

*\* California High School \**

# SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT



## HIGH SCHOOL COURSE CATALOG 9<sup>TH</sup>-12<sup>TH</sup> GRADE 2022-2023

*Revised: 2/24/2022 9:44 AM*

*\* San Ramon Valley High School \**

*\* Dougherty Valley High School \**

*\* Monte Vista High School \**

## SCHOOL INFORMATION

### **California High School**

9870 Broadmoor Drive  
San Ramon, CA 94583  
Registrar: Wendy Miller  
<https://calhigh.schoolloop.com/>

### **Dougherty Valley High School**

10550 Albion Road  
San Ramon, CA 94582  
Registrar: Kathleen O'Grady  
<https://dvhs.schoolloop.com>

### **Monte Vista High School**

3131 Stone Valley Road  
Danville, CA 94526  
Registrar: Sarah Sirota  
<https://mvhs.schoolloop.com/>

### **San Ramon Valley High School**

501 Danville Blvd.  
Danville, CA 94526  
Registrar: Barbara Murray  
<https://srvhs.schoolloop.com/>

## ALTERNATIVE HIGH SCHOOL INFORMATION

### **DEL AMIGO HIGH SCHOOL**

10540 Albion Rd.  
San Ramon, CA 94582  
Registrar: Kelly Estes  
[www.venture.srvusd.net](http://www.venture.srvusd.net)

Del Amigo is a continuation high school that benefits students who are sixteen to eighteen years of age who have not graduated from high school, are still required to attend school, and who are at risk of not graduating due to credit deficiency. Small class sizes, daily attention from teachers, and a low counselor-to-student ratio provide students with more individualized academic and personal support so that no student is left behind or "lost" in the crowd. Most courses are non-college preparatory, however, students may concurrently enroll in Community College classes. Many students participate in off-campus employment after school. Students may graduate with a diploma from Del Amigo High School after they have earned 190 credits. Students may instead choose to return to their home high school once they have earned the credits needed to be on track for graduation.

## ALTERNATIVE HIGH SCHOOL INFORMATION

VENTURE INDEPENDENT STUDY SCHOOL  
10540 Albion Road, San Ramon, CA 94582  
[www.venture.srvusd.net](http://www.venture.srvusd.net)

Venture School is a fully accredited K-12 school that offers college preparatory courses through independent study. The flexibility of the Venture schedule helps students meet the educational requirements of the San Ramon Valley Unified School District while they pursue extracurricular interests such as:

- Career opportunities in the arts, music, or theater
- Community college courses
- Acceleration/Early graduation
- Personal needs and interests
- Pre-professional sports
- Volunteering or Internships
- Work Experience

Students meet with teachers at least once per week in a 1:1 meeting or in small group classes. Students are able to take courses concurrently with another SRVUSD school or a local community college. The Venture staff prides itself on building relationships and providing a place where all students feel valued and unique.

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    English 10, SDAIE (Y) ..... 2

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# HIGH SCHOOL GRADUATION REQUIREMENTS

<b>History/Social Sciences</b>	<b>35 Credits</b>
<ul style="list-style-type: none"><li>• World Geography</li><li>• World History</li><li>• US History</li><li>• American Government</li><li>• Economics</li></ul>	
<b>English</b>	<b>40 Credits</b>
<b>Mathematics</b>	<b>20 Credits</b>
<ul style="list-style-type: none"><li>• Minimum requirement-must complete Algebra 1 or equivalent</li></ul>	
<b>Science</b>	<b>20 Credits</b>
<ul style="list-style-type: none"><li>• 10 credits of Life Science</li><li>• 10 credits of Physical Science</li></ul>	
<b>World Languages/Visual &amp; Performing Arts/Career Tech &amp; Applied Art</b>	<b>20 Credits</b>
<ul style="list-style-type: none"><li>• 10 credits in TWO of the above THREE areas</li></ul>	
<b>Physical Education</b>	<b>20 Credits</b>
<ul style="list-style-type: none"><li>• All 9th graders must participate in P.E. for 10 credits</li><li>• Remaining 10 credits can be obtained in 10-12th grades</li></ul>	
<b>Health</b>	<b>5 Credits</b>
<b>Additional credits</b>	<b>60 Credits</b>
<b>TOTAL CREDITS REQUIRED FOR GRADUATION</b>	<b>220 Credits</b>

## HIGH SCHOOL AND COLLEGE ADMISSION REQUIREMENTS

Subject Requirements (A-G)	High School Graduation Requirements	Cal State University (CSU)	University of California (UC)
<b>Social Studies (A)</b>	(35 credits) World Geography World History I & II US History I & II Gov't/Econ	2 years: 1 year World History 1 year US History or 1 year World History 1 semester Gov't 1 semester US History	2 years: 1 year World History 1 year US History or 1 year World History 1 semester Gov't 1 semester US History
<b>English (B)</b>	4 years (40 credits)	4 years CP (40 credits)	4 years CP (40 credits)
<b>Math (C)</b>	2 years (20 credits) Including successful completion of Algebra I or equivalent	Algebra 1 Geometry Algebra 2 4th year recommended	Algebra 1 Geometry Algebra 2 4th year recommended
<b>Science (D)</b>	2 years (20 credits) 1 year Physical and 1 year Life Science	2 years of lab science (e.g., Biology: The Living Earth, Chemistry in the Earth System, Physics of the Universe)	2 years of lab science - 3rd year recommended (e.g., Biology: The Living Earth, Chemistry in the Earth System, Physics of the Universe)
<b>World Language (E)</b>	(20 Credits) required from any two of these three fields	2 years of the same language	2 years of the same language; 3rd year recommended
<b>Visual/Performance Arts (F)</b>		1 year	1 year
<b>Career Tech ED/ Applied Arts</b>		None	None
<b>Health</b>	1 semester (5 credits)	None	None
<b>Physical Education</b>	2 years (20 credits)	None	None
<b>Electives (G)</b>	(60 Credits)	1 year (2 semesters) of additional college prep courses	1 year (2 semesters) of additional college prep courses
<b>Total Credits</b>	220 Credits	Grade of C or higher in all college prep courses	Grade of C or higher in all college prep courses
<b>Test Requirements</b>		<a href="#">CSU Testing Information</a>	<a href="#">UC Testing Information</a>

### GUIDELINES FOR CHOOSING A COURSE<sup>1</sup>

1. **GRADUATION REQUIREMENTS.** Carefully check the graduation requirements.
2. **COLLEGE ENTRANCE REQUIREMENTS.** Look for courses required by many colleges and universities.
3. **CAREER PLANS.** Look for courses that can help you prepare for possible career goals.
4. **YOUR INTERESTS.** Check for courses that let you pursue your own personal interests.
5. **PARENT APPROVAL.** Talk with your parents about your course choices.
6. **TEACHER RECOMMENDATION.** Talk with your teachers about course choices and get their recommendations.
7. **[NCAA REQUIREMENTS.](#)** See NCAA requirement section.

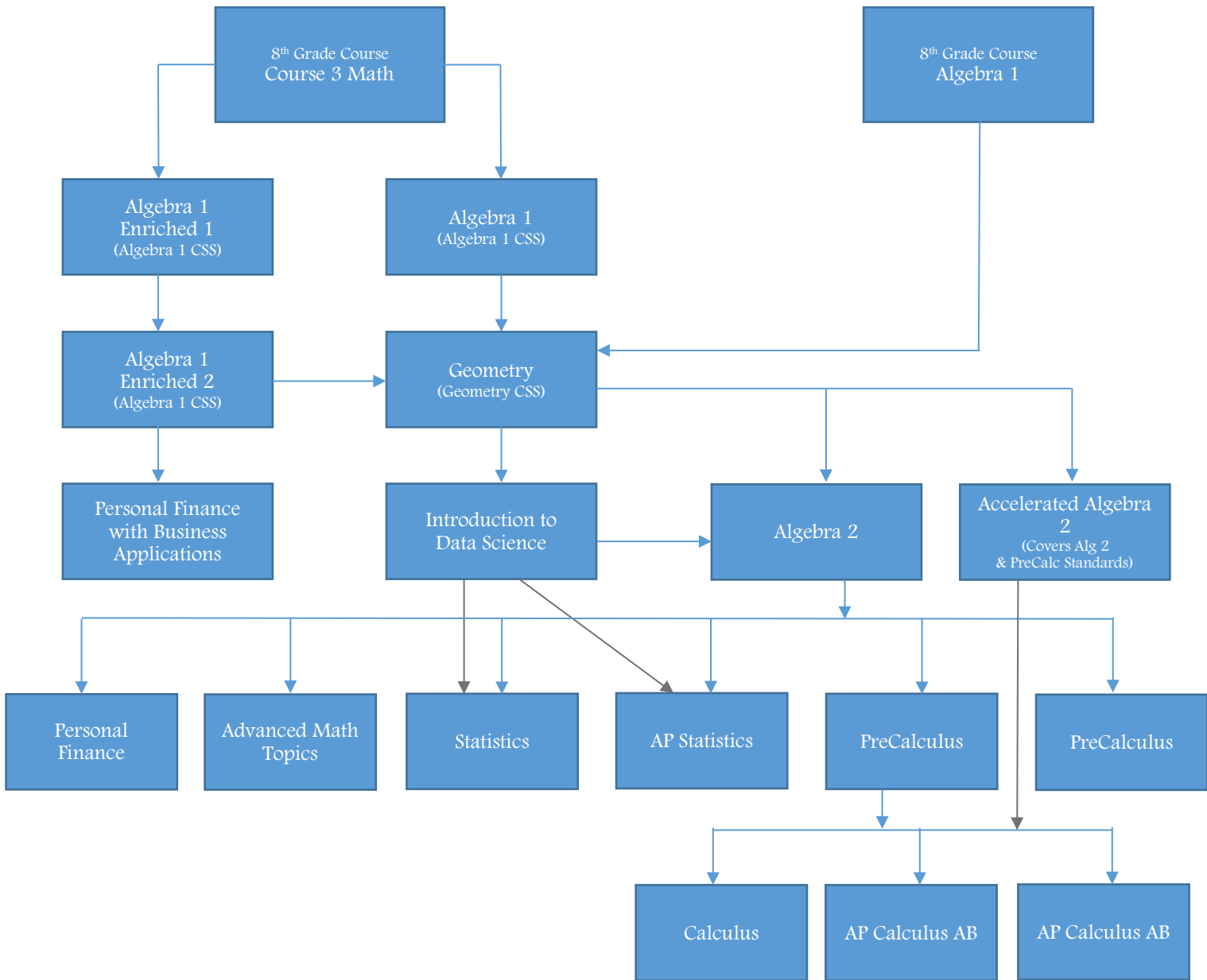
<sup>1</sup> Courses will be offered each year based on student enrollment.

# CREATE YOUR PERSONAL FOUR YEAR PLAN

Grade	Required Courses	Student Courses	Grade		Credit		Career Information and Plans
			1st Sem	2nd Sem	1st Sem	2nd Sem	
9  60 cr	English						Career Goal/Major:  Supporting Activities: (9-12)  Co-Curricular Activities:
	Math						
	Science/Elective						
	Physical Education						
	Geography/Health						
	Elective						
	Elective						
Summer Plan:							Total Credits to Date: ___ of 60
10  120 cr	English						Career Goal/Major:    Co-Curricular Activities:
	Math						
	World History I & II						
	Physical or Life Science						
	Physical Education						
	Elective/Language						
	Elective						
Summer Plan:							Total Credits to Date: ___ of 120
11  170 cr	English						Career Goal/Major:    Co-Curricular Activities:
	U.S. History I & II						
	Physical or Life Science						
	Elective/Language						
	Elective						
	Elective						
Summer Plan:							Total Credits to Date: ___ of 170
12  220 cr	English						Career Goal/Major:  Colleges applied to:  Co-Curricular Activities:  Community Service:
	Amer. Govt./Economics						
	Physical or Life Science/Elective						
	Math/Elective						
	Physical Education/Elective						
	Elective						
	Elective						
Post High School Goal: CAREER / JUNIOR COLLEGE / 4 YR COLLEGE							Total Credits to Date: ___ of 220

