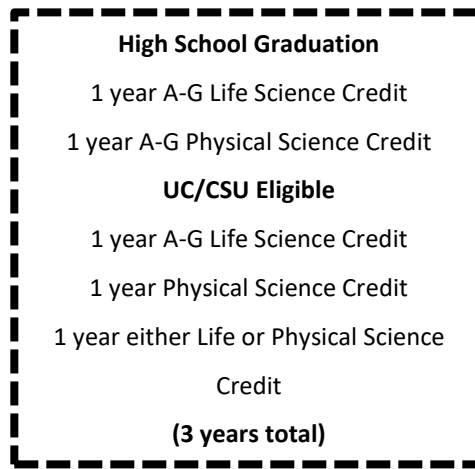
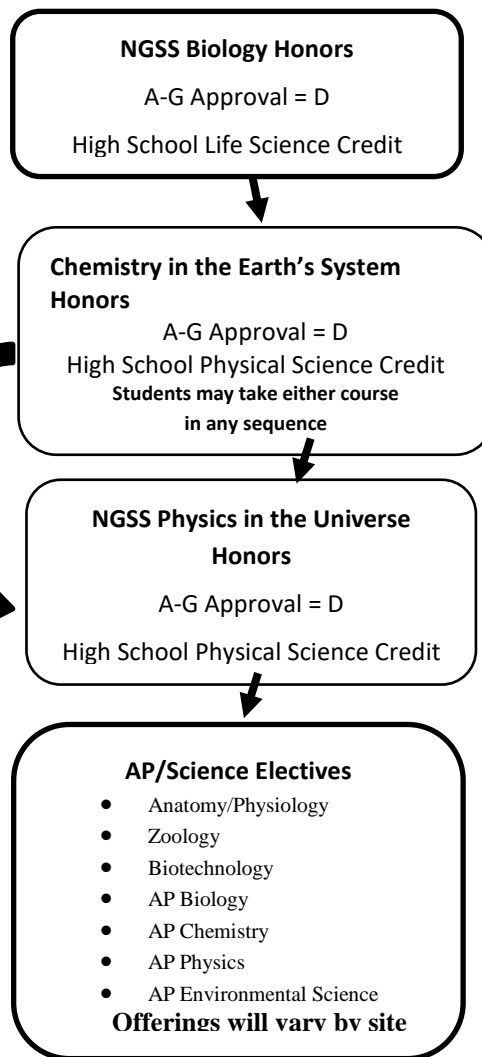
## SCIENCE FLOW CHART

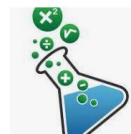
The science curriculum offers a balanced and academically rigorous program based on the California Contents Standards. One year of biological science and one year of physical science are required for graduation.

### A-G Pathway



### Honors Pathway





### UC/CSU and NCAA Accepted Science Courses

College-bound athletes will also need to have 2 years of NCAA accepted courses depending on the subject (refer to NCAA requirements in this Course Catalog) to practice, receive athletic scholarships, and/or compete during their first year.

	Grad Req	CSU/UC	NCAA
Anatomy & Physiology	Biological Science	D	Natural/Physical Science
AP Biology	Biological Science	D	Natural/Physical Science
AP Environmental Science	Physical Science	D	Natural/Physical Science
AP Physics I	Physical Science	D	Natural/Physical Science
Environmental Science	Biological Science	D	Natural/Physical Science
Human Body System (PLTW)	Biological Science	D	Natural/Physical Science
Medical Interventions (PLTW)	Electives	D	Natural/Physical Science
NGSS Biology	Biological Science	D	Natural/Physical Science
NGSS Biology Honors	Biological Science	D	Natural/Physical Science
NGSS Chemistry in the Earth's System	Physical Science	D	Natural/Physical Science
NGSS Chemistry in the Earth's System Honors	Physical Science	D	Natural/Physical Science
NGSS Physics in the Universe Honors	Physical Science	D	Natural/Physical Science
Organic Chemistry	Physical Science	D	Natural/Physical Science
Pre-AP Biology	Biological Science	D	Natural/Physical Science
Pre-AP Chemistry	Physical Science	D	Natural/Physical Science
Principles of Biomedical Science (PLTW)	Biological Science	D	Natural/Physical Science
Principles of NGSS Physics	Physical Science	D	Natural/Physical Science



## Anatomy & Physiology

**Course #:** 233000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology

**Grade Level (s):** 11-12

**Description:** In this course, students demonstrate an understanding of the structures of the body as a whole and the functioning of its chemical and physical systems. Students interested in health sciences can benefit from the development of the technical skills & language that are a part of this course. Students participate in laboratory exercises and use technical language in preparing laboratory reports.

## AP Biology

**Course #:** 602000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology, Chemistry

**Grade Level (s):** 11-12

**Description:** In this course, students use the information and skills from Biology and Chemistry to enhance their knowledge in this laboratory course. Laboratory activities provide opportunities for experimentation, evaluation, & application. Students complete research papers and/or additional laboratory activities. This course prepares students for the Advanced Placement Biology test administered in May.

## AP Environmental Science

**Course #:** 609000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology

**Grade Level (s):** 11-12

**Description:** In this course, students explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students take part in laboratory investigations and field work.

## AP Physics 1

**Course #:** 602000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra I, Physics

**Grade Level (s):** 11-12

**Description:** This course follows a laboratory-centered, college preparatory curriculum that develops the Contents & methods of physics with the necessary mathematical foundations. Students demonstrate problem-solving approach in the laboratory using an inductive. This course prepares students for the AP Physics test.

## Environmental Science

**Course #:** 234000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is a hands-on, biological exploration of cellular biology and the variety of chemical reactions that occur in specialized areas of organisms' cells.

## Human Body Systems (PLTW)

**Course #:** 233800

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 10-12

**Description:** Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals.

## Medical Intervention (PLTW)

**Course #:** 402500

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology

**Grade Level (s):** 10-12

**Description:** Students investigate how to prevent, diagnose, and treat disease and explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Students study the life of a fictitious family and work through real-world cases, to expose them to a range of interventions related to immunology, surgery, genetics, etc.

## NGSS Biology

**Course #:** 232400

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra I Concurrent

**Grade Level (s):** 9-12

**Description:** Students explore biological concepts that build comprehension around two driving questions: What connections exist between Earth's changing environment and the co-evolution of life, and how and in what ways do organisms, including humans, depend on and impact the environment? Using the guidance of the CA Science Framework's High School 3-Course Model, Biology integrates both Life Science and Earth and Space Science performance expectations.





## NGSS Biology Honors

**Course #:** 232410

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** Algebra I Concurrent

**Grade Level (s):** 9-12

**Description:** Honors NGSS Biology is similar to our Biology NGSS course in that it is a laboratory science class that is centered around biology, meets NGSS Life Science topics, yet incorporates other science disciplines when appropriate. However, Honors NGSS Biology covers more biological Contents to help students better prepare for either AP®Biology or entry level biology at the university level. Students in Honors NGSS Biology will develop critical thinking skills necessary for science, essential science laboratory skills, an understanding of how models are used in science and scientific knowledge guided by the California High School NGSS Framework Three Course Model "The Living Earth".

## NGSS Chemistry in the Earth's System

**Course #:** 232300

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology

**Grade Level (s):** 9-12

**Description:** In this course, students explore the fundamentals of chemistry and essential roles that chemical reactions play in the Earth's solid geosphere, its liquid hydrosphere, and its gaseous atmosphere.

## NGSS Chemistry in the Earth's System Honors

**Course #:** 232310

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology

**Grade level (s):** 9-12

**Description:** NGSS Chemistry Honors is a laboratory science course developed to challenge the top math and science students in Stockton Unified School District. It is a fast-paced, rigorous course that challenges students to apply chemistry knowledge to predict chemical phenomena, design experiments, and provide solutions to complex problems, while incorporating more sophisticated calculations that require higher levels of math proficiency and problem solving reasoning skills than our Preparatory Chemistry NGSS course. Students will develop critical thinking skills, essential laboratory skills, an understanding of how models are used in science, and specific scientific knowledge guided by the California High School NGSS Framework Three Course Model "Chemistry in the Earth System."

## NGSS Physics in the Universe Honors

**Course #:** 232510

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology or NGSS Biology Honors

**Grade Level (s):** 9-12

**Description:** NGSS Physics Honors is a college preparatory laboratory and math-based science class that will prepare students in grades 9-12 to be successful in college level lab science courses. The course integrates earth science into Physics as a first year course. It is aimed at building a solid foundation in physical science, integrating an intensive laboratory component that consist of both classroom labs and practical field studies, and building student competency in science practices and cross cutting concepts. This course devotes at least 40 percent of the class time to student-centered laboratory activities and will emphasize the process of inquiry and critical thinking.

## Organic Chemistry

**Course #:** 232600

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology

**Grade Level (s):** 11-12

**Description:** In this course, students will understand the relationship between the chemical structure and functionality of carbon-containing compounds; identify typical organic retains and analyze the processes through the kinetic and thermodynamic favorability of various mechanisms; explore the syntheses of common organic compounds, both in theory and in practice; and interpret the results of spectroscopic analyses and use these methods to assist in structure/functional group determination.

## Pre-AP Biology

**Course #:** 601900

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology, Chemistry

**Grade Level (s):** 11-12

**Description:** Pre-AP Biology uses theories of evolution and inheritance as foundational lenses to help students see how the diversity and interdependence of life has unfolded across Earth's history, as well as the commonalities that unify all living things. Students make meaningful connections between the structures and interactions of all biological systems from cells to entire ecosystems, and develop analytical and laboratory skills through hands-on examinations of life processes and reading from original research documents.



## Pre-AP Chemistry

**Course #:** 235000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology, Pre-AP Biology

**Grade Level (s):** 10

**Description:** This course connects students' macroscopic observations of matter to a deeper understanding of its interactions at the molecular level. Empowering students to observe and describe matter and its interactions will further spark their curiosity, and challenge them to develop a deep conceptual understanding of key chemical principles.

## Principles of Biomedical Science (PLTW)

**Course #:** 233900

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses.

## Principles of NGSS Physics

**Course**

**3e #:** 232500

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** NGSS Biology or NGSS Biology Honors

**Grade Level (s):** 9-12

**Description:** Using the guidance of the CA Framework's High School 3-Course Model, NGSS Physics includes both Physical and Earth and Space Science performance expectations integrated in a strategic way, so that students apply their knowledge of physical science concepts in the context of Earth and Space Science. The course utilizes a 5E Instructional Model in which teaching and learning proceeds through five different stages: Engage, Explore, Explain, Elaborate, and Evaluate. Using the 5E instructional model allows students the opportunity to ask questions and define problems about the natural and designed world, design investigations in which they collect and analyze trends and patterns in their data, develop models of physical phenomena and to communicate their findings from their investigations.

## Independent Study, Physical/Biological Science

**Course #:** See counselor

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Independent Study is a viable alternative for special situations to meet Graduation Requirements and should identify the level of material being studied. A contract is drawn up and signed by all parties involved listing the requirements that a student must fulfill in order to receive a specified number of credits. Upon satisfactory completion of the contract, it is certified and signed by the teacher of record and the counselor.



## **SPECIAL EDUCATION**

Defining appropriate graduation requirements for students who receive Special Education services/Specialized Academic Instruction, presents unique opportunities. Students identified with having an Individualized Education Plan (IEP) may have a wide array of disabilities including cognitive, auditory or visual processing, emotional, physical, and medical or many other learning or perceptual challenges.

