

SECONDARY COURSE CATALOG 7-12



2018-2019



BOARD OF EDUCATION

Vision and Mission

Vision

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

Mission

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

BOARD OF EDUCATION

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Garden Grove Unified School District prohibits discrimination, harassment, intimidation, and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family, or marital status, military status or association with a person or a group with one or more of these actual or perceived characteristics.

Contact Information:

Questions or complaints of alleged discrimination, harassment, intimidation, bullying, and equity should be directed to the Executive Director of K-12 Educational Services at (714) 663-6143. Title IX equity and compliance concerns should be directed to the Assistant Superintendent of Personnel Services at (714) 663-6464. Complaints may be mailed to 10331 Stanford Avenue, Garden Grove, CA 92840.

THE GARDEN GROVE WAY



This Course Catalog has been prepared in order to provide schools and students with information regarding course offerings, graduation requirements, and college admission. Courses offered at school sites vary. This Course Catalog is also available on the District Website at www.ggusd.us.

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Secondary Education
Department of 7-12 Instructional Services

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INTERMEDIATE SCHOOLS

ALAMITOS INTERMEDIATE SCHOOL

Christine Pflughoft, Principal
12381 Dale Street
Garden Grove, CA 92841
Phone: (714) 663-6101
FAX: (714) 663-6277

BELL INTERMEDIATE SCHOOL

M'Liss Patterson, Principal
12345 Springdale
Garden Grove, CA 92845
Phone: (714) 663-6466
FAX: (714) 663-6238

DOIG INTERMEDIATE SCHOOL

Louie Gomez, Principal
12752 Trask Avenue
Garden Grove, CA 92843
Phone: (714) 663-6241
FAX: (714) 636-6438

FITZ INTERMEDIATE SCHOOL

Mischelle Repsher, Principal
4600 W. McFadden Avenue
Santa Ana, CA 92704
Phone: (714) 663-6351
FAX: (714) 663-6527

IRVINE INTERMEDIATE SCHOOL

Bill Gates, Principal
10552 Hazard
Garden Grove, CA 92843
Phone: (714) 663-6551
FAX: (714) 663-6013

JORDAN INTERMEDIATE SCHOOL

Tracy Conway, Principal
9821 Woodbury
Garden Grove, CA 92844
Phone: (714) 663-6124
FAX: (714) 663-6123

LAKE INTERMEDIATE SCHOOL

Margaret Feliciani, Principal
10801 Oranewood Avenue
Garden Grove, CA 92840
Phone: (714) 663-6506
FAX: (714) 663-6065

MC GARVIN INTERMEDIATE SCHOOL

Tahnee Phan, Principal
9802 Bishop
Westminster, CA 92683
Phone: (714) 663-6218
FAX: (714) 663-6163

RALSTON INTERMEDIATE SCHOOL

Ruth Dietze, Principal
10851 Lampson Avenue
Garden Grove, CA 92840
Phone: (714) 663-6366
FAX: (714) 663-6365

WALTON INTERMEDIATE SCHOOL

Janis Cody, Principal
12181 Buaro Street
Garden Grove, CA 92840
Phone: (714) 663-6040
FAX: (714) 663-6477

HIGH SCHOOLS

BOLSA GRANDE HIGH SCHOOL

Louise Milner, Principal
9401 Westminster Avenue
Garden Grove, CA 92844
Phone: (714) 663-6424
FAX: (714) 663-6029

GARDEN GROVE HIGH SCHOOL

Steve Osborne, Principal
11271 Stanford Avenue
Garden Grove, CA 92840
Phone: (714) 663-6115
FAX: (714) 663-6030

LA QUINTA HIGH SCHOOL

Denise Halstead, Principal
10372 McFadden Avenue
Westminster, CA 92683
Phone: (714) 663-6315
FAX: (714) 663-6046

LOS AMIGOS HIGH SCHOOL

Vicki Braddock, Principal
16566 Newhope Street
Fountain Valley, CA 92708
Phone: (714) 663-6288
FAX: (714) 663-6518

PACIFICA HIGH SCHOOL

Robin Patterson, Principal
6851 Lampson Avenue
Garden Grove, CA 92845
Phone: (714) 663-6515
FAX: (714) 663-6037

RANCHO ALAMITOS HIGH SCHOOL

Mary Jane Hibbard, Principal
11351 Dale Street
Garden Grove, Ca 92841
Phone: (714) 663-6415
FAX: (714) 663-6439

SANTIAGO HIGH SCHOOL

Mike Kennedy, Principal
12342 Trask Avenue
Garden Grove, CA 92843
Phone: (714) 663-6215
FAX: (714) 663-6290

Continuing and Alternative Education

HARE HIGH SCHOOL

Todd Nirk, Principal
12012 S. Magnolia Street
Garden Grove, CA 92841
Phone: (714) 663-6508
FAX: (714) 663-6510

LINCOLN EDUCATION CENTER

11262 Garden Grove Blvd.
Garden Grove, CA 92843

ADULT EDUCATION

Connie Van Luit, Director
Phone: (714) 663-6305
FAX: (714) 663-6313

CAREER AND TECHNICAL EDUCATION

Myra Clarke, Director
Phone: (714) 663-6187
FAX: (714) 663-6313

INTERMEDIATE GENERAL INFORMATION

- **Scheduling/Registration for Intermediate School** Sixth grade students are enrolled in the appropriate intermediate school in the spring of each school year following orientation meetings. Seventh grade students are registered for their eighth grade year in the spring of each year on the intermediate school campuses. Parents are encouraged to participate in the registration process by reviewing the course catalog and the school's registration paperwork with their students and by communicating with school personnel.
- **School Day and Attendance** The intermediate school day is made up of six separate instructional periods. Students are expected to attend each of their scheduled classes promptly and regularly. Regular attendance is one of the greatest contributing factors to success in school. Absences should be avoided whenever possible. Homework is an important aspect of the educational experience in a partnership with the teacher, the student, and the parents.
- **Grade Reporting** Grades are reported quarterly at nine-week intervals during the school year. Parents should anticipate these reports and inquire about them if they have not been received within ten school days following the end of each quarter. Report cards issued at the end of the year are mailed home. Information concerning student progress is available upon request in Spanish, Vietnamese, and Korean.

Parents and students are able to monitor progress/grades and attendance daily through the parent and student portals. Access codes for parent and student portals are distributed each year by schools. They are available upon request in each school's main office.

Progress reports are sent home during the fifth week of each quarter indicating noteworthy situations such as failing (F), unsatisfactory (D) grades, or unsatisfactory (U) citizenship or work habit marks. Progress reports also include comments when appropriate.

- **Academic/Citizenship Excellence** Academic excellence is recognized by the publication of an honor roll at each school. To qualify for the honor roll, students must achieve a 3.00 grade average or better on their report card.

Each intermediate school provides extracurricular activities for those students with exceptionally good grades. Students are encouraged to strive for membership in the organizations which sponsor these activities. Each school will inform students of the qualifying requirements. Some schools also provide similar activities for students qualifying for citizenship honors.

INTERMEDIATE SCHOOL STANDARDS AND EXPECTATIONS

Students in grades seven and eight shall strive to meet the following expectations:

ACADEMIC

- Earn and maintain a minimum cumulative 2.0 grade point average.

BEHAVIOR

- Maintain acceptable behavior and conform to all rules and regulations.

ATTENDANCE

- Attend school (except for illness) and be punctual every day.

HIGH SCHOOL GENERAL INFORMATION

- **Annual Registration** Students are given the opportunity in the spring of each school year to select courses for the following year. It is important that courses be selected in cooperation with the student's parent, with high school graduation and university A-G requirements, career objectives, and the student's Personal Learning Plan in mind. Course selection represents a commitment on the part of the student that he or she will satisfactorily complete the schedule of classes chosen. Students should check carefully to ensure that they have taken the proper prerequisites for each course selected.
- **Units of Credit** Five units of credit will be earned for each on-campus semester course completed with a passing grade. The maximum number of credits which a student may earn in any one semester shall not exceed 45 in any combination of regular day school classes, ROP, adult education, continuing education, or contract independent study. Exceptions may be made for individual students only in unusual circumstances and when prior written approval is granted by the high school principal. In no instance may a student be permitted to earn more than 15 credits per semester in an approved off-campus program.
- **Grade Reporting** Grades are reported quarterly at nine-week intervals during the school year. Parents should anticipate these reports and inquire about them if they have not been received within ten school days following the end of each quarter. Report cards issued at the end of the year are mailed home. Information concerning student progress is available upon request in Spanish, Vietnamese, and Korean.

Progress reports are sent home during the fifth week of each quarter indicating noteworthy situations such as failing (F), unsatisfactory (D) grades, or unsatisfactory (U) citizenship or work habit marks. Progress reports also include comments when appropriate.

Semester grades and end of year grades are reported on student transcripts. These grades will determine GPA used for college entrance.

Parents and students are able to monitor progress/grades and attendance daily through the parent and student portals. Access codes for parent and student portals are distributed each year by schools. They are available upon request in each school's main office.

- **Repeated Courses** Students may repeat a course to improve a grade of a D; however, duplicate units of credit will not be awarded in the repeated courses. When a course is repeated, the higher grade will be computed into the student's GPA, but the previous course is not removed from the transcript. **Note that students must receive a C or better in A-G course in order to eligible for UC/CSU admissions.**
- **Withdrawal/Removal from a Class** When a student withdraws or is removed from a class after the first three weeks of a semester, a "W/F" semester grade will be assigned.
- **Off-Campus Courses** Students wishing to take Community College courses must fill out the Non-GGUSD Course Enrollment Request Form 9802.110.

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- **Schedule Changes** As indicated in the first paragraph, course selection represents a commitment on the part of the student that he or she will satisfactorily complete the schedule of classes chosen. However, student requests for schedule change are honored for the following reasons only:
 - * Scheduling error (example – enrolled in a course that has already been completed)
 - * Failure to complete a prerequisite course or requirement
 - * Graduation or college or university requirement omitted from schedule
 - * Special programs such as sports, orchestra, band, art, choir, and ROP
 - * Summer school course completion

- **Attendance - Minimum School Day** Regular attendance is one of the greatest contributing factors to success in school. All persons under 18 years of age who have not graduated from high school are required by state law to attend school. Students are expected to attend six class periods daily. A seven period day option is available at some schools. Second semester seniors concurrently enrolled in adult education must be enrolled in four daytime classes at the school of residence. Students are expected to attend each of their scheduled classes promptly and regularly. Absences should be avoided whenever possible.

- **Graduation Ceremony Recognition** Seal of Biliteracy, California Scholarship Federation (CSF) Seal Bearer, National Honor Society (NHS), and Golden State Merit Diploma, are special recognitions, which seniors may be granted upon graduation. Please see the school counselor for more information regarding these special programs and the requirements for eligibility.

- **Eligibility for University Admission: A-G Requirements** All students are strongly encouraged to attend 4-year public or private universities following high school. Our State Universities, California State Universities (CSU) and Universities of California (UC), require a certain number and sequence of college-preparatory courses, which are called the A-G requirements. Students must pass these courses with a C or better, in order for a student to be eligible to apply to a CSU or UC. Courses that meet “A-G” subject requirements are identified in this catalog.