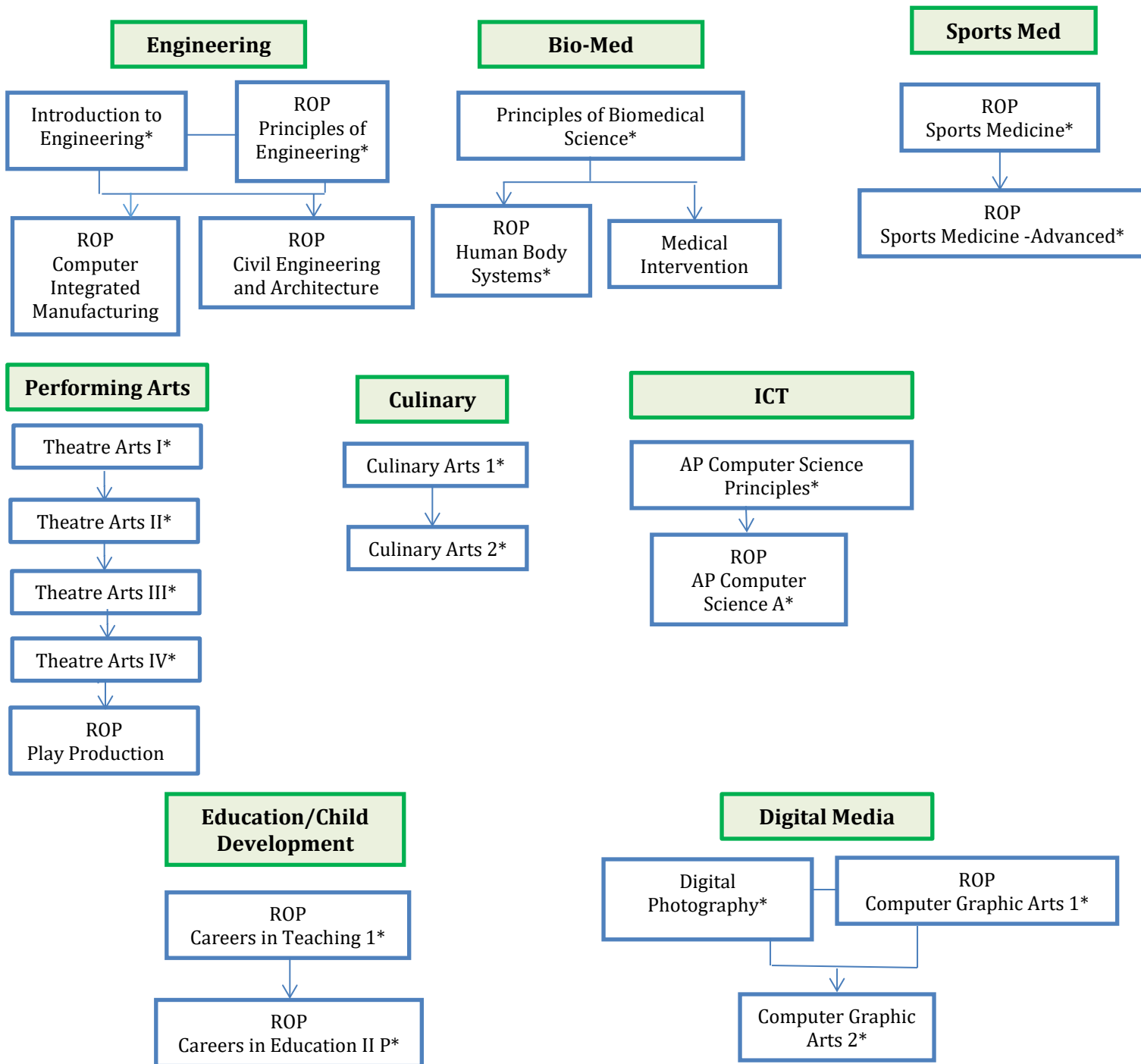
# HIGH SCHOOL MATH PATHWAYS

## High School Math Pathways



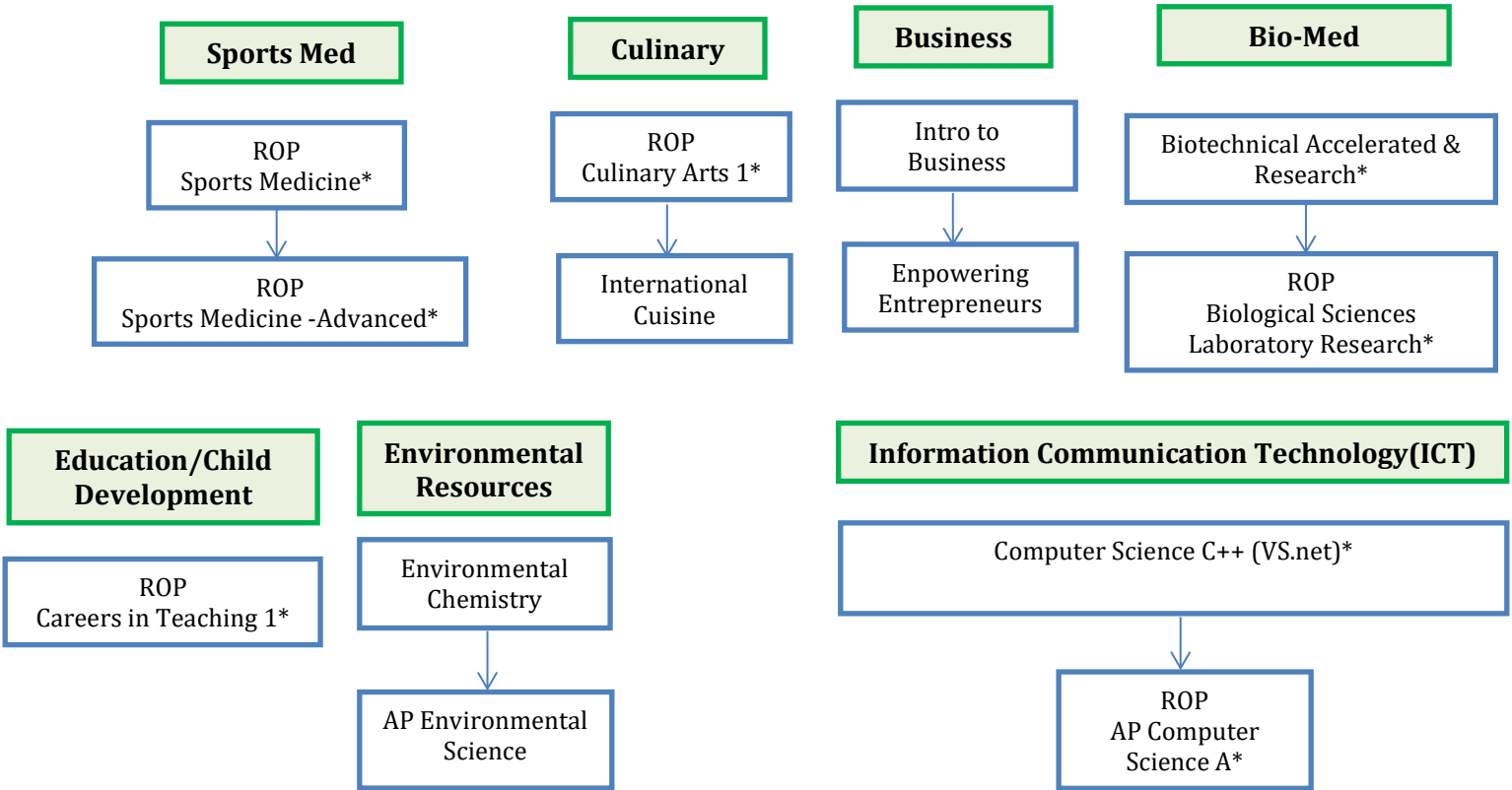
# CTE Pathways 2022-2023

## California High School

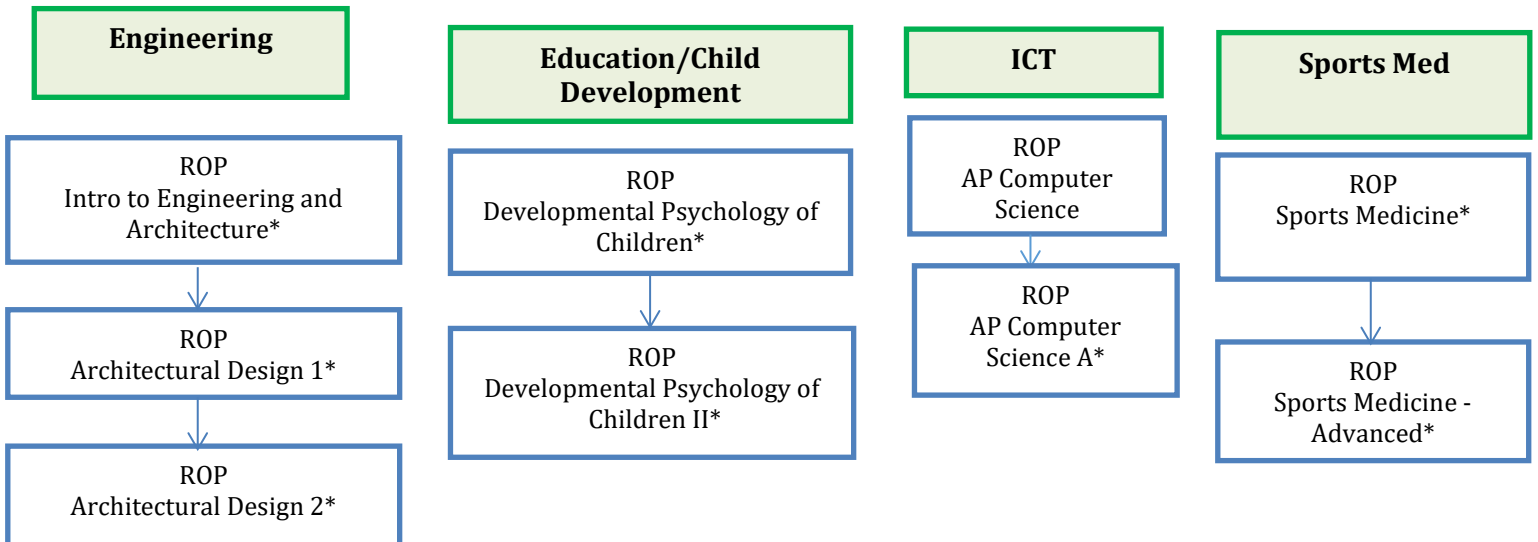




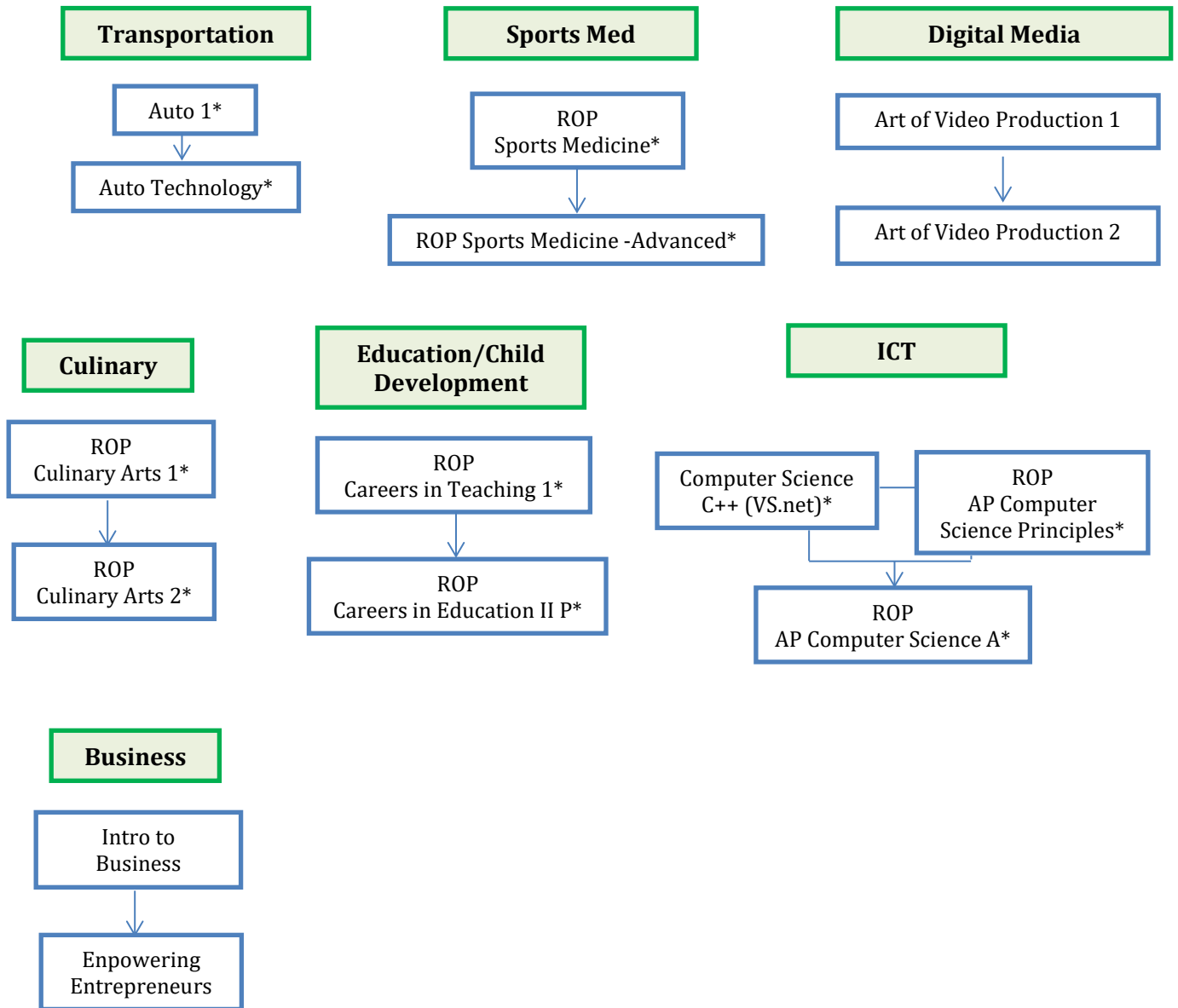
## Dougherty Valley High School



## Monte Vista High School



# San Ramon Valley High School



\*Denotes Carl Perkins Eligible

## GLOSSARY OF TERMS

**Advanced courses** feature additional or enhanced content and increased workload and do not result in a weighted grade (e.g., Advanced English).

**Accelerated courses** offer more rigorous curricula at an accelerated pace and do not result in a weighted grade (e.g., Accelerated Biology).

**Articulated Class** is one in which there is an agreement between a high school course and a community college that allows high school students to receive community college credit for an approved high school CTE class if the student meets the agreed-upon criteria for successful completion.

**Honors courses** offer more rigorous curricula often considered preparation for advanced placement courses. Students taking these courses receive a weighted (5.0 scale) grade.

**Advanced Placement (AP) courses** are designed by and follow guidelines required by The College Board. Refer to their website for detailed information. These courses are considered to be above the high school level. Students taking these courses receive a weighted (5.0 scale) grade and may take the AP exam in the spring. Students may receive college credit for such courses depending on their score on the AP exam.

**Career Technical Education (CTE):** CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

**Dual Enrollment Course:** A dual enrollment course is a class offered through an ACS/WASC (or another comparable accrediting body sanctioned by a U.S. state or the federal government) accredited post-secondary institution for which a student is concurrently earning credits in both the post-secondary institution and high school. [College Connect](#) is an SRVUSD Dual Enrollment Program

**Core Courses:** Core courses are subject-specific courses (English, Social Studies, Math, Science, Physical Education, Career Technical Education/World Language/Fine Arts, and Health) required for graduation by BP 6146.1.

**District Courses:** A district course is a class that is being offered by the SRVUSD for credit.

**Elective Credit:** Elective credits are credits given toward graduation beyond the core courses, as specified by BP 6146.1.

**Graduation Requirements:** Students must meet all graduation requirements as specified by BP 6146.1.

**Non-District Courses:** A [non-district course](#) is a course that is being offered by an accredited educational institution outside of the San Ramon Valley Unified School District (SRVUSD). In order for SRVUSD students to receive credit for non-district courses, the non-district course must be taken during the SRVUSD academic school year and the providing educational institution must be accredited by ACS/WASC or another comparable accrediting body sanctioned by a U.S. state or the federal government.

### **Regional Occupation Program (ROP)**

The ROP, administered cooperatively by the San Ramon Valley Unified School District and the Contra Costa County Office of Education, provides school-to-career preparation classes **for juniors, seniors, and students who are 16 years old or older.** (See below for more information.)

**Schools:** This refers to all comprehensive high schools, including California High, Dougherty Valley High, Monte Vista High and San Ramon Valley High.

**CSU/UC:** The course meets a CSU and UC requirement within the “A – G” subject range. See [High School and College Admission Requirements](#) for more information.

**Length of Course:** Semester (S); Yearlong (Y)

## **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)**

The NCAA certifies the academic and amateur credentials of all college-bound student-athletes who wish to compete in NCAA Division I or II athletics. All students must register with the NCAA Eligibility Center. Students must register at end of junior year and submit a final transcript upon graduation.

Click here for [NCAA Division I Freshman - Eligibility Standards](#).

All students must register with the NCAA Eligibility Center. Students must register at end of junior year and submit a final transcript upon graduation. Obtain guidelines at [www.ncaa.org](http://www.ncaa.org).

Obtain forms at NCAA Eligibility Center and to register on-line. Detailed information is on the NCAA Eligibility Center website located under Resources. Please make sure you read carefully as any changes may impact your student athlete’s eligibility for college sports.

If you have questions about NCAA eligibility, please log on to [NCAA Eligibility Center](#).

## **CAREER TECHNICAL EDUCATION (CTE)**

Classes are designed to help students learn about career choices, develop job skills, and gain skills useful in college. Most classes can be taken for one or two periods, and some include internships. Students earn elective credits, and some classes offer transferable college credits. Certificates of proficiency are awarded upon successful completion of performance objectives. Students are also eligible to take CTE classes located off-campus.

Why is CTE Different? The emphasis of ROP courses is on career development. Students can use skills acquired in-class to prepare for a career after high school, gain experience towards future college majors, and receive skills that lead to jobs before, during and after college. Instruction is individualized, and training is ‘hands-on’ using state-of-the-art equipment. All classes incorporate employment readiness training, which is an integral part of career planning.

CTE courses are designed for 11<sup>th</sup> and 12<sup>th</sup> graders. 10<sup>th</sup> graders may take a CTE course if they are 16 by the first day of class.

# COURSE LISTINGS

## ENGLISH

### British Literature (Y)

**Grade: 12**

**CSU/UC: "b"**

This survey course of British literature, studied in a historical context, includes the reading and discussion of English authors and novels. Literature-based creative and critical writing is taught. The course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. The challenging content is designed to prepare students for college level reading, thinking, literary analysis, and writing.

**Schools: DVHS**

### Composition (Y)

**Grade: 12**

**CSU/UC: "b"**

Seniors learn to write competently for a variety of purposes in preparation for college writing. This course includes literary analysis, development of style and grammar review. Students will prepare senior essay for scholarships and the personal statement for UC. This is not a creative writing course; however, some expressive writing is done.

**Schools: CHS**

### English 9 (Y)

**Grade: 9**

**CSU/UC: "b"**

English 9 is an introductory course that builds on the skills learned in the middle school years and lays a foundation of skills that students will need for high school, college and career. It is a course that integrates literature and non-fiction with an emphasis on critical reading and composition skills. These skills include: close reading, gathering and evaluating information, literary analysis, narrative and analytical writing, timed writing, vocabulary acquisition, collaborative discussion, presentations in a variety of formats, and grammar and usage. Students are exposed to a variety of genres: novels, short stories, plays, poetry, and non-fiction.

**Schools: ALL, VE**

### English 9 Justice and Community (Y)

**Grade: 9**

**CSU/UC: "b"**

This 9<sup>th</sup> grade ELA course is a college preparatory course that seeks to promote empathy and understanding through the study of literature while focusing on social justice issues and critical thinking skills. Students will be encouraged to think through multiple lenses and question assumptions made in our texts while examining the underlying social and power structures that exist in our society. Materials of study will include fiction and non-fiction texts, as well as short stories, poetry, photos, and film. Students will focus on written and verbal analysis and argument while considering real world issues and what it means to be a citizen. This course will deliver rigorous instruction in the English Language Arts classroom while encouraging students to develop their worldview and learn to engage empathetically with others.

**Schools: CHS**

### English 9, SDAIE (Y)

**Grade: 9**

**CSU/UC: "b"**

This class is designed for English Language Learners. The Specially Designed Academic Instruction in English course parallels the content core curriculum for English 9 and is aligned to the California State Language Arts Standards. Students read and study the core literature and learn to write structured paragraphs and essays while also utilizing supplementary support materials to enhance comprehension and learning in reading and writing. This course is offered on a rotating basis with SDAIE English 10 so that students can refine their reading, writing, speaking, and analysis in English.

**Schools: DVHS**

## English 10 (Y)

**Grade: 10**

**CSU/UC: "b"**

English 10 is a college preparatory language arts course that expands and strengthens the skills developed in English 9. This course emphasizes composition, critical reading, and collaborative speaking skills. Students will study poetry, short stories, drama, non-fiction, and novels. The course also includes writing instruction, focusing on argumentation and informative/explanatory texts. Students will also develop skills in research, digital media, and vocabulary acquisition and use.

**Schools: ALL, VE**

## English 10, Advanced (Y)

**Grade: 10**

**CSU/UC: "b"**

**Highly Recommend: 93% in English 9 or meet criteria on placement assessment.**

Advanced English 10 is a rigorous course due to the increased expectations regarding volume of reading, maturity of insight, sophistication of language use, and standards of evaluations. This course exposes students to world and multicultural literature through discussion and critical analysis of various genres, including non-fiction, myth, legend, epic, poetry, short story, and the novel. Course work focuses on the development of analytical thinking skills, with an emphasis placed on critical writing in response to literature. The course also includes grammar instruction, root work instruction, and vocabulary development with words taken from the literature as well as from lists designed for SAT preparation.

**Schools: SRVHS**

## English 10, Global Studies (Y)

**Grades: 10**

**CSU/UC: "b" -**

This 10<sup>th</sup> grade course is a college preparatory course that aligns the Literature content in English with the content taught in World History. This is a two-period class, with one period taught by an English teacher and the second period taught by a History teacher. This course will help students develop stronger connections between English and History, while also focusing on social justice issues and student critical thinking skills. Students will develop strong multicultural perspectives and enhance their understanding of what it means to be a global citizen. This course highlights nontraditional narratives to provide diverse and representative perspectives. During the first semester, content will focus on the UN Declaration of Human Rights and the Rise of Democracy through WWI. During the second semester, content will focus on the Interwar years to modern Civil Rights around the world. Literature will be aligned to historical and thematic content across subject areas. Materials include novels, plays, short stories, poetry, and nonfiction. Student writing focuses on thesis statement, essay writing, analysis, and developing skills necessary for multiple writing tasks as well as analysis of rhetorical techniques in nonfiction writing. This course also includes grammar instruction and vocabulary development. Students will gain credit for English 10 and World History.

**School: CHS, MVHS**

## English 10, SDAIE (Y)

**Grade: 10**

**CSU/UC: "b"**

This class is designed for English Language Learners. The Specially Designed Academic Instruction in English course parallels the content core curriculum for English 10 and is aligned to the California State Language Arts Standards. Students read and study the core literature and learn to write structured paragraphs and essays while also utilizing supplementary support materials to enhance comprehension and learning in reading and writing. This course is offered on a rotating basis with SDAIE English 9 so that students can refine their reading, writing, speaking, and analysis in English.

**Schools: DVHS**

## English 11 (Y)

**Grade: 11**

**CSU/UC: "b"**

English 11 is a college preparatory language arts course in which students will study traditional and contemporary works drawn from American literature. Materials include novels, plays, short stories, essays, poetry and non-fiction. Student writing focuses on refining the thesis statement and developing the skills necessary for multiple writing tasks as well as the examination of rhetorical techniques in nonfiction writing. The course also includes grammar instruction and vocabulary development.

**Schools: ALL, VE**

## English 11, American Studies (Y)

**Grade 11**

**CSU/UC: "b"**

This 11th grade course is a college preparatory class that mirrors American literature with their historical context. This two-period class is taught by an English teacher and a U.S. History teacher. This class will enliven literature and history by showing their connections. The U.S. History portion in the first semester is a survey course covering the major political, economic, social and cultural developments in the history of the United States, from the country's founding through World War I (1918). During the second semester, the course covers from the end of World War I to the present. The English 11 portion is a course in which students will study traditional and contemporary works drawn from American Literature. Materials include novels, plays, short stories, essays, poetry and non-fiction. Student writing focuses on refining the thesis statement and developing the skills necessary for multiple writing tasks as well as the examination of rhetorical techniques in nonfiction writing. The course also includes grammar instruction and vocabulary development. Students will get credit for English 11 and for U.S. History 1 and 2.

**Schools: CHS**

## English 11, Justice and Community (Y)

**Grade: 11**

**CSU/UC: "b"**

Justice and Community is a year long, college preparatory course that is designed to approach literature through lenses of justice, marginalization, equity, and power. The course work will require comprehension and analysis of classic and contemporary novels, as well as a range of multimedia texts, including documentaries, images, articles, short stories, and plays. Through the coursework, not only will we focus on how to read, analyze, and think critically, but we will also question the biases, power structures, and cultural assumptions presented in our texts. Alongside our comprehension and analytical skills, we will continue to strengthen writing skills by creating claims that we can effectively back up with evidence and explanation, as well as speaking and listening skills by participating in a wide range of discussion activities. Ultimately, this course will encourage us to academically and authentically examine literature and writing as citizens of the world.

**Schools: CHS**

## English 11, SDAIE (Y)

**Grade: 11**

**CSU/UC: "b"**

This class is designed for English Language Learners. The Specially Designed Academic Instruction in English course parallels the content core curriculum for English 11 and is aligned to the California State Language Arts Standards.

**Schools: DVHS**

## English 12 (Y)

**Grade: 12**

**CSU/UC: "b"**

This is a year-long course designed to prepare seniors for the rigor and depth of college-level reading and writing requirements. This course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, CHS analysis of non-fiction, and interpretive literary analysis. Students continue to build writing skills through process draft writing, grammar review and vocabulary development. The course provides extensive and challenging reading of many literary genres, including non-fiction, poetry, fiction, and drama, ranging from classical through contemporary literature. Classroom discussions will tackle challenging themes, philosophical views, and contemporary issues.

**Schools: CHS, MVHS, VE; DVHS (linked to Government and Politics: Comparative, AP)**

## English 12, SDAIE (Y)

**Grade: 12**

**CSU/UC: "b"**

This class is designed for English Language Learners. The Specially Designed Academic Instruction in English course parallels the content core curriculum for English 12 and is aligned to the California State Language Arts Standards.

**Schools: DVHS**

## English 12 with Emphasis on Social Justice (Y)

**Grade: 12**

**CSU/UC: "b"**

This is a year-long course derived from English 12 is designed to prepare seniors for the rigor and depth of college-level reading and writing requirements. This course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. Students read expansively for comprehension of content and to evaluate authors' biases and purposes. Students write for a variety of purposes in preparation for college, including essays, placement assessments, expository analysis of non-fiction, and interpretive literary analysis. Students continue to build writing skills through process draft writing, grammar review and vocabulary development. The course provides extensive and challenging reading of many literary genres, including non-fiction, poetry, fiction, and drama ranging from classical through contemporary literature. Classroom discussions will tackle challenging themes, philosophical views, and contemporary issues. The Social Justice theme for the course emphasizes current debates of social issues. Students examine a range of texts and engage in discussion of these issues through multiple perspectives, including local, national, and global lenses.

**Schools: CHS, DVHS, MVHS**

## English ELD - Beginning (Y)

**Grades: 9-12**

This course is for students who have been identified as English Learners based on the California English Language Development Test (CELDT) who score at the Beginning or Early Intermediate level. It is designed to develop skills in listening, speaking, reading, and writing for everyday and academic purposes. Instruction focuses on communicative and academic skills based on the California ELD Standards.

**Schools: DVHS**

## English ELD - Intermediate (Y)

**Grades: 9-12**

This course is for students who have been identified as English Learners based on the California English Language Development Test (CELDT) who score at the Early Intermediate or Intermediate level. The course develops students speaking, listening, reading, and writing skills through completing longer compositions, identifying types of sentences, practicing grammar in context, and engaging in higher-level reading strategies.

**Schools: DVHS**

## English ELD - Advanced (Y)

**Grades: 9-12**

**CSU/UC: "b" - Meets CSU/UC "b" requirement for one year only.**

This class is for Advanced English Language Learners. Students continue to refine skills in reading, writing, speaking, listening, and grammar. Grammar instruction emphasizes the "editing process" for personal habitual error patterns each student makes in the English language. Note-taking skills, vocabulary, and literary analysis are emphasized. Students write analytical papers of between three and six paragraphs in length, depending on personal skills level. Subject matter includes the analysis and comprehension of poetry, short stories, novels, film, art, and cultural awareness topics. Students write memoir and personal response papers and a cultural studies project. The class is conducted in a "seminar" style; hence class discussions and oral participation are emphasized. Field trips occur throughout the year in order to help students develop cultural and aesthetic awareness.

**Schools: DVHS**

## English Language and Composition, AP (Y)

**Grades: 11-12**

**CSU/UC: "b"**

**Highly Recommend: B - in prior advanced or honors course, or meet criteria or placement assessment.**

This rigorous, college level course emphasizes expository writing and critical reading. Writing assignments include in-class timed writings and out-of-class essays. The analysis of many forms of literature (i.e. novels, essays, etc.) focuses on how authors use language and literary devices to inform or persuade. Students also continue to work on grammar and vocabulary development. This course prepares students to take the AP Language and Composition exam in May.

**Schools: DVHS (Grade 12), CHS, MVHS, SRVHS (Grade 11)**



## English Literature and Composition, AP (Y)

**Grades: 11-12**

**CSU/UC: "b"**

**Highly Recommend: B - in prior advanced or honors course, or meet criteria or cement assessment.**

AP English Literature is a rigorous, college level course focusing on the study of significant literary works. Students analyze literature, poetry, and essays in terms of concepts and the role of these concepts in the development of the World. The reading list is extensive and written work emphasizes a mature level of insight, the development of careful and thorough analysis, and sophisticated language use. Participation in class discussion is essential. This is an Advanced Placement course that prepares students to take the AP Literature and Composition exam in May.