Individualized Education Plan (IEP) teams map a detailed plan for each student determining services and course requirements through graduation (or Certificate of Completion). The team must also develop an Individualized Transition Plan (ITP) mapping out a student's progress beyond high school into the world of work, and independent living, or post-secondary education. Reference to California Department of Education: [Individualized Transition Plans](#) for additional information on ITPs.

### **SPECIALIZED ACADEMIC INSTRUCTION (SAI)**

A student may be eligible for a Specialized Academic Instruction (SAI) class when the Individual Education Plan (IEP) Team determines that his/her educational needs cannot be satisfactorily met in general education classes for the majority of the student's day, even with the use of support services.

Students receiving Specialized Academic Instruction either through one period of directed studies or some Contents classes will participate in nonacademic and extracurricular services with their non-disabled peers to the maximum extent appropriate. Individualized Education Plan (IEP) teams map a detailed plan for each student determining services and course requirements through graduation with a diploma or Certificate of Completion, as Stockton Unified uses a Multi-Tiered System of Achievement (MTSA) to best support our students.

Specialized Academic Instruction is designed to meet the educational needs of students who meet state eligibility criteria for special education and need support services which cannot be provided by the general program. Students with disabilities can receive Special Education services in a variety of ways: in a general education class with support from a special education teacher, in an academic class taught by a special education teacher for part of the day, or core academics taught by an individual teacher for the majority of the day.



## UC/CSU and NCAA Accepted Special Education Courses

College-bound athletes will also need to have 2 years of NCAA accepted courses depending on the subject (refer to NCAA requirements in this Course Catalog) to practice, receive athletic scholarships, and/or compete during their first year.

	<b>Grad Requirements</b>	<b>CSU/UC</b>	<b>NCAA</b>
Academic Support Lab 1	Electives		
Algebra I	Math	C	Mathematics
Algebra Readiness	Electives		
Algebra Support	Electives		
American Government	American Government	A	Social Science
Applied Writing and Thinking	Electives		
Business Careers	Electives	G	
Computer Education	Electives	G	
Creative Writing & Production	Electives	G	English
Daily Living Skills I	Electives		
Daily Living Skills II	Electives		
Daily Living Skills III	Electives		
Daily Living Skills IV	Electives		
Economics	Electives	G	Social Science
Emergency Medical Services	Electives		
English	Electives		
English I	English	B	English
English II	English	B	English
English III	English	B	English
English IV	English	B	English
Foundational Writing	Electives		
Foundations of Math	Electives		
General Science	Electives		
Geography	Electives	G	Social Science
Geometry	Math	C	Mathematics
High School Success	Electives		
History	Electives		
Independent Living Skills	Electives		
Integrated Science I	Physical Science		
Integrated Science II	Physical Science	D	
Literacy Acceleration	Electives		
Living Skills	Electives		
Mathematics	Electives		
NGSS Biology	Biological Science	D	Natural/Physical Science
Personal Finance	Math	C	
Personal Job Services	Electives		
Reading	Electives		
Reading & Writing Skills	Electives		
Science	Electives		
Social Studies	Electives		
Study Skills	Electives		
US History	US History	A	Social Science
Vocations	Electives		
World History	World History	A	Social Science



## SPECIAL EDUCATION

### Multi-Tiered System of Achievement

#### Diploma

Just as each student needs varying degrees of support, Stockton Unified School District high schools have diverse offerings. Below is a list of courses students, on the high school diploma track, should complete successfully.

Special Education	Diploma
	*Courses are required and must be completed for diploma in General Education classroom, unless otherwise indicated in Individualized Education Plan (IEP).
English	Reading                      Drama                      English 11 Creative Writing              ELA Intervention              English 12 English Language Development <b>English 9*</b> <b>English 10*</b>
Mathematics	Two courses in mathematics, including one year of Algebra (California <i>Education Code</i> Section 51224.5). Math Intervention              Algebra II Foundations of Math              Algebra Readiness <b>Algebra I*</b> Geometry
Sciences	Physical Science <b>NGSS Biology*</b> NGSS Physics of the Universe
Social Science	Must complete all Social Science requirements. <b>World History*</b> <b>U.S. History*</b> <b>American Government*</b> <b>Economics*</b>
Language other than English or Visual and Performing Arts	For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language.
Physical Education	Two courses in physical education, unless the student has been exempted pursuant to the provisions of <i>Education Code</i> Section 51241
College and Career Education	High School Success Exploring Careers College and Career Education CTE industry pathway (dependent on site selection)



**Algebra I****Course #:** 222050**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** Algebra I is a course in the traditional system sequence of Pre-Algebra (offered in 7th grade), Algebra I (offered in 8th or 9th grade), Geometry, and Algebra II. Students learn to reason symbolically. Students understand and solve linear and quadratic equations; use operations on monomial and polynomial expressions; and extend their mathematical reasoning, including justifying steps in algebraic procedures and checking algebraic arguments for validity.

**Algebra IA (Elective Credits)****Course #:** 223651**Length of time/Credits:** 1/2 Year: 5 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** This course is the support course to be coupled with Algebra 1A (course # 223701) in which students will earn 5 elective credits for this course and 5 math credits for the Algebra 1A course.

**Algebra IA (Math Credits)****Course #:** 223751**Length of time/Credits:** 1/2 Year: 5 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** This course fulfills the first half of Algebra I requirements. This course is designed to encourage students to reach a higher level of understanding and to promote critical thinking in a broad range of situations. Strong emphasis is placed on linear equations and inequalities including systems of equations. Students will learn the foundations of algebra including radicals, exponents, and quadratics. This course will help students realized the need of Algebra in non-academic settings and will lead to a familiarity with the real number system by applying various manipulative skills taught. In addition, this course will be coupled with and math support course in which students will earn 5 elective credits for the math support course and 5 math credits for this course.

**Algebra IB (Elective Credits)****Course #:** 223852**Length of time/Credits:** 1/2 Year: 5 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** This course is the support course to be coupled with Algebra 1B (course # 223902) in which students will earn 5 elective credits for this course and 5 math credits for the Algebra 1B course.

**Algebra IB (Math Credits)****Course #:** 223952**Length of time/Credits:** 1/2 Year: 5 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** Algebra 1B is the second half of a two course model focuses on exponential functions and sequences, polynomial equations and factoring, graphing quadratic functions, solving quadratic equations, radical functions and equations, and data analysis and displays. A comprehensive understanding and application of mathematical functions is emphasized throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise.

**Algebra II****Course #:** 222150**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** Geometry**Grade Level (s):** 9-12

**Description:** In Algebra II, students demonstrate their advanced knowledge of real numbers. Students solve problems in functions, systems of equations, curve sketching, equations of high degrees, matrices, groups and group properties, advanced manipulative techniques, sequences, sums, and statistics.

**Algebra Readiness****Course #:** 228450**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** Concurrent Enrollment in Algebra I**Grade Level (s):** 9-12

**Description:** In this course, students will study specific pre-algebra and algebra Contents skills, concepts, and standards.

**Algebra Support****Course #:** 227750**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** Concurrent Enrollment in Algebra I**Grade Level (s):** 9-12

**Description:** This course is for students who have been identified through specified multiple measures as performing within 2 years below grade level. The process for placement is described in the Blueprint for Student Achievement. It mirrors the instructional sequence of Algebra I and its Contents standards.

**American Government****Course #:** 242350**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** US History**Grade Level (s):** 9-12

**Description:** In this course students apply previous knowledge to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and other societies to compare different systems of government in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

**Applied Writing & Thinking****Course #:** 213750**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** This a class to support our strategic students (those performing within two years below grade level) in mastering the 9<sup>th</sup> grade ELA Contents standards and passing their core English I class. All resources will be minimally grade level and will come from multiple subject areas and sources. This course will focus on the real world application of ELA concepts and skills through balancing analyzing and writing informational and expository text with analyzing literature and narrative text.

**Business Careers****Course #:** 332550**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** Students taking this course are introduced to basic economic principles and business practices, including business management and operations, entrepreneurship, marketing, finances, organizational structure, government and business, and risk management. Career opportunities and preparation, personal financial management, business writing and technological applications are also covered.

**Computer Education****Course #:** 312000**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** This is an introduction to computer applications. The course provides an understanding of how computers affect our daily lives and how technology has influenced our daily routines. Course content will technical typing, Microsoft Office Suite (Word, Excel and PowerPoint, understanding hardware and software and help our students learn employable skills. Student's will also get an understanding of ethical and legal issues arising in our society.

**Creative Writing****Course #:** 213050**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** English I**Grade Level (s):** 9-12

**Description:** This elective course is designed for developing young writers who seek to perfect their skills in writing poems, short stories, and plays. Students edit and rewrite their work. Students submit at least one piece of written work for publication or competition.

**Economics****Course #:** 242450**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** US History**Grade Level (s):** 9-12

**Description:** Students demonstrate their deepening understanding of economic operations, problems, and institutions of our nation and the world. Students make reasoned decisions on economic issues as citizens, workers, consumers, business owners, and managers. This course is primarily a course in social science, enriching students' understanding of the operations & institutions of economic systems.

**Emergency Medical Services****Course #:** 405050**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** This course introduces students to emergency medicine, forensic medicine, and health care with an emphasis on core skills and knowledge applicable to a variety of the public service professions, desirable employee attributes, and job seeking skills. Students will explore career choices through classroom scenarios, engaged learning experiences, tours, and guest speakers.

**English I****Course #:** 212050**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** English I places specific emphasis on enhancing reading, writing, listening, and speaking skills through the critical interpretation of literature. Students read and analyze literature, gain and refine a more sophisticated voice in their essay writing, and develop the speaking and listening skills needed in discussion. Students write at least four full process essays

**English II****Course #:** 212150**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** English I**Grade Level (s):** 9-12**Description:** English II develops higher level thinking skills and the ability to analyze sophisticated pieces of literature.**English III****Course #:** 212250**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** English II**Grade Level (s):** 9-12**Description:** English III is designed to provide a survey of American literature. Students deliver formal and informal presentations: expository, research or response to literature. Students write at least four full process essays and complete an in-depth research paper on a historical topic.**English IV****Course #:** 212350**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** English III**Grade Level (s):** 9-12**Description:** English IV course is designed to provide a survey of American literature. Students deliver formal and informal presentations: expository, research or response to literature. Students write at least four full process essays and complete an in-depth research paper on a historical topic.**Foundational Writing****Course #:** 213550**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12**Description:** This course is a companion class for students who require extra assistance with their basic writing skills.**Foundations of Math****Course #:** 227450/227850**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** Algebra I**Grade Level (s):** 9-12**Description:** This course is a companion class for Algebra I students who require extra assistance with their basic math skills. This course will address state standards focusing on measurement, geometry, fractions, percent, probability, and statistics and functions.**General Science****Course #:** 231150**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12**Description:** Students in this course will develop an understanding of life in the natural world.**Geography****Course #:** 242050**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12**Description:** In this course, students demonstrate their understanding of basic concepts of physical and cultural geography.**Geometry****Course #:** 222250**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** Algebra I**Grade Level (s):** 9-12**Description:** In this course, students learn the skills and concepts of plane and solid geometry. Students develop the ability to construct formal, logical arguments and proofs in geometric settings and problems.**High School Success****Course #:** 507950**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12**Description:** The HSS focused on high schools and defined academic support classes as credit-bearing courses designed to help high school students succeed in their required academic courses by providing additional instructional time and subject-specific learning strategies for students who need the extra assistance. Academic support classes may also provide opportunities for students to work on homework and supplemental assignments to practice their academic skills.**Integrated Science I****Course #:** 232850**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12**Description:** Integrated Science is a foundational standards-based science course. This is a year-long course designed to allow students to develop scientific thinking and engage in scientific inquiry. Through laboratory investigations, projects, demonstrations and coursework students will develop an understanding of the basic concepts/principles of Chemistry, Physics, Ecology, Environmental and Earth Science.**Integrated Science II****Course #:** 232950**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** Integrated Science I**Grade Level (s):** 10-12**Description:** This course is a foundational standards-based science course. This is course designed to allow students to develop scientific thinking and engage in scientific inquiry. Through laboratory investigations, projects, demonstrations & coursework students will develop an understanding of the basic concepts/principles of Earth and Space Science, Physics (waves), & an Introduction to Genetics.