Certain courses contain the letters “P” and/or “AP” in the title. The letter “P” is a transcript code which signifies a college-preparatory course that meets the A-G requirements. AP Courses also meet A-G requirements; the Advanced Placement (AP) program allows students to participate in college-level studies while they are still in secondary school. Students can earn college credit by passing the AP Exam associated with each class and can also earn weighted GPA credits. **Courses without a “P” or “AP” do not meet California A-G requirements.**

INTERMEDIATE PROGRAM AND SERVICES

The intermediate school program represents an important phase in a student's educational experience. Assisting students in making the transition from elementary school and preparing them for the high school curriculum are the goals of the instructional program. Skills in reading, writing, literature, mathematics, history/social science, and science are further developed in the required course sequence. Elective courses such as art, music, industrial and applied arts, and home economics serve to broaden the student's educational background. Both required and elective courses are described in the course descriptions section of this catalog. Comprehensive course outlines for all classes are available at each school.

Each intermediate school is staffed with a counselor committed to implementing a comprehensive guidance program. Each student and parent can expect guaranteed services as a result of the program design. The three major program areas are:

- Individual and small group educational and academic career planning
- College/career units taught in grades seven and eight
- Assistance with personal situations requiring individualized help

Intermediate students and parents can also expect the following services:

- Pre-enrollment orientation and transition
- Parent and/or student conferences upon request
- Registration and scheduling
- Proficiency and achievement testing
- Test interpretation
- Special grade checks or progress reports upon request
- Counseling assistance and referral information for special needs

ELIGIBILITY REQUIREMENTS FOR STUDENTS TO PARTICIPATE IN EXTRACURRICULAR OR CO CURRICULAR ACTIVITIES

California law establishes minimum standards for students in grades 7-12 participating in extra-curricular or co-curricular activities. Each quarter students must earn a minimum grade point average (GPA) of 2.0 on a 4.0 point scale. Students must also be showing satisfactory progress toward graduation. Incoming ninth grade students who did not maintain a 2.0 grade point average in the last grading period of the eighth grade school year may be granted eligibility to participate in extra-curricular and co-curricular activities during a probationary period of the first grading period of the ninth grade.

HIGH SCHOOL GUIDANCE PROGRAM AND SERVICES

The counselors in the Garden Grove Unified School District are committed to implementing a comprehensive guidance program. Each student and parent can expect guaranteed services as a result of the program design. The three major areas are:

1. **CAREER AND EDUCATIONAL PLANNING:** Students are assisted in the development of a four-year educational program that maximizes high school opportunities and prepares the student for future success. Garden Grove Unified School District's partnership with California College Guidance Initiative (CCGI) ensures that all 7th-12th grade students have access to a systematic baseline of guidance and support as they plan, prepare, and pay for post-secondary education and training. Students will complete a series of assessments based on their learning styles, interests, and strengths and investigate careers matching their personal profile. Areas of discussion include:
 - High school course planning to meet college entrance requirements
 - Opportunities to meet with college representatives on the high school campus
 - Testing information (PSAT, ACT, SAT)
 - Financial aid/scholarship information
 - Assistance with applications, scholarship/admission recommendations
 - College information appropriate to individual goals
 - Regional Occupational Program/Career Technical Education: Career Pathways
 - Community college vocational programs and trade/technical school information
 - Military services
2. **GUIDANCE CURRICULUM:** The curriculum will focus on interest inventories and an awareness of graduation requirements, college entrance and testing requirements, and career/vocational information.
3. **RESPONSIVE SERVICES:** Assistance and referral information will be provided to students and parents with specific needs including the identification of appropriate agencies.

Students and parents can also expect the following services:

- Development of a Personal Learning Plan
- Pre-enrollment orientation to include the scheduling process and graduation requirements
- Registration, scheduling, program adjustments as needed
- Aptitude and achievement testing, and interest inventory assessment
- Test results interpretation
- Parent conferencing, parent-teacher conference arrangements
- Counseling assistance and referral information for special needs
- Special grade reports provided upon request
- Graduation status reports

INTERMEDIATE SCHOOL COURSE OF STUDY

The intermediate school course of study is described below according to the requirements in each subject.

SUBJECT	DETAILS
ENGLISH	All students are enrolled in English/Language Arts (for two periods in grade seven and for one or two periods in grade eight). English Learners are provided English Language Development (ELD) in grades seven and eight as needed based on each student's CELDT proficiency level.
MATHEMATICS	All students are enrolled in one year of Mathematics in grade seven and one year of Mathematics in grade eight.
SCIENCE	All students are enrolled in one semester of Life Science in grade seven and one year of Physical Science in grade eight.
HISTORY/SOCIAL SCIENCE	All students are enrolled in one semester of World History in grade seven and one year of US History in grade eight.
PHYSICAL EDUCATION	All students are enrolled in one year of Physical Education in grade seven and one year of Physical Education in grade eight.
FINE ARTS/ APPLIED ARTS	All students not in need of intervention may be enrolled in two semesters of fine or applied arts in grade 7 and/or 8. Fine arts include courses in art, music, drama, and journalism. Applied arts include courses in technology, keyboarding, and world language.

INTERMEDIATE STUDENT WORKSHEET

SAMPLE SCHEDULES

All intermediate school students are required to be enrolled in six classes per day. Students are placed at the appropriate level in English and mathematics based upon test results, evidence of skills acquired in previous grades, and overall performance.

NAME: _____

7TH GRADE SAMPLE SCHEDULE

1 ST SEMESTER	2 ND SEMESTER	1 ST SEMESTER	2 ND SEMESTER
ENGLISH/LANGUAGE ARTS	ENGLISH/LANGUAGE ARTS		
ENGLISH/LANGUAGE ARTS COMPANION	ENGLISH/LANGUAGE ARTS COMPANION		
MATHEMATICS	MATHEMATICS		
LIFE SCIENCE	WORLD HISTORY		
PHYSICAL EDUCATION	PHYSICAL EDUCATION		
COMPANION, WORLD LANGUAGE OR ELECTIVE	COMPANION, WORLD LANGUAGE OR ELECTIVE		

8TH GRADE SAMPLE SCHEDULE

1 ST SEMESTER	2 ND SEMESTER	1 ST SEMESTER	2 ND SEMESTER
ENGLISH/LANGUAGE ARTS	ENGLISH/LANGUAGE ARTS		
PHYSICAL SCIENCE	PHYSICAL SCIENCE		
MATHEMATICS	MATHEMATICS		
PHYSICAL EDUCATION	PHYSICAL EDUCATION		
UNITED STATES HISTORY	UNITED STATES HISTORY		
COMPANION, WORLD LANGUAGE OR ELECTIVE	COMPANION, WORLD LANGUAGE OR ELECTIVE		

HIGH SCHOOL PLANNING GUIDE FOR EIGHTH GRADE STUDENTS

In the spring of the eighth grade year, students will be pre-registered to enter high school for the following school year.

Planning for high school includes:

- A chart outlining graduation requirements with an explanation of how to earn credits toward graduation
- Model programs designed to meet the district's graduation requirements
- Visitations by high school counselors to intermediate schools each spring to conduct a pre-registration and orientation
- Each high school conducts orientations either in the spring or prior to school in the fall for incoming ninth grade students and their parents
- All eighth grade students will visit their school of residence the second semester of their eighth grade year

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HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation will be authorized by the Board of Education, and a diploma will be granted to all students who have acquired 220 units of credit from the adopted Course of Study during grades 9-12 in any comprehensive High School. Under no circumstances will a student be allowed to participate in the graduation ceremony unless he/she has completed all graduation requirements satisfactorily. Note that meeting the high school graduation requirements does not necessarily meet the college entrance requirements, as additional A-G courses may be needed. The 220 units of credits shall include the following:

SUBJECT	MINIMUM REQUIRED CREDITS	DETAILS
English	40	Students are required to be enrolled in English courses through grade 12. Four years of English are required to graduate from the Garden Grove Unified School District. Students not proficient in English will be enrolled in an appropriate English Language Development (ELD) program. ELD students are required to take 40 credits of ELD and/or English. If a student has been enrolled solely in the ELD program, he/she must successfully complete Level C in order to graduate.
History/ Social Science	30	The History/Social Science requirement of 30 credits includes: One year (10 credits) of World History to be taken 9 th or 10 th grade; one year (10 credits) of U.S. History to be taken in 11 th grade; one year (10 credits) of Civics/Economics to be taken in 12 th grade.
Mathematics	30	Students are required to complete 30 credits of mathematics, including successful completion of Algebra 1P to graduate. Successful completion of Algebra 1P is a California State requirement. Students enrolling in High School in a math course with Algebra as a prerequisite can meet this requirement with a successful completion of Algebra 2.
Science	20	The Science requirement is 20 credits. Students must complete 10 credits of a Life Science course and 10 credits of a Physical Science course to graduate.
Fine Arts/ Applied Arts	10	The Fine Arts/Applied Arts requirement includes 10 credits selected from the following areas: Fine Arts – Art, Music, Speech, and Drama; Applied Arts including ROP.
Physical Education	20	The Physical Education requirement is 20 credits to be completed in grades 9 and 10. Education Code, Section 51241, allows the principal, under special circumstances, to grant a 10 th grade student exemption from courses in physical education for up to two years. For example, a 10 th grade student whose program is too restrictive to allow the selection of a desired elective may delay taking the second required P.E. class until the 11 th or 12 th grade. All students must successfully complete 20 credits of physical education to graduate. <i>Two-Year Exemptions:</i> <i>With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided the student has satisfactorily met at least five of the six standards of the state's physical fitness test in grade 9. (Education Code 51241)</i>
Health	2.5	The Health Education State Requirement, which includes Family Life, is required of all students. Health Education is a semester course.
Electives	67.5	The graduation requirements include successful completion of 67.5 elective credits. These electives should be selected according to the student's Personal Learning Plan with post-high school goals in mind. These elective credits are made up from academic courses (World Language, third and fourth year of Science, fourth year of Math), or additional P.E., Fine Arts, and Career Technical Education courses. 2.5 credits of the semester Health Education course count toward the elective requirement.
TOTAL CREDITS	220*	

**Students graduating from Hare High School are required to complete 200 credits including the four Core Content Areas, Fine Arts, Health, and a total of 67.5 credits of Electives and/or Physical Education.*

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**PROGRAM EXAMPLES DESIGNED TO MEET
DISTRICT GRADUATION AND A-G REQUIREMENTS**

The sequence below shows various options for coursework throughout high school. Each student will complete a four year plan on the California Colleges Guidance Initiative website identifying the sequence of courses needed to graduate and meet UC/CSU A-G requirements.