**Schools: DVHS (Grade 11), CHS, MVHS, SRVHS (Grade 12)**

## Expository Reading and Writing (Y)

**Grades: 12**

**CSU/UC: "b"**

The goal of the Expository Reading and Writing course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen instructional modules, students in this rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include two full-length works (one novel and one work of fiction), as well as an independent reading component. Written assessments and holistic scoring guides conclude each unit.

**Schools: MVHS**

## Hero's Journey, The (Y)

**Grades: 12**

**CSU/UC: "b"**

Hero's Journey is a year-long exploration of what it means to be a hero - from ancient times to the present. Students will read fiction and non-fiction and view films that present heroism across the ages and across cultures. They will explore what it means to be a good person. Students will research and read stories that describe human strengths, resilience, redemption and the meanings of success. They will have opportunities to define their own concepts of honor. As the course progresses, they will be expected to apply what they are learning about themselves and others to community service projects. They will learn to reflect and to then articulate their findings, orally and in writing.

**School: DVHS, SRVHS**

## Novel (Y)

**Grade: 12**

**CSU/UC: "b"**

Students read classic and contemporary novels and study the writing, stylistic, thematic, and artistic elements of the novel as a form of literature. Close reading and essay response to the literature are major components of this course. Course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. Novels are often grouped into thematic units of study. The course includes both whole class study and independent reading of novels.

**Schools: CHS, DVHS, SRVHS**

## Shakespeare (Y)

**Grade: 12**

**CSU/UC: "b"**

Students study the plays and poetry of Shakespeare, and his influence on literature through time. Students respond to the literature in discussion, essay writing, and group and individual projects. Close reading and analysis of the literature is designed to prepare students for college level reading, thinking, literary analysis, and writing. Students will be required to meet daily reading requirements, write, and participate regularly in class. Course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing.

**Schools: MVHS, SRVHS**

## Science Fiction and Fantasy Literature (Y)

**Grade: 12**

**CSU/UC: "b"**

This course is designed to prepare seniors for the rigor and depth of college-level reading and writing requirements under a distinct genre lens. The course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, research, and writing. Students read expansively for comprehension of content and to evaluate authors' biases and purposes. Students write for a variety of purposes in preparation for college, including application essays, placement assessments, expository analysis of non-fiction, and interpretive literary analysis. Students continue to build writing skills through process draft writing, grammar review, and vocabulary development. The course provides extensive and challenging reading of the Science Fiction and Fantasy genres, ranging from novels, short stories, films, graphic novels, and epics, as well as critical essays and related articles. Classroom discussions will tackle challenging themes, philosophical views, and contemporary issues. Students will focus on science fiction as allegory and sociopolitical commentary looking at issues of gender, class, technology, and religion. Also, students will focus on fantasy, its appearance of escapism, mythic qualities, and its relation to cultural legends as a shared national text, as well as the above criteria.

**Schools: CHS, DVHS**

## Women's Literature (Y)

**Grade: 12**

**CSU/UC: "b"**

Seniors' Women's Literature is designed for the student who is committed to serious preparation for college. The course will focus primarily on the general themes of race, class and gender as experienced by women. To enhance our reading and understanding of the texts, we will also study and discuss major trends in women's history, women's involvement in social reform and protest, and how writers depict characters in conflict with vocational roles and family obligations. The course will provide extensive reading in the form of novels ranging from the 17th through the 21st century, as well as essays, poetry, drama and short stories. The writing assignments developed for the course will prepare students for college level writing including the college essay. Students will write frequently about the social issues and human values in the works they have read.

**Schools: MVHS, SRVHS**

# MATH

## Algebra 1 (Y)

**Grades: 9-12**

**CSU/UC: "c"**

**Highly Recommend: C or better in 8th Grade Common Core.**

The course content includes working with properties of real numbers, problem solving using real world applications, solving and graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities, solving systems of linear equations and inequalities, working with exponents and exponential functions, quadratic equations and functions, radicals, statistics, probability, and connections to geometry. Practical applications are addressed through the solution of word problems or performance tasks.

**Schools: ALL, VE**

## Algebra 1 Enriched 1 (Y)

**Grades: 9-12**

**CSU/UC: "c"**

**Highly Recommend: Students who exit 8th grade below proficient in the 8th grade Common Core standards.**

This is a Common Core standards-based course designed for students to achieve district and state standards for the first semester of Algebra 1. This course emphasized algebraic skill development and conceptual understanding while infusing instruction and support to further develop the foundational mathematical concepts and skills essential for success in Algebra 1. Students advance to Algebra 1 Enriched 2, a second full-year course in the Algebra sequence. Completion of Algebra 1 Enriched 1 and Algebra 1 Enriched 2 fulfills the Algebra 1 graduation requirement. This course counts as 10 units of math credit.

**Schools: ALL**

## Algebra 1 Enriched 2 (Y)

**Grades: 10-12**

**CSU/UC: "c"**

**Highly Recommend: Students who have successfully passed Algebra 1 Enriched 1.**

This is a Common Core standards-based course designed for students to achieve district and state standards for the second semester of Algebra 1. This course emphasizes algebraic skill development and conceptual understanding while infusing instruction and support to further develop the foundational mathematical concepts and skills essential for success in Algebra 1. Completion of Algebra 1 Enriched 1 and Algebra 1 Enriched 2 fulfills the Algebra 1 graduation requirement and prepares the student to advance to geometry. This course counts as 10 units of math credit.

**Schools: ALL**

## Algebra 2 (Y)

**Grades: 9-12**

**CSU/UC: "c"**

**Highly Recommend: C or better in Geometry.**

Algebra 2 builds upon topics covered in algebra 1 and geometry. Topics include the real and complex number systems, solving equations and inequalities. Function topics include linear, quadratic, polynomial, exponential, logarithmic, trigonometric, rational, and radical. Other topics addressed in this course include sequences and series, conics (circles and parabolas), and statistics. Practical applications are addressed through the solution of word problems or performance tasks. This course prepares students for Pre-Calculus w/Trig.

**Schools: ALL, VE**

## Algebra 2, Accelerated (Y)

**Grades: 9-12**

**CSU/UC: "c"**

**Highly Recommend: Recommended A or better in Algebra 1 and Geometry.**

This course prepares students to take AP Calculus and other advanced math courses. This is a rigorous fast paced course covering the State of California Common Core Algebra 2 Standards, Precalculus, and the Common Core (+) standards which include advanced trigonometric concepts. This course will emphasize use of the "Eight Mathematical Practices". Students will make sense of problem situations, solve higher order thinking problems, derive key theorems, use technology where appropriate, work in groups to develop teamwork skills, and demonstrate procedural fluency in their responses.

**Schools: ALL**

## Calculus (Y)

**Grades: 11-12**

**CSU/UC: "c"**

**Highly Recommend: C or better in Pre-Calculus.**

The topics covered are: functions, limits, continuity, the derivative, rectilinear motion, minima-maxima problems, related rates, the indefinite integral, the definite integral, applications of the definite integral (area between curves, distance, volume, arc length, areas of surfaces of revolution, etc.), transcendental functions-differentiation and integration, and methods of integration. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal. Graphical calculator required (TI-84 recommended; TI-89 is NOT allowed on many exams).

**Schools: ALL**

## Calculus AB, AP (Y)

**Grades: 11-12**

**CSU/UC: "c"**

**Highly Recommend: Multiple-criteria which include grade in previous course, placement test, and/or final exam score.**

All students interested in this course should sign up for Calculus. Following the screening process, counselors will place qualified students into AP Calculus AB. This course includes the following topics: functions and graphs, limits, derivative, continuity and sequences; differentiation of algebraic functions; and applications of differential calculus; Rolles and Mean Value Theorems, graphing, applied minima-maxima, concavity, differentials, related rates, anti-derivatives, the theory and applications of integral calculus, methods of integration, differentiation and integration of transcendental functions. Problems requiring the use of graphical calculators will be included in the curriculum. Graphical calculator problems will also be on the AP Exam. Time is spent in preparing for the AP Exam in Calculus. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal. (TI-84 recommended; TI-89 is NOT allowed on many exams).

**Schools: ALL**

## Calculus BC, AP (Y)

Grades: 11-12

CSU/UC: "c"

**Highly Recommend:** *Multiple criteria which include grade in previous course, placement test, and/or final exam score.*

This course will include a brief review of the topics covered in AP Calculus AB. Additional topics will include: parametric, polar, and vectors functions, including their derivatives and applications; numerical solutions to differential equations using Euler's method; L'Hopital's Rule; applications of integrals including arc length and surface area; all methods of integration; improper integrals; solution of logistic differential equations; sequences and series and tests for convergence and divergence; Maclaurin and Taylor Series. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal. Graphical calculator required (TI-84 is recommended; TI-89 is NOT allowed on many exams).

Schools: ALL

## Geometry (Y)

Grades: 9-12

CSU/UC: "c"

**Highly Recommend:** *C or better in Algebra 1 or 8th Grade Accelerated Algebra 1.*

The objective of this course is to help the student understand plane and space relationships. Topics covered include: geometric transformations, congruence in terms of rigid motions, constructions, geometric proof, similarity, right triangles, trigonometry, circles, expressing geometric properties with equations, geometric measurement and dimension, and probability. Practical applications are addressed through the solution of word problems or performance tasks. Optional topics maybe addressed as time allows.

Schools: ALL, VE

## Introduction to Data Science (Y)

Grades: 10-12

CSU/UC: "c"

**Highly Recommend:** *Completion of Algebra 1 or Geometry*

Introduction to Data Science (IDS) is designed to introduce students to the exciting opportunities available at the intersection of data analysis, computing, and mathematics through hands-on activities. Data are everywhere, and this curriculum will help prepare students to live in a world of data. The curriculum focuses on practical applications of data analysis to give students concrete and applicable skills. Instead of using small, tailored, curated data sets as in a traditional statistics curriculum, this curriculum engages students with a wider world of data that fall into the "Big Data" paradigm and are relevant to students' lives. In contrast to the traditional formula-based approach, in IDS, statistical inference is taught algorithmically, using modern randomization and simulation techniques. Students will learn to find and communicate meaning in data, and to think critically about arguments based on data.

Schools: CHS

## Math Topics, Advanced (Y)

Grades: 11-12

CSU/UC: "c"

**Highly Recommend:** *C or better in Algebra 2.*

Advanced Math Topics (AMT) is a year-long course, designed to provide an excellent background for those wishing to take pre-calculus, Statistics, or AP Statistics. This comprehensive course integrates statistics and algebra concepts, and previews calculus in work with functions and intuitive notions of limits. As preparation for success in pre-calculus, AMT coursework will reinforce previously seen advanced algebra topics, and cover several key trigonometric focuses including graphing, solving equations and working with identities. In addition to algebraic themes, there is sufficient study in the area of statistics and statistical modeling to build a strong foundation for future work in statistics courses.

Schools: CHS, MVHS, SRVHS

## Personal Finance (Y)

Grades: 11-12

CSU/UC: "c"

**Highly Recommend:** *Completion of Algebra 2 or equivalent*

Description: Personal Finance is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Precalculus, and Calculus under four financial umbrellas: "Saving and Budgeting", "Credit and Debt", "Financial Planning and Insurance", and "Income, Taxes and Giving". The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations

to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, and verbal representations.

**Schools: MVHS**

## **Personal Finance with Business Applications (Y)**

**Grades: 11-12**

**CSU/UC: Not approved**

**Highly Recommend: Completion of Algebra 1 or equivalent**

Using basic math skills, this course is designed to show how students can apply these same skills to the real world of personal finance. Students will be introduced to elements of everyday financial transactions, as well as life's major financial decisions. Included will be: Banking Transactions, Income Management, Vehicle Ownership, Loans/Credit Cards, Investments, Real Estate, Renting Apartments, and some basic Business (retail oriented).

**Schools: CHS, DVHS, SRVHS, VE**

## **Pre-Calculus with Trigonometry (Y)**

**Grades: 10-12**

**CSU/UC: "c"**

**Highly Recommend: C or better in Algebra 2. Recommended: B in Algebra 2.**

This is a course in functions, development of the trigonometric functions through the use of the concept of circular functions, graphical characteristics of the trigonometric functions-including translations, amplitude, change of period, domain, range, and sums and differences of functions, inverse trigonometric functions-notations and graphs, trigonometric identities, including addition and double-angle and half-angle formulas, use of degree and radian measures, solution of trigonometric equations, polar coordinates and vectors; solution of problems related to force and navigation, matrices and determinants, higher degree equations, logarithmic functions, rational functions, summation notation, mathematical induction, the conic sections (parabola, ellipse, hyperbola), translations and rotations of the axes and curve sketching. Graphical calculator required (TI-84 recommended; TI-89 is not allowed on many exams).

**Schools: ALL, VE**

## **Pre-Calculus with Trigonometry, Honors (Y)**

**Grades: 10-12**

**CSU/UC: "c"**

**Highly Recommend: Multiple criteria which include grade in previous course, placement assessment, and/or final exam score.**

All students interested in this course should sign up for the regular Pre-calculus with Trigonometry course listed above. A screening process, which includes prior mathematics course and final exam grades, and a placement test, will determine the list of qualified students who will be then placed into Honors Pre-calculus with Trigonometry. This course spends much less time on initial review and investigates the content of in greater depth and rigor, and pace. The chapter on Limits is also covered in the Honors course. A graphical calculator is required (the TI84+ is recommended, the TI-89 is not allowed on many exams).

**Schools: ALL**

## **Statistics (Y)**

**Grades: 11-12**

**CSU/UC: "c"**

**Highly Recommend: C or better in Algebra 2.**

This course introduces the discipline of statistics to students to provide a solid foundation in problem solving and processing statistical information. Students will leverage statistical analysis and computation using a variety of real-world problems and information from business, science, economics, and other sources. Graphical calculator required (TI-84 recommended).

**Schools: ALL**

## **Statistics, AP (Y)**

**Grades: 11-12**

**CSU/UC: "c"**

**Highly Recommend: Multiple criteria which include grade in previous course, placement assessment, and/or final exam score.**

This course prepares the student for basic (non-calculus) college statistics. College statistics is necessary for many non-science majors. The topics covered are those required for the Advanced Placement Statistics Exam. Among the topics covered is exploratory analysis of data (observing patterns and departures from patterns while making use of graphical and numerical techniques), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability theory and simulation), and statistical inference (making inferences with the z-test, t-test, chi-square procedure, and regression analysis). A graphical calculator is required (TI-83 or TI-84 is recommended.)

**Schools: ALL**

## **Computer Science A, AP (ROP) (Y)**

**Grades: 10-12**

**CSU/UC: "c" Effective 2019-2020 counts as a "c" math elective**

**Prerequisite: Completion of Computer Science C++ (VS.net) or AP Computer Science Principles**

In this class, students learn Java and object-oriented programming language. Instruction includes problem solving and algorithm development, as well as data structures and design. This course is designed to provide the skills for an entry-level position in computer programming or provide a foundation for further studies in computer science at the college level.

**Schools: CHS (Articulated with DVC ComSc-255); SRVHS; DVHS, MVHS(ROP)**

# **PHYSICAL EDUCATION**

## **PE 9 (Y)**

**Grade: 9**

**CSU/UC: Not approved**

This is a required course for all 9th graders, which is an orientation and introduction to high school physical education. Activities will align with the State Standards and Framework, level 1 in the fall and level 2 in the spring. Level 1 Standards include aquatics, rhythms/dance, individual and dual activities, and fitness. Level 2 Standards include combative, gymnastic/tumbling, team activities and fitness. This course will include the State Fitness Gram in the spring.

**Schools: ALL, VE**

## **Badminton (S/Y)**

**Grade: 10-12 (Fall/Spring)**

**CSU/UC: Not approved**

Students will be given the opportunity to improve their badminton skills and knowledge. This course may consist of doubles and singles format as well as conditioning as needed to improve badminton strategies.

**Schools: MVHS – Year**

## **Basketball (S)**

**Grade: 10-12 (Fall/Spring)**

**CSU/UC: Not approved**

This is a highly structured disciplined co-ed program designed to improve skills specific to ball handling, shooting, offense and defense in basketball. This class will include conditioning specific to preparing students for an advanced level of competition.

**Schools: DVHS**

## **Cardio Fitness (S)**

**Grade: 10-12 (Fall/Spring)**

**CSU/UC: Not approved**

Combination of aerobic activities including warm-up techniques, high and low impact aerobics, step training, flexibility exercises, hand-held weights resistance training and specific muscle group work designed for both men and women. May include cardio walking off campus.

**Schools: CHS**

## **Cross Fitness (S)**

**Grades: 10-12**

**CSU/UC: Not approved**

Cross Fitness itself is defined as that which optimizes fitness (constantly varied functional movements performed at relatively high intensity). Cross Fitness is a strength-and-conditioning program that is specifically designed for teenagers and helps them develop a lifelong love of fitness. In a group setting, teens participate in fun and engaging workouts that deliver measurable results and prepare them to be well-rounded athletes. Our workouts will increase physical competence in 10 fitness domains: cardiovascular and respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance and accuracy.

**Schools: DVHS**

## **Dance Classes and Marching Band**

All dance and marching band classes are listed under Performing Arts and may be used for either Fine Arts or PE credit, grades 10 through 12. Please consult your counselor for more information.

## **Independent Study Physical Education (Y)**

**Grade: 9-12**

**CSU/UC: Not approved**

The ISPE course must develop proficiency, knowledge, and skills that cannot be achieved within the in-school physical education program. Year-long goals must be developed with the ISPE coach/instructor and student to reflect unique growth through their ISPE program and align with the California State Physical Education Standards and Physical Fitness Test requirements. Students must apply to take ISPE. In order to qualify, the physical activity must be an individual sport (team sports are not permitted) AND student must meet one of the following criteria:

- Student is an exceptionally gifted athlete who is competing at the regional, state, or national competition level within the school year in an individual sport.
- Student has an impacted schedule due to a special academic support program.
- Student wishes to take an advancement level PE course the school is not offering.
- Student is medically prohibited from participating in regular PE for the entire school year.

**Schools: ALL**

## **Net Sports (S)**

**Grade: 10-12 (Fall/Spring)**

**CSU/UC: Not approved**

This course will provide students with the opportunity to learn skills and techniques in a variety of net games. Emphasis will be placed on team, partner and individual strategy and may include badminton, tennis, volleyball and pickle ball.

**Schools: CHS, DVHS, SRVHS**

## **Power Walking (S)**

**Grade: 10-12 (Fall/Spring)**

**CSU/UC: Not approved**

Students will be given the opportunity to learn how power walking can increase cardiovascular endurance and encourage mental well-being.

**Schools: DVHS, MVHS,**

## **Soccer (S)**

**Grade: 10-12 (Fall/Spring)**

**CSU/UC: Not approved**

This is a highly structured disciplined co-ed program designed to improve skills specific to ball control, passing, shooting, offense and defense in soccer. This class will include conditioning specific to preparing students for an advanced level of competition.

**Schools: DVHS**

## **Sports Conditioning (S)**

**Grade: 10-12 (Fall/Spring)**

**CSU/UC: Not approved**

**Highly Recommend: B+ in PE and/or approval by PE Teacher or Athletic Director**

This co-ed course provides student athletes with general conditioning concepts and activities, as well as sport specific training techniques and practices.

**Schools: CHS, SRVHS**

## Strategies in Recreational Physical Education (S)

Grade: 9-12

CSU/UC: Not approved

*Highly Recommend: PE 9 or approval by PE Teacher or Athletic Director*

This course is designed for students from our special needs programs and students who might have a fear or general anxiety about sports and fitness. Students will be able to work together in a safe and non-competitive environment, focus on State Standards of Physical Education, while modifying rules and/or equipment to meet the needs of our less competitive students.

Schools: CHS, DVHS, SRVHS

## Team Sports (S)

Grade: 10-12 (Fall/Spring)

CSU/UC: Not approved

Spring Students will be given the opportunity to learn the skills and techniques of a variety of team sports through participation. Sports may include flag football, indoor/outdoor soccer, basketball, volleyball, softball, hockey and ultimate Frisbee. Emphasis will be placed on sportsmanship and team strategy.

Schools: CHS, SRVHS

## Weights (S/Y)

Grade: 10-12 (Fall/Spring)

CSU/UC: Not approved

This course will provide instruction for students with little or no experience, as well as opportunities for intermediate-advanced level students to develop individualized lifting programs. Students will receive instruction in lifting techniques, spotting, and breathing techniques. The curriculum may include Olympic lifting techniques, plyometrics, and a variety of movement activities.

Schools: CHS, DVHS, SRVHS - Semester; MVHS - Year

## Weights, Advanced (S)

Grades: 11-12

CSU/UC: Not approved

*Highly Recommend: Weights or Sports Conditioning*

This course is designed to teach the advanced concepts of weight training for fitness. Its goal is to provide the participant with knowledge about the principals involved with physical conditioning and improving the health related components of fitness through a variety of resistance and cardio exercises. A focus of this course will be learning and practicing the Olympic lifts (the snatch, clean and jerk, and related exercises). We will study these lifts in detail while working on building the strength and flexibility necessary for their proper performance.