**Literacy Acceleration****Course #:** 215850**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** This course covers reading silently or aloud, vocabulary development, comprehension, fluent decoding, reading/writing connections, text-based collaboration, self-directed learning, and student motivation to read. Students will have the opportunity to accelerate and grow in reading ability, through motivational factors such as interest, relevance, identity, and self-efficacy.

**NGSS Biology****Course #:** 232450**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** Algebra I concurrent**Grade Level (s):** 9-12

**Description:** In this hands-on, lab-based NGSS Biology course, students explore biological concepts that build comprehension around two driving questions: What connections exist between Earth's changing environment and the co-evolution of life, and how and in what ways do organisms, including humans, depend on and impact the environment? Using the guidance of the CA Science Framework's High School 3-Course Model, Biology integrates both Life Science and Earth and Space Science performance expectations.

**Personal Finance****Course #:** 227350**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** Personal Finance explores Saving & Investing, Credit & Debt, Financial Responsibility & Money Management, Insurance & Risk Management, and Income & Careers; Common Core Standards for Mathematical Practice as well as Algebra and Statistics/Probability standards are incorporated to increase fluency in personal finance and consumer awareness.

**Principles of NGSS Physics****Course #:** 232550**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** NGSS Biology**Grade Level (s):** 9-12

**Description:** Using the guidance of the CA Framework's High School 3-Course Model, NGSS Physics includes both Physical and Earth and Space Science performance expectations integrated in a strategic way, so that students apply their knowledge of physical science concepts in the context of Earth and Space Science. The course utilizes a 5E Instructional Model in which teaching and learning proceeds through five different stages: Engage, Explore, Explain, Elaborate, and Evaluate. Using the 5E instructional model allows students the opportunity to ask questions and define problems about the natural and designed world, design investigations in which they collect and analyze trends and patterns in their data, develop models of physical phenomena and to communicate their findings from their investigations.

**Reading & Writing Skills****Course #:** 219450**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** This course helps develop students' reading and writing skills.

**U.S. History****Course #:** 242250**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** World History**Grade Level (s):** 9-12

**Description:** Students examine the major turning points in American history that reflect continuity & change during the period from the Industrial Revolution to the present day.

**World History****Course #:** 242150**Length of time/Credits:** 1 Year: 10 credits**Prerequisite:** None**Grade Level (s):** 9-12

**Description:** In this course, students examine major turning points that shaped the modern world from the late eighteenth century to the present, including the causes and course of the two world wars. Students demonstrate an understanding of the roots of current world issues by studying the expansion of the West and the growing interdependence of people and cultures throughout the world. Students extensive research and apply their investigative skills to a research paper that relates two contemporary world problems.



## SPECIAL EDUCATION

### Multi-Tiered System of Achievement Certificate of Completion

The course of study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting individualized goals as well as the transition needs stated in the Individualized Education Plan (IEP). The expectation is that these requirements are met through enrollment in a combination of general education courses, modified general education classes, and special education courses.

Special Education	Certificate of Completion
<b>English</b>	Including a balance of reading, literature, vocabulary, written expression, and speech and communication skills. Curriculum Attainment
<b>Mathematics</b>	Including a balance of number sense, computation skills, calculator literacy, equations, measurement, and personal finance. Curriculum Attainment
<b>Sciences</b>	Including a balance physical, earth, life science, health, and computer literacy. Curriculum Attainment Mod/Severe Early Science Curriculum Series, Science Step by Step. Moderate class, Science Teaching to Standards, Science Step by Step Series.
<b>Social Science</b>	Including a balance of world history, US history, civics and government, and geography. Curriculum Attainment, M/S and Moderate classes, Explore American History Series and Explore World History Series.
<b>Physical Education</b>	Any combination of general education, adaptive physical education, IEP directed physical education.
<b>Employability and Transition</b>	Career Awareness, WorkAbility, Job exploration CBI, employability, learning styles, learning strategies, community mobility training, introduction to post - secondary options, independent living skills, self-advocacy training and awareness, volunteerism, on campus work, internships. Curriculum Attainment, Various Transitional Series
<b>Electives</b>	Any combination of general education, special education, and vocational education classes.
<b>Additional Requirement</b>	Transition Portfolio



# SPECIAL EDUCATION Certificate of Completion Courses 2023-2024



The following courses are offered to students who are not mainstreamed in general education classes. Specialized employability courses are determined by the Individualized Education Plan.

## **Academic Support Lab 1**

**Course #:** 711200

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This academic lab provides an environment for students to complete courses that were previously taken but not completed successfully. A teacher oversees the completion of the classes from an online provider. Credits are earned upon completion of each online class.

## **Art**

**Course #:** 712000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students will develop their technical skills and vocabulary as they work with a variety of art tools and materials. Foundational skills in drawing, painting, illustration, sculpture, printmaking, and digital art will be covered. Students will exhibit work and participate in group critiques as they develop a working portfolio of art.

## **Basic Auto Care**

**Course #:** 732200

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Competency in oil change, lubrication, wheel bearing service, tire change, and minor auto repair are achieved. Steam cleaning engines, interior cleaning and exterior washing and waxing is also taught. Students become familiar with the skills needed for work in a service station or related auto maintenance industry.

## **Basic Occupational Skills SH**

**Course #:** 732300

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This beginning vocational course introduces students to all of the Designated Instruction and Services Vocational Programs offered by Stockton Unified. Emphasis is placed on learning "how to work" using work samples and community contracts. BOSS I is designed for those students who will be employed in enclave settings or in supported employment. Students learn how to safely use tools and other equipment such as copy machines.

## **Daily Living Skills I**

**Course #:** 722000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is design to foster growth of independent living skills. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household and money management, and career awareness and daily living skills.

## **Daily Living Skills II**

**Course #:** 722100

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This is the second course designed to foster growth of independent living skills. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household and money management, and career awareness and daily living skills.

## **Daily Living Skills III**

**Course #:** 722200

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This the third course designed to foster growth of independent living skills. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household and money management, and career awareness and daily living skills.

## **Daily Living Skills IV**

**Course #:** 722300

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This fourth course designed to foster growth of independent living skills. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household and money management, and career awareness and daily living skills.

## **English**

**Course #:** 702000/752000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** The purpose of this class is to improve each student's reading and writing skills, as well as provide them with word knowledge. Students will be provided with daily and weekly opportunities to read, communicate, reflect, and create.

# SPECIAL EDUCATION Certificate of Completion Courses 2023-2024



## **Foundations of Math**

**Course #:** 711900

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is for students who require extra assistance with their basic math skills. This course will address state standards focusing on measurement, geometry, fractions, percent, probability and statistics and functions.

## **High School Success**

**Course #:** 723200

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed to introduce students to the personal and academic skills needed for success in high school. The course incorporates study skills, analytical and objective writing skills, as well as goal planning and application in order to prepare students for opportunities in careers and higher learning. The course culminates in a career based research paper and presentation.

## **History**

**Course #:** 705100

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course focuses on the historical and philosophical foundations of America. Students will be provided with daily and weekly opportunities to read, communicate, and reflect on historical events.

## **Lawn & Garden**

**Course #:** 732500

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course will use class instruction and "hands-on" activities to prepare students for gainful employment. Students will learn how to safely use equipment such as lawn mowers, edgers, and back blowers to maintain lawns. A basic understanding of the care of plants is emphasized. This program is community based and completes specific contracts in order to learn vocational skills. Transportation is provided.

## **Living Skills**

**Course #:** 773000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course fosters growth of independent living skills. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household and money management, and career awareness and daily living skills.

## **Mathematics**

**Course #:** 703000/753000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed for students who may have difficulties with math and/or science classes at the middle or high school level. A focus is placed on the fundamental math skills necessary to interpret data, analyze data and apply their results.

## **Personal Job Services**

**Course #:** 732400

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This is course of study with emphasis on childcare, convalescent care, training in aide positions (i.e. Head Start and kindergarten-aged children). Students are taught methods of basic health care as it pertains to the elderly and small children. Units of study include career exploration, communication skills needed for employment, and job skill training at selected sites in the community.

## **Reading**

**Course #:** 702100/705100

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course of study supports students to develop competence in reading and writing. Students are provided more step-by-step instructions, in-class reading, development of concrete reading skills and independent reading.

## **Science**

**Course #:** 704000/754000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed for students who have difficulties with science classes. A focus is placed on fundamental science concepts and skills necessary to interpret, analyze data, and apply their results.

## **Study Skills**

**Course #:** 792000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This is course of study with emphasis on childcare, convalescent care, training in aide positions (i.e. Head Start and kindergarten-aged children). Students are taught methods of basic health care as it pertains to the elderly and small children. Units of study include career exploration, communication skills needed for employment, and job skill training at selected sites in the community.



## **Technology & Computer Applications**

**Course #:** 710000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed to give students a broad overview into the current state of computer technology. Students will gain an understanding of the basics of computer programming techniques and functions.

## **Vocations**

**Course #:** 732000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this course, emphasis is placed on opportunities for students to learn skills necessary to become acquainted with skilled service areas such as janitorial and retail trade occupations. Other areas of exploration include goal setting, work attitudes, grooming for success, employer and employee relations, job search, and resume development. Students participate in a variety of community-based work settings.

## **Work Experience**

Work Experience Education is the bridge between the classroom and the world of work. This course embraces all levels of competencies and academic achievements. All students, including those with particular needs, have the opportunity to strengthen the connection between school and work. In addition, the course allows students to develop the employability skills, positive attitudes and self-confidence required for success. The Work Experience Teacher/Coordinator will counsel and determine which category is best suited for each student and monitor job hour requirements for credit allotment. A student may move from one category to another without change of course title.

In addition to on-the-job work experience, students are required to attend a weekly Work Experience Related Instruction class at their school site. Students 16 years or older who are in grades 11-12 and who are employed at approved "work-for-pay" jobs, may be enrolled in Work Experience Education. In this course students may take five (5) or ten (10) units per semester with a total maximum of 20 elective credits per year.

## **Work Experience**

**Course #:** 805000

**Length of time/Credits:** 1 Year: 10 credits

**Prerequisite:** None

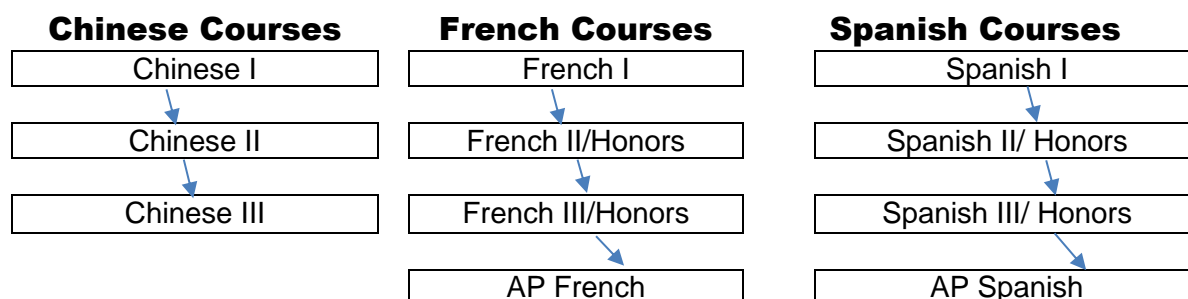
**Grade Level (s):** 10-12

**Description:** Students will develop the work habits, attitudes, self-confidence and job skills that are used to successfully locate, secure and retain employment. Students learn the work ethic to become productive, responsible individuals through paid employment experiences and classroom instruction.