Subject	9 th GRADE	10 th GRADE	11 th GRADE	12 th GRADE
English Language Arts	English 1P/ English 1H	English 2P/ English 2H	English 3P/ English 3H/ AP Language and Composition	English 4P/ English 4P ERWC/ AP Literature and Composition
Math	One of the following: Algebra 1P, Geometry P, Algebra 2P, or Algebra 2/Trig	Next course in sequence: Geometry P, Algebra 2P, Algebra 2/Trig, Trig/Prob & Statistics, or Pre-Calculus	Next course in sequence: Algebra 2P, Advanced Algebra w/Trig, Trig/Prob & Statistics, Pre- Calculus, Calculus AB AP, or Statistics AP	Next course in sequence: Advanced Algebra w/Trig, Trig/Prob & Statistics, Pre- Calculus, Calculus AB AP, Calculus BC AP or Statistics AP
Science	Biology P, Physical Science (Earth)	Chemistry P, Physical Science (Earth), Health	Physics P, Anatomy and Physiology P, Biology AP, Environment Science AP, Chemistry AP, Physics 1 AP, Physics 2 AP, Physics C AP	
World Language	World Language (Level 1 or 2)	World Language (Level 2 or 3)		World Language (Level 3, 4, or AP)
Social Science	World History H Human Geography AP	World History P/ World History H/ World History AP	US History P/ US History AP	Civics P/ Economics P/ Civics AP
Electives/ Fine Arts/ PE	Elective (Fine Arts) – Dance, Drama/ Theater, Music, and Visual Arts /Physical Education/	Physical Education, Visual and Performing Arts requirement as prescribed by UC/CSU		Elective, Visual and Performing Arts requirement as prescribed by UC/CSU

HIGH SCHOOL STUDENT WORKSHEET

TO DEVELOP A PERSONAL LEARNING PLAN:

- Review graduation and A-G requirements
- Include all coursework required for graduation and prerequisites for your future educational or career goals
- Check with your counselor or the college websites for detailed admission requirements for specific colleges or universities (generally referred to as the “A-G” subject requirements) and for high school prerequisites in your major field

Name: _____ Post-Graduation Goal: _____

9th Grade Courses			10th Grade Courses	
1 st Semester	2 nd Semester		1 st Semester	2 nd Semester

11th Grade Courses			12th Grade Courses	
1 st Semester	2 nd Semester		1 st Semester	2 nd Semester

COLLEGE INFORMATION

The chart below compares the median salaries of adults based on their level of education. College graduates (Bachelor's Degree) have the potential to earn more than twice the income of those with just a high school diploma. Bachelor's Degrees can be earned at any public (UC or CSU) or private 4-year university.

Level of Education	Income*
Without high school diploma	\$ 26,208 a year
With high school diploma	\$ 35,984 a year
Some college no degree	\$ 39,312 a year
College Degree (Associate)	\$ 42,588 a year
College Degree (Bachelors)	\$ 60,112 a year
Master's Degree	\$ 71,760 a year
Doctoral Degree	\$ 86,528 a year

*US Bureau of Labor Statistics October 24, 2017

COLLEGE FINANCIAL AID

Paying for college is possible for all students! Financial aid programs provide support for students to help meet the costs of obtaining a college education. Funding for such programs is provided by the federal and state governments, the individual colleges and universities, and a variety of other public and private sources.

Financial aid is split up into two categories based on the reason the money is awarded:

1. **Achievement-based aid** is awarded to students who have a special characteristic, skill, talent, or ability. Typically achievement-based aid is in the form of scholarships.
2. **Need-based aid** is provided to students who demonstrate financial need. Most financial aid, particularly public-funded aid, is awarded on the basis of financial need determined through the application process and in accordance with a prescribed federal formula.

4 Basic Types of Financial Aid Programs Available	
Grants Federal or state gift assistance with no obligation for work or repayment	Loans Providing funds now, but with a future repayment obligation
Scholarships Gift assistance with no obligation for work or repayment	Work-Study Part-time work while attending the institution

Most often, financial aid will come in the form of a package consisting of a combination of the different types of aid available. The combination of aid offered depends on the availability of funds, eligibility, the timeliness with which the application process is completed, and the student's year in school.

For more information on federal financial aid, visit: <http://www.fafsa.ed.gov/>
Visit the university websites for more information on possible sources of funding.

ENTRANCE REQUIREMENTS FOR COLLEGES AND UNIVERSITIES

All students are **strongly** encouraged to attend 4-year public or private universities following high school. Cal State Universities and Universities of California require a certain number and sequence of courses, which are called the A-G requirements (see below). Students must pass these courses with a C or better, in order for a student to be eligible to apply to a CSU or UC.

REQUIRED "A-G" COURSES
<p>a. History/Social Science – 2 YEARS REQUIRED Two years of history/social science, including one year of World History, cultures and Geography; and one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government.</p>
<p>b. English – 4 YEARS REQUIRED Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. One year of ELD C can be used to meet this requirement.</p>
<p>c. Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED Three years of college-preparatory mathematics that include the topics covered in elementary and advanced Algebra and two- and three-dimensional Geometry. Approved integrated math courses may be used to fulfill part, or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.</p>
<p>d. Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: Biology, Chemistry and Physics. Advanced laboratory science classes that have Biology, Chemistry or Physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.</p>
<p>e. Language Other than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses taken in eighth grade that your high school accepts as equivalent to its own World Language courses can be used to meet this requirement</p>
<p>f. Visual and Performing Arts (VPA) – 1 YEAR REQUIRED A single yearlong approved arts course from a single VPA discipline: Dance, Drama/Theater, Music or Visual Art.</p>
<p>g. College-Preparatory Electives – 1 YEAR REQUIRED One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: Visual and Performing Arts (non-introductory level courses), History/Social Science, English, Advanced Mathematics, Laboratory Science and language other than English (a third year in the language used for the "e" requirement or two years of another language).</p>

The pages that follow provide more specifics on the admission requirements for University of California, California State University, private Universities, and Community Colleges.

UNIVERSITY OF CALIFORNIA (UC)

For more information, visit: <http://www.universityofcalifornia.edu>

Campus Locations: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, Santa Barbara, Santa Cruz, San Diego, and San Francisco (upper divisions School of Dentistry, Medicine and Nursing). All of the campuses adhere to the same admissions guidelines and high academic standards; yet each one has its own distinct character. Among the campuses there are five medical schools, three law schools, and a school of veterinary medicine, as well as professional schools of business administration, education, engineering, oceanography, and many others. Over 350 major academic areas of study can be found within the university system. The University of California admits the top 9% of California high school graduates.

UC Admission Requirements

To be eligible for admission to the University as a freshman, a student must meet the (1) subject requirement, (2) scholarship requirement, and (3) examination requirement described below.

1. Subject Requirement

To satisfy this requirement, a student must have successfully completed a specific sequence of high school courses (“A-G” REQUIREMENTS) in the subjects listed on the previous page.

2. Scholarship Requirement

The scholarship requirement defines the grade point average (GPA) students must attain in the “A-G” subjects and the SAT Reasoning Test (or ACT) and SAT Subject Test scores students must earn to be eligible for admission to the University.

- **GPA:** Earn a grade point average (GPA) of 3.0 or better in the “A-G” courses with no grade lower than a “C.”
- **Exams:** Meet the examination requirement by taking the ACT with Writing or SAT Reasoning Test with writing by December of your senior year. The UC system does not require SAT Subject Tests, but certain programs on some campuses recommend them, and you can use subject tests to satisfy the “A-G” requirements.
- **Grades:** Grades earned in “A-G” subjects taken in the ninth grade are not used to calculate a student’s grade-point average for admission. However, these courses are used to meet the Subject Requirement if they are completed with a grade of “C” or better.
- **D and F Grades** - D and F grades in the “A-G” courses must be repeated or in a small number of instances, cleared through other means. Consult with your counselor to determine how these grades can be improved and how the University will use them in evaluating your scholarship record. Grades will not be used for repeated courses in which you initially earned a grade of “C” or better.
- **University Certified Honors Level and Advanced Placement Courses** - The University wants to encourage students to take demanding, advanced academic courses in high school in order to strengthen the student’s preparation for university work and increase the chance for success in college. The university will give extra weight to the grades earned in up to eight semesters (40 credits) of work in courses that are certified by the high school Advanced Placement or select “Honor” level. In computing the GPA for admission, grades in these courses will be counted as follows: A=5 points, B=4 points, and C=3 points. (Grades of “D” are NOT assigned extra points.) College level courses, in the “A-G” college preparatory subjects that are transferable to the university, are also assigned honors grade points.

3. **Examination Requirement**

To satisfy this admission requirement, a student must submit scores from the standardized tests described below. If a student is applying for admission to the fall term, these tests must be taken by December of the senior year, preferably earlier, to ensure that their application receives prompt and full consideration. Many students complete their initial testing in May and June of the junior year. If a student does not take the tests, or if the scores are not reported directly to the admissions office, admission to the University may be delayed or even denied.

The following tests are required of all freshman applicants:

One test, either “a” or “b”:

a. **SAT Reasoning Test**

Critical reading, writing, and mathematics scores from one test date are added together.

b. **ACT Assessment** (American College Test) plus writing

The composite score from the ACT assessment plus the ACT writing test.

APPLYING TO UNIVERSITY OF CALIFORNIA

Students should complete the Undergraduate Application Form available at www.universityofcalifornia.edu/apply. A student may apply to as many as nine of the University campuses (all except San Francisco) on one application and choose a different major or program for each one selected. The online application opens October 1 for the fall term filing period.

Cost

The cost of attending a University of California campus is based on a student’s academic program, place of residence, life-style, and campus location. There are required fees for the nine-month academic year. The educational fee is the same on all campuses, but the University registration fee and campus student fees vary. Please refer to the university’s website for updated information on fees. These fees are subject to change based upon the adopted state of California budget. **Note:** The costs for room and board, books and supplies, transportation and personal expenses are additional factors in the student’s total school budget.

Application Period

To make sure that a student will be considered for admission to the campus of his/her choice and to the major or program of study he/she wants to pursue, the application should be completed online during the appropriate Priority Filing Period shown below. In addition, test scores and other documents must be sent to the admissions office. (Do not send a transcript until requested to do so by the campus.) It is also very important to file during this period if the student plans to apply for financial aid, on-campus housing, or other special programs where early application is important.

All UC Campuses

Fall Quarter:	File November 1 to November 30 of senior year
Winter Quarter:	File July 1 - 31 of senior year
Spring Quarter:	File October 1 - 31 of senior year

Applications can be completed beginning August 1, but cannot be submitted before November 1. Applications must be submitted by the last day for each filing period listed above. Most campuses do not accept applications after this date. **Note:** On some university campuses, certain schools and colleges may not accept applications for admission to the winter or spring terms. Check with the admissions office at the campus the student wants to attend before the filing period.

CALIFORNIA STATE UNIVERSITIES (CSU)

For more information, visit: <http://www2.calstate.edu/apply>

The CSU is the largest, one of the most diverse, and one of the most affordable systems of senior higher education in the United States (23 campuses, 405,000 students). The CSU system offers more than 1,400 Bachelor's and 500 Master's degree programs in over 200 subject areas. The CSU system is designed to provide quality education to Californians through broad liberal education with preparation for specific professional and occupational goals. The CSU system admits the upper one-third of California high school graduates. **Campus Locations:** Bakersfield, California Maritime Academy, Cal Poly-Pomona, Cal Poly-San Luis Obispo, Channel Islands, Chico, Dominguez Hills, Eastbay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Marcos, Sonoma, and Stanislaus.