Schools: DVHS, MVHS, SRVHS

## Yoga (S)

Grade: 10-12 (Fall/Spring)

CSU/UC: Not approved

Presents selected exercises from yoga techniques, which allow the student to increase his/her efficiency, and quality of living through improved breathing patterns, habits of relaxation, and posture that contribute to the development of strength, flexibility, balance and coordination. The program may include power walking.

Schools: CHS, DVHS, SRVHS - Semester; MVHS - Year

# SCIENCE

## Anatomy & Physiology (Y)

Grades: 10-12

CSU/UC: "d"

*Highly Recommend: Completion of Biology: The Living Earth with a C or better.*



Anatomy & Physiology provides an in-depth study of the human body, its construction and functions. The topics are reinforced with gross anatomy dissection and laboratory experiments. This course introduces and prepares students to pursue educational and career pathways in science or health science related fields.

**Schools: DVHS, MVHS, SRVHS**

## **Anatomy & Physiology, Honors (Y)**

**Grades: 11-12**

**CSU/UC: "d"**

**Highly Recommend: Completion of Biology: The Living Earth and Chemistry in the Earth System with a B. (C or better for Honors Chemistry).**

Honors Anatomy & Physiology consists of a faster pace and more in-depth study of the topics covered in regular Anatomy & Physiology. Each major organ system (biochemistry and histology) will be studied in depth through a variety of activities, with a heavy emphasis on gross anatomy dissection and laboratory experiments. This course is recommended for students interested in a science or health-related field such as medicine, nursing, physical therapy, exercise physiology, kinesiology, sports medicine, and veterinary science.

**Schools: ALL**

## **Biology: The Living Earth (Y)**

**Grades: 9-12**

**Board and CSU/UC approval: "d"**

**Highly Recommend: Concurrent Enrollment in Algebra 1 or A1E1.**

Biology: The Living Earth is an introductory high school science course which builds upon students' experiences in K-8 science and upon the 2016 Science Framework for California Public Schools chapter 7, to support all students in meeting the CA Next Generation Science Standards (NGSS). This lab-based life science course incorporates earth and space science and engineering core ideas into the life sciences. The course is rooted in student observation of phenomena and utilizes 3-dimensional instruction blending the Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. Students will work to investigate the six major themes in the framework; Ecosystems Interactions and Energy, History of Earth's Atmosphere: Photosynthesis and Respiration, Evidence of Evolution, Inheritance of Traits, Structure, Function, and Growth: From cells to Organisms, and Ecosystem Stability & the Response to Climate Change.

**Schools: ALL, VE**

## **Biology, AP (Y)**

**Grades:**

**CSU/UC: "d"**

**Highly Recommend: Completion of Biology: The Living Earth and Chemistry in the Earth System with a "B" or better.**

AP Biology is for second year Biology: The Living Earth students and parallels the content studied in college level introductory biology. This course incorporates the College Board redesign focusing on the 4 Big Ideas (Evolution, Mechanisms of Homeostasis, Information Exchange, & System and Interactions) and Science Practices as well as a minimum of 8 required student designed inquiry laboratory experiments. It is expected that students will access some content outside of the classroom through external sources of information and apply content in the classroom on a regular basis. Students will be encouraged to take the advanced placement exam at the end of the course which may earn college/university credit. This course is for the self-motivated student with strong reading and writing skills.

Note: Coursework includes a required assignment that is due the end of the first week of class.

**Schools: ALL**

## **Biological Sciences Laboratory Research (Y) - ROP**

**Grades: 11-12**

**CSU/UC: "d"**

**Highly Recommend: Biotechnology Accelerated & Research**

This is a laboratory science course for students interested in hands-on science. With creative problem-solving and critical thinking skills, each student will brain storm and choose a research project representative of the biological sciences. By using laboratory experimentation with fundamental knowledge in biology, chemistry, and/or physics, students use the internet to access information, communication with scientists regarding their research topic, and use additional off campus sites to access data such as genetic sequencing. Computer modeling will be used to both graphically represent and analyze student data. Scientific journal writing formats are used in project documentation and presentations. Students will publish their research on the internet or in student-oriented science journals, and will present their research findings to the class. Individual projects will be entered in a science fair, such as the Intel International Science and Engineering Fair, Junior Science and Humanities Symposium, the Contra Costa County Science and Engineering Fair or District Student Recognition Competition.

Schools: DVHS

## Biomedical Sciences, Honors PLTW Principles of (Y)

Grades: 9-12

CSU/UC: "d"

**Highly Recommend: Concurrent/Completion of Biology: The Living Earth with a C or better.**

This course is part of the Project Lead the Way (PLTW) Biomedical Sciences Pathway. In this course, students will explore the concepts of human medicine and be introduced to research processes and to bioinformatics. Hands-on Projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.

Schools: CHS

## Biotechnology Accelerated and Research (Y) - ROP

Grades: 11-12

CSU/UC: "d"

**Highly Recommend: Biology: The Living Earth, Algebra, Chemistry in the Earth System**

This course enables students to complete the Biotechnology course at an accelerated pace. Students collaborate with local institutions to create and conduct authentic group research projects, and may enter their projects in science fair competitions. Students are engaged in laboratory activities about 30% of class time. Lab topics include extraction and analysis of DNA, electrophoresis, bacteriological techniques, culturing strains of bacteria, determining and making solutions, and cloning and sequencing. Plasmids are used to achieve bacterial transformation. Students conduct research and read and analyze scientific literature, preparing them for post-secondary education while exploring scientific career paths. In this accelerated class, students will also obtain advanced understanding of biotechnology skills and concepts in preparation for summer internships or university lab research during undergraduate study.

Schools: DVHS

## Forensic Science (Y)

Grades: 11-12

CSU/UC: "d"

**Highly Recommend: Completion of Biology: The Living Earth, Chemistry in the Earth System and Algebra 1.**

This class will emphasize understanding the underlying scientific theories of forensic science. The class will build upon the student's prior knowledge of biology and chemistry, using analytical chemistry techniques to analyze and identify trace evidence, including DNA. This course prepares students to further their science education at the university level.

Schools: MVHS, SRVHS,

## Forensic Science, Honors Advanced Investigations and Legal Practices (Y)

Grades: 12

CSU/UC: "d"

**Highly Recommend: Completion of Forensic Science with a C or higher. Completion or concurrent enrollment of Algebra II.**

This class is a four year, college preparatory, elective science for those students interested in the detailed investigation and legal practices used in the criminal justice system; and expands on Forensic Science, using all of the skills learned previously along with newly acquired skills, including interviewing witnesses and interrogating suspects. This course integrates concepts, inquiry and lab techniques from the fields of biology, chemistry, physics, Earth science, anatomy, and physiology to analyze and interpret evidence within the realm of our legal system. Students will use the scientific method to create and solve mock crime scenes. Students will then use their newly developed skills along with logical, well-reasoned arguments to take their evidence to mock court and portray expert witnesses, defense, and prosecuting attorneys, judge, and jury to determine the defendants' guilt or innocence. Students will apply their knowledge of investigation to the analysis of the following: Overview of Forensics, Interrogation and Forensic Reporting, Forensic Laboratory Techniques, Arson and Fire Investigation, Explosions, Body Systems, Physical Trauma, Autopsy, Physiology of Alcohol and Poisons, Advanced Concepts in DNA, Odontology, Entomology, Crime and Accident Reconstruction, Cyber Crimes, and Criminal Profiling. Students will actively participate in labs and activities relating to the investigation of crime scenes and the analysis of evidence while emphasizing potential career pathways, critical thinking, problem solving, observations, data analysis, data collection, digital photography, writing, speaking, listening, and technology in addition to multimedia presentations, the development of scientific skills, and techniques which meet Common Core and Next Generation Science Standards.

Schools: MVHS

## Forensic Science: Criminal Investigation Honors (Y)

Grades: 12

CSU/UC: "d"

**Highly Recommend: Completion of Biology: The Living Earth, Chemistry in the Earth System, Geometry with a B or higher. Completion or concurrent enrollment in Algebra 2.**

This is a third or fourth year, college preparatory, elective science for those students interested in the detailed investigation practices used in the criminal justice system. This rigorous, multidisciplinary course integrates concepts and lab techniques from the fields of biology, chemistry, physics, Earth science, anatomy, and physiology to analyze and interpret evidence within the realm of our legal system. Students will use the scientific method to solve mock criminal investigations and explore how science and inquiry can be applied to the criminal justice system. Students will apply their knowledge of investigation to the analysis of the following: crime scene analysis, physical/chemical analysis of evidence, fingerprint analysis, microscopy, hair, fiber, blood (serology), wounds, glass, chromatography, drug, toxicology, entomology, impressions, soil samples, anthropology, documents, firearms, and DNA analysis. Students will actively participate in labs and activities relating to the investigation of crime scenes and the analysis of evidence while emphasizing potential career pathways, critical thinking, problem solving, observations, data analysis, data collection, digital photography, writing, speaking, listening and technology in addition to scientific skills and techniques which meet Common core and Next Generation Science Standards. This class will offer lab extensions both teacher and student created that take the student a step beyond the regular forensic class. This class is ideal for students that are passionate about forensic science and are self-motivated, self-disciplined, independent thinkers, that want to prepare for the rigors of college science course work.

Schools: MVHS

## Human Body Systems, Honors PLTW (Y)

Grade: 10

CSU/UC: "d"

**Highly Recommend: Concurrent/Completion of Biology: The Living Earth with a C or better.**

This course is part of the Project Lead the Way Biomedical Sciences Pathway. In this course, students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries.

Schools: CHS

## Marine Biology (Y)

Grades: 10-12

CSU/UC: "d"

**Highly Recommend: Biology: The Living Earth with a grade of C or better. Must have completed Geometry.**

The theme of the marine ecosystem will drive the curriculum involving the coverage of classic biological concepts. Many laboratory activities will be inquiry-based and involve live sea life. Students will also do biotechnology protocols and perform numerous laboratory activities using probe ware interfaced into computers located at each lab station. This course meets the state and district content standards for biology/life science.

Schools: CHS, DVHS, MVHS- (10-12), SRVHS (11-12)

## Medical Interventions, Honors PLTW (Y)

Grades: 11-12

CSU/UC: "d"

**Highly Recommend: Principles of Biomedical Science or Human Body Systems with a C or better or teacher recommendation. Algebra 1 and Biology: The Living Earth with a C or better.**

This class is the capstone course in the Project Lead The Way Biomedical Science Pathway. Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent the fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

Schools: CHS

## Sports Medicine (ROP) (Y)

Grades: 11-12

CSU/UC: "d" This course is 3<sup>rd</sup> year elective in science"

**Highly Recommend: Biology: The Living Earth.**

This course explores human anatomy and physiology and lays the foundation for further study of these sciences. Students learn how systems of the body function and interact through physical activity. Students taking this class may be eligible for an after-school sports medicine practicum with the school's athletic teams.

**Schools: ALL**

## PHYSICAL SCIENCE

### Chemistry in the Earth System (Y)

**Grades: 10-12**

**CSU/UC: "d"**

**Highly Recommend: Concurrent enrollment or completion of Algebra 1 or A1E1. Completion of Biology: The Living Earth**

Chemistry in the Earth System builds upon students' experiences in K-8 science and upon the 2016 Science Framework for California Public Schools chapter 7, to support all students in meeting the CA Next Generation Science Standards (NGSS). This lab-based physical science course incorporates earth and space science and engineering core ideas into the physical sciences. The course is rooted in student observation of phenomena and utilizes 3-dimensional instruction blending the Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. Students will work to investigate the six major themes in the framework; Combustion; Heat & Energy in the Earth System; Atoms, Elements, & Molecules; Chemical Reactions; Chemistry of Climate Change; Dynamics of Chemical reactions & Ocean Acidification.

**Schools: ALL, VE**

### Chemistry, Honors (Y)

**Grades: 10-12**

**CSU/UC: "d"**

**Highly Recommend: Completion of Algebra 1 with a B or better. Completion of Biology: The Living Earth with a B or better.**

Honors Chemistry is designed for students intending to major in science or engineering. It provides a solid foundation for students planning to take chemistry in college. This course includes a more in-depth study of the topics covered in chemistry as well as additional topics.

Note: As an honors level course this class earns a weighted grade.

**Schools: ALL**

### Chemistry, AP (Y)

**Grades:**

**CSU/UC: "d"**

**Prerequisite: Completion of Chemistry in the Earth System with an A. Completion of Honors Chemistry with a B or better. Recommended completion of Algebra 2 with a B or better.**

AP Chemistry is designed to be the equivalent of the general chemistry course taken during the first college/university year. Emphasis is given to the theoretical aspects of chemistry, chemical calculations, and laboratory exercises. Topics include: structure of matter, kinetic theory of gasses, chemical equilibrium, chemical kinetics, and thermodynamics. Students are encouraged to take the advanced placement exam at the end of the course and earn college/university credit.

**Schools: ALL**

### Environmental Chemistry (Y)

**Grades: 10**

**CSU/UC: "d"**

**Highly Recommend: Biology: The Living Earth and Algebra 1**

This course is an introduction to the fields of chemistry and environmental studies. This course is aligned with the High School California Chemistry Standards while providing practical lab applications concentrating on environmental processes, supported by core chemistry concepts. Students develop an understanding of core chemistry that allows the student to explain the correlation between chemistry and the environmental phenomena, using an understanding of crosscutting concepts. Qualitative and quantitative aspects of environmental processes are studied with the emphasis on the chemistry fundamentals, which provide the models and theories explaining the phenomena. Topics include atmospheric processes, air pollution, soil composition, plastics in the environment, acid rain, water quality and water pollution, and fate and transport of chemical compounds in the environment. Environmental Chemistry is an introduction to the fields of chemistry and environmental studies.

Schools: DVHS

## Environmental Science, AP (Y)

Grades: 11-12

CSU/UC: "d"

**Prerequisites:** *B or higher in Biology: The Living Earth and Chemistry in the Earth System and completion or concurrent enrollment in Algebra 2*

This course provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing them. Job shadowing and internships are encouraged.

Schools: ALL

## Physics of the Universe (Y)

Grades: 10-12

Board and CSU/UC approval: "d"

**Highly Recommend:** *Concurrent enrollment or completion of Algebra 1 or A1E1, completion of Biology: The Living Earth*

Physics of the Universe builds upon students' experiences in K-8 science and upon the 2016 Science Framework for California Public Schools chapter 7, to support all students in meeting the CA Next Generation Science Standards (NGSS). This lab-based physical science course incorporates earth and space science and engineering core ideas into the physical sciences. The course is rooted in student observation of phenomena and utilizes 3-dimensional instruction blending the Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. Students will work to investigate the six major themes in the framework; Forces and Motion; Forces at a Distance; Energy Conversion and Renewable Energy; Nuclear Processes and Earth History; Waves and Electromagnetic Radiation; and Stars and the Origins of the Universe.

Schools: ALL

## Physics 2, AP (Y)

Grades: 11-12

CSU/UC: "d"

**Prerequisite:** *Concurrent Calculus AB, and previous Honors or CP Physics class with a "B" or better.*

This course is intended for students with an interest in engineering, science or the medical field. The general areas that are covered are fluid mechanics and thermal physics, electricity and magnetism, waves and optics and atomic and nuclear physics, as required by the College Board. Basic concepts of calculus may be introduced in connection with physical concepts, however the course is algebra-trig based. According to the College Board requirements, approximately 25% of the course time is expected to be spent doing laboratory work. Students are encouraged to take the AP Exam at the end of the course for the possibility of earning college/university credit.

Schools: CHS, MVHS

## Physics, Honors (Y)

Grades: 10-12

CSU/UC: "d"

**Highly Recommend:** *Completion of Algebra 2 with a B or better. Concurrent enrollment in Pre-Calculus with Trigonometry.*

Honors Physics consists of a more in-depth study of the topics covered in regular Physics of the Universe and some additional topics. The problems, concepts, and exams are more rigorous and academically challenging than in the regular Physics of the Universe. The course is recommended for students planning to take Physics in college. It is intended for students planning to major in Physical Science, Engineering, or Math.

Schools: ALL

## Physics (C: Mechanics) AP (Y)

Grades: 11-12

CSU/UC: "d"

**Prerequisite:** *Completion of Physics of the Universe with an A. Concurrent enrollment in Calculus.*

AP Physics (C) ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course is principally

mechanics and electricity and magnetism, with approximately equal emphasis on these two areas. The C course is the first part of a sequence which in college is sometimes a very intensive one-year course but often extends over one and one-half to two years, with a laboratory component. Students are encouraged to take the AP Exam at the end of the course to earn college/university credit.

**Schools:** DVHS, SRVHS

## Computer Science Principles, AP (Y)

**Grades:** 9-12

**CSU/UC:** “d” Effective 2019-2020 counts as “d” Laboratory Science elective

**Prerequisite:** Successful completion of Algebra 1 or equivalent

Computer Science Principles is designed to introduce students to the central ideas of computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing changes the world. The course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. Through both its content and pedagogy, this course aims to appeal to a broad audience.

**Schools:** CHS, SRVHS (10-12); MVHS

# SOCIAL STUDIES

## American Government (S)

**Grade:** 12

**CSU/UC:** “a” or “g”

This 12th grade course will examine the major principles of the American political system. Particular attention will be paid to the political decision making process employed by Federal, State and local government. Students will also analyze the major institutions of the American political system, such as the Constitution, Presidency, Congress, Supreme Court, political parties, voting, elections, civil liberties and the media. Special emphasis will be placed on helping the student understand his/her role within the American political system.

**Schools:** ALL, VE

## American Studies/US History (Y)

**Grade:** 11

**CSU/UC:** “a”

This 11th grade course is a college preparatory class that mirrors American literature with their historical context. This two-period class is taught by an English teacher and a U.S. History teacher. This class will enliven literature and history by showing their connections. The U.S. History portion in the first semester is a survey course covering the major political, economic, social and cultural developments in the history of the United States, from the country’s founding through World War I (1918). During the second semester, the course covers from the end of World War I to the present. The English 11 portion is a course in which students will study traditional and contemporary works drawn from American Literature. Materials include novels, plays, short stories, essays, poetry and non-fiction. Student writing focuses on refining the thesis statement and developing the skills necessary for multiple writing tasks as well as the examination of rhetorical techniques in nonfiction writing. The course also includes grammar instruction and vocabulary development. Students will get credit for English 11 and for U.S. History 1 and 2.

**Schools:** CHS

## Economics (S)

**Grade:** 12

**CSU/UC:** “g”

This 12th grade course examines the principles of the American economic system. It includes a study of comparative economic systems, economic policy-making and decision-making, and of economic issues on a personal, national and international level. This course includes principles of micro and macroeconomics.

**Schools:** ALL, VE

## European History, AP (Y)

**Grades:** 10-12

**CSU/UC:** “a”

**Prerequisite:** *Placement in this course is based upon multiple criteria, which can include semester and final grades of the prior social studies and/or English class and a placement assessment.*

This course is a full year introductory college course that covers European history from 1450 to the present. Students will gain an understanding of geography and the chronology of the major events and trends of that time period. Instruction will include the principal themes in modern European history, an ability to analyze historical evidence, and an ability to express historical understanding in writing. The course covers the cultural, political, and socio-economic history of Europe in preparation for the AP exam. For sophomores, this class will replace World History I/II. For upper classmen, this class will be counted as a Social Studies elective.

**Schools:** ALL

## **Government and Politics: Comparative, AP (S/Y)**

**Grade:** 12

**CSU/UC:** "a"

This is a college level course that requires substantial reading and writing and prepares students for the AP exam in May. The course examines the major components of the political system and culture of the United States, including Federalism, the three branches, political parties and pressure groups, etc. The study of the American political systems serves as the basis for the comparison of other contemporary political systems including Britain, Russia, China, Iran, Mexico, and Nigeria. This course meets the American Government graduation requirement.

**Schools:** MVHS(Semester);DVHS (linked to English 12) – Year

## **Government and Politics: United States, AP (S/Y)**

**Grade:** 12

**CSU/UC:** "a"

**Prerequisite:** *"B" or better in the prior AP Social Studies course, if applicable, or "A's" in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.*

This course will examine the nature of the American political system and will be concerned with the development of American political culture over the past two hundred years. The principal processes and institutions through which the political systems function will be studied in detail. Specific areas of study will include: 1) the context of American politics, 2) the political process, 3) major institutions of the national government, 4) civil liberties and civil rights, 5) the nature of American democracy. Students may take the AP Exam at the end of the course.

**Schools:** MVHS (Semester), CHS, DVHS, SRVHS (Year)

## **Macroeconomics, AP (S)**

**Grade:** 12

**CSU/UC:** "g"

**Prerequisite:** *"B" or better in the prior AP Social Studies course, if applicable, or "A's" in prior college prep Social Studies course and Algebra II, or successful completion of qualifying assessment.*

AP Macroeconomics is a study of aggregate economic concepts and principles, as well as the fundamental concepts and factors concerning macroeconomic measurements, aggregate demand and supply, fiscal and monetary policy, economic growth, and international economics. The main areas of concentration include basic macroeconomic measurements and concepts; measuring GDP, national income, inflation/deflation/recession, economic growth, and unemployment; analyzing aggregate supply and demand models; analysis of fiscal and monetary policy; understanding the banking and Federal Reserve system; long-run applications of the aggregate models; and an examination of international trade, exchange rates, balance of payments, and trade deficits. Students are expected not only to know the material but also to apply critical thinking skills to the units covered in preparation for the AP Macroeconomics Exam.