## WORLD LANGUAGE FLOW CHART

The World Language courses are aligned with the five Standards for Foreign Language Learning in the 21st Century. Students communicate in a language other than English, gain knowledge and understanding of other cultures, connect with other disciplines, acquire information through a language other than English, compare differences between the languages and cultures of the students' native language and the target language, and participate in multilingual communities at home and around the world.



## UC/CSU and NCAA Accepted LOTE Courses

Students who plan to attend UC/CSU institutions need to have 2 years of the same language courses. College-bound athletes will need to have 4 years of accepted additional courses (LOTE courses accepted) to practice, receive athletic scholarships, and/or compete during their first year.

	Grad Requirements	CSU/UC	NCAA
AP Spanish Language and Culture	Wld Lang/V&P Arts/CTE	E	Additional Courses
Chinese I	Wld Lang/V&P Arts/CTE	E	Additional Courses
Chinese II	Wld Lang/V&P Arts/CTE	E	Additional Courses
Chinese III	Wld Lang/V&P Arts/CTE	E	Additional Courses
Chinese III Honors	Wld Lang/V&P Arts/CTE	E	Additional Courses
French I	Wld Lang/V&P Arts/CTE	E	Additional Courses
French II	Wld Lang/V&P Arts/CTE	E	Additional Courses
French II Honors	Wld Lang/V&P Arts/CTE	E	Additional Courses
French III	Wld Lang/V&P Arts/CTE	E	Additional Courses
French IV	Wld Lang/V&P Arts/CTE	E	Additional Courses
French IV Honors	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish I	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish I for Native Speakers	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish II	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish II Honors	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish II for Native Speakers	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish III	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish III for Native Speakers	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish III Honors			
Spanish IV	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish IV Honors	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish 3 for Patient Care	Wld Lang/V&P Arts/CTE	E	Additional Courses
Spanish 4 for Patient Care	Wld Lang/V&P Arts/CTE	E	Additional Courses



### **AP Spanish Language & Culture**

**Course #:** 623000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 11-12

**Description:** This course, conducted in the target language, is intended for qualified students who wish to complete studies equivalent in difficulty and Contents to a third-year college course. Students develop their proficiency in listening, speaking, reading comprehension, and composition. This course prepares students for the Advanced Placement Language Examination given in May.

### **Chinese I**

**Course #:** 282100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this first level course, students are introduced to the Chinese language and culture while building communication skills in both spoken and written Chinese. Student practice all four language skills: listening, speaking, reading, and writing. Aural-oral skills are stressed early on in the course, while Chinese basic grammar is presented progressively.

### **Chinese II**

**Course #:** 282200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Chinese I

**Grade Level (s):** 10-12

**Description:** This second level course is designed to extend communication skills and develop vocabulary, grammar, and usage in the target language. Emphasis is placed on general conversation, extended narratives, and cultural concepts.

### **Chinese III**

**Course #:** 282300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Chinese II

**Grade Level (s):** 10-12

**Description:** Students in this third level course will learn the structure and vocabulary necessary to communicate in Chinese using more extended language to discuss 1) details about school life, modes of transportation, leisure-time activities, birthday celebrations, illness and travel; 2) commonly used idioms and expressions; 3) more complex sentence and grammatical structures.

### **Chinese III Honors**

**Course #:** 282310

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Chinese II

**Grade Level (s):** 10-12

**Description:** Chinese III Honors prepares students to demonstrate intermediate level of Chinese proficiency across the three communicative modes: interpretive, interpersonal, and presentational. In addition, students will complete additional assignments designated as an Honor's curriculum. This course is designed for students who are interested in learning Chinese as a second language. Students will also read stories and essays above the level of their peers in the target language. Students will continue to advance their writing skills in composition above and beyond that required for the regular Chinese course.

### **French I**

**Course #:** 281100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this first level course, students develop basic skills in listening, speaking, reading, and writing in the target language.

### **French II**

**Course #:** 281200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** French I

**Grade Level (s):** 10-12

**Description:** This second level course teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.





## **French II Honors**

**Course #:** 281210

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** French I

**Grade Level (s):** 10-12

**Description:** French II Honors teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. conversation, extended narratives, and cultural concept.

## **French III**

**Course #:** 28100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** French II

**Grade Level (s):** 10-12

**Description:** This third level course continues to develop and expand the student's communication skills in the target language. Emphasis is placed on conversation, written expression, reading, and culture.

## **French III Honors**

**Course #:** 281310

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** French II

**Grade Level (s):** 10-12

**Description:** This third level course is designed for students to study the target language at an advanced level in speaking, reading, writing, and literature while using the target language.

## **French IV**

**Course #:** 281400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** French III

**Grade Level (s):** 10-12

**Description:** Students will have opportunities to demonstrate their proficiency in the three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards of Foreign Language Learning in the 21<sup>st</sup> Century and aligned to Common Core Standards. The class is conducted exclusively in French for active communication between the teacher and students.

## **French IV Honors**

**Course #:** 281410

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** French III

**Grade Level (s):** 10-12

**Description:** Students will explore 6 themes which will result in students learning the essential vocabulary and advanced grammar needed to express themselves accurately and intelligently in writing and in conversation. Students will be required to participate actively in debates, analyze literature, read, listen to, and understand online sources, write in-class essays, stories, blog posts, and engage in other interpersonal communication with their peers. French will be spoken at all times.

## **Spanish I**

**Course #:** 280100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this first level Spanish course, students develop basic skills in listening, speaking, reading, and writing in the target language.

## **Spanish I for Native Speakers**

**Course #:** 280160

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Fluency and/or Proficiency in Spanish

**Grade Level (s):** 11-12

**Description:** Students learn to socialize, request information, perform specific tasks, and discuss issues and ideas relevant to Hispanic literature and culture and their personal interests through an integrated literature-based curriculum appropriate for fluent Spanish speakers.

## **Spanish II**

**Course #:** 280200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Spanish I

**Grade Level (s):** 10-12

**Description:** This second level course is designed to extend communication skills and develop vocabulary, grammar, and usage in the target language.



### **Spanish II for Native Speakers**

**Course #:** 280260

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Fluency and/or Proficiency in Spanish

**Grade Level (s):** 10-12

**Description:** Students learn to socialize, request information, perform specific tasks, and discuss issues and ideas relevant to Hispanic literature and culture and their personal interests through an integrated literature- based curriculum appropriate for fluent Spanish speaker.

### **Spanish II Honors**

**Course #:** 280260

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Spanish I/ Spanish I Honors

**Grade Level (s):** 10-12

**Description:** This second level course is designed to develop and expand the student's communication skills in the target language. Emphasis is placed on conversation, written expression, reading, and culture.

### **Spanish III**

**Course #:** 280300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Spanish II

**Grade Level (s):** 10-12

**Description:** This third level course continues to develop & expand the student's communication skills in the target language.

### **Spanish III for Native Speakers**

**Course #:** 280360

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Fluency and/or Proficiency in Spanish

**Grade Level (s):** 10-12

**Description:** Students learn to socialize, request information, perform specific tasks, and discuss issues and ideas relevant to Hispanic literature and culture and their personal interests through an integrated literature- based curriculum appropriate for fluent Spanish speaker.

### **Spanish III Honors**

**Course #:** 280310

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Spanish II/ Spanish II Honors

**Grade Level (s):** 10-12

**Description:** This third level course is designed for students to study the target language at an advanced level in speaking, reading, writing, and literature while using the target language.

### **Spanish IV**

**Course #:** 280400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Spanish III/ Spanish III Honors

**Grade Level (s):** 10-12

**Description:** This fourth level course is designed for students to study the target language at an advanced level in speaking, reading, writing, and literature while using the target language.

### **Spanish 3 for Patient Care**

**Course #:** 80600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Spanish II/ Spanish II Honors

**Grade Level (s):** 10-12

**Description:** This third level course continues to develop & Spanish 3 Prepérate a Servir is a level three LOTE ("e") course developed using the new CTE Contents standards and aligns with the Patient Care pathway standards within the Health, Science, Medical Technology CTE sector. Using Spanish as the medium of instruction and learning, students demonstrate an understanding of the issues and considerations that apply to this industry sector, and undertake practical research that enables them to map their interests and skills in the healthcare/patient care career sector. The course culminates with career exploration and healthy living units, enabling students to put their knowledge into practice with community and professional partners. Students employ situationally and level-appropriate Spanish as the means of communication as they study the concepts and principles of the healthcare industry.

### **Spanish 4 for Patient Care**

**Course #:** 280500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Spanish III/ Spanish III Honors/Spanish 3 for Patient Care

**Grade Level (s):** 10-12

**Description:** This fourth level course continues to develop & Spanish 3 Prepérate a Servir is a level three LOTE ("e") course developed using the new CTE Contents standards and aligns with the Patient Care pathway standards within the Health, Science, Medical Technology CTE sector. Using Spanish as the medium of instruction and learning, students demonstrate an understanding of the issues and considerations that apply to this industry sector, and undertake practical research that enables them to map their interests and skills in the healthcare/patient care career sector.



### UC/CSU and NCAA Accepted Courses

Students who plan to attend UC/CSU institutions need to have 1-4 years of accepted UC/CSU courses. College-bound athletes will need to have 1-4 years of accepted additional courses to practice, receive athletic scholarships, and/or compete during their first year.

Courses	Grad Requirements	A-G	NCAA
Academic Decathlon I	Electives	G	
Academic Decathlon II	Electives	G	
Academic Decathlon III	Electives	G	
Academic Decathlon IV	Electives	G	
Academic Support Lab 1	Electives	G	
AVID Grade 09	Electives	G	
AVID Grade 10	Electives	G	
AVID Grade 11	Electives	G	
AVID Grade 12	Electives	G	
AVID Tutorial	Electives		
College and Career Preparation	Electives	G	
Community Service	Electives		
Computer Education	Electives		
Get Focused, Stay Focused	Electives	G	
Health	Electives	G	
High School Success	Electives	G	
Infant Care	Electives		
Link Crew	Electives	G	
MESA I	Electives	G	
MESA II	Electives	G	
MESA III	Electives	G	
MESA IV	Electives	G	
Mock Trial	Electives	G	
PLUS Peer Resource	Electives	G	
PLUS/Peer Resources: Conflict Mediation Practices	Electives	G	
Problem Solving with Computers	Electives	C	
Public Speaking	Electives	G	
Sports Management	Electives	G	
Sports Psychology	Electives	G	
Student Leadership	Electives	G	
Student Services	Electives		
Teacher Assistant	Electives		
WE RISE	Electives	G	
Yearbook Design I	Electives	G	
Yearbook Design II	Electives	G	
Yearbook Design III	Electives	G	
Yearbook Design IV	Electives	G	



## Academic Decathlon I

**Course #:** 802000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Interview & Placement

**Grade Level (s):** 9-12

**Description:** This course will give students the opportunity to study and practice Contents across curricula that will prepare them for the annual Academic Decathlon completion. The course will provide students with a rigorous and diverse learning experience in the following discipline: language, music/art, economics, science, social studies, and math. Students will practice speech, essay writing, and interviewing.

## Academic Decathlon II

**Course #:** 802100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Interview & Placement

**Grade Level (s):** 10-12

**Description:** Students demonstrate academic ability in math, economics, music, art, literature, history, speech, interview, and essay through speech activities, critical thinking, open discussion, independent research, and individual presentations. Topics coincide with areas of study selected by the California Academic Decathlon Association in February of each year.