CSU Admission Requirements

A student will qualify for regular admission as a first-time freshman if he/she:

- is a high school graduate
- has a qualifiable eligibility index (determined using "A-G" GPA and college entrance examinations), and
- has, or will have, completed with a grade of "C" or better the A-G courses, which total 15 units (150 credits). (Same as University of California)

NOTE: You may be required to meet higher admission requirements for "impacted" programs or campuses. The CSU designates major programs as impacted when more applications are received in the initial filing period from CSU eligible applicants than can be accommodated by the campuses. All CSU campuses are impacted except Channel Islands, Dominguez Hills, Maritime Academy and Stanislaus.

1. **High School Subject Requirements**

First-time freshmen applicants will need to meet the grade point average/test score requirements (eligibility index) and, in addition, must have completed with grades of "C" or better the A-G requirements (on page 18 of this booklet).

2. **Examination Requirement**

All freshmen applicants with a combined 10th, 11th, and 12th grade academic GPA between 2.00 and 2.99 are required to submit scores from either one of the two national testing programs before eligibility for admission to the University can be determined.

Select from either a or b:

a. SAT Reasoning Test 1

The Critical Reading and Mathematics test scores are added together. Scores from the writing section are not used for admission purposes to the CSU. If an applicant submits multiple score reports, the highest total score earned in each single sub score of the examination is used.

b. ACT Assessment (American College Test)

The sum scores for the English, math, reading, and science scores is the sum score for ACT that is used for admission to the CSU. The CSU does not require the score from the writing test for admission purposes.

3. **Eligibility Index**

The Eligibility Index Table shows the combination of test scores and averages required to meet minimum eligibility requirements. You can calculate your eligibility index by multiplying your grade point average by 800 and adding your total score on the SAT Reasoning Test. If you took the ACT, multiply your grade point average by 200 and add ten times the ACT composite score.

If you apply for admission before you graduate from high school, you should compute your GPA using grades earned in A-G courses completed after the 9th grade. Do not include grades you expect to earn in courses during the remainder of 12th grade.

As a California high school graduate you need a minimum eligibility index of 2900 using the SAT I or 694 using the ACT.

Note: This index number is subject to change as the New SAT I has three sub scores instead of only two.

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CSU ELIGIBILITY INDEX - CALIFORNIA RESIDENTS

Eligibility Index Table for Residents of California or Graduates of California High Schools								
GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
<i>3.0 and above qualifies for any score</i>								
2.99	10	510	2.66	17	780	2.33	23	1040
2.98	10	520	2.65	17	780	2.32	23	1050
2.97	10	530	2.64	17	790	2.31	24	1060
2.96	11	540	2.63	17	800	2.30	24	1060
2.95	11	540	2.62	17	810	2.29	24	1070
2.94	11	550	2.61	18	820	2.28	24	1080
2.93	11	560	2.60	18	820	2.27	24	1090
2.92	11	570	2.59	18	830	2.26	25	1100
2.91	12	580	2.58	18	840	2.25	25	1100
2.90	12	580	2.57	18	850	2.24	25	1110
2.89	12	590	2.56	19	860	2.23	25	1120
2.88	12	600	2.55	19	860	2.22	25	1130
2.87	12	610	2.54	19	870	2.21	26	1140
2.86	13	620	2.53	19	880	2.20	26	1140
2.85	13	620	2.52	19	890	2.19	26	1150
2.84	13	630	2.51	20	900	2.18	26	1160
2.83	13	640	2.50	20	900	2.17	26	1170
2.82	13	650	2.49	20	910	2.16	27	1180
2.81	14	660	2.48	20	920	2.15	27	1180
2.80	14	660	2.47	20	930	2.14	27	1190
2.79	14	670	2.46	21	940	2.13	27	1200
2.78	14	680	2.45	21	940	2.12	27	1210
2.77	14	690	2.44	21	950	2.11	28	1220
2.76	15	700	2.43	21	960	2.10	28	1220
2.75	15	700	2.42	21	970	2.09	28	1230
2.74	15	710	2.41	22	980	2.08	28	1240
2.73	15	720	2.40	22	980	2.07	28	1250
2.72	15	730	2.39	22	990	2.06	29	1260
2.71	16	740	2.38	22	1000	2.05	29	1260
2.70	16	740	2.37	22	1010	2.04	29	1270
2.69	16	750	2.36	23	1020	2.03	29	1280
2.68	16	760	2.35	23	1020	2.02	29	1290
2.67	16	770	2.34	23	1030	2.01	30	1300
						2.00	30	1300
<i>Below 2.0 does not qualify for regular admission For admissions purposes, the CSU uses only the SAT scores for mathematics and critical reading.</i>								

APPLYING TO CALIFORNIA STATE UNIVERSITY

Students are encouraged to apply as soon as possible between October 1 and November 30 of the preceding school year for fall semester/quarter enrollment. Although some campuses continue to accept applications after the initial filing period, applicants to “impacted” programs or campuses **must** apply during the priority filing period (**October 1 - November 30**). When instructed to do so by the campus, students should request that their transcripts be sent to each campus to which they have applied. Students should apply online at www.californiacolleges.edu.

Cost

The cost of attending a California State University campus is based on a student’s academic program, place of residence, life-style, and campus location. There are required fees for the nine-month academic year. The educational fee is the same on all campuses, but the university registration fee and campus student fees vary. Please refer to the university’s website for updated information on fees. These fees are subject to change based upon the adopted state of California budget. **Note:** The costs for room and board, books and supplies, transportation and personal expenses are additional factors in the student’s total school budget.

PRIVATE/INDEPENDENT COLLEGES AND UNIVERSITIES

For more information, visit: <http://www.aiccu.edu>

Examples in our area include: the University of Southern California, Pepperdine University, Chapman University, Biola University, Azusa Pacific University, and Vanguard University (more than 70 different campuses statewide).

The word “independent” identifies a school which has no direct financial link to the state system of education. Independent means that the schools are largely free of governmental direction as they plan their futures. Each has its own special character and strengths. Some independent colleges and universities provide specialized professional or vocational training to prepare the student for a particular job or occupation. Others may offer a broad background in a variety of disciplines and some are major research universities. Most campuses offer a traditional four-year undergraduate curriculum. Some offer a two-year curriculum, while others offer a unique night and weekend curriculum. The independent colleges and universities in California include over 70 campuses with over 350 majors. Over 233,000 students, over 20% of California’s undergraduates and graduate students, attend independent schools.

Private/Independent School Admission Requirements

For admission to most four-year independent colleges or universities, the student must meet certain subject, scholastic, and testing requirements. Although admission requirements differ somewhat from school to school, the student who meets the requirements for admission to the University of California will be eligible for admission to most independent colleges and universities. Individual college websites should be consulted for more exact information. For this additional help, be sure to see a high school counselor at an early date. To learn more about college choices in the independent sector you can check out their website at www.aiccumentor.org. In order to explore independent colleges outside of California students and parents can search colleges through the College Board website at www.collegeboard.org.

Costs

The cost of tuition and fees for attending a private, independent college or university varies. Approximately 80% of the full-time undergraduate students attending independent colleges received some type of grant assistance. Please refer to the private or independent college or university’s website for updated information on fees. These fees are subject to change based upon the adopted state of California budget.

Curriculum

Major areas of study vary from institution to institution. Some are highly specialized; others offer over one hundred twenty-five major academic areas of study from accounting to zoology. Consult the individual college website and see your counselor.

Application Period

Application filing periods vary from school to school. Generally, applications should be completed by January 1 of the year preceding enrollment for the fall semester or quarter. The student will need to obtain applications and other enrollment information, including application filing deadline, from the campus of choice at a date early in the fall semester of the senior year.

COMMUNITY COLLEGES

For more information, visit <http://cocco.edu>

(Examples: Coastline College, Golden West College, Orange Coast College, Santa Ana College)

Community Colleges should be considered by students not able to be admitted to a 4-year university (UC, CSU, Private School). The Community College provides:

- general education for all students
- a two-year Associate of Arts degree in a wide variety of career programs and academic disciplines
- occupational-technical education for students seeking employment skills training (Certificate of Achievement programs)
- lower division study including Associates Degree leading to transfer to a baccalaureate (four-year) degree institution
- remedial education for students who are not prepared to meet the demands of college level instructional programs (basic learning services)
- education for the disadvantaged
- lifelong education for residents of the community including cultural enrichment opportunities
- programs of retraining through vocational education
- recreational and co-curricular programs and community services

California Community Colleges Admission Requirements

Any high school graduate or the recipient of a Certificate of Proficiency or adults 18 years of age or older may attend the community college. Upon approval of the high school principal, and the department of 7-12 Instructional Services, students may be granted permission to take classes, while enrolled in high school.

Cost

A fee per unit is charged each semester. Fees are subject to change. Please refer to the college website for updated information on fees. These fees are subject to change based upon the adopted state of California budget.

Career Programs

Numerous career programs can be pursued at the community college. Each program offers a Certificate of Achievement which may satisfy employment requirements and be useful in securing a job.

Application Period

The second semester of the senior year is the appropriate application period for most community colleges.

NCAA REQUIREMENTS FOR COLLEGE/UNIVERSITY BOUND FRESHMAN ATHLETES NCAA Division 1 Academic Eligibility Requirements

In order to be eligible to practice or compete in inter-collegiate athletics and to receive an athletic financial aid award as a “qualifier”, the NCAA requires college freshmen to meet the following specific requirements:

1. He/she must graduate from high school and have a 16 course **CORE CURRICULUM** grade point average and a combined score on the SAT verbal and math sections or a combined score from the four individual tests on the ACT based on the index scale below. When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency.

2. The core curriculum of at least 16 specific academic core courses (as opposed to vocational, personal service, remedial, special education, or physical education course) must include:

CORE COURSES	Division I	Division II
English	4 years	3 years
Mathematics: (Algebra I or higher)	3 years	2 years
Natural/Physical Science: (1 year of lab if offered by high school)	2 years	2 years
Additional English, Mathematics, or Natural/Physical science	1 year	3 years
Social Science	2 years	2 years
Additional Academic Electives: (from any area above, foreign language or comparative religion/philosophy)	4 years	4 years

NOTE: Students who are highly motivated athletes and who wish to satisfy NCAA requirements should work closely with their counselors in developing their four-year program.

3. Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org).