**Schools:** CHS, DVHS, MVHS; (Linked to AP Microeconomics)

## **Microeconomics, AP (S)**

**Grade:** 12

**CSU/UC:** "g"

**Prerequisite:** *"B" or better in the prior AP Social Studies course, if applicable, or "A's" in prior college prep Social Studies course and Algebra II, or successful completion of qualifying assessment.*

AP Microeconomics is a study of basic economic concepts and principles, as well as the fundamental concepts and factors concerning individual decision makers, product and factor markets, the structure of firms, and the role of government within the economy. The main areas of concentration include basic economic concepts; the nature and functions of individual product markets including measures of elasticity and indifference curves; forms of competition in the market which include perfect and imperfectly competitive firms and their corresponding models; the nature and function of factor or resource markets including input and labor costs; and, the efficiency, equity, and the role of government in the

marketplace. Students are expected not only to know the material but also to apply critical thinking skills to the units covered in preparation for the AP Microeconomics Exam.

**Schools: ALL – (Linked to Macroeconomics)**

### **United States History I & II (Y)**

**Grade: 11**

**CSU/UC: “a”**

This 11th grade course is required for graduation. This is a survey course covering the major political, economic, social, and cultural developments of United States history.

**Schools: ALL, VE**

### **United States History I & II, SDAIE (Y)**

**Grades: 9-12**

**CSU/UC: “a”**

This class is designed to cover the same curriculum as other U.S. History classes, but it utilizes techniques specially designed to help English Language Learners. This course will rotate every other year with SDAIE World History 2/3. The time periods covered in the first semester is pre-colonial era to the turn of the Century. We will examine the major historical events in that period, i.e. the forming of the colonies, Revolutionary War, the writing of the Constitution, the Civil War, Immigration, etc. We will follow the 11th grade standards and benchmarks of the state of California as the basis of the key events and themes studies. A goal of this class is to see how one period of time has influenced and shaped succeeding eras. The time period covered in the second semester is 1900 to the present day. We will examine the major historical events in that period, i.e. the two World Wars, the Great Depression, the Cold War, the Civil Rights Movement, Vietnam War, and Watergate. A goal of this class is to see how one period of time has influenced and shaped succeeding eras. The junior year requires all students to complete a research paper on the 20th century, which will be conducted in the second semester.

**Schools: DVHS (Alternating years)**

### **United States History, AP (Y)**

**Grade: 11**

**CSU/UC: “a”**

**Prerequisite: “B” or better in the prior AP Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.**

This class is a challenging two-semester course that is meant to be the equivalent of a freshman college course. The content is comprised of a complete survey of American history from the age of exploration to the present using multiple perspectives. Emphasis will be placed on critical and evaluative thinking skills, essay writing, and interpretation of original historical documents.

**Schools: ALL**

### **World Geography and Culture (S)**

**Grade: 9**

**CSU/UC: “a”**

This required semester-long 9th grade course constructs a foundation for 10th, 11th, and 12th grade social science curricula through the study of culture in a geographical context. Physical geography is organized in terms of location, place, environment, movement, and region. Cultural studies focus on understanding concepts that describe political, economic beliefs, and social systems along with learning about present day ways of life around the world and their historical backgrounds. In addition, students will incorporate map work, globes, graphs, the internet, library resources and class discussions.

**Schools: ALL, VE**

### **World History I & II (Y)**

**Grade: 10**

**CSU/UC: “a”**

This required 10th grade course presents a narrative of world history from the roots of democracy through the present. The course traces the development of civilizations throughout the world. Themes include political change, economic development, the growth of science and technology, the effect of contact between cultures, and creativity in the arts. Skill emphasis will include reading, analysis, speaking, note-taking, writing and research.

**Schools: ALL, VE**



## World History I & II, SDAIE (Y)

**Grades: 9-12**

**CSU/UC: "a"**

This class is designed to cover the same curriculum as other World History classes, but it utilizes techniques specially designed to help English Language Learners master important concepts. It will be rotated every other year with SDAIE U. S. History. The time periods covered in the class is from the 15th century to the present day. Some of the major topics covered are the Renaissance, the Protestant Reformation, the French Revolution, the Industrial Revolution, Imperialism, World War I, the Russian Revolution, World War II, Post-WWII Africa, Asia, and Latin America. We will follow the 10th grade standards and benchmarks of the state of California as the basis of the key events and themes studies. Other significant events, social movements, philosophies, and national leaders from several countries will be discussed in depth. One of the goals of this class is to improve writing the "5 Paragraph" essay. Developing the ability to analyze and compare historical documentation is also an area of emphasis in this class.

**Schools: DVHS (Alternating years)**

## World History, AP (Y)

**Grades: 10-12**

**CSU/UC: "a"**

**Prerequisite: Placement in this course is based upon multiple criteria, which can include semester and final grades of the prior social studies and/or English class and a placement assessment.**

The primary intent of the AP World History course is to teach the history of the world from a truly global stance. The themes and key concepts are intended to provide foundational knowledge for future college-level course work in history. Command of these course themes and key concepts requires sufficient knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events – to exemplify the themes and key concepts. The three to four key concepts per period define what is most essential to know about each period based upon the most current historical research in world history. This approach enables students to spend less time on factual recall, more time on learning essential concepts, and helps them develop historical thinking skills necessary to explore the broad trends and global processes involved in their study of AP World History. The course is organized into five different time periods. Within each time period, students will study several themes, including social structure, humans' interaction with the environment, political structures, and global patterns of interaction. Students will also be asked to analyze change and continuity over time.

**Schools: DVHS, MVHS**

## World History, Global Studies (Y)

**Grades: 10**

**CSU/UC: "a"**

This 10<sup>th</sup> grade course is a college preparatory course that aligns the Literature content in English with the content taught in World History. This is a two-period class, with one period taught by an English teacher and the second period taught by a History teacher. This course will help students develop stronger connections between English and History, while also focusing on social justice issues and student critical thinking skills. Students will develop strong multicultural perspectives and enhance their understanding of what it means to be a global citizen. This course highlights nontraditional narratives to provide diverse and representative perspectives. During the first semester, content will focus on the UN Declaration of Human Rights and the Rise of Democracy through WWI. During the second semester, content will focus on the Interwar years to modern Civil Rights around the world. Literature will be aligned to historical and thematic content across subject areas. Materials include novels, plays, short stories, poetry, and nonfiction. Student writing focuses on thesis statement, essay writing, analysis, and developing skills necessary for multiple writing tasks as well as analysis of rhetorical techniques in nonfiction writing. This course also includes grammar instruction and vocabulary development. Students will gain credit for English 10 and World History.

**School: CHS, MVHS**

## SOCIAL STUDIES ELECTIVES

### History of World War II (S)

**Grades: 11-12**

**CSU/UC: "g"**

This course will be an intensive study of the major events, leaders and themes of the most significant war in modern history. Topics will include: the role of new military technology, social effects on civilians, the impact of the war on post-war Europe and Asia, and the development of the Cold War. This course will allow students a chance to develop analytical skills by

examining primary documents from the era and through the completion of a research project based on those primary documents. An emphasis will be on interpretation of key events from various international perspectives. In addition to understanding why events happened during the war, students will study the root cause and effects of the war.

**Schools: MVHS, SRVHS**

## Human Geography, AP (Y)

**Grades: 11-12**

**CSU/UC: "g"**

**Prerequisite: Teacher recommendations and pass screening test.**

The purpose of this course is to introduce qualified students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Major content areas to be studied are as follows: the nature of perspectives of geography, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences.

**Schools: MVHS, SRVHS (9-12; Recommend B or better in 8<sup>th</sup> grade History)**

## Law, Introduction to (S/Y)

**Grades: 11-12**

**CSU/UC: "g"**

This course provides students with a basis for understanding the American political and legal systems, with a focus on legal ideas and the legal process. Students participate in moot court and mock trials by assuming the roles of trial attorneys for both the prosecution and defense, developing analytical and critical thinking skills as well as oral presentation and teamwork skills.

**Schools: CHS – Semester; DVHS, MVHS - Year**

## Philosophy (S)

**Grades: 11-12**

**CSU/UC: "g"**

This course will introduce students to the key people, movements, and methods of philosophy from ancient times to the present. We will examine the fundamental problems with which philosophers have grappled, as well as the various approaches and arguments they have used. Students will become familiar with the terminology used in philosophical discourse, learn about the historical development of the discipline, and develop their own skills for philosophical argumentation.

**Schools: CHS(Linked with Positive Psychology), DVHS, SRVHS**

## Psychology (S/Y)

**Grades: 11-12**

**CSU/UC: "g"**

This course focuses on personal growth and provides students a basic introduction to the field of psychology. Students learn to apply basic psychology concepts to themselves so they have a better understanding of who they are and how they can relate better to those around them.

**Schools: CHS, VE – Year; DVHS, MVHS-Semester**

## Psychology, AP (Y)

**Grades: 11-12**

**CSU/UC: "g"**

**Prerequisites: "B" or better in Psychology, or 3.0 overall GPA, or meeting criteria on placement assessment.**

This class will challenge the student to study psychology at the college level. You will learn about the latest research findings regarding the brain, the mind, and behavior. Units studied will include research methods, consciousness, sensation and perception, neuroanatomy, motivation and emotion, learning theory, mental illness, personality theory, development, etc. This course is designed for the accelerated student seeking college credit through the advanced placement test. It is expected that all students will take the AP exam in May.

**Schools: CHS (Grade 12), DVHS, MVHS, SRVHS**

## Positive Psychology (S)

**Grades: 11-12**

**CSU/UC: "g"**

This is an introductory course to the field of Positive Psychology and Philosophy. Positive Psychology is the scientific study of human happiness, well-being, and strength of character while Philosophy studies the fundamental questions of existence, knowledge, reason, and the mind. This is a year-long, two semester course with one semester focusing on positive psychology and the other focusing on philosophy. Both classes will focus on the science of happiness. The following topics will be covered in the year, defining and measuring happiness; interpreting beliefs; different philosophical views of happiness; developing healthy self-esteem; mindfulness; mental habits of happiness; compassion and kindness; forming positive habits, social support structures, and healthy relationships. Students will engage in detailed analysis of these concepts and gain an understanding of the research behind the concepts/

**Schools:** CHS(Linked to Philosophy); MVHS-Year

## Sociology (S/Y)

**Grades:** 11-12

**CSU/UC:** "g"

Whereas psychology emphasized the examination of individual behavior, sociology studies human society, social relations, and behavior in and among groups. This course will examine topics such as culture and social structure, the adolescent in society, and the criminal justice system. Also included will be the examination of social institutions such as marriage and family and religion.

**Schools:** CHS, Year; DVHS, MVHS – Semester (Grade 12), SRVHS

## Vietnam Era (S)

**Grades:** 11-12

**CSU/UC:** "g"

This course examines US involvement in Vietnam as well as the social and political times in which that conflict took place. Students will use readings, videos, music, guest speakers, classroom exercises and simulations to explore the roots of the Vietnam War, the growing US military presence, the soldier's experience, responses at home and abroad to the war, and the turbulent social and political times in which it took place. The course will examine the Vietnam War from a variety of political perspectives and conclude with a look at Vietnam today and the legacy of the war for both Americans and the Vietnamese.

**Schools:** MVHS, SRVHS

# WORLD LANGUAGE

## American Sign Language

### American Sign Language I (Y)

**Grades:** 9-12

**CSU/UC:** "e"

**Prerequisite:** *Strongly recommended: overall C average.*

This course will teach basic signs, grammar, finger spelling, and cultural aspects of deafness. Students will learn basic communication as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include: students working in pairs or groups, role playing, skits, songs, and impromptu presentations. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis. Students will also be required to complete a book report and attend one out-of-class function.

**Schools:** MVHS

### American Sign Language II (Y)

**Grades:** 9-12

**CSU/UC:** "e"

**Prerequisite:** *C or better in American Sign Language I and teacher recommendation.*

This course further develops basic reception and production skills in American Sign Language. Emphasis will be on Deaf Culture, syntax, and vocabulary of more abstract concepts. Students will be required to sign stories, skits, and songs, as well as attending two out-of-class functions, completing one book report and a research paper. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis.

**Schools:** MVHS

### American Sign Language III (Y)

**Grades:** 9-12

### **CSU/UC: "e"**

**Prerequisite: C or better in American Sign Language II and teacher recommendation.**

This course further develops basic reception and production skills in American Sign Language. Emphasis will be on Deaf culture, syntax, vocabulary, and the ability to demonstrate abstract ideas and concepts. Students will be required to sign skits, songs, stories, poetry and create a video. There will be frequent translation exercises as well as a book report, two out-of-class functions, and a report on a famous deaf person. This course may not be repeated for credit.

**Schools: MVHS**

## **Chinese Mandarin**

### **Chinese Mandarin I (Y)**

**Grades: 9-12**

#### **CSU/UC: "e"**

This is a beginning Mandarin Chinese course intended for students with no prior knowledge of any Chinese speaking or writing ability. This course will focus on the Chinese Zhuyinfuhau/Hanyupinyin (phonetic) system: tones, rules of phonetic spelling, and pronunciation drill; and Chinese characters: creation and evolution, stroke order, structure, and the writing system. Reading and writing skills are introduced. Students will learn the basic sentence patterns, and develop the Chinese language skills in listening, speaking, reading, and writing.

**Schools: CHS, DVHS**

### **Chinese Mandarin II (Y)**

**Grades: 9-12**

#### **CSU/UC: "e"**

**Highly Recommend: C or better in Chinese Mandarin I and teacher recommendation. Students may also be given a placement exam to ensure that they have the background to succeed at this level. For students who have not taken Chinese 1, please contact the counseling office for a readiness assessment to be admitted to this class.**

This course is designed for students interested in a continuation of learning Mandarin Chinese. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Chinese Zhuyinfuhau/Hanyupinyin, words, sentences, and grammar. Emphasis will be placed upon practical use of Mandarin, so that students will experience the world of Communication among the Chinese language speaking people.

**Schools: CHS, DVHS**

### **Chinese Mandarin II for Heritage Learners(Y)**

**Grades: 9-12**

#### **CSU/UC: "e"**

**Highly Recommend: C or better in Chinese Mandarin I in high school or 1B in middle school or successfully passed DVHS placement test.**

This course is designed for students who have higher proficiency in listening and speaking of Chinese Mandarin, and are interested in learning Chinese Mandarin, which is more challenging than the regular Chinese II curriculum. This course will focus on using Chinese II vocabulary and grammar, level-appropriate authentic material and some advanced vocabularies to further develop skills, especially in reading and writing. This course presupposes a good listening and speaking ability of Chinese Mandarin and sufficient knowledge of words, sentences, and grammatical structure. Emphasis will be placed upon using authentic material to conduct vocabulary comparison, oral discussion, written presentation in Chinese Mandarin, so that students will use their language advantage to experience how the language is used in an authentic Chinese-speaking environment. For students who have not taken Chinese Mandarin I in high school or Chinese 1B in middle school or have not taken equivalent class in any accredited school, please register to DVHS placement test and complete student survey to determine class placement.

**Schools: DVHS**

### **Chinese Mandarin III (Y)**

**Grades: 9-12**

#### **CSU/UC: "e"**

**Highly Recommend: C or better in Chinese Mandarin II and teacher recommendation. For students who have not taken Chinese 2, please contact the instructor to schedule a readiness assessment to be admitted to this class.**

This course is designed for students interested in a continuation of learning Mandarin Chinese. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Chinese Zhuyinfuhau/Hanyupinyin, words, sentences, and grammar. Emphasis will be

placed upon practical use of Mandarin, so that students will experience the world of Communication among the Chinese language speaking people.

**Schools:** CHS, DVHS

### Chinese Mandarin III for Heritage Learners(Y)

**Grades:** 9-12

**CSU/UC:** "e"

**Highly Recommend:** *C or better in Chinese Mandarin II for heritage learners.*

This course is designed for students who have higher proficiency in listening and speaking of Chinese Mandarin, and are interested in learning Chinese Mandarin. This course will focus on using Chinese III Vocabulary in grammar, level-appropriate authentic material and some advanced vocabularies to further develop skills especially in reading and writing. This course presupposes and good listening and speaking ability of Chinese Mandarin and sufficient knowledge of vocabularies, sentence patterns, and grammatical structures. Emphasis will be placed upon using authentic material to conduct vocabulary comparison, oral discussion, and written presentation in Chinese Mandarin, so that students will use their language advantage to experience how the language is used in an authentic Chinese-speaking environment. For students who have not taken Chinese Mandarin I or Chinese Mandarin II (either regular or Heritage Learner class) in high school or Chinese 1B in middle school, or have not taken equivalent class in any accredited school, please register to DVHS placement test and complete student survey to determine class placement.

**Schools:** DVHS

### Chinese Mandarin IV, Honors (Y)

**Grades:** 10-12

**CSU/UC:** "e"

**Highly Recommend:** *B or better in Chinese III and teacher recommendation. For students who have not taken Chinese III, please contact counseling office.*

This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes intermediate Chinese ability in characters, sentences, and grammar. Emphasis will be placed upon practical use of Chinese, and prepare for college level Chinese courses.

**Schools:** CHS, DVHS

### Chinese Language and Culture, AP (Y)

**Grades:** 10-12

**CSU/UC:** "e"

**Prerequisite:** *B or better in Chinese Mandarin Honors IV and teacher recommendation.*

This course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities. Extensive training in reading comprehension, oral skills and writing skills will be emphasized. This course also covers Chinese culture and history to provide students with a broad understanding of this 5,000 year old country.

**Schools:** CHS, DVHS

## French

### French I (Y)

**Grades:** 9-12

**CSU/UC:** "e"

This course is an introduction to the four basic language skills: listening, speaking, reading and writing. Students will learn cultural information about the French-speaking world.

**Schools:** ALL

### French II (Y)

**Grades:** 9-12

**CSU/UC:** "e"

**Highly Recommend:** *C or better in French I and/or teacher recommendation. Students may also be given a placement exam to ensure that they have the background to succeed at this level.*

A continuation of the course of study of the French language and of the associated cultures started in French I. French II is designed to develop the students' speaking and writing skills to a greater extent, to reinforce correct pronunciation and intonation, and to improve listening and reading comprehension. The grammatical study of the language will also be increased

**Schools: ALL**

### **French III (Y)**

**Grades: 9-12**

**CSU/UC: "e"**

**Highly Recommend: B- or better in French II and/or recommendation of the French II teacher.**

Continuation of basic grammar. Fundamentals are presented in the form of moderately long reading passages and emphasis is placed on reading and writing. Conversing in the French language becomes imperative and students are given more advanced cultural readings.

**Schools: ALL**

### **French IV, Honors (Y)**

**Grades: 10-12**

**CSU/UC: "e"**

**Highly Recommend: Grade B or better in French III.**

Emphasis of this class is French for literature and communication. Students will develop speaking skills through oral presentations and class discussions on various topics. Throughout the year students will read works of French authors. Composition and literature assignments will provide the opportunity to review grammar. The class is conducted completely in French. Enthusiasm for French is a must.

**Schools: ALL**

### **French Language and Culture, AP (Y)**

**Grades: 10-12**

**CSU/UC: "e"**

**Prerequisites: B or better in French IV Honors and teacher recommendation.**

This is an intensive course designed to prepare students for the AP French test in May. Students will read from more complex materials: short stories, novels, poetry excerpts and other literature. Basic skills are reinforced through the reading with an emphasis on speaking. Language syntax and grammar are reviewed. By the year's end, the students will be able to understand the spoken language, be able to read and understand literary excerpts, and be able to carry on advanced conversations with few grammatical errors. Summer homework may be required.

**Schools: All**

## **Japanese**

### **Japanese I (Y)**

**Grades: 9-12**

**CSU/UC: "e"**

**Prerequisite: Strongly recommended: A or B in English, overall C average.**

This course is only for students with NO PRIOR KNOWLEDGE of Japanese. An introduction to the Japanese language with emphasis on proper pronunciation and ability to read and write in two of the three writing systems: Hiragana and Katakana. It will acquaint students with aspects of Japanese tradition, culture and history which affect contemporary lifestyles and beliefs.

**Schools: MVHS**

### **Japanese II (Y)**

**Grades: 9-12**

**CSU/UC: "e"**

**Prerequisites: Required: C or better in Japanese I or equivalent and/or teacher recommendation**

This is a continuing course for the students who have completed the curriculum outlined in Japanese I. Further conversation skills are emphasized through video and audio tapes in conjunction with role-playing in the class. Approximately 100 kanji characters are introduced which enhance the reading and writing skills of more complicated Japanese sentences. (Kanji represents the third of three writing systems in Japanese.) Cultural lessons are provided through projects, movies, animation and calligraphy.

**Schools: MVHS**

### **Japanese III (Y)**

**Grades: 9-12**

**CSU/UC: "e"**

**Prerequisite: B- or better in Japanese II and/or teacher recommendation**

A continuation of Japanese II; focus is on fluency in spoken and written skill. Students will gain increased oral fluency and communication skills for everyday use, learn approximately 250 new kanji characters to read and write, increase proficiency in reading skills, and gain insight into Japanese cultural and social practices. Class is conducted entirely in Japanese.