## Academic Decathlon III

**Course #:** 802200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Interview & Placement

**Grade Level (s):** 11-12

**Description:** Students demonstrate academic ability in math, economics, music, art, literature, history, speech, interview, and essay through speech activities, critical thinking, open discussion, independent research, and individual presentations. Topics coincide with areas of study selected by the California Academic Decathlon Association in February of each year.

## Academic Decathlon IV

**Course #:** 802200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Interview & Placement

**Grade Level (s):** 11-12

**Description:** Students demonstrate academic ability in math, economics, music, art, literature, history, speech, interview, and essay through speech activities, critical thinking, open discussion, independent research, and individual presentations. Topics coincide with areas of study selected by the California Academic Decathlon Association in February of each year.

## Academic Support Lab 1

**Course #:** 92000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This academic lab provides an environment for students to complete courses that were previously taken but not completed successfully. A teacher oversees the completion of the classes from an online provider. Credits are earned upon completion of each online class.

## AVID 09

**Course #:** 803000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Parent/Guardian/Student agreement to participate in all 4 years; concurrent enrollment in courses that satisfy UC "A-G" requirements

**Grade Level (s):** 9

**Description:** Ninth grade students who demonstrate the ability for success in a rigorous high school curriculum, but have had limited success in such courses, enhance their potential through the first year of this four-year program. Students begin their four-year portfolios to demonstrate their successful growth in language arts, mathematics, history- social science, and science.

## AVID 10

**Course #:** 803100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Parent/Guardian/Student agreement to participate in all 4 years; concurrent enrollment in courses that satisfy UC "A-G" requirements

**Grade Level (s):** 10

**Description:** Tenth grade students who demonstrate the ability for success in a rigorous high school curriculum, but have had limited success in such courses, enhance their potential through the first year of this four-year program. Students begin their four-year portfolios to demonstrate their successful growth in language arts, mathematics, history-social science, and science.

## AVID 11

**Course #:** 803200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Parent/Guardian/Student agreement to participate in all 4 years; concurrent enrollment in courses that satisfy UC "A-G" requirements

**Grade Level (s):** 11

**Description:** In this third year of a four-year program, students continue to demonstrate improvements in their writing skills through the development of interviews used in writing and evaluating short stories



### AVID 12

**Course #:** 803200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Parent/Guardian/Student agreement to participate in all 4 years; concurrent enrollment in courses that satisfy UC "A-G" requirements

**Grade Level (s):** 12

**Description:** This is the last year of a four-year program. Students will complete their required courses for college admission, complete college applications, demonstrate abilities in analytical writing, improve oral communication through Socratic Seminars, prepare for external exams, and complete their AVID portfolios.

### AVID Tutorial

**Course #:** 803400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Parent/Guardian/Student agreement to participate in all 4 years; concurrent enrollment in courses that satisfy UC "A-G" requirements

**Grade Level (s):** 12

**Description:** This course which integrates critical reading, writing, & research skills developed by AVID guidelines. Students continue to complete their required courses for college admission, investigate and research colleges they wish to attend, and demonstrate their ability to prepare for external exams and complete their AVID portfolios.

### College & Career Prep

**Course #:** 807000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students learn and practice valuable skills to help them be college and career ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, research assignments, online portfolio, and research paper. Students will identify academic interest, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques.

### Community Service

**Course #:** 805100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students participate in voluntary service to nonprofit organizations in the community for high school credits. The activities vary with the need of the organization.

### Computer Education

**Course #:** 312000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course train students to develop their skills using personal computers. Students complete business applications using various software programs in word processing databases, spreadsheets, and presentation software. Students also address ethical computer use issues.

### Get Focused, Stay Focused

**Course #:** 807400

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio and research papers.

### Health

**Course #:** 294000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course focuses on studying good health practices, understanding how one's physical, mental social and emotional well-being is related to injury prevention, safety practices, proper diet and good nutrition.

### High School Success

**Course #:** 807200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed to introduce ninth grade students to the personal and academic skills needed for success in high school. The course incorporates study skills, analytical and objective writing skills, as well as goal planning and application in order to prepare students for opportunities in careers and higher learning. The course culminates in a career based research paper and presentation.





## Infant Care

**Course #:** 403000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Students work under the direct supervision of the Child Care Coordinator. In addition to helping in caring for the infants and toddlers, students are given text assignment related to the first twelve months of child development.

## Link Crew

**Course #:** 809100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** Link Crew is a two-semester course that combines high-level critical thinking, writing, and analytical skills with mentorship and entrepreneurial project experiences and implementation. Students will study team building, personal/institutional organization, leadership, communication, self-awareness, and personal development. Findings from these studies and experiences will lead students to become empathic and responsible citizens who can apply their knowledge to larger-scale future projects as their ages, resources and scopes increase. Students will implement these concepts as they craft and execute their events, projects and presentations. Students will work both individually and collaboratively to synthesize course material with knowledge from core classes. The Link Crew course students will collaborate with approximately 80 "Link Crew Leaders" each academic year to develop team-building activities to be conducted in Link Crew teams with ninth grade students.

## Medical Interventions (PLTW)

**Course #:** 402500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A "How-To" manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail.

## Medical Terminology

**Course #:** 402100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course is designed to develop a basic medical vocabulary by recognition of roots, prefixes and suffixes as structured to form medical terminology. Emphasis is placed on the medical vocabulary, the fluency of medical terms used, and the ability to spell medical terms correctly.

## Math Engineering Science Achievement I (MESA I)

**Course #:** 806000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Application and Interview

**Grade Level (s):** 9-12

**Description:** In this four-year program, students develop their math and science skills through academic, activity-based labs. Students demonstrate appropriate study techniques and improve their reading and writing skills through interdisciplinary activities. The activity-based curriculum enhances students' confidence, team spirit and academic excellence. Students participate in college visitations, local and state competitions, and field trips.

## Math Engineering Science Achievement II (MESA II)

**Course #:** 806100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Application and Interview

**Grade Level (s):** 9-12

**Description:** This is the second course of a four-year program. Students develop their math & science skills through academic, activity-based labs. Students demonstrate appropriate study techniques & improve their reading & writing skills through interdisciplinary activities. The activity-based curriculum enhances students' confidence, team spirit & academic excellence. Students participate in college visitations, local & state competitions, and field trips.

## Math Engineering Science Achievement III (MESA III)

**Course #:** 806200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Application and Interview

**Grade Level (s):** 9-12

**Description:** This is the third course of a four-year program. Students develop their math & science skills through academic, activity-based labs. Students demonstrate appropriate study techniques & improve their reading & writing skills through interdisciplinary activities. The activity-based curriculum enhances students' confidence, team spirit & academic excellence. Students participate in college visitations, local & state competitions, and field trips.



### **Math Engineering Science Achievement IV (MESA IV)**

**Course #:** 806300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Application and Interview

**Grade Level (s):** 9-12

**Description:** This is the last course of a four-year program. Students develop their math & science skills through academic, activity-based labs. Students demonstrate appropriate study techniques & improve their reading & writing skills through interdisciplinary activities. The activity-based curriculum enhances students' confidence, team spirit & academic excellence. Students participate in college visitations, local & state competitions, and field trips.

### **PLUS/Peer Resources**

**Course #:** 808500

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Application and Interview

**Grade Level (s):** 9-12

**Description:** This program combines high-level critical thinking, writing, and analytical skills with project experiences and implementation, while giving students an opportunity to explore interpersonal and mass communications as they identify and address critical issues related to school climate. Students will become more empowered peer leaders as they hone their communication and problem solving skills. Students will participate in youth Participatory Action Research projects which includes: research and evaluation, project planning and execution, as well as leadership and critical thinking-based activities.

### **PLUS/Peer Resources: Conflict Mediation Practices**

**Course #:** 808600

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Application and Interview

**Grade Level (s):** 9-12

**Description:** PLUS/Peer Resources: Conflict Mediation Practices is a year-long (2 term) course that serves as the practicum course for PLUS/Peer Resources courses. This course will provide students who have completed the first PLUS/Peer Resources course with on-going skill development and supervision for delivering individual, group, and peer support. The course combines high-level critical thinking, writing, and analytical skills with project experiences and implementation while giving students an opportunity to explore interpersonal and mass communications as they identify and address critical issues related to school climate.

### **Problem Solving with Computers**

**Course #:** 12300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** In this course, students will be introduced to the engineering design process, the study of logic and critical thinking. Students will design and create projects using Science, Technology, Engineering and Mathematics. Projects will focus on areas of 3D Modeling, Statistics, Programming and Robotics. Students will learn how to use a variety of software programs including Microsoft Office, Google Docs, and Autodesk Inventor.

### **Public Speaking**

**Course #:** 326000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** This course will cultivate students' development of real world applications such as ethical research methods, higher level analytical thinking, organizational and outlining techniques, and the ability to prepare and deliver a well-written and effective speeches designated for a particular audience and purpose.

### **Sports Psychology**

**Course #:** 402300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** The course examines the psychological processes that are related to performance and problems of athletes who compete in individual and team sports. Topics include: anxiety, motivation, concentration, peak performance, relaxation techniques, psychological testing, violence in sports, team building, leadership, and performance enhancement.

### **Student Leadership**

**Course #:** 809000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Application & Interview

**Grade Level (s):** 9-12

**Description:** This course for elected or prospective student office holders emphasizes the techniques of group leadership and the management of student activities.



### Student Services

**Course #:** 903000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Application & Interview

**Grade Level (s):** 9-12

**Description:** Students learn filing, clerical duties, correcting and scoring tests, researching materials, preparing audio-visual materials, maintaining bulleting boards and supervising practice drills.

### Teacher Assistant

**Course #:** 905000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Application & Interview

**Grade Level (s):** 9-12

**Description:** This course is designed to place the "teaching assistant" in direct contact with students in the classroom. The "assistant," although under the direct supervision of the classroom teacher, has the responsibility of teaching students the necessary skills within the learning process.

### WE RISE

**Course #:** 323000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** None

**Grade Level (s):** 9-12

**Description:** "We RISE" is a tier III intervention for students academically, behaviorally, and socially, targeting freshmen to have a positive and successful transition into high school. We Rise will be providing support to the students through intervention with academic need, social-emotionally, and targeted instructional practices to develop students' goals and improve and maintain good academics. The students will be supported by way of SEL strategies, restorative practices, after school tutoring, community partnerships, and mentorships.

### Yearbook Design I

**Course #:** 323000

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Application & Interview

**Grade Level (s):** 9-12

**Description:** This class is responsible for organizing & preparing the school yearbook. Students demonstrate the ability to budget, sell advertisements & yearbooks, fundraise, publicize sales, develop a theme, organize Contents, design layout, & write copy. Students demonstrate journalistic writing, art, photography, printing techniques, book structure, and preplanning for production deadlines.

### Yearbook Design II

**Course #:** 323100

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Yearbook Design I

**Grade Level (s):** 9-12

**Description:** This class is responsible for organizing and preparing the school yearbook. Students demonstrate the ability to budget, sell advertisements and yearbooks, fundraise, publicize sales, develop a theme, organize Contents, design layout, and write copy. Students demonstrate journalistic writing, art, photography, printing techniques, book structure, and preplanning for production deadlines. Responsible and ethical journalism and high standards for copy and photo quality are emphasized.

### Yearbook Design III

**Course #:** 323200

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Yearbook Design II

**Grade Level (s):** 10-12

**Description:** This class is responsible for organizing and preparing the school yearbook. Students demonstrate the ability to budget, sell advertisements and yearbooks, fundraise, publicize sales, develop a theme, organize Contents, design layout, and write copy. Students demonstrate journalistic writing, art, photography, printing techniques, book structure, and preplanning for production deadlines. Responsible and ethical journalism and high standards for copy and photo quality are emphasized.