4. Students must be certified by the NCAA Initial-Eligibility Clearinghouse. See your4 counselor for a “Student Release Form,” or visit the NCAA website at www.ncaa.org

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NCAA Index Scale

(Effective August 1, 2016)

Core GPA	SAT Verbal and math)	ACT (Sum of scores)	Core GPA	SAT Verbal and math)	ACT (Sum of scores)
3.550 & above	400	37	2.750	720	59
3.525	410	38	2.725	730	59
3.500	420	39	2.700	730	60
3.475	430	40	2.675	740-750	61
3.450	440	41	2.650	760	62
3.425	450	41	2.625	770	63
3.400	460	42	2.600	780	64
3.375	470	42	2.575	790	65
3.350	480	43	2.550	800	66
3.325	490	44	2.525	810	67
3.300	500	44	2.500	820	68
3.275	510	45	2.475	830	69
3.250	520	46	2.450	840-850	70
3.225	530	46	2.425	860	70
3.200	540	47	2.400	860	71
3.175	550	47	2.375	870	72
3.150	560	48	2.350	880	73
3.125	570	49	2.325	890	74
3.100	580	49	2.300	900	75
3.075	590	50	2.299	910	76
3.050	600	50	2.275	910	76
3.025	610	51	2.250	920	77
3.000	620	52	2.225	930	78
2.975	630	52	2.200	940	79
2.950	640	53	2.175	950	80
2.925	650	53	2.150	960	81
2.900	660	54	2.125	970	82
2.875	670	55	2.100	980	83
2.850	680	56	2.075	990	84
2.825	690	56	2.050	1000	85
2.800	700	57	2.025	1010	86
2.775	710	58	2.000	1020	86

CALENDAR FOR PARENTS AND COLLEGE BOUND STUDENTS
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S = Student Responsibility P = Parent Involvement Recommended

	ACTIVITY	GRADE LEVEL			
		9	10	11	12
AUGUST	Pick up class schedule. Develop an understanding of <ul style="list-style-type: none"> • Graduation requirements and A-G requirements • College/career/recognition program requirements • Testing (college admission/AP) 	S/P	S/P	S/P	S/P
SEPTEMBER	Join CSF (California Scholarship Federation), if eligible. <i>You must join four semesters to become a seal bearer at commencement and to receive CSF seal on your diploma.</i>		S	S	S
	Obtain an ROTC scholarship application in the Career Center				S
	Finalize 1 st , 2 nd , and 3 rd choices: college campus/majors				S
	Register online for ACT/SATI/SATII, if needed			S	S
	Participate in extra-curricular activities: some colleges consider evidence of talent and leadership	S	S	S	S
	Contact your ROP Career Specialist or your counselor to sign up for ROP/CTE course(s)	S	S	S	S
	College application materials are available online				S
OCTOBER	Register for the PSAT. The PSAT is offered only in October. No “makeup” PSAT is available. Freshmen pay a registration fee. Sophomores and Junior registration fees are paid by the district	S	S	S	
	Ask for necessary letters of recommendation (private colleges or scholarships)				S
	Begin scholarship search			S	S
	UC applicants: draft, rewrite, and finalize essays. CSU may begin October 1 to apply on-line				S
	Submit ROTC scholarship application(s)	S/P	S/P	S/P	S/P
	Attend district “College Information Night”	S/P	S/P	S/P	S/P
NOVEMBER	Apply on-line to UC/CSU (by November 30)				S/P
	Military Academy goal? Contact an academy representative to review plans.			S/P	S/P

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DECEMBER	Visit college campus over vacation	S/P	S/P	S/P	S/P
	Attend Financial Aid Workshop				S/P
JANUARY	Submit on-line FAFSA beginning January 1 as there is limited funding (March 2 deadline)				S/P
FEBRUARY	Check last semester grades and join CSF, if eligible	S	S	S	S
	Register online for ACT/SAT I/SAT II and complete secure report			S/P	
	Have transcripts sent to requesting colleges/universities				S
MARCH	Register online for ACT/SAT I/SAT II and complete secure report			S/P	
	Write to senators/congressmen for academy nomination			S/P	
APRIL	Register online for SAT II subject exams if related to your major	S/P	S/P	S/P	S/P
	Review new scholarships online			S	S
	Attend the national college fair (date/location to be announced)	S/P	S/P	S/P	
MAY/JUNE	Notify your counselor of scholarships/awards received				S
	Notify registrar to send June transcript to college you will attend				S
	Take Advanced Placement Exams	S	S	S	S
	Take ACT and/or SAT admission tests			S	
SUMMER	Visit college campuses	S/P	S/P	S/P	
	Obtain ROTC scholarship application at the recruiting office			S/P	
	Get a head-start – earn degree credit at the community college		S	S	S
	Save your summer employment earnings for college		S	S	S

CONTACT YOUR COUNSELOR FOR ADDITIONAL INFORMATION

INTERMEDIATE COURSES



ACADEMIC ELECTIVES

ACADEMY

Year course open to grades 7 and 8

Prerequisites: None

Academy is a year-long intervention class designed for identified at-risk students. Students selected will typically be those meeting or exceeding standards on standardized tests in ELA or Math and having completed grade 6 or 7 with GPAs below 2.0. The class is designed to support students in the successful completion of A-G courses by teaching students requisite self-regulatory skills. The self-regulatory focus includes, but is not limited to the development of literacy, communication, collaboration, and non-cognitive skills. A sufficient number of college tutors will be available in the Academy class to facilitate access to rigorous curriculum. The course provides students with strategic and ongoing progress monitoring and coaching due to low and academic performance in the previous school year.

Academy Class 7 (IC0201/2)

Year course open to grade 7

Required or elective: Elective; may be repeated

Academy Class 8 (IC0101/2)

Year course open to grade 8

Required or elective: Elective; may be repeated

AVID

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The basis for instruction is a strong, relevant writing and reading curriculum with an additional focus on inquiry, organization, and collaboration. A sufficient number of college tutors will be available in the AVID class to facilitate access to rigorous curriculum. AVID program implementation and student progress are monitored through AVID Data System and Illuminate, and results are analyzed to ensure success. AVID's goal is to prepare students for rigorous high school course work, meeting A-G College requirements.

AVID 7 (IC0071/2)

Year course open to grade 7

Required or elective: Elective; may be repeated

AVID 8 (IC0081/2)

Year course open to grade 8

Required or elective: Elective; may be repeated

AVID Excel (Alamitos, Doig, Fitz, and Irvine; Intermediate Schools only)

AVID Excel is an elective support class for Long-Term English Language Learners enrolled in general education ELA courses. The AVID Excel course will develop LTEL students' academic vocabulary across content areas, academic reading, writing, speaking, research, self-advocacy, and study skills. A sufficient number of college tutors will be available in the AVID Excel class to facilitate access to rigorous curriculum. Students will learn about the A-G course sequence and develop an academic plan that will chart their academic course for college preparation. The students in AVID Excel will join AVID 9 in high school.

AVID Excel 7 (IC0171/2)

Year course open to grade 7

Required or elective: Elective; may be repeated

AVID Excel 8 (IC0181/2)

Year course open to grade 8

Required or elective: Elective; may be repeated

Speech (IC0020)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: None

This course introduces students to the field of speech by developing skills in-group interaction, individual presentations, public speaking, and oral interpretation. Students enhance their communication skills and build confidence and poise in speaking.

Writing (IC0011/2)

Year course open to grade 7

Required or elective: Elective; may **not** be repeated

Prerequisites: None

Placement is based on objective multiple measures criteria.

This year-long course is a single-period class which focuses on the following literacy strands: writing applications, writing strategies, and writing conventions using the state adopted, board approved text. A variety of research-based learning strategies and teaching methodologies will be implemented to meet the needs of all students.

ART

The art curriculum is designed to develop student skills in the areas of visual and applied arts. Courses are planned with emphasis on individualized instruction. As a part of course requirements, selected student artwork is used in exhibits and art shows throughout the school year. Aesthetic valuing includes critiques, both oral and written. Successful completion of these semester courses satisfies the fine arts requirement.

Introduction to Art (IA0010)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: None

Introductory course in drawing, painting, and 3-D design. Emphasis is on developing skills including perspective, figure drawing, color theory, color and design theory, and painting techniques. Aesthetic valuing, art history, critical analysis, interpretation, evaluation, and vocabulary are discussed and applied to artwork.

Crafts A (IA0210)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: Introductory Art

Emphasis is on the development of various types of crafts, including three-dimensional forms, design, and the use of various materials and tools. Aesthetic valuing, history, critical analysis, interpretation, evaluation, and vocabulary are discussed and applied to artwork.

Crafts B (IA0220)

Semester course open to grade 8

Required or elective: Elective; may **not** be repeated

Prerequisites: Introductory Art and Crafts A

Skills learned in Crafts A are further developed in this course.

Emphasis is on enhancing concepts of aesthetics, critical analysis, and evaluation during critiques, both oral and written.

Drawing and Painting A (IA0110)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: Introductory Art or permission

Students learn to draw and paint using various media and techniques. Skills developed include freehand drawing, perspective, figure drawing, color theory, and painting techniques. Students learn about artists, their contributions, and cultures. Evaluation and aesthetic valuing continue to be emphasized during oral and written critiques.

Drawing and Painting B (IA0120)

Semester course open to grade 8

Required or elective: Elective; may **not** be repeated

Prerequisites: Introductory Art and Drawing and Painting A

Skills learned in Drawing and Painting A are further developed in this course. Emphasis is enhancing aesthetics, critical analysis, and evaluation during critiques both oral and written.

Advanced Art (IA0020)

Semester course open to grades 7 and 8

Required or elective: Elective; may be repeated

Prerequisites: Introductory Art

This course provides study in drawing, painting, lettering, composition, and three-dimensional design. It is designed to further develop artistic skills and the appreciation of art. It prepares prospective art majors for further high school studies. Students continue to build on concepts of aesthetics, evaluation, and interpretation.

Photography (IA0310)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: None

This introductory course includes the history of photography and provides the student with a variety of experiences in basic photography. Skills learned include, use of the camera, composition and design, printing, and mounting of photographs. Strategies to evaluate, analyze, and interpret work will be presented.

BUSINESS TECHNOLOGY

The business education curriculum is designed to develop a student's skill in computer keyboarding. Successful completion of one of these semester courses satisfies the applied arts requirement.

Keyboarding (IB0010)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: None

This course will develop alphanumeric competency in keyboarding using the touch system. The course will emphasize formatting skills required for college and career including correspondence, outlines, tables, and research papers. This course will also introduce students to the basic computer literacy skills that include word processing, database, spreadsheet, Internet/email, desktop publishing, and presentations.

Computer Applications 1 (IB0020)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: Keyboarding

This course will develop the basic computer literacy skills that include word processing, database, spreadsheet, Internet/email, desktop publishing, and presentations. Word processing, spreadsheets, and data base concepts will be emphasized.

Exploring Computer Technology (IB0030)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: Keyboarding

Key elements of this course include using multiple search engines to do Internet research, formatting, email for communication, presentation software, and multimedia presentations.

Computer Essentials 1 (IB2010)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: None

This course emphasizes touch-typing review, Microsoft Word basic application skills, Business Document formatting, and Basic Slide presentation formatting with PowerPoint. This course is intended to be an introductory computer summary course which will teach the students the skills needed to work in other high school classes, including skills needed outside of high school in a work based environment or in a College/Technical school environment.