**Schools: MVHS**

## Japanese IV, Honors (Y)

**Grades: 10-12**

**CSU/UC: "e"**

**Prerequisite: B average in Japanese III and/or teacher recommendation.**

Students entering from another program may be asked to take a placement exam. Emphasis in this class is on oral fluency and reading and writing skills. Students will learn approximately 500 new kanji characters and will read a variety of Japanese literature and current publications. Cultural lessons are designed to further enhance students' knowledge of A

**Schools: MVHS**

## Japanese Language and Culture, AP (Y)

**Grades: 10-12**

**CSU/UC: "e"**

**Prerequisite: B average in Japanese 4 and teacher recommendation**

Students entering from another program may be asked to take a placement exam. Students will increase oral fluency and communication skills for a variety of real-world purposes. They will learn approximately 600 kanji characters and will gain increased proficiency in reading, writing, speaking and listening. Class is conducted entirely in Japanese and students will develop an insight into Japanese cultural and social practices. This course will give materials and guidance to prepare students for the AP Japanese Language and Culture exam.

**Schools: MVHS**

## Korean

### Korean I (Y)

**Grades:**

**CSU/UC: "e"**

This is a beginning Korean intended for students with little to no prior knowledge of any Korean speaking or writing ability. This course will focus on the Korean system. Reading and Writing skills are introduced. Students will learn the basic sentence patterns and develop the Korean language skills in listening, speaking, reading and writing.

**Schools: DVHS**

### Korean II (Y)

**Grades: 9-12**

**CSU/UC: "e"**

**Highly Recommend: Korean I**

This course is designed for students interested in a continuation of learning Korean. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic knowledge of Korean words, sentences, and grammar. Emphasis will be placed upon practical use of Korean, so that students will experience the world of communication among the Korean language speaking people. For students who have not taken Korean I, please contact the counseling office for a readiness assessment to determine admission to this class.

**Schools: DVHS**

### Korean III (Y)

**Grades: 9-12**

**CSU/UC: "e"**

**Highly Recommend: C or better in Korean II and teacher recommendation. Students may also be given a placement exam to ensure that they have the background to succeed at this level. For students who have not taken Korean II, please contact the counseling office for a readiness assessment to determine admission to this class.**

This course is designed for students interested in a continuation of learning Korean. This course will focus on the review of grammar and a further development of reading, speaking, listening and writing skills. This course presupposes a basic

knowledge of Korean words, sentences, and grammar. Emphasis will be placed upon practical use of Korean, so that students will experience the world of communication among the Korean language speaking people.

**Schools: DVHS**

### **Korean IV, Honors (Y)**

**Grades: 10-12**

**CSU/UC: "e"**

**Highly Recommend: Pass Korean III with a grade B or better or by placement test.**

Korean IV is designed for students to further the knowledge of language skills and understanding of the cultural and social context in which the language is used. Students will be able to express themselves appropriately and effectively on a variety of topics in diverse real-life situations as well as in the external environment. The class is conducted completely in Korean.

**Schools: DVHS**

### **Korean V, Honors (Y)**

**Grades: 10-12**

**CSU/UC: "e"**

**Highly Recommend: Pass Korean III with a grade B or better or by placement test.**

Korean V is designed for students to advance and refine their Korean language skills through a variety of topics covering Korean history, culture, and literature. Students will enhance their communication ability to effectively carry out a wide range of tasks with a high level of control of the linguistic system. By the end of the year, students will be able to fluently and effectively express themselves orally and in writing for informal and formal settings, using culturally appropriate language. The class is conducted completely in Korean.

**Schools: DVHS**

## **Spanish**

### **Spanish I (Y)**

**Grades: 9-12**

**CSU/UC: "e"**

This course is an introduction to the four basic language skills: listening, speaking, reading and writing. Students will learn cultural information about the Spanish-speaking world.

**Schools: ALL, VE**

### **Spanish II (Y)**

**Grades: 9-12**

**CSU/UC: "e"**

**Highly Recommend: C or better in Spanish 1 and/or teacher recommendation. Students may also be given a placement exam to ensure that they have the background to succeed at this level.**

A continuation of the course of study of the Spanish language and of the associated cultures started in Spanish 1. Spanish 2 is designed to develop the students' speaking and writing skills to a greater extent, to reinforce correct pronunciation and intonation, and to improve listening and reading comprehension. The grammatical study of the language will also be increased.

**Schools: ALL, VE**

### **Spanish III (Y)**

**Grades: 9-12**

**CSU/UC: "e"**

**Highly Recommend: B- or better in Spanish II and/or recommendation of the Spanish 2 teacher.**

Continuation of basic grammar. Fundamentals are presented in the form of moderately long reading passages and emphasis is placed on reading and writing. Conversing in the Spanish language becomes imperative and there are more advanced cultural readings.

**Schools: ALL, VE**



## Spanish III, Food and Travel (Y)

**Grades: 9-12**

**CSU/UC: "e"**

**Highly Recommend: B- or better in Spanish II**

This course further develops students' skills in speaking, understanding, reading and writing Spanish. There is a focus on the vocabulary, speaking and writing skills and the cultural awareness that will prepare students to travel or live in Spanish-speaking countries or to use the Spanish language effectively in careers related to the travel, hospitality or culinary fields.

**Schools: MVHS**

## Spanish IV, Honors (Y)

**Grades: 10-12**

**CSU/UC: "e"**

**Highly Recommend: B or better in Spanish III**

Emphasis of this class is Spanish for literature and communication. Students will develop speaking skills through oral presentations and class discussions on various topics. Throughout the year students will read works of Spanish and Latin American authors. Composition and literature assignments will provide the opportunity to review grammar. The class is conducted completely in Spanish. Enthusiasm for Spanish is a must.

**Schools: All**

## Spanish Language and Culture, AP (Y)

**Grades: 10-12**

**CSU/UC: "e"**

**Prerequisite: B or better in Spanish IV Honors and teacher recommendation.**

This is an intensive course designed to prepare students for the AP Spanish test in May. Students will read from more complex materials: short stories, novels, poetry excerpts and other literature. Basic skills are reinforced through the reading with an emphasis on speaking. Language syntax and grammar are reviewed. By the year's end, the students will be able to understand the spoken language, be able to read and understand literary excerpts, and be able to carry on advanced conversations with few grammatical errors. Summer homework may be required.

**Schools: ALL**

## Spanish Literature and Culture, AP (Y)

**Grades: 10-12**

**CSU/UC: "e"**

**Prerequisite: B or better in Spanish IV Honors and teacher recommendation.**

This course is designed to study literature in Spanish of selected works from Spain and Spanish America that represent a range of voices, cultures, and historical events in the Spanish-speaking world. Students will analyze literature and relate the content of the texts they read to literary, historical, sociocultural, and geopolitical contexts in Spanish. The AP course features six themes that provide the basis for making contextual connections among works of different genres, periods, and movements. This course provides students with opportunities to develop their proficiencies in Spanish with special attention to critical reading and analytical writing.

**Schools: MVHS**

# VISUAL ARTS

## 3D Art 1 (Y)

**Grades: 9-12**

**CSU/UC: "F"**

This art class is an introduction to basic design elements and principles with three dimensional design applications. Students work in a variety of media and with varied techniques to create original works of art. There is a strong emphasis on creativity and craftsmanship. This course is aligned with the California Visual Art Standards.

**Schools: CHS, MVHS**

## 3D Art 2 (Y)

**Grades: 9-12**

**CSU/UC: "F"**

**Highly Recommend: C or better in 3D Art 1.**

This advanced three-dimensional art class explores the Elements of Art and the Principles of Design in increasingly sophisticated ways when applied to a variety of forms and sculptures. Students work in a variety of media with advanced techniques, to create in-depth original works of art. This course is aligned with the California Visual Art Standards.

**Schools: MVHS**

### **3D Art and Design, AP (Y)**

**Grades: 9-12**

**CSU/UC: pending**

**Highly Recommend: Ceramics 1, Ceramics 3**

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which includes skillful synthesis of materials, processes and ideas and substantiated investigation through practice, experimentation, and revision, guided by questions.

**Schools: DVHS, SRVHS**

### **Architectural Design (ROP) (Y)**

**Grades: 11-12**

**CSU/UC: "F"**

**Highly Recommend: Recommended not required Algebra I, Geometry and/or approval of the instructor.**

This course allows the students to express themselves visually and showcases their creativity. Instruction in the following areas: elements of design, architectural history, sketching and computer design. Students are guided through a series of projects using computer aided design (CAD) software. This competency-based course prepares students for entry-level positions or further training in architectural design. Integrated into the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy.

**Schools: MVHS (Articulated with DVC ENGTC 126 or ARCHI 126)**

### **Architectural Design, Advanced (ROP)**

**Grades: 11-12**

**CSU/UC: "F"**

**Highly Recommend: Architectural Design**

This course allows the students to express themselves visually and showcases their creativity. This course goes more deeply into the elements of artistic design, architectural history and computer design. The course provides the opportunity for students to specialize in an area of concentration such as environmental design, architectural model making, civil engineering or 3D development. Students are required to complete a major project of their own design and submit it for further review by entering an approved competition or to a licensed architect/engineer.

**Schools: MVHS**

### **Art 1 (Y)**

**Grades: 9-12**

**CSU/UC: "F"**

This is an introductory skills-based, visual art course that introduces students to a variety of media. Students will also learn about art history and develop aesthetic valuing skills through writing. Class assignments are based on the California Visual Art Standards and introduce students to the Elements of Art and the Principles of Design. This class prepares students for the next level of art classes.

**Schools: ALL, VE**

### **Art 2 (Y)**

**Grades: 10-12**

**CSU/UC: "F"**

**Highly Recommend: C or better in Art 1**

Students apply artistic processes and skills, using a wide variety of media, to communicate meaning and intent to works of art based on the Elements of Art and the Principles of Design. Students further develop skills learned in Art 1 to create more individualized works of art moving from proficient to advanced levels. The study of Art History and culture are included in the curriculum. Assignments are based on the California Visual Arts Standards.

**Schools: ALL, VE**

### Art 3 (Y)

**Grades: 10-12**

**CSU/UC: "F"**

**Highly Recommend: C or better in Art 1 or permission of instructor**

This advanced class emphasizes developing artwork of portfolio quality. Students learn to apply design elements in increasingly sophisticated ways. Strong emphasis upon creativity and craftsmanship. Wide range of mediums available including pastel pencils, acrylic, scratchboard, collage and calligraphic pens. Printmaking will be introduced. Sketchbook work and two research papers required.

**Schools: CHS**

### Art 5, Advanced (Y)

**Grades: 10-12**

**CSU/UC: "F"**

**Highly Recommend: C or better in Art 1 and Art 2 or permission of instructor.**

In this advanced class, students can expect to demonstrate a mature understanding of the Elements of Art and the Principles of Design in a rigorous series of lessons. Students increasingly incorporate their own perspectives and style as they explore various media to produce substantial work. Art history and culture and aesthetic valuing form a significant part of the course. Students begin to build a portfolio as a preliminary step for AP Art. Assignments are based on the California Visual Art Standards.

**Schools: DVHS, MVHS, SRVHS**

### Ceramics 1 (Y)

**Grades: 9-12**

**CSU/UC: "F"**

This course explores a variety of techniques in clay construction, wheel throwing, glazing and surface decoration. Students apply the Elements of Art and the Principles of Design using the medium of clay. This course also focuses on historical and cultural influences. Students will develop aesthetic perception skills and strengthen their creative expression in the areas of sculpture and pottery. This course is aligned with the California Visual Art Standards.

**Schools: CHS(10-12), DVHS; SRVHS (9-12)**

### Ceramics 3, Advanced (Y)

**Grades: 11-12**

**CSU/UC: Not approved**

**Highly Recommend: C or better in Ceramics 1, teacher recommendation or portfolio of student work.**

Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and gauze techniques, and the firing processes. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

**Schools: CHS, DVHS, SRVHS**

### Computer Graphic Arts (ROP) (Y)

**Grades: 11-12 (DVHS 9-12)**

**CSU/UC: "F"**

Students will explore drawing techniques and tools used in computer arts and digital graphics. They will create original art projects using contemporary techniques in computer graphics. Students will keep design journals, critique their work and the work of others, and maintain portfolios of their artwork and writing.

**Schools: CHS (Articulated w/DVC ARTDM 101); DVHS, MVHS, SRVHS (Non-ROP; Articulated w/DVC ARTDM 105);**

### Computer Graphic Arts 2 (Y)

**Grades: 10-12**

**CSU/UC: "F"**

**Highly Recommend: C or better in CGA1, teacher recommendation or portfolio of student work.**

Students will further develop sophisticated design concepts and processes previously learned in CGA1. They will enhance their digital illustration skills by creating advanced original graphics suitable for printing and the web. More advanced focus will be given to the integration of text and image by creating graphic arts work worthy of commercial publication. Students will demonstrate their advanced digital arts knowledge by presenting their body of work in a published online portfolio.

**Schools: CHS, DVHS, MVHS**

## **Fashion Design and Visual Merchandising (Y)**

**Grades: 10-12**

**CSU/UC: "F"**

This course is designed for students with a career goal in the field of fashion design, merchandising, marketing and/or management. Students will learn about fashion design, merchandising, textiles, history of fashion and retail. Instruction in the concepts of advertising, communications, display/visual merchandising, operations and product technology will also be discussed. Individual research projects, portfolios and products will be designed and displayed. Articulation with FIDM (Fashion Institute for Design and Merchandising). Receive 3 college credits for successfully completing the course.

**School: CHS**

## **Photography 1 (Y)**

**Grades: 9-12**

**CSU/UC: "F"**

This is an introductory class in which students will learn to shoot, process and print their own black and white photographs. The course curriculum is aligned to the California Visual Art Standards and addresses the Elements of Art and the Principles of Design with specific applications to photography. Access to a 35 mm camera, auto or manual, is preferable. This course may include elements of digital photography.

**Schools: MVHS; CHS (Articulated with DVC ART-160, 10 -12 only)**

## **Photography, Advanced (ROP) (Y)**

**Grades: 11-12**

**CSU/UC: "F"**

**Highly Recommend: C or better in Photography 1.**

Students will further develop their skills in photography, producing pictures worthy of publication and presentation. Students will apply the Elements of Art and the Principles of Design in increasingly sophisticated ways. Curriculum is aligned to the California Visual Art Standards. Access to a 35 mm camera, auto or manual, is preferable. This course may include elements of digital photography.

**Schools: CHS (Not ROP; Articulated with DVC ART-161), MVHS, SRVHS**

## **Photography, Digital (Y)**

**Grades: 9-12**

**CSU/UC: "F"**

This digital photography class will explore the many facets of digital imagery. Students are expected to produce and preserve images that paint a picture, tell a story, or record an event. Students will be exposed to a wide variety of technical editing strategies and techniques through the use of Adobe Photoshop. This digital photography program will deepen the understanding of composition and image design; focusing on color, theory, and practical applications.

**Schools: CHS (Articulated w/DVC ARTDM 105; 11-12); DVHS (Articulated w/DVC ARTDM 105); MVHS (10-12); SRVHS (9-12); VE**

## **Studio Art 2D: Design, AP (Y)**

**Grades: 11-12**

**CSU/UC: "F"**

Demonstrate mastery through any two and three-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

**School: MVHS, SRVHS**

## Studio Art: Drawing, AP (Y)

Grades: 10-12 (11-12 @ MV)

CSU/UC: "F"

**Highly Recommend:** *Teacher recommendation.*

Students work at an advanced skill level to produce an individual portfolio of two-dimensional and/or three-dimensional work. This rigorous class requires that students be self-motivated as they prepare to submit a portfolio for the College Board Advanced Placement Exam in the Spring. All work must follow class specifications to assure variety and meet the demands of the portfolio contents with multiple measures for quality production. Students must be able to demonstrate mastery in various media and artistic concepts while producing two categories of work to meet the Concentration and Breadth requirements of the AP portfolio. All assignments are based on the CA Visual Art Standards. Summer work is expected.

Schools: ALL

## Video Production 1, Art of (Y)

Grades: 9-12

CSU/UC: "F"

**Highly Recommend:** *Basic computer skills, fine arts, photography, drama or journalism are recommended.*

Students will acquire the visual arts skills to create quality video productions. Emphasis is on the uses of communication and organizational skills. Students learn the basic skills to produce their own videos while exploring aspects of pre-production, script writing, camera work, lighting and sound.

Schools: DVHS, SRVHS

## Video Production 1-2, Art of (Y)

Grades: 10-12

CSU/UC: "F"

This advanced course provides students with opportunities to work on individual and small group video projects. Workshop methods will be employed to provide students with understandings of advanced principles and practices of videography. Students in this course will be expected to develop project treatments, write and rewrite shooting scripts, develop storyboards, record and edit projects.

Schools: DVHS, SRVHS

# PERFORMING ARTS

## DANCE

### Dance Classes

All dance classes referenced under Physical Education may be used for either Fine Arts or PE credit, grades 10 through 12. Please consult your counselor for more information.

### Introduction to Dance (Y)

Grades: 9-12

CSU/UC: "F"

This is an introductory course for **beginning** level students. Course includes training in basic dance techniques and a variety of dancing styles. **Note: Freshmen may take this course for Fine Arts credit only.**

Schools: ALL

### Dance Performance A/B (Y)

Grades: 9-12

CSU/UC: "F"

**Prerequisite:** *Introduction to Dance or audition by instructor*

For **intermediate** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. **Note: Freshmen may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.**

Schools: ALL

## Dance Composition A/B (Y)

Grades: 9-12

CSU/UC: "F"

*Prerequisite: Entrance by audition only. See instructor.*

For **intermediate II** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. **Note: Freshmen may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.**

Schools: ALL

## Dance Production A/B (Y)

Grades: 9-12

CSU/UC: "F"

*Prerequisite: Entrance by audition only. See instructor.*

For **advanced intermediate** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. **Note: Freshmen may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.**

Schools: ALL

## Dance Company A/B (Y)

Grades: 11-12

CSU/UC: "F"

*Prerequisite: Entrance by audition only. See instructor.*

For **advanced** students. Continuing development of dance technique, skills, and movement with mandatory performance in class and in the dance productions. Student choreography is required. Students must participate in program support activities. **Note: Freshmen may take this course for Fine Arts credit only. Satisfies visual/performing arts requirement for CSU and UC provided it is not used for PE credit.**

Schools: ALL

## MUSIC

### Music Theory, AP (Y)

Grades: 11-12

CSU/UC: "F"

*Prerequisite: Ability to read music and consent of the instructor.*

This course intends to provide the serious music student with a class equivalent to an undergraduate college level course in music theory and ear training. The ultimate goal of the AP Music Theory course is to develop the student's ability to recognize, understand and describe the basic materials and processes of music that are heard in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of: aural skills, sight singing skills, compositional skills, and analytical skills through listening exercises, performance exercises, written exercises, creative exercises and analytical exercises. As with all Advanced Placement courses, the grade is weighted and students are expected to take the Advanced Placement Exam.

Schools: DVHS (10-12), CHS, MVHS, SRVHS

## MUSIC - Instrumental

### Band, Concert (Y)

Grades: 9-12

CSU/UC: "F"

*Prerequisite: Open to all students with previous music experience on a woodwind, brass or percussion instrument or students developing a second instrument.*

The focus of this class is to develop instrumental techniques, using a wide spectrum of wind band literature. The class will include elements of music theory, historical and cultural context, and connections to other disciplines.

Schools: DVHS, MVHS, SRVHS

## **Band, Jazz (Y)**

**Grades: 9-12**

**CSU/UC: "F"**

**Prerequisite: Successful completion of audition process.**

This is considered an intermediate jazz course. Students must have prior experience on a traditional jazz instrument: saxophone, trumpet, trombone, piano, bass, electric guitar or drum set. The class will include elements of jazz theory, historical and cultural context, and connections to other disciplines. Introduction and enhancement of improvisation skills and techniques will be covered.

**Schools: ALL**

## **Band, Symphonic (Y)**

**Grades: 10-12**

**CSU/UC: "F"**

**Prerequisite: Audition/consent of instructor.**

The focus of this class is a continuation of intermediate/advanced instrumental techniques using a wide spectrum of intermediate/advanced wind band literature. This class will include a more in depth study of musical elements, historical and cultural context, and connections to other disciplines. 9th graders are welcome to audition.

**Schools: ALL**

## **Band, Symphonic 2 (Y)**

**Grades: 10-12**

**CSU/UC: pending**

**Audition/consent of instructor.**

The focus of this class is a continuation of intermediate instrumental techniques using a wide spectrum of intermediate wind band literature. Fundamental playing technique, music theory and musicianship will be reviewed and emphasized. Ninth grade students are welcome to audition on specific instruments as needed. Participation in regularly scheduled co-curricular performances is mandatory.

**Schools: DVHS, MVHS**

## **Ensemble, Jazz (Y)**

**Grades: 10-12**

**CSU/UC: "F"**

**Audition/consent of instructor.**

This is considered an advanced jazz course. The class will include advanced elements of jazz theory, historical and cultural context, and connections to other disciplines. Advanced improvisation skills and techniques will be utilized.

**Schools: CHS, MVHS, SRVHS**

## **Ensemble, Wind 2 (Y)**

**Grades: 10-12**

**CSU/UC:**

**Audition/consent of instructor.**

The focus of this class is a continuation of advanced instrumental techniques using a wide spectrum of advanced wind ensemble literature. This class will include an advanced study of musical elements, historical and cultural context. And connections to other disciplines. Students are encouraged to perform solo, in small groups, with other outside ensembles as well as audition for honor groups. Participation in regularly scheduled co-curricular performances is mandatory.