### Yearbook Design IV

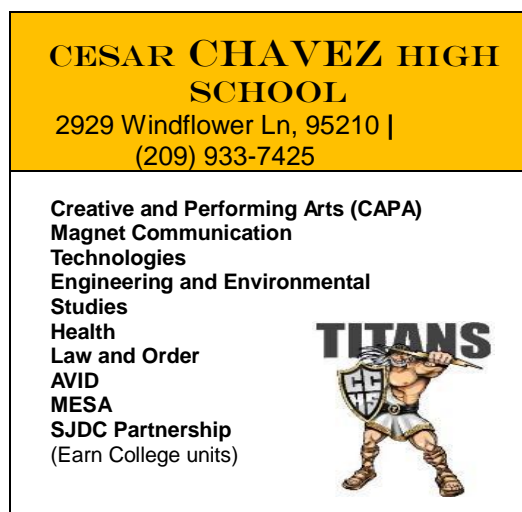
**Course #:** 323300

**Length of time/Credits:** 1 Year/10 Credits

**Prerequisite:** Yearbook Design III

**Grade Level (s):** 11-12

**Description:** This class is responsible for organizing and preparing the school yearbook. Students demonstrate the ability to budget, sell advertisements and yearbooks, fundraise, publicize sales, develop a theme, organize Contents, design layout, and write copy. Students demonstrate journalistic writing, art, photography, printing techniques, book structure, and preplanning for production deadlines. Responsible and ethical journalism and high standards for copy and photo quality are emphasized.



College ready - Career bound - Highly skilled - Successful citizens

Chavez High School is committed to providing every student with the opportunity to prepare themselves for college and career from the moment they start high school. Chavez has many programs to support the academic, social and emotional development to assist each student in recognizing and reaching their individual potential. All students have access to courses that meet California university requirements, Honors and Advance Placement courses, opportunities to earn Delta College credits, and participate in our College and Career Pathways, which are based on California's industry career growth sectors. We also offer several Elective Pathways to support our students with academic enrichment. Our pathways and block schedule provide the academic guidance, support, and opportunity for **ALL** students to reach their college and career goals.

Programs include:

- 13 Career and Technical Education (CTE) programs including Drama, Dance, Stagecraft, Public Safety (Law), Business, Careers in Education, Engineering, Robotics, Graphic Design, Health Careers, Instrument Repair, Mariachi, Videography
- AVID –Advancement Via Individual Determination is an academic system designed to assist students with time management, study skills, and goal setting while providing a familial system of accountability to support students in reaching their college and career goals.
- Journalism – Students learn basic professional journalism practices, report on current events and people on or around campus, as well as producing the school's online newspaper, The Oracle.

- Leadership – Student Leadership and Government include nominated and elected student leaders who focus on improving school culture, student life on campus and to make the campus a place that is enjoyable and welcoming, such as class meetings, rallies, dances, incentives, activities, and programs to support student connection.
- PLUS –Peer Leaders Uniting Students is designed to develop empathetic and compassionate youth through mentoring, school and community service projects. PLUS student leaders serve as the liaison between the student body and the adults on campus. PLUS forums provide our student population restorative opportunities to discuss and seek student insight to student led solutions for student issues.
- Performing Arts – Chavez is honored to host multiple award winning performance groups, including Drama, Mariachi, Show Choir, Jazz Band and Choir, Marching Band, Drumline, Dance, Orchestra, and Color Guard.
- Visual Arts: CCHS students are provided with informed hands-on instruction in the practice of an array of visual arts media that integrates studio based education and meaningful connections to creative field careers and other disciplines.
- Physical Fitness – Chavez is committed to supporting students in living a healthy lifestyle through fitness courses throughout their high school career.
- Yearbook – Our dedicated yearbook students record the history of Chavez through photography, short stories and student anecdotes.
- World Language – Students are provided the opportunity to learn a second language, using all four skill sets: reading writing, listening and speaking. In addition, they will also learn about the culture, history and contributions of the Spanish, Chinese or French communities.
- Delta College – Students who are in positive academic standing are able to take Delta College courses with Delta professors, with free tuition and books, on the Chavez campus during and after regular school hours. Students can earn up to 9 units per term toward their AA degree.
- Sports – Students are able to participate in football, volleyball, wrestling, basketball, soccer, softball, tennis, badminton, baseball, golf, cross country, track, cheer, and swimming.
- Clubs – Chavez offers over 70 clubs, supporting student interests in hobbies, cultures, entertainment, community service, community activism and areas of personal interest.

**EDISON HIGH SCHOOL**  
 1425 S. Center, 95206 | (209) 933-7425

**AVID Magnet**  
 > Demonstration Site  
 (pending) **STEM Magnet SJDC Partnership**  
 > Earn College units



At Edison High School, student achievement is of foremost importance. A wide assortment of courses are offered to meet the needs of all students. We are also an AVID Demonstration Site. AVID is an influential program on campus that has successfully prepared students for college year after year.

Students at Edison have the opportunity to recover credit deficiencies through online credit recovery programs that are available on campus. The school is also a specialized Science Technology Engineering Mathematics Magnet (STEM) school.

The strong Edison athletic program gives students numerous opportunities to develop talents and interests outside the regular school day. All extra-curricular enrichment activities help students make positive choices and focus on achieving both personal and academic goals.

The faculty of Edison High School is committed to providing meaningful educational opportunities to every student on campus. We thank you for your interest in our school and in the welfare of the young adults we serve, whom we regard as Soul Vikes.


**HEALTH CAREERS ACADEMY (HCA)**  
 931 E. Magnolia, 95202 | (209) 933-7360  
[www.stocktonusd.net/hca](http://www.stocktonusd.net/hca)

**Career Tech Education Electives**  
**(Articulated with Delta College):**  
 -Introduction to Health Careers  
 -Medical Office  
 -Medical Terminology  
 - Sports Medicine

**Project Lead the Way Curriculum**  
 -Principles of Biomedical Science  
 -Human Body Systems  
 -Medical Interventions  
 -Biomedical Innovations

**Community Partnership with various Health Organizations**  
 -Internships  
 -Externships  
 -Job Shadowing

**Certifications Offered:**  
 -Pharmacy Technician  
 -Medical Assistant  
 -HIPPA  
 -CPR/First Aid  
 - Medical Interpretation/Translator



Health Careers Academy is a unique high school designed for training students who have interest in the medical profession. HCA utilizes integrated curriculum to create a learning environment for students that provides applied examples of how their core classes are relevant for gaining knowledge in the medical profession. Examples of some of the experiences at HCA will consist of field trips, mentoring programs, job shadowing, internships, and the ability to earn hireable certifications. The three focuses of HCA are providing a rigorous college prep A-G curriculum to meet the University of California and California State University entrance requirements, providing specific health career technical skills, and increasing community awareness through students completing 20 hours of community service each year. Students who attend HCA are required to complete 4 years of Math and Science as well as four years of Health CTE courses. Entrance into HCA requires completion of an enrollment packet consisting of students submitting a statement to why they would like to attend Health Careers Academy.



<p align="center"><b>BENJAMIN FRANKLIN HIGH SCHOOL</b>  <b>4600 E. Fremont St., 95215 </b>  <b>(209) 933-7435</b></p>	
<p><b>International Baccalaureate (IB)</b>          &gt; Grades 6-12          JROTC, Law, and          Government          Multimedia and the Arts          Technology Learning          Community          (TLC)          Theatrical Production &amp;          Management</p>	

The International Baccalaureate (IB) Program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. This is accomplished through a challenging program of international education and rigorous assessment. However, unlike programs appropriate for only academically gifted students, the IB program was actually designed for academically *motivated* students. This means that any student who is willing to put in the time and effort can succeed in the IB program.

IB is more than just a rigorous set of fast-paced, advanced-level classes.

First, IB is an educational philosophy. IB classes teach students to become critical thinkers and creators of knowledge. The emphasis is not so much on how many facts a student can memorize and recall on an exam (although there is some of that) but more on how a student can take those facts, analyze them, integrate them with other strands of knowledge and create something new. Critical thinking and its companion, innovation, are success tools for life and give IB students the competitive edge in college and careers over many of their peers.

Second, IB is a standardized curriculum taught by IB trained and mentored teachers. Whereas the Contents and difficulty of high

school honors classes can vary greatly from school to school and teacher to teacher, all IB students around the world take the same exams on the same day. These exams are not graded by the student's own teachers, but are sent off across the globe to be graded by independent IB assessors. In addition, IB teachers themselves undergo assessment, sending off student work to IB mentors who examine the work and give the teacher a grade and comments for improvement. IB teachers attend regular curriculum conferences and communicate across the globe with each other via e-mail in order to maintain and expand their high standards. The universal commitment to excellence by the IB staff members is difficult to find in any other program.

Finally, colleges and universities know exactly what the IB curriculum is and what each student is capable of, which is a great benefit when they are assessing students for admission. Check the IB website for more information regarding university IB diploma recognition. Website: <http://www.ibo.or>

**JANE FREDERICK  
HIGH SCHOOL**

**1141 E. Weber Ave, 95205 | (209) 933-7340**

**Career Pathway**

- Masonry Community
- Services Job
- Shadowing



Within a safe and nurturing environment, the Jane Frederick High School focuses on improve their assisting students to attendance, behavior, and grades while preparing for a High School Diploma. The school's career and vocational themes encompass vocational training, community service, job shadowing, and possible employment. A character-based literacy program builds a knowledge base for student cooperation, problem solving, reflection, and accepting responsibility for actions/choices. The SAP intervention process connects struggling students to services that foster resiliency in areas such as: refusal skills, assertiveness, healthy conflict resolution, decision-making, and stress management. Ultimately, the school offers students an opportunity to increase the bonds of "connectedness" between family members, school, community, potential employers, and other positive bonding groups and activities.

## Entrance Procedures

Students may be placed at Jane Frederick High School via the Student Attendance Review Board (SARB) or Suspended Expulsion processes. The home school is required to refer a student to the SARB and the SARB contracts Jane Frederick as the best placement for the student.

- Students must be between 16 and 18 years of age
- Students must bring a current copy of their transcript
- SARB referrals or Suspended Expulsion placements receive placement priority
- Other applicants must receive a recommendation from Child Welfare and Attendance

All students and parents must participate in an orientation/enrollment meeting with the Principal. The counselor will interview the applicant and the parent/guardian and create a needs assessment. Upon admission, an individualized program is made for the student. Because of limited space, not all applicants can be accepted. In the event that Jane Frederick High School is full, students may be placed on a waiting list.

## Criteria for Graduating from Jane Frederick High School

Jane Frederick's Graduation Requirements are the same as Stockton Unified School District's requirements for comprehensive high schools. A graduation ceremony is held for Jane Frederick in June. All requirements for graduation from a Stockton Unified School are available through classes, labs, or independent studies projects. Courses range in difficulty and Contents given the needs and interests of the students – from remediation to advance placement at Delta College. Students are permitted to return to their home school at the end of each semester if (1) the student has 80% attendance, (2) they have progressed academically and are within 15 credits of being on target toward Graduation Requirements for their grade level, and (3) their behavior has been satisfactory. Those students who wish to return to their home school must notify their counselor. The above criteria will be evaluated and if met, the student and CWA will be notified.

## Community Involvement and Career Education

Community involvement and career explorations are integral components of the Jane Frederick's philosophy. Students are encouraged to volunteer at non-profit agencies for credit. Students are also encouraged to enroll at Delta College and to join the workforce.