Computer Essentials 2 (IB2020)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: Computer Essentials 1/Teacher approval

Computer Essentials 2 emphasizes the use of Spreadsheet Software, Desktop Publishing with Word and Publisher, Advanced Presentation Software, Database Software, and Office Integrated Projects and Activities. This course is intended to be an advance computer summary course which will teach students the skills needed to work in other high school classes including skills needed outside of high school in a work based environment or in a college/Technical school environment.

CAREER AND TECHNICAL EDUCATION

CTE-STEAM I.C.T. (IT1141/2)

Year course open to grades 7 and 8

Required or elective: Elective

This course exposes students to information and communication technology with an emphasis on computer science through meaningful and authentic applications. Students will analyze and develop solutions to real-world problems through mobile app development and learn how applying computer science to other disciplines can positively impact society. Students will also learn about programming for the physical world by blending hardware design and software development. In this course, students will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life.

CTE-STEAM Lab (IT1131/2)

Year course open to grades 7 and 8

Required or elective: Elective

Students will explore a contemporary curriculum of technological content and scientific inquiry through the balanced use of multimedia, online curriculum and assessments, and hands-on, project-based learning activities. Students get rigorous and relevant experiences through problem-based learning. They use industry-leading technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity. Course work is experiential and designed to develop knowledge, skills, and interest in science, technology, and digital media arts and promote college and career awareness.

ENGLISH LANGUAGE ARTS

In grade 7, students are enrolled in two periods of English Language Arts, including a core English Language Arts class and an English Language Arts Companion class. In grade 8, students are enrolled in one period of core English Language Arts and *might* be enrolled in a second period of English Language Arts Companion. Placement is determined by multiple measures including, but not limited to, district benchmarks and the District Writing Assessment.

English Language Arts integrates reading, writing, listening and speaking, and language while using the state-adopted, board-approved textbook curriculum. Through a variety of research-based instructional strategies, students read complex texts, both literary and informational, while exploring Essential Questions and Universal Concepts. Students' critical thinking skills are reinforced using research-based reading, writing, and language strategies. Additionally, students' technological and collaborative skills are fostered through digital and online opportunities. Student needs are met through differentiated instructional strategies and tools.

SEVENTH GRADE COURSES

English/Language Arts 7 Intermediate

Year course open to grade 7

Required or elective: Required of students as a grade level course

The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types in order to enhance their writing fluency and effectiveness. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Teachers strategically differentiate instruction to meet the needs of all students.

Intermediate 7I 1 (IE0011/2) single period is paired with one of the following:

Intermediate 7I 1E (IE0731/2)

Intermediate 7I 1ER (IE0741/2)

Intermediate 7I 1R (IE0751/2)

English 7I 1A (IE0721/2)

7I 1E: This is a second period of English Language Arts for students who are classified as English Learners (ELs) reading at grade level. The focus of this course is to provide explicit English Language Development instruction to foster oral and written academic language fluency, grounded in text. Instructional practices with which students engage to support language acquisition are Systematic ELD and Learning to Write experiences, including multiple opportunities for informal and formal writing. Students are provided multiple opportunities to speak and write, with timely and explicit academic language and conventions feedback.

7I 1ER: This is a second period of English Language Arts for students who are classified as English Learners (ELs) reading below grade level. The focus of this course is to develop reading comprehension skills and provide explicit English Language Development instruction to foster oral and written academic language fluency, grounded in text. Students develop and practice reading comprehension skills, including predicting, making inferences, questioning, summarizing, and making generalizations. Instructional practices, with which students engage to support reading fluency and comprehension, as well as language acquisition, are Systematic ELD, Writing to Learn, and multiple opportunities for reading, speaking, and formal/informal writing with timely and explicit academic language and conventions feedback.

7I 1R: This is a second period of English Language Arts for students who are not classified as English Learners and who are reading below grade level. The focus of this course is to develop reading fluency, as well as comprehension skills, including predicting, making inferences, questioning, summarizing, and making generalizations. Instructional practices with which students engage to support reading fluency and comprehension are Constructing Meaning, Writing to Learn, and multiple opportunities for reading, speaking, and formal/informal writing with timely and explicit academic language and conventions feedback.

7I 1A: The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using a variety of complex texts. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types in order to enhance their writing fluency and effectiveness. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Students engage in advanced critical analysis in order to generate sophisticated interpretation of text. Teachers strategically differentiate instruction to meet the needs of all students.

English/Language Arts 7 Advanced 1 (IE0311/2)

Year course open to grade 7

(District-established, objective multiple-measure criteria will be used to determine student placement)

The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types in order to enhance their writing fluency and effectiveness. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Students engage in advanced critical analysis in order to generate sophisticated interpretation of text. Teachers strategically differentiate instruction to meet the needs of all students.

Reading Fundamentals (IE1051/2) Reading A (IE1061/2) Reading B (IE1071/2) Reading C (IE1081/2)

Year course open to grade 7 and 8

Required or elective: Required of students who meet the placement criteria using the state-adopted, board-approved intervention curriculum. This is a two-period block, year-long course. Placement will be based on multiple assessments, including a curriculum placement test.

EIGHTH GRADE COURSES

English/Language Arts 8 Intermediate 1 (IE0411/2)

Year course open to grade 8

The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types in order to enhance their writing fluency and effectiveness. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Teachers strategically differentiate instruction to meet the needs of all students.

Intermediate 8I 1E (IE0831/2) second period

Intermediate 8I 1ER (IE0841/2) second period

Intermediate 8I 1R (IE0851/2) second period

8I 1E: This is a second period of English Language Arts for students who are classified as English Learners (ELs) reading at grade level. The focus of this course is to provide explicit English Language Development instruction to foster oral and written academic language fluency, grounded in text. Instructional practices with which students engage to support language acquisition are Systematic ELD and Learning to Write experiences, including multiple opportunities for informal and formal writing. Students are provided multiple opportunities to speak and write, with timely and explicit academic language and conventions feedback.

8I ER: This is a second period of English Language Arts for students who are classified as English Learners (ELs) reading below grade level. The focus of this course is to develop reading comprehension skills and provide explicit English Language Development instruction to foster oral and written academic language fluency, grounded in text. Students develop and practice reading comprehension skills, including predicting, making inferences, questioning, summarizing, and making generalizations. Instructional practices, with which students engage to support reading fluency and comprehension, as well as language acquisition, are Systematic ELD, Writing to Learn, and multiple opportunities for reading, speaking, and formal/informal writing with timely and explicit academic language and conventions feedback.

8I 1R: This is a second period of English Language Arts for students who are not classified as English Learners and who are reading below grade level. The focus of this course is to develop reading fluency, as well as comprehension skills, including predicting, making inferences, questioning, summarizing, and making generalizations. Instructional practices, with which students engage to support reading fluency and comprehension, are Constructing Meaning, Writing to Learn, and multiple opportunities for reading, speaking, and formal/informal writing with timely and explicit academic language and conventions feedback.

English/Language Arts 8 Advanced 1 (IE0611/2)

Year course open to grade 8

(District-established, objective multiple-measure criteria will be used to determine student placement)

The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types in order to enhance their writing fluency and effectiveness. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Students engage in advanced critical analysis in order to generate sophisticated interpretation of text. Teachers strategically differentiate instruction to meet the needs of all students.

Reading Fundamentals (IE1051/2) Reading A (IE1061/2) Reading B (IE1071/2) Reading C (IE1081/2)

Year course open to grade 7 and 8

Required or elective: Required of students who meet the placement criteria using the state-adopted, board-approved intervention curriculum. This is a two-period block, year-long course. Placement will be based on multiple assessments, including a curriculum placement test.

7-8 ENGLISH ELECTIVE COURSES

DRAMA:

Drama A (IE0910)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: None

This course introduces students to the field of drama by providing experiences in acting, interpretive reading, and development of voice articulation and speech skills. Students have the opportunity to participate in short plays and to become involved in play production.

Drama B (IE0920)

Semester course open to grades 7 and 8

Required or elective: Elective; may be repeated

Prerequisites: Drama A

This course expands on the skills learned in Drama A. Topics studied include theater terminology, the structure of plays, types of plays, characterization, stage design, lighting, sets, and makeup. Students gain experience in individual character portrayal and in play production.

JOURNALISM:

Journalism A (IE0930)

Semester course open to grades 7 and 8

Required or elective: Elective; may **not** be repeated

Prerequisites: English teacher recommendation; grade of "C" or better in English

This course introduces students to the field of journalism by developing journalistic techniques and writing styles. Students learn to obtain facts, evaluate them carefully, and report them accurately.

Journalism B (IE0940)

Semester course open to grades 7 and 8

Required or elective: Elective; may be repeated

Prerequisites: Journalism A; English teacher recommendation; grade of "C" or better in English

The school newspaper and yearbook are written, published, and distributed in this course. Attention is given to staff organization and duties, newspaper terminology, journalistic styles, conducting interviews, preparing news articles, and writing editorials.

ENGLISH LANGUAGE DEVELOPMENT **(ELD)**

Students identified as English Learners on the home language survey will be placed in the appropriate ELD classes based on their **CELDT** score and years of residence in the U.S.A. English Learners have equitable access to a broad range of high quality, standards-aligned instructional resources. There is a well-articulated state-adopted, board-approved curriculum designed to be rigorous, meaningful, interesting, and rich. Teachers in ELD classes model research-based instructional strategies which enhance student learning. The goal for English learners is to achieve and sustain high levels of academic, linguistic, and multicultural competency. All courses are aligned with the California State Standards for English Language Development.

ELD Basics (ID0011/2) (2 period block)

Year course open to grades 7 and 8

Required or elective: Required of students meeting placement criteria

This two-period ELD language arts course is designed as an intensive introduction to English. Emphasis is placed on the acquisition of basic communication skills and vocabulary development. Students acquire these skills through the use of materials and instructional strategies that incorporate listening, speaking, reading, and writing.

Basics Content Vocabulary (ID0021/2) (1 period)

Year course open to grades 7 and 8

Required or elective: Required of students enrolled in ELD Basics

Content/Vocabulary is a beginning content area course for students who have been identified as English Language Learners. Emphasis is placed on selected newcomer ELD standards through the study of key concepts in mathematics, history/social science, and/or science.

Prerequisites: None

This course extends the student's knowledge of American heritage, institutions, geography, and culture, beginning with a review of exploration and colonization, American independence, the development of the Constitution, and the structure of the federal government. The primary focus of study will be the nineteenth century. Major topics will include nationalism, manifest destiny, westward movement, Native American cultures, sectionalism, Civil War and Reconstruction, and industrialization. Linking past to present, the student sees that American democracy expands through increased civil rights and greater citizen participation.