**Schools: DVHS**

## **Ensemble, Wind (Y)**

**Grades: 10-12**

**CSU/UC: "F"**

**Audition/consent of instructor.**

The focus of this class is a continuation of advanced instrumental techniques using a wide spectrum of advanced wind ensemble literature. This class will include an advanced study of musical elements, historical and cultural context, and connections to other disciplines

**Schools: CHS, DVHS, MVHS**

## Marching and Auxiliary Program (Fall Semester)

**Grades: 9-12**

**CSU/UC: Not approved**

*All musicians welcome. Auxiliary by audition.*

The focus of the class is to develop instrumental techniques, using a wide spectrum of marching band literature. The class will include elements of movement and performance skills. This group will represent the school at school, community and regional events. **Note: Satisfies visual/performing arts SRVUSD requirement, provided it is not used for PE credit.**

**Schools: CHS, MVHS, SRVHS**

## Orchestra (Y)

**Grades: 9-12**

**CSU/UC: "F"**

*All String players are welcome. Wind and Percussion instruments by audition/consent of instructor.*

The focus of the class is to develop string and instrumental ensemble techniques. A variety of orchestra literature will be covered. Previous string experience is encouraged.

**Schools: ALL**

## Orchestra, Chamber (Y)

**Grades: 10-12**

**CSU/UC: "F"**

*Audition or consent of the instructor.*

The focus of this class is an introduction and continuation of advanced string instrumental techniques using a wide spectrum of orchestra literature. This class will include an advanced study of musical elements, historical and cultural context and connections to other disciplines. Participation in regularly scheduled co-curricular performances is mandatory.

**Schools: CHS, DVHS, MVHS**

## MUSIC - Vocal

### Chamber Singers (Y)

**Grades: 10-12**

**CSU/UC: "F"**

*Audition or consent of the instructor.*

This group is an advanced ensemble of dedicated and committed students. Members are expected to understand and master music theory, sight-reading, and sing complex music in a variety of genres and performance styles.

**Schools: ALL**

### Choir, Concert (Y)

**Grades: 10-12**

**CSU/UC: "F"**

*Audition or consent of the instructor.*

This class is an intermediate vocal music course. Students will expand their mastery of music fundamentals, vocal technique, and historical/cultural perspectives of choral music. Students are exposed to a wide variety of music ranging from classical to contemporary.

**Schools: CHS (9-12); DVHS, MVHS, SRVHS**

### Choir, Treble (Y)

**Grades: 10-12**

**CSU/UC: "F"**

*Audition or consent of the instructor*

Members of this intermediate level class continue their vocal development, appreciation of music and music reading skills. This group sings more complex music than that of the beginning level choirs.

**Schools: ALL**



## Madrigal Singers (Y)

**Grades: 10-12**

**CSU/UC: "F"**

This course will study and perform music from the 13th to 17th-century European Vocal Tradition. Emphasis will be on performance styles, social/historical references, popular dress, and dance styles. This class will perform at all scheduled concerts including extra community events.

**Schools: MVHS**

## Vocal Ensemble 1, (Y)

**Grades: 9-12**

**CSU/UC: "F"**

This beginning level class is open to all students whose voices are in the higher registers who wish to sing and develop a joy for music. They will learn the basics and fundamentals of good singing and musicianship. No prior experience and no audition is necessary; however, students must accurately match pitch. Literature includes classical repertoire, folk songs, pop and jazz.

**Schools: DVHS, MVHS, SRVHS**

## Vocal Ensemble 2, (Y)

**Grades: 9-12**

**CSU/UC: "F"**

This beginning level class is open to all students whose voices are in the lower registers who wish to sing and develop a joy for music. They will learn the basics and fundamentals of good singing and musicianship. No prior experience and no audition is necessary; however, students must accurately match pitch. Literature includes classical repertoire, folk songs, pop and jazz.

**Schools: DVHS, MVHS, SRVHS**

## THEATRE ARTS

### Oral Interpretation (Y)

**Grades: 9-12**

**CSU/UC: "F"**

Oral Interpretation offers students the opportunity to study and practice public speaking and interpretive skills. This course will offer students the chance to study fiction and non-fiction to create and enhance their own works for performance. Students will also be critically assessing and analyzing oral interpretations by other performers and speakers. Students will learn basic research skills, presentation strategies, and techniques for using voice and body to persuasively convey ideas. In addition, the course offers students a chance to perform and speak outside the classroom at community and school sponsored events. This course is the pre-requisite for Advanced Speech and Debate courses.

**Schools: DVHS, MVHS, SRVHS**

### Performing Art Production Assistant (Y)

**Grades: 10-12**

**CSU/UC: Not approved**

***Teacher approval for placement is required; maximum 4 semester total.***

This course is designed for Intermediate to Advanced students in dance, theatre art, vocal or instrumental music interested in developing skills in directing and producing shows.

Note: Fine arts credit only.

**Schools: ALL**

### Play Production (ROP) (Y)

**Grades: 10-12**

**CSU/UC: "F"**

***Completion of Theatre Arts 1 and 2 with a C or better and audition.***

Students learn all aspects of producing a play including directing, acting, scene design, construction, costume, sound, and lighting design. Makeup, properties acquisition, construction, and publicity design are surveyed also. Students will

perform and/or assist with two productions and compete in local theatre competitions. Class may be repeated once for credit.

**Schools:** CHS

### **Play Production, Advanced (Y)**

**Grades:** 10-12

**CSU/UC:** "F"

*Monologue audition and consent of the teacher.*

Play Production is an extensive program which produces three main stage productions a year and participation in competitions and festivals. In-depth character study and creative development of believable stage personalities will be emphasized. This class includes scenery construction, lighting design, make-up, costuming and all aspects of producing a play. Students are involved in after school rehearsals, which involves approximately 30-40 hours per semester.

Note: Meets Fine Arts Graduation Requirement

**School:** MVHS

### **Theatre Arts 1 (Y)**

**Grades:** 9-12

**CSU/UC:** "F"

This course is an exploration in voice, diction, and movement. You will perform improvisations, pantomime and scenes in order to develop acting and public speaking skills. Class work includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles of acting.

**Schools:** ALL

### **Theatre Arts 2 (Y)**

**Grades:** 9-12

**CSU/UC:** "F"

*Completion of Theatre Arts 1 with a grade of C or better.*

Students with a commitment to excellence in theatre will continue more advanced studies of acting techniques, advanced improvisation, and theatre history. Students will create short productions for a final exam performance that reflects the skills and techniques learned.

**Schools:** ALL

### **Theatre Arts 3 (Y)**

**Grades:** 10-12

**CSU/UC:** "F"

*Theatre Arts 1-2 and/or permission of instructor (audition requirement).*

To qualify for theatre Arts 3, a student must have basic and/or technical skills and a willingness to make a commitment to excellence in theatre. This class includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles in acting. Students will create a production for a final exam performance that reflects the skills and techniques learned during the year.

**Schools:** ALL

### **Theatre Arts 4 (Y)**

**Grades:** 10-12

**CSU/UC:** "F"

*Completion of Theatre Arts 1 with a C or better and audition.*

Students learn all aspects of producing a play, including directing, acting, scene design, construction, costume, sound, and lighting design. Makeup, properties acquisition, construction, publicity, and design are also surveyed. Students will perform and/or assist with two productions and compete in local theatre competitions. Class may be repeated once for credit.

**Schools:** CHS, MVHS, SRVHS

### **Theatre Production (Y)**

**Grades:** 10-12

**CSU/UC:** "F"

*Theatre Arts 1 and permission of instructor.*

This course investigates technical theatre as a professional vocation. Stage design, lighting design, and sound design are accented while costume design, makeup design, and general properties design are surveyed. Stage management is a major focus of this course. A general knowledge of theatre is required.

**Schools:** DVHS, MVHS, SRVHS

## CAREER TECHNOLOGY EDUCATION (CTE)/ELECTIVES

### Architectural Design (ROP) (Y)

**Grades:** 11-12

**CSU/UC:** "F"

**Highly Recommend:** *Recommended not required Algebra I, Geometry and/or approval of the instructor.*

This course allows the students to express themselves visually and showcases their creativity. Instruction in the following areas: elements of design, architectural history, sketching and computer design. Students are guided through a series of projects using computer aided design (CAD) software. This competency-based course prepares students for entry-level positions or further training in architectural design. Integrated into the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy.

**Schools:** MVHS (Articulated with DVC ENGTC 126 or ARCHI 126)

### Architectural Design, Advanced (ROP)

**Grades:** 11-12

**CSU/UC:** "F"

**Highly Recommend:** *Architectural Design*

This course allows the students to express themselves visually and showcases their creativity. This course goes more deeply into the elements of artistic design, architectural history and computer design. The course provides the opportunity for students to specialize in an area of concentration such as environmental design, architectural model making, civil engineering or 3D development. Students are required to complete a major project of their own design and submit it for further review by entering an approved competition or to a licensed architect/engineer.

**Schools:** MVHS

### Auto 1 (Y)

**Grades:** 9-12

**CSU/UC:** Not approved

This course combines theory and practical applications of automotive technology to acquaint the student with the tools and equipment of the trade. The student need not drive a car to benefit. Systems covered include engines, transmissions, final drives, brakes and clutches. The majority of the class time will be committed to hands on learning in the shop. The course is directed toward students who want a working knowledge of their personal auto as well as toward those who are pursuing a career in automotive technology.

**Schools:** SRVHS

### Auto Technology (Y)

**Grades:** 10-12

**CSU/UC:** Not approved

**Highly Recommend:** *Successful completion of Auto 1*

This course prepares the student for entry-level employment and provides the knowledge and skills required to enter into advanced training in the automotive field. The course follows ASE (Automotive Service Excellence) guidelines and includes engine repair, fuel delivery systems, wheel alignment, computer control, air conditioning, electrical systems, brake service and repair, front-end repair, diagnostic equipment and technical reading and writing. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy.

**School:** SRVHS

### Biological Sciences Laboratory Research (Y) - ROP

**Grades:** 11-12

**CSU/UC:** "d"

### **Highly Recommend: Biotechnology Accelerated & Research**

This is a laboratory science course for students interested in hands-on science. With creative problem-solving and critical thinking skills, each student will brain storm and choose a research project representative of the biological sciences. By using laboratory experimentation with fundamental knowledge in biology, chemistry, and/or physics, students use the internet to access information, communication with scientists regarding their research topic, and use additional off campus sites to access data such as genetic sequencing. Computer modeling will be used to both graphically represent and analyze student data. Scientific journal writing formats are used in project documentation and presentations. Students will publish their research on the internet or in student-oriented science journals, and will present their research findings to the class. Individual projects will be entered in a science fair, such as the Intel International Science and Engineering Fair, Junior Science and Humanities Symposium, the Contra Costa County Science and Engineering Fair or District Student Recognition Competition.

**Schools: DVHS**

### **Biomedical Sciences, Honors PLTW Principles of (Y)**

**Grades: 9-12**

**CSU/UC: "d"**

**Highly Recommend: Concurrent/Completion of Biology: The Living Earth with a C or better.**

This course is part of the Project Lead the Way (PLTW) Biomedical Sciences Pathway. In this course, students will explore the concepts of human medicine and be introduced to research processes and to bioinformatics. Hands-on Projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.

**Schools: CHS**

### **Biotechnology Accelerated and Research (Y) - ROP**

**Grades: 11-12**

**CSU/UC: "d"**

**Highly Recommend: Biology: The Living Earth, Algebra, Chemistry in the Earth System**

This course enables students to complete the Biotechnology course at an accelerated pace. Students collaborate with local institutions to create and conduct authentic group research projects, and may enter their projects in science fair competitions. Students are engaged in laboratory activities about 30% of class time. Lab topics include extraction and analysis of DNA, electrophoresis, bacteriological techniques, culturing strains of bacteria, determining and making solutions, and cloning and sequencing. Plasmids are used to achieve bacterial transformation. Students conduct research and read and analyze scientific literature, preparing them for post-secondary education while exploring scientific career paths. In this accelerated class, students will also obtain advanced understanding of biotechnology skills and concepts in preparation for summer internships or university lab research during undergraduate study.

**Schools: DVHS**

### **Careers in Teaching (ROP) (Y)**

**Grades: 11-12**

**CSU/UC: "g"**

This course is designed for students considering teaching as a profession. Effective teaching, foundations of teaching and learning, critical issues in education, student diversity and career options are emphasized. Active class participation is enhanced by field work at school sites under the guidance of a mentor teacher. Completion of this course with a "C" or better and a "B" or better on the final exam will earn the student college credit from DVC which is 100% transferable to the UC and the state college system.

**Schools: CHS, DVHS, SRVHS (Articulated with DVC – EDUC 120)**

### **Careers in Education II P (Y)**

**Grades: 12**

**CSU/UC: Not approved**

**Highly Recommend: Successful completion of Careers in Teaching**

This course continues to prepare students to move forward in a career as a teacher. Effective teaching, foundations of teaching and learning, critical issues in education, student diversity and career options are emphasized. Active class participation is enhanced by field work at school sites under the guidance of a mentor teacher. This course is designed for students considering teaching as a profession and provides college credit which is transferable to the UC and state college system. Completion of this course with a "C" or better and a "B" or better on the final exam are required.

**Schools: SRVHS (Articulated with Sonoma State University – EDUC 150)**

## Civil Engineering and Architecture (ROP) (Project Lead the Way) (Y)

Grades: 11-12

CSU/UC: "g"

**Prerequisite:** Completed or concurrent in Algebra 2 recommended. Completed either Introduction to Engineering Design or Principles of Engineering with a C or better.

This course is part of the *Project Lead the Way* Engineering pathway. In this course students will apply what they learn about various aspects of civil engineering architecture to the design and development of a property. Working in teams. Students explore hands-on activities to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to design solutions to solve major course projects. Students learn about documenting their project, solving problems communicating their solutions to their peers and members of professional community of civil engineering architecture.

Schools: CHS (alternating years)

## Computer Integrated Manufacturing (ROP) (Project Lead the Way) (Y)

Grades: 11-12

CSU/UC: "g"

**Prerequisite:** Completed or concurrent in Algebra 2 recommended. Completed either Introduction to Engineering Design or Principles of Engineering with a C or better.

This course is part of the *Project Lead the Way* Engineering pathway. In this course students will learn automated manufacturing concepts by creating three-dimension designs with modeling software and producing models of their designs on computer numerically controlled (CNC) machine tools. The topics covered include machine tool operation, industrial practices, tool motion, CNC programming, simulations, prototyping, robotics and manufacturing systems.

Schools: CHS (alternating years)

## Computer Science A, AP (ROP) (Y)

Grades: 10-12

CSU/UC: "c" Effective 2019-2020 counts as a "c" math elective

**Prerequisite:** Completion of Computer Science C++ (VS.net) or AP Computer Science Principles

In this class, students learn Java and object-oriented programming language. Instruction includes problem solving and algorithm development, as well as data structures and design. This course is designed to provide the skills for an entry-level position in computer programming or provide a foundation for further studies in computer science at the college level.

Schools: CHS (Articulated with DVC ComSc-255); SRVHS; DVHS, MVHS(ROP)

## Computer Science C++ (VS.net) (Y)

Grades: 9-12

CSU/UC: "g"

This is the beginning level programming class for students who have little programming experience. Students will learn to use the Visual Studio NET programming environment. Students will develop algorithms while programming in languages such as C#, C++, JAVA and Visual Basic. This beginning level course concentrates on logic and analytical thinking skills and is recommended for students who want to investigate computer programming, plan on a business, math or Science major, or are preparing for the AP Computer Science courses.

Schools: DVHS, SRVHS

## Computer Science Principles, AP (Y)

Grades: 9-12

CSU/UC: "d" Effective 2019-2020 counts as "d" Laboratory Science elective

**Prerequisite:** Successful completion of Algebra 1 or equivalent

Computer Science Principles is designed to introduce students to the central ideas of computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing changes the world. The course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. Through both its content and pedagogy, this course aims to appeal to a broad audience.

Schools: CHS, SRVHS (10-12); MVHS

## Culinary Arts 1 (Y)

**Grades: 9-12**

**CSU/UC: "g"**

This course is designed to give basic knowledge to the beginning cooking student. It covers a wide range of foods from omelets and crêpes to pizza and lasagna. There are practical food labs in which you cook at least three times a week. Learn many helpful cooking hints, including how to prepare foods for yourself as well as a fantastic meal for your guests.

**Schools: CHS, SRVHS, VE**

## Culinary Arts 2 (Y)

**Grades: 10-12**

**CSU/UC: "g"**

**Highly Recommend: Culinary Arts 1 and instructor approval.**

This course is designed for the experienced cooking student. Students learn to prepare and serve gourmet meals, study the specifics of meat, poultry, yeast breads, pies, pasta and foreign foods. Students may repeat this course for credit.

**Schools: CHS, SRVHS**

## Developmental Psychology of Children (Y) (ROP)

**Grades: 11-12**

**CSU/UC: "g"**

This course is a study of the developmental stages of children from conception through adolescence. It offers both a theoretical and applied academic foundation to the components of psychology, including cognitive development, biosocial development and psychosocial development. Students have the opportunity for research, clinical observation and application through an internship or practicum in a preschool or elementary school setting.

**Schools: CHS (Non CTE), MVHS-Semester**

## Developmental Psychology of Children II (ROP) (Y)

**Grades: 11-12**

**CSU/UC: "g"**

This course is designed to provide further analysis of theoretical practices and how those theories apply to working with children. Through examination of the development of children and current industry practices, students will develop an educated opinion of programs that fit their personal needs and expectations. Students who participate in the course will complete advanced career exploration, investigate licensing and state regulations when caring for children, become skilled at the art of observation and assessment of students and environments, and be able to provide developmentally appropriate curriculum with an anti-biased perspective of care. Health, safety, and nutrition will be explored in depth and students will actively identify strategies that support these topics when working with young children. Students will participate in both classroom instruction and work in our onsite playschool. Upon successful completion of the course, students will be able to apply their knowledge in various settings that involve children, at work in their own communities.

**Schools: MVHS**

## Empowering Entrepreneurs (ROP) (Y)

**Grades: 11-12**

**CSU/UC: pending**

**Highly Recommend: Introduction to Business and Entrepreneurship**

This course is designed to empower entrepreneurial literacy among high school students through a project-based learning approach. Students will synthesize the aspects of entrepreneurship in teams working with local entrepreneurs and their instructors.

**Schools: DVHS, SRVHS**

## Engineering, Introduction to (ROP) (Y)

**Grades 11-12**

**CSU/UC: "g"**

This course is designed to provide students who are interested in pursuing careers in engineering early exposure to engineering and its links to science. As engineering is interdisciplinary, this course embraces a wide variety of topics from different areas of study. This is a project-based course, where students will develop their critical thinking skills by designing and performing experiments that simulate real-world engineering experiences.

**Schools: MVHS (Articulated with DVC Industrial Design 105)**

## Engineering, Principles of (Y)

**Grades: 10-12**

**CSU/UC: "g"**

**Highly Recommend: Completed or concurrent in Geometry or Algebra 2 recommended.**

This course is part of the *Project Lead the Way* Engineering Academy. In this course, students will explore technology systems and engineering processes to learn how math, science and technology help people. The topics introduced include the design process, communication and documentation, engineering systems, statics, properties of materials, quality assurance, materials testing, and engineering for reliability. Through student activities, projects, and problems students will explore the wide variety of careers in engineering and technology and examine various technology systems and manufacturing processes.

**School: CHS; (9-12)**

## Engineering Design, Introduction to (Y)

**Grades: 9-12**

**CSU/UC: "g"**

**Highly Recommend: Completed or concurrent Algebra 1 or Algebra 1/Enriched 2 with C or better.**

This course is part of the *Project Lead the Way* Engineering pathway. In this course, students will gain a basic understanding of the design process used in engineering fields and the application of computer modeling software. Emphasis is placed on the design process, geometric relationships, visualization, technical sketching, modeling documentation, assemblies and production processes. Students will apply the design process to solve problems by improving existing products, inventing new ones, and communicating the details of the product to others.

**Schools: CHS**

## Fundamentals of Fashion and Interior Design (Y)

**Grades 9-12**

**CSU/UC: "g"**

This class will help you develop and discover your creative ability while learning about the fashion and interior design industries. Students will learn about fashion design, merchandising, clothing construction, interior design, furnishings, architecture, and décor.

**Schools: CHS**

## Game Programming & Design(Y)

**CSU/UC: "g"**

**Grades: 11-12**

**Highly Recommended: Algebra 1, Geometry recommended. Completion of AP Computer Science A, Java**

In this project-based course, the world of programming and art collide. Student programmers and student artist apply their current knowledge of programming or art while learning new more advanced concepts. The main theme of the course will be programming and art involved in game design and development Additional academics and skills integrated into the course will be story writing/maps, workplace communication, mathematics, physics, and technology.