## Criteria for Graduating from the Students' Home Schools


- Students planning on graduating from their home school must transfer back at the semester
- There are no end-of-year graduation student transfers back to the home school
- Students planning on graduation during the summer session must also transfer to their home school at the semester
- Fifth year seniors cannot return to their home school for graduation; they must graduate from Jane Frederick
- Ninth through eleventh graders on voluntary placement can return to their home school at the semester upon parent request even though they are behind on credits
- Students returning to comprehensive schools must meet with their home school counselor before the semester ends to be enrolled into classes.
- Students going back to their home school at the semester may return to Jane Frederick if space is available.

## Exit Procedure

Once a student has been referred to the continuation program and has been in attendance, Jane Frederick may request/recommend that Child Welfare and Attendance (CWA) reassign the student to the home school or to the San Joaquin Community Day Program.

**MERLO INSTITUTE OF  
ENVIRONMENTAL  
TECHNOLOGY**  
**1670 E. 6<sup>th</sup> Street, 95206 | (209) 933-7190**

**Career and Technical Education**  
**Environmental Management**  
 >Engineering Pathways  
 >Environmental Advocacy  
**Environmental Technology**  
 >Project Based –Learning  
 >Communication Technology  
 >Geographic Info. Systems (GIS)




Merlo Institute of Environmental Technology is a specialty high school that uses the principles of Environmental Science, Engineering, and Visual Media Arts to prepare students for the rigor of higher education and career pathways. Merlo Institute is open to all 9-12 students who complete the application process. Merlo provides a secure and nurturing environment that promotes diversity, equity, rigor, and environmental awareness. We are committed to graduating self-sufficient, independent, and socially responsible adults. Students have access to rigorous A-G courses and career-readiness programs that can be completed within four years. Merlo's Advanced Placement and College Prep courses provide opportunities for advanced specialized coursework and college credit. Beginning in the 9<sup>th</sup> grade, students will explore various careers. In 10<sup>th</sup> grade, students can choose one of Merlo's three CTE pathways Environmental Resources, Engineering Technology and Visual Media Arts.

Merlo Institute requires an application packet that includes student records (attendance, grades, and discipline), and essay. All materials must be submitted together to the school. Students usually apply for admission during the District pre-registration process. Upon completion of the application review, students will be notified of their admission status.

**PACIFIC LAW ACADEMY  
(PLA)**  
**1621 Brookside Rd, 95207 | (209) 933-7475**

**College Prep/UOP Partnership**  
 -Delta College classes on site  
 -AP, pre-AP and Honors Classes  
 -Rigorous Curriculum  
 -Small Family-Like Environment  
 -Academic Success Program  
 -Athletics available at AA Stagg HS



The Pacific Law Academy (PLA) believes that offering a rigorous, UC approved A-G academic program is critical, as mastery of high level academics is the foundation for success in either a professional career or higher education. At PLA, all students have the potential to achieve at high levels. Enrollment at PLA is based upon student interest in attending college, an essay, and willingness to give the best efforts while attending a school with high expectations for attendance and student conduct. PLA works closely with San Joaquin District Attorney's Office, San Joaquin Public Defenders, and the private legal community to offer two Law Days every school year. Pacific Law Academy is also in partnership with San Joaquin Delta College and The University of the Pacific and offers a vibrant opportunity for students and teachers to collaborate with Delta and UOP Personnel.

**SCHOOL FOR ADULTS (SFA)**  
 1425 Pacific Ave, 95204 | (209) 933-7455

**Adult Education**

- GED Certificate
- High School Diploma
- High School Equivalency English as a Second Language
- Career Technical Education
- > Office Systems & Technologies
- > Medical Office
- > Accounting



The Stockton School for Adults offers courses which enable adult students to earn a high school diploma or a high school equivalent certificate. Classes are open to individuals who are 18 years of age or older.

### Entrance Procedures

To be eligible for an adult high school diploma, a student must complete the Algebra I requirement and complete the following course of study with passing grades:

Course Title	Credits
English	40
World History	10
U.S. History	10
American Government	5
Economics	5
Physical Science	10
Biological Science	10
Mathematics	20
VAPA/Language Other than English/CTE	10
Electives or Other (excluding PE)	40
<b>Total Credits</b>	<b>160</b>


Some of the above credits may be earned through military experience, college courses, or previous work experience. Physical education credits do not apply toward adult Graduation Requirements. The School for Adults counselor will assist adult students determining the specific requirements for each individual. A minimum of five (5) credits must be completed at the School for Adults.

**General Education Development (GED) Test** The GED Certificate is earned by passing the General Education Development (GED) Test consisting of four subtests: Social Studies, Science, Mathematics, and Language Arts. The School for Adults is an approved Pearson Vue Test Center and offers GED preparation classes as well as testing services. Students are eligible to test if they are within 60 days of their 18<sup>th</sup> birthday and/or the date their high school class is scheduled to graduate if they are not enrolled in a high school.

**STOCKTON EARLY COLLEGE**  
 349 E. Vine St, 95202 | (209) 933-7370

**SJDC Partnership**

-Earn College units



At SECA, students will not only be prepared to attend a four-year college or university, they will be prepared to graduate! Our students will complete up to two years of their college education while in high school as they experience a highly rigorous college preparatory (Honors and Advanced Placement) program. Students at SECA complete an array of college courses (up to 11 units a semester) through our partnership with San Joaquin Delta College as they earn their high school diploma.

The mission of SECA is to provide a supportive and academically challenging learning environment for strongly motivated, high school students, many of whom are traditionally under-served in post-secondary education, but who show high potential for future academic and career success. From this foundation, we expect each student to successfully matriculate to, and graduate from, a four-year university or college. While other high schools offer some college classes on their campus, we are the only SUSD high school that provides the opportunity for students to earn up to 60 college units while in high school. That is equivalent to earning a two-year college scholarship!


If you have a student (or are a student) who has the desire to be challenged academically, earn up to two-years of college credit, and be part of a family-centered student body, SECA is the place to be.

**AMOS ALONZO STAGG  
HIGH SCHOOL**  
 1621 Brookside Rd, 95207 | (209) 933-7445

> Automotive Program

> Journalism

> MESA



Stagg High School strives to offer opportunities to our students that will promote a sense of PRIDE and engage them in challenging learning experiences. These experiences will guide them to become productive and involved members of our community. Stagg is committed to preparing students for college and/or post-secondary careers by developing the skills necessary to meet the demands of the 21<sup>st</sup> century.

Stagg is also home to the Public Safety Academy. This program is designed to prepare students with three goals at graduation:

- Develop students with rigorous academic skills
- Develop students with high levels of character and integrity
- Develop students that are physically fit

The Academy serves students in grades 6-12. Spring of 2021 will be the academy's first graduating class.

**CHARLES M. WEBER  
INSTITUTE OF SCIENCE AND  
APPLIED TECHNOLOGY**  
 302 W. Weber Ave, 95203 | (209) 933-7330

**Health**  
Certified Nursing Assistant Program

**Technology**  
> California Partnership Academy  
-Video Game Design, Drafting,  
Webpage Design

**Transportation and Alternative  
Energy**  
> California Partnership Academy –  
Green Energy

**Internships, Community Services,  
Industry Certifications, Articulated  
Courses with SJDC**



Weber Institute emphasizes real-life, project-based learning in an innovative educational setting for students in grades 9-12. Students obtain a high school diploma, Delta college credits, industry certifications, and internships while focusing on career choices and career-relevant instruction in career paths reflecting the workplace.

Beginning in the 9<sup>th</sup> grade, students will explore various careers in each of our three career academies. In 10<sup>th</sup> grade, students will be enrolled in the career academy they choose:


- **Health Academy:** Courses prepare students for careers such as nursing, lab technician, medical assistant, and Home Health Aide. Students can complete the required coursework and intern hours to qualify for the California Certified Nurse Assistant Exam.
- **Technology Academy:** Courses prepare students for careers in video production, web page design, drafting/CAD technology, computer graphics, and software programming (including video game design). Student course work will also prepare them for certifications through Adobe and Microsoft.
- **Transportation and Green Energy Academy:** Courses prepare students for careers in auto mechanics, systems performance, and alternative fuels. Juniors qualifying for the Auto YES (Youth Education Systems) Program have an opportunity to work as interns with local auto dealerships. Auto students can earn up to 14 certifications through NATEF.

Weber Institute requires an application packet that includes student records (attendance, grades, and discipline), and essay, and a letter of recommendation. All materials must be submitted together to the school. Students usually apply for admission during the District pre-registration process. Upon completion of the application review, students will be notified of their admission status.



**STOCKTON HIGH SCHOOL**  
**22 S. Van Buren St, 95203|**  
**(209) 933-7455**

**Independent Study Program**  
**Independent Study Program**  
**for accelerated credit**  
**recovery**



Stockton High School (SHS) provides an alternative learning experience through the means of independent study for students who reside within the Stockton Unified School District boundaries.

With a focus on learning and growth, each student's path is individualized. Small class sizes and low counselor-to-student ratio means that no student gets lost in the crowd. Flexibility afforded this mode of instruction allows high school students the flexibility to pursue other interests such as:

- Taking community college courses
- Early graduation
- Pursuing career opportunities
- Credit recovery
- Student Educational Outcomes

*Student Education Outcomes* – Students will...

1. Demonstrate growth in academic knowledge.
2. Increase self-efficacy.
3. Increase civic participation.
4. Have a plan with steps to take after graduation.
5. Graduate from Stockton High School.
6. *(if needed)* Transfer to Stockton School for Adults and obtain a high school diploma or GED certificate.

### *School Hours*

To complete courses in the expected 3 weeks, SHS students must demonstrate at least 4 hours of learning every day: 2 hours and 20 minutes in class; approximately 2 hours at home.

<i>Morning Session</i>	<i>8:00am – 10:20am</i>
<i>Afternoon Session</i>	<i>11:50am – 2:10pm</i>

### *Courses and Instruction*

Stockton High School uses a variety of instructional tools and platforms, including APEX Online Learning, to teach a standards-based curriculum.

Courses include:

<b><u>English</u></b>	<b><u>History/Social</u></b>	<b><u>Electives</u></b>
English 1	<b><u>Studies</u></b>	Computer
English 2	World History	Education
English 3	United States	Psychology
English 4	History	Art
Creative	American	Music
Writing	Government	Appreciation
	Economics	College and
		Career Prep
		Health
<b><u>Mathematics</u></b>	<b><u>Sciences</u></b>	<b><u>Work</u></b>
Algebra 1	Earth Science	<b><u>Experiences</u></b>
Geometry	Biology	<b><u>Community</u></b>
		<b><u>Services</u></b>

### *Enrollment Procedure*

1. Call the school office (933-7365, Ext. 2366 or 2371) to register to attend an Orientation Meeting. Attendance at an Orientation Meeting is mandatory for all students and parents prior to enrollment in SHS. Students must bring a copy of their most current high school transcript, discipline record, and attendance records in preparation for this meeting. Applications for enrollment are completed immediately following the Orientation Meeting.
2. After both parent and student have attended an Orientation Meeting and have completed all required documents for pre-registration, placement in SHS will be determined based on enrollment space availability. There may be a "waiting list" to enroll in SHS.

**School staff will notify student/parent (via phone call) when an opening is available and schedule an enrollment appointment with the counselor.**

## **Non-Discrimination Statement**

District programs, activities, and practices shall be free from unlawful discrimination, harassment, intimidation, and bullying including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

## **Declaración de no Discriminación**

Los programas, actividades y prácticas del distrito deberán estar libres de discriminación, acoso, atormentar o coaccionar, e intimidación incluyendo: la discriminación contra un individuo o grupo por motivos de raza, color, ascendencia, nacionalidad, origen nacional, estado migratorio, identificación de grupo étnico, etnicidad, edad, religión, estado civil, embarazo, estado parental, discapacidad física o mental, sexo, orientación sexual, género, identidad de género, expresión de género o información genética; una percepción de una o más de tales características; o asociación con una persona o grupo, con una o más de estas características reales o percibidas.