United States History 8 PreAP (IH0921/2)

Year course open to grade 8

Required or elective: Required for all eighth grade students

Prerequisites: None

This course extends the student's knowledge of American heritage, institutions, geography, and culture, beginning with a review of exploration and colonization, American independence, the development of the Constitution, and the structure of the federal government. The primary focus of study will be the nineteenth century. Major topics will include nationalism, manifest destiny, westward movement, Native American cultures, sectionalism, Civil War and Reconstruction, and industrialization. Linking past to present, the student sees that American democracy expands through increased civil rights and greater citizen participation. The course provides an intellectually rigorous environment for students who desire or require academic extension to express and challenge their thinking. The scope and sequence ensures critical thinking, high-level questioning and intellectual investigation threaded throughout multiple modes of instruction and discussion.

MATHEMATICS

All students are enrolled in one year of Mathematics in grade seven and one year in grade eight. Placement is determined by the District Placement Matrix.

Math 7 (IM0031/2)

Year course open to grade 7

Required or elective: Required

Prerequisites: Placement will be determined by District Placement Matrix

This course will focus on the following critical areas: understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings, area, surface area and volume; and drawing inferences about population based on samples.

Math 7 Companion (IM0041/2)

Year course open to grade 7

Required or elective: Elective for students who meet the prerequisite/placement criteria

Prerequisites: Placement will be determined by District Placement Matrix

This course will offer support to students currently enrolled in Math 7 by following the cluster level emphases as outlined in the Mathematics Framework. This course will include hands-on, instructional approaches and reinforce prerequisite skills and concepts. The major goal of this course is to assist students in developing skills necessary to meet the 7th grade Mathematics content standards.

Math 8 (IM0131/2)

Year course open to grades 7 and 8

Required or elective: Required

Prerequisites: Placement will be determined by District Placement Matrix

This course will focus on the following critical areas: formulating and reasoning about expressions and equations and solving linear equations; grasping the concept of a function and using functions to describe quantitative

relationships; analyzing figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Math 8 Companion (IM0141/2)

Year course open to grade 8

Required or elective: Elective for students who meet the prerequisite/placement criteria

Prerequisites: Placement will be determined by District Placement Matrix

This course will offer support to students currently enrolled in Math 8 by following the cluster level emphases as outlined in the Mathematics Framework. This course will include hands-on, instructional approaches and reinforcing prerequisite skills and concepts. The major goal of this course is to assist students in developing skills necessary to meet the 8th grade Mathematics content standards.

Algebra 1 (P) (IM0111/2)

UC/CSU: c

Year course open to grades 7 and 8

Required or elective: Required

Prerequisites: Placement will be determined by District Placement Matrix.

This course will focus on developing understanding of mathematical relationships through variables and unknowns that represent numbers and quantities. Students will extend their understanding of algebraic structure and real number systems while simplifying and solving expressions, equations, and inequalities. Students will build functions in modeling contexts in different forms (such as linear, quadratic, and simple exponential functions). Students will use formal means of assessing how models fit data (including regressions and graphical representations). The major goal of this course is to assist students in developing skills necessary to meet the Algebra content standards. Successful completion of Algebra 1 will satisfy the Algebra high school graduation requirement.

Algebra 1 Companion Class (IM0121/2)

Year course open to grade 8

Required or elective: Elective for students who meet the prerequisite/placement criteria.

Prerequisites: Placement will be determined by District Placement Matrix.

This course will offer support to students concurrently enrolled in Algebra 1P. This course will have an Algebra Review/Preview format.

Geometry (IM0311/2)

UC/CSU: c

Year course open to grade 8

Required or elective: Required

Prerequisites: Successful completion of Algebra 1P. Placement will be determined by District Placement Matrix and confirmation

This course will focus on geometric reasoning and the study of plane figures using precise definitions and developing structured proofs. Students will extend their understanding of transformations through the concepts of congruence and similarity with different plane figures such as triangles and other polygons. Students will be introduced to the concepts of right triangle trigonometry and properties of circles. Students will explore probability concepts and use probability in real world situations.

MUSIC

All students, beginners, as well as advanced, are encouraged to enroll in classes in instrumental and choral music. As students work together for a performance goal, they become more self-disciplined, creative, appreciative, and responsible. An active choral and instrumental school program provides an environment where the intellect is challenged and creativity is explored. All groups will have the opportunity to perform at various school and community functions.

CHORAL PROGRAM

Tenor Chorus (IU1051/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This course is designed for the beginning vocalist. Students learn correct vocal production with consideration for the changing voice. Note reading, some music theory, and part-singing are emphasized. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Treble Chorus 1 (IU1101/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This course is designed for the beginning vocalist. Vocal techniques, basic music theory, and note reading are emphasized. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Treble Chorus 2 (IU1151/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This course is designed for the advanced vocalist. Music theory, part-singing, various choral techniques, balance, and blend are emphasized. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Beginning Mixed Chorus (IU1201/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This course is designed for mixed voices (high and low). Vocal technique and fundamentals of music are emphasized. Beginning level choral literature is presented. This group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Advanced Mixed Chorus (IU1251/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This course is designed for the advanced vocalist. Music theory, part-singing, various choral techniques, balance, and blend are emphasized. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Vocal Ensemble (IU1301/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This advanced choir is designed for the outstanding vocalist. The emphasis of this course is a cappella (without accompaniment) singing. Proper vocal production, sight-singing, music theory, and choral style are stressed. This group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

INSTRUMENTAL PROGRAM

Beginning Band (IU2051/2)

Year course open to grades 7 and 8; semester entry permitted with permission of instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This is an introductory course in how to play a band instrument. It is designed for students who have had little or no formal music instruction. Lessons are offered on flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, baritone, tuba, and percussion. Correct playing position, characteristic tone quality, basic note reading, rhythmic value, appropriate vocabulary, and instrument care are stressed. This group performs at school concerts. Performance participation is required.

Intermediate Band (IU2101/2)

Year course open to grades 7 and 8; semester entry permitted with permission

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This course builds upon the skills learned in Beginning Band. Emphasis is placed on playing technique, music reading, appropriate music literature, tone production, rhythmic values, and necessary vocabulary. The group performs at school concerts. Performance participation is required.

Concert Band (IU2151/2)

Year course open to grades 7 and 8; semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This course is designed for the advanced band student who wishes to continue musical growth with a focus on ensemble performance. The instrumentalist continues to build principles of musicianship, harmonic and rhythmic fundamentals, appropriate vocabulary, and ensemble skills through appropriate music literature. This group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Beginning Guitar (IU2401/2) (Bell and Jordan Intermediate School)

Year course open to grades 7 and 8; Semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This is an introductory course in playing the guitar. Students learn simple rhythms, melodies, chords, strums, and note reading.

Beginning Strings (IU2501/2)

Year course open to grades 7 and 8; semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This is an introductory course for students who have had little or no former training on violin, viola, cello, or string bass. Emphasis is placed on correct playing position, note reading, care of instrument, tone production, pitch, rhythmic values, and music vocabulary.

Intermediate Strings (IU2551/2)

Year course open to grades 7 and 8; semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: None

This course is designed for the intermediate string student who wishes to continue to develop as a string player with a focus on ensemble performance. Emphasis is placed on note reading, music theory, ensemble skills, and

intonation. The ensemble performs at district festivals, school and community concerts, and other approved performances. Performance participation is required.

Advanced Strings (IU2601/2)

Year course open to grades 7 and 8; semester entry permitted with permission of the instructor

Required or elective: Elective; may be repeated

Prerequisites: Successful audition by instructor

This course is designed for the advanced string student who wishes to continue music growth with a focus on the ensemble performance. Emphasis is placed on tone production, rhythmic values, bow technique, intonation, blend and balance, and music theory. Concepts of shifting and vibrato will be introduced. Standard orchestra literature is performed. This ensemble performs at district festivals, school and community concerts, and other approved performances. Performance participation is required.

PHYSICAL EDUCATION

Physical Education courses in the intermediate school are designed to develop a physically educated person who has mastered the necessary movements to participate confidently in many different forms of physical activities, values physical fitness, and who understands that both are closely related to health and well-being. It also includes the Life Skills program.

Physical Education 7 (IP0071/2)

Year course open to grade 7

Required or elective: Required

Prerequisites: None

This course introduces the policies and procedures in the physical education program and helps students make a successful transition from elementary to intermediate school physical education. Students develop proficiency in movement skills and an understanding of the fundamentals of movement and the principles of physical fitness. The seventh grade student meets challenges and makes decisions both individually and in groups primarily through individual and dual sports and physical activities. Students will also participate in state-mandated California Physical Fitness testing in physical fitness areas.

Physical Education 8 (IP0081/2)

Year course open to grade 8

Required or elective: Required

Prerequisites: None

This course leads to enhanced movement skills, movement knowledge, and personal and social development. Students develop and improve their levels of fitness by participating in moderate to vigorous physical activity. The eighth grade student works as a team member to solve problems. The emphasis in eighth grade physical education is more toward team sports and offensive and defensive strategies.

SCIENCE

Students are required to take one semester of Life Science in grade seven, which includes the Family Life unit, and one year of Physical Science in grade eight, which includes the Life Skills program, an HIVPrevention unit, and substance abuse unit.

Life Science 7 (IS0010)

Semester course open to grade 7

Required or elective: Required

Prerequisites: None

This survey course focuses on teaching scientific knowledge and process skills through investigation and experimentation. Focus topics include cellular biology, genetics, and evolution.

Life Science 7 PreAP (IS0040)

Semester course open to grade 7

Required or elective: Required

Prerequisites: None

This course focuses on teaching scientific knowledge and process skills through investigation and experimentation. Focus topics include cellular biology, genetics, and evolution. The course provides an intellectually rigorous environment for students who desire or require academic extension to express and challenge their thinking. The scope and sequence ensures critical thinking, high-level questioning and intellectual investigation threaded throughout multiple modes of instruction and discussion.

Physical Science 8 (IS0111/2)

Year course open to grade 8

Required or elective: Required

Prerequisites: None

This survey course focuses on teaching scientific knowledge and process skills through investigation and experimentation. Focus topics include basic principles of chemistry, and physics.

Physical Science 8 PreAP (IS0921/2)

Year course open to grade 8

Required or elective: Required

Prerequisites: None

This course focuses on teaching scientific knowledge and process skills through investigation and experimentation. Focus topics include basic principles of chemistry, physics, and astronomy. The course provides an intellectually rigorous environment for students who desire or require academic extension to express and challenge their thinking. The scope and sequence ensures critical thinking, high-level questioning and intellectual investigation threaded throughout multiple modes of instruction and discussion.

Discovery Science (IS1010)

Semester course open to grades 7 or 8

Required or elective: Elective

Prerequisites: None

The objectives of this class are to pique interest of investigative science with a more specific goal of promoting awareness of environmental issues through real world investigations. This class will provide students with the knowledge and skills needed to analyze, investigate, and offer solutions focusing on environmental problems.

WORLD LANGUAGES

Heritage Spanish 1 P (IW1521/2) (Alamitos, Doig, Fitz, Lake, Ralston, Walton)

Yearlong course open to grade 8

Required or elective: Elective

Prerequisites: None

This course is designed to meet the language needs of heritage Spanish speakers. Students who have oral Spanish skills will continue oral language development and will develop reading and writing skills. Appropriate usage in practical situations, literature, cultural information, and grammatical issues are presented. Students will be placed in Heritage Spanish 1 based on an assessment of Spanish skills and the needs of the student.