**Schools: MVHS**

## Geospatial Science (ROP)

**Grades: 10-12**

**CSU/UC: "g"**

**Highly Recommend: World Geography and Culture, Algebra 1.**

Curious about Google Maps? Wondered how Pokemon Go uses GPS? Have you mapped your ride or run? Do you want to understand what satellites can see? Geospatial science and information systems are used by engineers, architects, city planners, archeologists, environmental scientists, geologists, police departments, political parties, and anyone who wants to put data and information together with a map. You will learn to use tools to measure your location on Earth down to the millimeter, how to analyze images and other satellite data and to create maps that display information that is important to you. This is a project and lab based class that will teach you the basics of geospatial thinking and geographic information systems. You will also gain a basic understanding of industry standard software including ARCGIS. Students who wish to gain credit by examination may take the tests for up to 6 units of DVC credit (CSU and UC transferable).

**Schools: MVHS**

## Human Body Systems, Honors PLTW (Y)

**Grade: 10**

**CSU/UC: "d"**

**Highly Recommend: Concurrent/Completion of Biology: The Living Earth with a C or better.**

This course is part of the Project Lead the Way Biomedical Sciences Pathway. In this course, students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries.

**Schools: CHS**

## **International Cuisine (Y)**

**Grades: 11-12**

**CSU/UC: pending**

**Highly Recommend: Culinary Arts 1**

International Cuisine is the advanced course in a comprehensive standards-based culinary arts sequence. This course focuses on understanding the differences and commonalities we have with other cultures around the world. A common denominators in studying world cutltures in cuisine. In studying the cuisine the people or a region, we learn about a country's geography and climate, traditions, taboos and social mores, unique conditions caused by environment on a food supply, pressures on a population to trade, export, import, permit a closed or open society, and cultural values. Students will acquire a greater understanding of their world and the cultural diversity that exists in their own community.

**Schools: CHS, DVHS**

## **Introduction to Business and Entrepreneurship (Y)**

**Grades 10-12**

**CSU/UC: "g"**

**Highly Recommend: Completion of or concurrent enrollment in Algebra 2.**

This survey course provides an introduction to the study of the modern business enterprise. Included will be the examination of business as it relates to the U.S. and world economies, business ethics, entrepreneurship, types of businesses, organizational structure and ownership models, impact of technology, decision making as influenced by internal and external factors. Managing personal finances will also be addressed, including financial planning, time value of money, protecting your credit and net worth. Through the study of these business topics students will develop an understanding of the role of business as it relates to them, as well as develop critical thinking skills that will shape their decisions concerning future studies and career planning.

**Schools: CHS, MVHS, SRVHS; DVHS (Articulated with DVC BUS-109),**

## **iQuest (Y)**

**Grade: 12**

**CSU/UC: Not approved**

**Application and interview, must have a specific area of interest, final approval of instructor.**

iQuest will provide students an opportunity to learn and explore an area of interest or passion and connect classroom learning to the world of work. Students are empowered to take ownership of their education and develop an internship or self-study that connects to their individual needs and interests. The practical experience gained through this program will enhance their high school education beyond the traditional classroom.

**Schools: ALL,**

## **IT Support: Training and Certification (ROP) (S)**

**Grades: 11-12**

**CSU/UC: pending**

The Google IT Support Professional Certification and Training is a hands-on, online program designed to prepare beginner learners for entry-level jobs in IT support upon completion of the certificate, or continued education in the field. The program is exclusively developed by Google and covers all the fundamentals of IT support, including troubleshooting, customer service, networking, operating systems, system administration, and security. Successful completion of this course qualifies students for Google IT Support Professional Certification with certifies their competence.

**Schools: CHS**

## **Journalism - Newspaper Production (ROP) (Y)**

**Grades: 10-12**



**CSU/UC: "g"**

**Highly Recommend: Teacher permission and interview or completed Journalism**

This course will produce the student newspaper. There will be an emphasis on basic skills of journalism including reporting, writing, editing and layout. Some after school time is required.

**Schools: CHS (Articulated with DVC JRNAL-125);**

## **Journalism 1 – 4 see page 49**

### **Medical Interventions, Honors PLTW (Y)**

**Grades: 11-12**

**CSU/UC: "d"**

**Highly Recommend: Principles of Biomedical Science or Human Body Systems with a C or better or teacher recommendation. Algebra 1 and Biology: The Living Earth with a C or better.**

This class is the capstone course in the Project Lead The Way Biomedical Science Pathway. Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent the fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

**Schools: CHS**

### **Play Production (ROP) (Y)**

**Grades: 10-12**

**CSU/UC: "f"**

**Completion of Theatre Arts 1 and 2 with a C or better and audition.**

Students learn all aspects of producing a play including directing, acting, scene design, construction, costume, sound, and lighting design. Makeup, properties acquisition, construction, and publicity design are surveyed also. Students will perform and/or assist with two productions and compete in local theatre competitions. Class may be repeated once for credit.

**Schools: CHS**

### **Robotics Engineering Technology (ROP) (Y)**

**Grades: 11-12**

**CSU/UC: "g"**

**Highly Recommend: Algebra, Geometry, Computer Programming, Architectural Design or Physics of the Universe.**

This course explores the interaction of science and technology. Students will apply the scientific method and build on physics and mathematical concepts. Using the engineering design team concept as a model, students work in small groups to research, design, and program and construct robotic devices used in competition.

**Schools: MVHS, (10-12; Prerequisite: Engineering, Principles of)**

### **Sports Medicine (ROP) (Y)**

**Grades: 11-12**

**CSU/UC: "d" This course is 3<sup>rd</sup> year elective in science"**

**Highly Recommend: Biology: The Living Earth.**

This course explores human anatomy and physiology and lays the foundation for further study of these sciences. Students learn how systems of the body function and interact through physical activity. Students taking this class may be eligible for an after-school sports medicine practicum with the school's athletic teams.

**Schools: ALL**

### **Sports Medicine, Advanced (Y)**

**Grades: 12**

**CSU/UC: Not approved**

**Highly Recommend: Biology: The Living Earth, Signature of Sports Medicine Instructor, Successful completion of Sports Medicine**

This class provides a framework of advanced skills for understanding functional anatomy and kinesiology, building on the concepts learned in Sports Medicine. The lecture/lab format focuses on clinical hands-on applications of theory and knowledge, including evaluation, assessment, treatment and rehabilitation of athletic injuries. Internship opportunities are available at after-school athletic events and working with other health care professionals.

**Schools: ALL**

### **XR for Social Good (Y)**

**Grades: 10-12**

**CSU/UC: "g"**

**Highly Recommend: AP Computer Science and Computer Science C++ (VS.net)**

In this hands-on, experimental course, you will design and develop virtual and augmented reality applications in order to solve local problems in the community. You'll learn how to use the Unity game engine, the most popular platform for creating immersive application. You'll learn how to apply the problem based learning model along with design thinking best-practices in teams to rapid prototype solutions. Guest lectures and industry connections will further connect you to this growing field. You will work in groups to build an application for the Oculus Quest 2 headset.

**Schools: DVHS**

## **NON-DEPARTMENTAL ELECTIVES**

### **Academic Enrichment (Y)**

**Grades: 9-12**

**CSU/UC: Not approved**

**Teacher and counselor recommendation.**

Academic Enrichment is a course that focuses on study skills, learning strategies, writing skills, note taking strategies, vocabulary development and academic goal setting.

**Schools: ALL**

### **Academic Leadership (Y)**

**Grades: 11-12**

**CSU/UC: "g"**

Academic Leadership is an elective yearlong course that trains and equips students to tutor and support peers in their academic classes. Academic Leadership will develop essential collaborative and interpersonal communication skills. Academic Leadership tutors will assist teachers in providing academic and organizational skills to students, which includes, but is not limited to: World Languages, Languages Arts, Mathematics, Sciences, Social Sciences, Visual or Performing Arts. These academic leaders will receive instruction, strategies, and training using the inquiry method that encourages higher level thinking by students, as well as skills, techniques, and methodologies based on the California Teacher Performance standards and Career Technical Education Model Curriculum foundation and pathway standards for Education, Child Development, and Family Services Industry Sector.

**Schools: CHS, DVHS, SRVHS**

### **AP Research (Y)**

**Grades: 12**

**CSU/UC: "g"**

**Highly Recommend: Successful completion of AP Seminar**

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in their AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately

4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

**Schools: DVHS, MVHS**

## **AP Seminar (Y)**

**Grades: 11-12**

**CSU/UC: "g"**

**Highly Recommend: Teacher recommendation, application process**

This is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Student learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

**Schools: DVHS, MVHS, SRVHS**

## **AVID – Advancement Via Individual Determination (Y)**

**Grades: 9-11**

**CSU/UC: "g"**

**Highly Recommend: Teacher and counselor recommendation**

AVID is a year-long program that helps prepare students in the middle with potential for success in rigorous secondary curriculum for four-year college eligibility. It is an academic elective program based on writing as a tool of learning, inquiry method, and collaborative grouping. The three main components of the program are academic instruction, tutorial support, and motivational activities.

**Schools: CHS, DVHS, MVHS**

## **AVID Senior Seminar (Y)**

**Grade: 12**

**CSU/UC: "g"**

**Highly Recommend: Concurrent enrollment in at least one Honors or Advanced Placement course during both 11th and 12th grade years; completion of at least one year in an AVID class.**

The AVID Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of writing, inquiry, collaboration and reading strategies than experienced in prior years of AVID. These higher level thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year.

**Schools: CHS, DVHS, MVHS**

## **AVID Tutor (Y)**

**Grades: 10-12**

**CSU/UC: Not approved**

**Highly Recommend: Students must complete an application for the course.**

AVID tutor is a one year elective course for students wishing to be tutors in the AVID elective program. Students will tutor 5-7 AVID students a minimum of two days per week during the tutorial portion of the AVID elective class, and assist the teacher in providing academic and organizational skills to students. The tutors are expected to be able to help in at least three academic subjects in which they have been successful at in an Honors or Advanced Placement level. These could include, but are not limited to: World Languages, Language Arts, Mathematics, Sciences, and Social Sciences. Tutors will receive instruction and training using the inquiry method that encourages higher level thinking by students.

**Schools: CHS, DVHS, MVHS**

## **Health (S)**

**Grades: 9-12**

**CSU/UC:**

This course provides a variety of learning experiences related to major health issues and behaviors. Students are provided with content and opportunities to enable them as individuals and as members of society, to make informed decisions, evaluate and modify behaviors, and increase Auto literacy. The course topics include: Personal and Community Health,

Nutrition and Physical Activity, Mental, Emotional, and Social Health, Alcohol, Tobacco, and other drugs, Injury Prevention and safety, Growth, Development, and Comprehensive Sexual Health Education.

**Schools: ALL, VE**

## Journalism 1 (Y)

**Grades 9-12**

**CSU/UC: "g"**

**Highly Recommend: B - or better in previous year's English or History class. Teacher Recommendation**

Journalism students will expand their English/Language Arts skills. They will practice varied forms of journalistic writing including news, features, and sports stories, as well as reviews and editorials. Students are required to write both longer monthly assignments and shorter weekly articles, and complete other class projects. Students learn laws and ethical standards related to journalism. Students are introduced to the design and layout skills of producing a school newspaper, both online and print. This course is designed for students who are interested in refining their writing skills as well as exploring careers in journalism.

**Schools: DVHS, MVHS, SRVHS**

## Journalism 2 (Y)

**Grades: 9-12**

**CSU/UC: "g"**

**Highly Recommend: B - or better in Journalism 1.**

This course is designed to continue the study of journalism that was begun in Journalism 1. The student receives further instruction in ways to gather information and how to write and edit news, sports, and feature stories. The student will be involved in workshop experiences that may include more advanced techniques of photography, layout, advertising, and printing (online as well).

**Schools: DVHS, MVHS**

## Journalism 3 (Y)

**Grades: 9-12**

**CSU/UC: "g"**

**Highly Recommend: B - or better in Journalism 2.**

The purpose of this course is to provide the opportunity for an advanced journalism student to continue studies in writing and production techniques and to participate in workshops to prepare materials for publication. Emphasis is also placed on journalistic leadership skills, including time management, utilization of personnel, and task organization.

**Schools: DVHS, MVHS**

## Journalism 4 (Y)

**Grades: 9-12**

**CSU/UC: Not Approved**

**Highly Recommend: B - or better in Journalism 3.**

The purpose of this course is to provide the opportunity for an advanced journalism student to continue studies in writing and production techniques and to participate in workshops to prepare materials for publication. Emphasis is placed on advanced organizational and management skills related to journalism as well as using the students' skills in writing, graphic design and/or photography for print and online journalism.

**Schools: DVHS, MVHS**

## Leadership (Y)

**Grades: 9-12**

**CSU/UC: "g"**

**Prerequisite: Election or appointment.**

The Leadership/Student Council class is the student council and student activities center. All class officers and ASB officers are elected to leadership. A number of other positions are open to students through an application process. Positions for the upcoming school year are filled during spring of the previous year. Students are responsible for the activities and spirit of the student body. Leadership students must have a willingness to serve the student body as well as set a positive example to fellow students and the community. The goal of the leadership class is to develop the skills necessary for students to fulfill the duties of their positions and to become effective leaders in the future. The course gives students an opportunity to work with their peers, school staff, and community members in order to promote a positive school experience and develop a school community of which we can be proud.

**Schools: ALL**

## Leadership, Freshman (S/Y)

**Grade: 9**

**CSU/UC: Not approved**

The Freshman Leadership class is designed to teach freshman effective leadership skills that will help them be successful throughout high school and beyond. Members of this class will be involved in all facets of campus life, and will be expected to help involve their peers in positive activities on campus. In addition to teaching students to be effective leaders and leading the freshman class, this activity-based course allows students to plan and conduct extra-curricular activities for the entire student body. Students discuss, vote on, and implement special projects throughout the school year. Students are also expected to perform a substantial amount of school and community service outside of the regular school day.

**Schools: CHS, DVHS (Semester); MVHS (Year), SRVHS (Year; Application)**

## Library Services (Y)

**Grades: 10-12**

**CSU/UC: Not Approved**

**Instructor Approval**

Library Services is a course designed to be both a library internship and an elective course. Students will learn the workings of a library from circulation to shelving, processing to cataloging. This course will also deepen students' skills through academic research, advertising, reading and writing book reviews, and much more. Students will also become more tech savvy through blogging, researching, and using various web applications like Glogster, Animoto, etc. This class is ideal for any college-bound student as it can also help you potentially gain employment in your college library.

**Schools: SRVHS**

## Life Skills (Y)

**Grades: 11-12**

**CSU/UC: Not approved**

This course is designed for students who want to learn more about life beyond high school and what it takes to succeed when living "on your own". You will learn about goals, budgeting, credit cards, college, careers, housing, health, nutrition, parenting and relationships.

**Schools: CHS, VE**

## Media Leadership & Publication Management (Y)

**Grades: 11-12**

**CSU/UC: "g"**

**Highly Recommend: B - or better in Journalism 2**

Media Leadership & Publication is an optional course in the Journalism course sequence for students who have successfully completed the pre-requisite courses covering journalistic writing, design photography and editing, the legal, moral, and ethical issues surrounding media production, and who are interested in serving a publication leadership role (such as section editor, managing editor, or Editor-in-Chief) and studying college and career options in journalism. In addition to responsibilities such as designing and overseeing production cycles, coaching peers in writing and design, delegating responsibilities and managing large scale projects and teams, students will work to create community among staff, research and implement leadership strategies and skills, design marketing and fundraising campaigns and collaborate with other local media programs. The curriculum is fully available to all students meeting the pre-requisite requirement, regardless of position held.

**Schools: DVHS**

## Mock Trial (S/Y)

**Grades: 9-12**

**CSU/UC: Not approved**

Mock Trial is a project-based course. Students learn the basics of a criminal case and then focus on one particular case to reenact. Students act as attorneys, witnesses, and supporters. They create and practice direct examinations, cross-examinations, opening and closing statements, and objections. After-school time is required to compete in the Contra Costa County Mock Trial Competition in February, but most other work is done in class.

**Schools: MVHS -Year**

## Interdisciplinary Ethnic Studies (Y)

**Grades: 11-12**

**CSU/UC: Pending**

This course examines the complexities of power, privilege, and agency in history and modern-day sociopolitical systems, through the lenses of race, ethnicity, gender, class, ability, and religion. Students will use a variety of multimedia materials, primary sources, data and texts to think deeply about intersectional identities and bias. We will be challenged to use critical thinking and the art of storytelling to make connections between ourselves and others. There will be an emphasis on building media literacy skills and evaluating stereotypes and misinformation through a culturally-relevant pedagogical frame. We will seek counter narratives of missing perspectives, paying particularly close attention to marginalized groups in California, including those from Native American, African American, Asian American, Latinx, and LGBTQ+ communities, as well as from Jewish, ArB, AND Muslim religions. We will learn about liberatory movements and culminate with a student designed action project that promotes civic engagement, self-efficacy and collective empowerment.

**Schools: ALL**

## Principles of Leadership and Community Organization (Y)

**Grade: 11-12**

**CSU/UC: Not approved**

Students will be introduced to the theories and principles of leadership and community organization. Leadership skills include effective communication, active listening, conflict resolution, emotion management, empathy, and how to be an effective role model. Community organization skills include decision making, public speaking, motivational leadership, budgeting and event planning. Students will implement these skills as they lead small groups of incoming freshmen through Orientation Day and throughout the school year.

**Schools: CHS**

## Publications (Y)

**Grades: 9-12**

**CSU/UC: "g"**

***Teacher permission; application required at MVHS***

In this course students will learn the necessary skills to produce their school's yearbook. Students will be involved in every aspect of the yearbook production and will acquire many skills such as journalistic interviewing and writing, layout and graphic design, digital photography, and the use of professional page layout software such as Adobe InDesign or eDesign. Students, working individually and as a team, will communicate, collaborate, think critically, and manage time to meet important yearbook deadlines.

**Schools: ALL**

## Publications, Advanced (Y)

**Grades: 10-12**

**CSU/UC: "g"**

***Successful completion of Publications and be selected for an editor position.***

This course is designed for returning Publications students who have been selected as a member of the yearbook leadership team. Student leaders will be involved with all aspects of creating the school's yearbook. Students will plan and implement the training of Publications students, class organization, time management systems, and deadlines. Students will also learn and demonstrate higher level skills in graphic design, writing, editing, and digital photography.

**Schools: ALL**

## Speech and Debate, Beginning

**See Oral Interpretation in Performing Arts/Theater Arts Section**

## Speech and Debate, Advanced with Debate Emphasis (Y)

**Grades: 10-12**

**CSU/UC: "g"**

***Highly Recommend: Oral Interpretation***

The course involves the study and performance of public speaking with an emphasis on debate. Students will learn the fundamentals of public speaking through the study and performance of a wide variety of speeches and debates. Students will participate in committees, research topics of current interest, and write and debate bills in a mock congress. Students will also write and deliver speeches on a variety of subjects (i.e., campaign, graduation, acceptance, persuasive, Lincoln-Douglas style, Public Forum debate, parliamentary debate, newscast, etc.) Tournament competition is encouraged but not a requirement of the course.

Schools: MVHS, SRVHS

## Speech and Debate, Advanced with Speech Emphasis (Y)

Grades: 9-12

CSU/UC: "g"

**Highly Recommend: Oral Interpretation**

The course content involves the study and performance of public speaking. Students will also be given the opportunity to participate in dramatic and humorous interpretation. Students will learn the fundamentals of public speaking through the study and performance of a wide variety of speeches. Students will participate in committees, research topics of current interest, and write and debate bills in a mock congress. Students will also write and deliver speeches on a variety of subjects (i.e., campaign, graduation, acceptance, persuasive, dramatic, humorous, newscast, pet peeve, etc.) Advanced students are expected but not required to attend tournaments.

Schools: MVHS

## Teacher Aide (Y)

Grades: 10-12: CHS, DVHS, SRVHS; 11-12: MVHS

CSU/UC: Not approved

**Teacher permission**

Teaching assistants are used by teachers in all fields to help in organization and preparation of materials, small group work, tutoring, clerical duties, etc. Pass/fail grade.

Note: Maximum 4 semesters total.

Schools: CHS, DVHS, SRVHS; MVHS (11-12)

## Tutor (Y)

Grades: 10-12

CSU/UC: Not approved

**Students must complete an application for the course**

Tutor is a one year elective course for student tutors. These tutors may provide tutorial support in other academic courses or information programs.

Note: Maximum 4 semesters total.

Schools: ALL

## Work Experience (Y)

Grades: 11-12

CSU/UC: Not Approved

**Students must find their own part time job and be covered by the employers Worker's Compensation Insurance.**

Work Experience is a class for high school juniors and seniors working a part-time job and wants to receive up to 20 elective credits for the year. Students attend class once a week and are expected to work at least 10 – 20 hours per week for their "hands-on" job training. Each week, in class, students complete assignments on job and career related topics. The Work Experience coordinator visits their job site each term to give each student feedback on their job performance. Students are graded on their attendance in class, assignments completed, job performance, and hours turned in.

Schools: ALL, VE

# SPECIAL EDUCATION

Students who are eligible for special education, and have a current Individualized Education Plan (IEP), may receive special education services in a variety of ways: in a general education class with support from a special education teacher, in a tutorial or academic success class taught by a special education teacher, individually or in a small group in a special education classroom with a special education teacher for a part of a school day, or in a Special Day Class (SDC) with core academics taught by a special education teacher. Scheduling for any of these options is based on the services outlined in a student's IEP and coordinated by the student's special education case manager in conjunction with the counseling office.