### **FOR MORE INFORMATION CONTACT/PARA MÁS INFORMACIÓN CONTACTE A:**

STOCKTON USD CONSTITUENT SERVICES DIRECTOR STOCKTON USD TITLE IX COORDINATOR  
ENRIQUE TORRES (209)933-7000 X2195 EPTORRES@STOCKTONUSD.NET

STOCKTON USD EQUITY COMPLIANCE OFFICER DR. ISRAEL GONZALEZ (209)933-7040 X2729  
IGONZALEZ@STOCKTONUSD.NET STOCKTON USD

SECTION 504 COORDINATOR JENNIFER ROBLES (209)933-7130 X2617  
JROBLES@STOCKTONUSD.NET SUSD BOARD POLICY 0410  
[HTTPS://WWW.STOCKTONUSD.NET/PAGE/16090](https://www.stocktonusd.net/page/16090) F



## UNIFORM COMPLAINT PROCEDURE (UCP)

2023-2024

The Stockton Unified School District (SUSD) annually notifies students, employees, parents/guardians of our students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The SUSD is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP in: Accommodations for Pregnant and Parenting Pupils, Adult Education, After School Education and Safety, Agricultural Career Technical Education, Career technical and technical education and career technical and technical training programs, Child care and development programs, Compensatory Education, Consolidated categorical aid programs, Course Periods without Educational Content, Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance, Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district, Every Student Succeeds Act, Local control and accountability plans (LCAP), Migrant Education, Physical Education Instructional Minutes, Pupil Fees, Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Plans for Student Achievement, School Safety Plans, Schoolsite Councils, State Preschool, State Preschool Health and Safety Issues in LEAs Exempt from Licensing, And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A pupil fees and/or LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school in our district shall not be required to pay a pupil fee for participation in an education activity.

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, and former juvenile court pupils now enrolled in a school district and pupils in military families as specified in EC Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

A notice of health and safety issues pursuant to HSC section 1596.7925 shall be posted in each state preschool classroom program. The notice shall (1) state the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC section 1596.7925 and (2) state the location at which to obtain a form to file a state preschool health and safety issues complaint pursuant to HSC section 1596.7925.

The staff member, position, or unit responsible to receive UCP complaints in our agency is: Constituent Services, (209) 933-7000 ext. 2195 [Constituentservices@stocktonusd.net](mailto:Constituentservices@stocktonusd.net)

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Investigation Report to the CDE of complaints regarding programs within the scope of the UCP of by filing a written appeal within 30 days of receiving our Investigation Report. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge and is also available on our website: [www.stocktonusd.net](http://www.stocktonusd.net)

*This notification replaces Annual Notice of Uniform Complaint Procedures posted in 2019-2020 District Policies and Procedures Handbook.*

Rev. 7/18/23



## PROCEDIMIENTOS UNIFORMES DE QUEJAS (UCP) 2023-2024

El Distrito Escolar Unificado de Stockton (SUSD) notifica anualmente a los estudiantes, empleados, padres / tutores de nuestros estudiantes, el comité asesor del distrito, los comités asesores escolares, los funcionarios apropiados de las escuelas privadas y otras partes interesadas del proceso de Procedimientos Uniformes de Quejas (UCP).

El distrito SUSD es principalmente responsable del cumplimiento de las leyes y regulaciones federales y estatales, incluyendo aquellos relacionados con la discriminación ilegal, acoso, intimidación o intimidación contra cualquier grupo protegido, y todos los programas y actividades que están sujetos a la UCP en: alojamientos para alumnas embarazadas y alumnos con hijos; educación de adultos; educación y seguridad después de la escuela; educación técnica de carrera agrícola; carrera y educación técnica, capacitación técnica (estatal); educación técnica profesional (federal); cuidado y desarrollo infantil; educación compensatoria; programas de ayuda categórica consolidados, períodos de cursos sin contenido educativo, discriminación, acoso, intimidación o intimidación contra cualquier grupo protegido según lo identificado en las secciones 200 y 220 del Código de Educación (CE) y la Sección 11135 del Código de Gobierno, incluida cualquier característica real o percibida como se establece en la Sección 422.55 del Código Penal, o sobre la base de la asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad realizada por una institución educativa, según se define en la Sección 210.3 de la CE, que sea financiada directamente por, o que reciba o se beneficie de, cualquier asistencia financiera estatal, educación de alumnos en hogares de guarda, alumnos sin hogar, antiguos alumnos de la corte juvenil ahora inscritos en un distrito escolar y alumnos de familias militares; los planes locales de control y responsabilidad (LCAP), la educación de los migrantes, las actas de instrucción de educación física, las tarifas de los alumnos, alojamientos razonables a un alumno lactante, centros y programas ocupacionales regionales; consejos de sitio escolar, planes escolares para el rendimiento estudiantil, planes de seguridad escolar; preescolar estatal y problemas de seguridad y salud en agencias preescolares exentos de licencia, y cualquier otro programa educativo estatal o federal que el Superintendente Estatal de Instrucción Pública (SSPI) del Departamento de Educación de California (CDE) o la persona designada considere apropiado.

Una cuota (tasa) a un alumno incluye, pero no se limita a, todo lo siguiente:

1. Una cuota que se cobra a un alumno como condición para registrarse en la escuela o clases, o como condición para participar en una clase o actividad extracurricular, independientemente de si la clase o actividad es electiva u obligatoria, o es para obtener crédito.
2. Un depósito de seguridad, u otro pago, que un alumno debe hacer para obtener un candado, casillero, libro, aparato de clase, instrumento musical, ropa u otros materiales o equipos.
3. Una compra que un alumno debe hacer para obtener materiales, suministros, equipo o ropa asociada con una actividad educativa.

Se puede presentar una queja sobre cuotas de alumnos al director de una escuela o a nuestro superintendente o su designado. Una queja sobre cuotas de los alumnos y/o LCAP puede presentarse de forma anónima; sin embargo, el demandante debe proporcionar evidencia o información que conduzca a la evidencia para respaldar la queja.

Un alumno matriculado en una escuela en nuestro distrito no deberá pagar una cuota de alumno por participar en una actividad educativa.

Una queja de UCP se presentará a más tardar un año después de la fecha en que ocurrió la supuesta violación.

Publicaremos un aviso estandarizado de los derechos educativos de los alumnos en cuidado de crianza, los alumnos que están sin hogar, los ex alumnos del tribunal de menores ahora inscritos en un distrito escolar, y alumnos de familias militares, como se especifica en las Secciones 48645.7, 48853, 48853.5, 49069.5, 51225.1 y 51225 del Código de Educación (EC). Este aviso deberá incluir información sobre el proceso de quejas, como sea aplicable.

Un aviso sobre cuestiones de salud y seguridad, de conformidad con la Sección 1596.7925 del código de Salud y Seguridad (HSC), será publicado en cada programa de clase preescolar estatal. El aviso deberá (1) indicar los requisitos de salud y seguridad bajo el Título 5 del Código de Regulaciones de California que se aplica a los programas preescolares estatales, de conformidad con la Sección 1596.7925 del HSC, e (2) indicar el lugar donde se puede obtener una forma para presentar una queja sobre problemas de salud y seguridad en un preescolar estatal, de conformidad con la Sección 1596.7925 del HSC.

El miembro del personal, el puesto o la unidad responsable de recibir quejas de UCP en nuestra agencia es el departamento: Servicios al Constituyente, (209) 933-7000, ext. 2195, [Constituentservices@stocktonusd.net](mailto:Constituentservices@stocktonusd.net).

Las quejas serán investigadas y se enviará un informe escrito con una Decisión al demandante dentro de los sesenta (60) días posteriores a la recepción de la queja. Este período de tiempo puede extenderse por acuerdo escrito del demandante. La persona responsable de investigar la queja llevará a cabo y completará la investigación de acuerdo con nuestras políticas y procedimientos de UCP.

El demandante tiene derecho a apelar nuestro Informe de Investigación ante el CDE de quejas relativas a programas dentro del alcance del UCP o mediante la presentación de una apelación por escrito dentro de los 30 días de recibir nuestro Informe de Investigación. La apelación debe ir acompañada de una copia de la queja presentada originalmente y una copia de nuestra decisión.

Aconsejamos a cualquier reclamante de remedios de derecho civil, que incluyen, entre otros, mandatos judiciales, órdenes de restricción u otros recursos u órdenes que pueden estar disponibles bajo la ley estatal o federal de discriminación, acoso, intimidación o intimidación, como sea aplicable.

Copias de nuestro proceso de Procedimientos Uniformes de Quejas estarán disponibles sin cargo y también está en nuestro sitio web: [www.stocktonusd.net](http://www.stocktonusd.net)

Esta notificación reemplaza el Aviso Anual de Procedimientos Uniformes de Quejas publicado en el Manual de Políticas y Procedimientos del Distrito.

Rev. 7/18/23

## ALPHABETICAL INDEX OF COURSES

2023-2024

Academic Decathlon I	109	AP Biology	90
Academic Decathlon II	109	AP Calculus AB	82
Academic Decathlon III	109	AP Calculus BC	82
Academic Decathlon IV	109	AP English Language and Composition	59
Academic Support Lab 1 (Electives)	109	AP English Literature and Composition	59
Academic Support Lab I (SPED Certificate)	101	AP Environmental Science	90
Additive Manufacturing	42	AP European History	64
Advanced Desktop Publishing	42	AP Human Geography	64
Advanced Band	25	AP Microeconomics	64
Advanced Law	42	AP Physics 1	90
Advanced Interdisc. Science AG Honors	42	AP Pre-Calculus	82
Agricultural Economics (AG Economics)	42	AP Spanish Language and Culture	105
Agricultural Government (AG Government)	42	AP Statistics	82
AG Mechanics 1	43	AP U.S. Government and Politics	64
AG Mechanics 2	43	AP U.S. History	64
AJROTC Leadership	86	AP World History	65
Algebra 1A	81	Applied Writing & Thinking (English)	60
Algebra 1A (SPED)	96	Applied Writing & Thinking (SPED Diploma)	97
Algebra 1B	81	Art (SPED Certificate)	101
Algebra 1B (SPED)	96	Art I	25
Algebra I	81	Art II	25
Algebra I (SPED)	96	Art II Honors	25
Algebra I Honors	81	Art III	25
Algebra I MYP	73	Art III Honors	25
Algebra II	81	Auto Body Repair I	43
Algebra II (Special Education)	96	Auto Body Repair II	43
Algebra II MYP	73	Automotive Repair	43
Algebra Readiness (SPED)	96	Automotive Technology I	43
Algebra Support (Mathematics)	81	Automotive Technology II	43
Algebra Support (SPED)	96	Automotive Technology III	43
American Government (History Social Science)	64	AVID 09	109
American Government Honors	64	AVID 10	109
American Government (SPED Diploma)	97	AVID 11	109
Anatomy and Physiology	90	AVID 12	110
AP 2-D Art & Design	25	AVID Tutorial	110



## ALPHABETICAL INDEX OF COURSES

2023-2024

Band 08 MYP	76	Concert Choir	26
Basic Auto Care	101	Constitutional Law	45
Basic Occupational Skills SH	101	Construction I	45
Beginning Band	25	Construction II	45
Beginning Choir	26	Construction III	45
Biology and Sustainable Agriculture	44	Costume Design Technology	26
Biology IB HL 1	75	Creative Writing (English)	59
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