Spanish 1 P (IW1421/2) (Bell)

Yearlong course open to grade 8

Required or elective: Elective

Prerequisites: None

The first level of a modern world language develops basic skills in listening, speaking, reading and writing in the target language. A study of the culture(s) is incorporated into the course.

Vietnamese 1 P (IW1711/2) (Irvine, Jordan, McGarvin, Walton)

Yearlong course open to grade 8

Required or elective: Elective

Prerequisites: None

The first level of a modern world language develops basic skills in listening, speaking, reading and writing in the target language. A study of the culture(s) is incorporated into the course.

NON-DEPARTMENTAL COURSES

Digital Tech Literacy (IN1130)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: Permission

The purpose of Digital Technology Literacy is to provide an integrated and introductory course focusing on the core knowledge, competencies and skills necessary to succeed in a technological society. The standards-based curriculum focuses on the development and application of technology, including creating computer-generated documents, multi-media presentations (e.g. PowerPoint, podcast, Garage Band, iPhoto, iMovie, etc.), and safe and ethical practices in technology. The course incorporates and applies cross-curricular literacy and performance skills such as reading comprehension, writing, collaboration and oral presentations.

Library Practice (IN1140)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: Permission

The purpose of this course is to offer students an opportunity for a library work experience. Students develop such work habits as accuracy, promptness, and courtesy. Emphasis is placed on becoming familiar with books and library tools, shelving books and magazines, alphabetizing and filing, mending books, processing new books, and charging desk procedures.

Office Practice (IN1150)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: Permission

The purpose of this course is to help students learn proper business etiquette and fundamental office procedures. Attention is given to filing procedures, answering the telephone, and the responsibilities of a receptionist.

Student Government (IN1070)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: None (Limited to officers and student council representatives)

This course helps students develop skills in leadership, student government, parliamentary procedure, constitution writing, finances, job training, and using school resources.

Student Tutor (IN1160)

Semester course open to grades 7 and 8

Required or elective: Elective

Prerequisites: Approval by site administrator

Under the supervision of a classroom teacher, the student helps other students who are younger or less skilled. Emphasis is placed on promptness, courtesy, the ability to accept and follow directions, and a willingness to help others.

Study Skills (IN2170/1/2)

Semester course open to grades 7 and 8

Required or elective: Elective

This course promotes study habits and skills to be successful in all content areas. The primary focus of the class is to familiarize students with learning tools and strategies to ensure success in core academic and elective classes.

Young Living (IN1980)

Semester course open to grades 7 and 8

Required or elective: Elective; may not be repeated

Prerequisites: None

This exploratory course provides students with the opportunity to investigate topics in consumer education and money management, careers, personal development and care, self-concept, personal relationships, child care, and foods including nutrition, safety, and preparation.

SPECIAL EDUCATION

ELIGIBILITY FOR SPECIAL EDUCATION SERVICES:

A student shall be eligible for special education services when he/she has one or more area(s) of significant deficit or need, which adversely affects his/her performance in general education classes. The disability(ies) may be categorized as intellectual disability, speech and language impairment, orthopedic impairment, specific learning disability, autism, hearing impairment, visual impairment, other health impairment, deaf-blindness, traumatic brain injury, deafness, emotional disturbance, or multiple disability. A student's disability can be considered mild/moderate or moderate/severe. After a multidisciplinary assessment, an Individualized Education Program (IEP) Team determines if a student is eligible for services in the least restrictive environment. These settings include:

RESOURCE SPECIALIST PROGRAM (RSP):

This program is designed to supplement the regular program to meet the needs of eligible students who require instructional support through special education. The student typically attends general education classes for the majority of the instructional day.

SPECIAL DAY CLASSES (SDC: MM, MS, ED):

These programs are provided for students who typically require greater support throughout their instructional day in special education. This placement occurs only after an IEP team has determined that the student's needs are such that educational benefit cannot be achieved in general classes (with the use of supplementary aids and services) or with Resource Specialist Program (RSP) support. Types of Special Day Classes offered in the district include those for students with mild to moderate (MM), moderate to severe (MS) disabilities, and emotional disturbance (ED).

SPECIAL CENTERS:

Special centers are available for students whose educational/social/medical needs cannot be met on general campus sites.

The entire provision for special education services is documented in the Individualized Education Program (IEP).

DESIGNATED INSTRUCTION AND SERVICES (DIS):

Specialized services are provided to any student in general or special education classes when an IEP team determines this educational need and are available to qualified students.

Some of the DIS services available are:

Adapted Physical Education	Home/Hospital Instruction
Audiological Services	Orientation and Mobility Instruction
Occupational Therapy	Psychological Services
Counseling	Speech and Language Services
Health and Nursing Services	Vision Services
Physical Therapy	Educationally Related Mental Health Services

COURSE OF STUDY:

Students receiving special education services may take a combination of general education course offerings and special education courses to meet the required six-period schedule. All special education courses are based on the state standards and are designed to meet the individual needs of students through Specialized Academic Instruction.

The following courses meet the corresponding requirements that are necessary for successful completion of the intermediate school program:

ENGLISH/LANGUAGE ARTS

English/Language Arts SE

The English Language Arts SE program utilizes a state-adopted, board-approved intervention program. This program is designed to help students begin to close the gap between intensive students and their peers who are at grade level. Each level of the program provides a variety of leveled accessible texts supporting students from the early stages of reading and oral language production by building phonemic awareness to more complex levels of decoding, reading comprehension, and writing.

Year course open to grades 7 and 8 (two-period block)

Required or elective: Required

Prerequisite: Identified as an individual with exceptional needs and has qualified for the reading intervention placement exam.

(IY1051/2) English Fundamentals SE

(IY1061/2) English A SE

(IY1071/2) English B SE

(IY1081/2) English C SE

Functional Language Arts SE (IY9111/2)

Year course open to grade 7 and 8

Prerequisite: Identified as an individual with moderate-severe exceptional needs

ELECTIVES

Resource Center SE

Resource Center is an elective support class designed to accompany RSP or MM Students enrolled in General Education A-G courses. The class supports students in the successful completion of rigorous A-G courses by teaching students the self-regulatory skills necessary to navigate general education courses successfully in order to enhance opportunities in selecting post-secondary educational options. The course also provides students with appropriate monitoring and support per each student's IEP.

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Students will participate two days a week in activities that support their success in the general education setting (note taking strategies, interacting with text, time management, collaborative group work), two days a week in tutorials, and one day a week on goal setting, skill streaming, and *Possible Selves* curriculum.

Resource Center SE (IY8201/2)

Year course open to grades 7 and 8

Required or elective: Elective upon placement

Prerequisite: Placement by an IEP Team

Resource Center Visual Impairment (IY8301/2)

Semester course open to grades 7 and 8

Required or elective: Elective upon placement

Prerequisite: Identified as an individual with exceptional needs

Functional Life Skills SE (IY9611/2)

Semester course open to grade 7 and 8

Prerequisite: Identified as an individual with moderate to severe exceptional needs

Functional Career/Vocational Education SE (IY9711/2)

Semester course open to grade 7 and 8

Prerequisite: Identified as an individual with moderate to severe exceptional needs

Functional Community-Based Instruction SE (IY9811/2)

Semester course open to grade 7 and 8

Prerequisite: Identified as an individual with moderate to severe exceptional needs

HISTORY-SOCIAL SCIENCE

United States History 8 SE (IY3801/2)

Year course open to grade 8

Required or elective: Required

Prerequisite: Identified as an individual with mild to moderate exceptional needs

World History 7 SE (IY3700)

Semester course open to grade 7

Required or elective: Required

Prerequisite: Identified as an individual with mild to moderate exceptional needs

Functional Social Science SE (IY9311/2)

Semester course open to grade 7 and 8

Prerequisite: Identified as an individual with moderate to severe exceptional needs

MATHEMATICS

Math 7 SE (IY2311/2)

Year course open to grades 7 (SE students only)

Required or elective: Required

Prerequisite: Identified as an individual with mild to moderate exceptional needs

Math 8 SE (IY2321/2)

Year course open to grade 8 (SE students only)

Required or elective: Required

Prerequisite: Identified as an individual with mild to moderate exceptional needs

Functional Math SE (IY9211/2)

Year course open to grade 7 and 8

Prerequisite: Identified as an individual with moderate to severe exceptional needs

PHYSICAL EDUCATION

Adapted Physical Education SE (IY8101/2)

Year course open to grades 7 and 8

Required or elective: Required upon placement

Prerequisite: Placement by an IEP Team

SCIENCE

Life Science SE (IY4700)

Semester course open to grade 7

Required or elective: Required

Prerequisite: Identified as an individual with mild to moderate exceptional needs

Physical Science SE (IY4801/2)

Year course open to grade 8

Required or elective: Required

Prerequisite: Identified as an individual with mild to moderate exceptional needs

Functional Science SE (IY9411/2)

Semester course open to grade 7 and 8

Prerequisite: Identified as an individual with mild to moderate exceptional needs

INTERMEDIATE LISTING

BY DEPARTMENT

ACADEMIC ELECTIVES

IC0201/2 Academy Class 7
IC0101/2 Academy Class 8
IC0071/2 AVID 7
IC0081/2 AVID 8
IC0171/2 AVID Excel 7
IC0181/2 AVID Excel 8
IC0020 Speech
IC0011/2 Writing

ART

IA0020 Advanced Art
IA0210 Crafts A
IA0220 Crafts B
IA0110 Drawing and Painting A
IA0120 Drawing and Painting B
IA0010 Introduction to Art
IA0310 Photography

BUSINESS TECHNOLOGY

IB0020 Computer Applications 1
IB2010 Computer Essentials 1
IB2020 Computer Essentials 2
IB0030 Exploring Computer Technology
IB0010 Keyboarding

CAREER AND TECHNICAL EDUCATION

IT1141/2 CTE-STEAM I.C.T.
IT1131/2 CTE-STEAM Lab

ENGLISH/LANGUAGE ARTS

IE0910 Drama A
IE0920 Drama B
IE0011/2 English/Language Arts 7 Intermediate 1
IE0721/2 English 7I 1A
IE0731/2 English 7I 1E
IE0741/2 English 7I 1ER
IE0751/2 English 7I 1R
IE0311/2 English/Language Arts 7 Advanced 1
IE0411/2 English/Language Arts 8 Intermediate 1
IE0831/2 English 8I 1E
IE0841/2 English 8I 1ER
IE0851/2 English 8I 1R
IE0611/2 English/ Language Arts 8 Advanced 1
IE0930 Journalism A

IE0940 Journalism B
IE1051/2 Reading Fundamentals
IE1061/2 Reading A
IE1071/2 Reading B
IE1081/2 Reading C

ENGLISH/LANGUAGE DEVELOPMENT

ID0021/2 Basics Content Vocabulary
ID0011/2 ELD Basics
ID0111/2 ELD A
ID0211/2 ELD B
ID0521/2 Level A Content Vocabulary

HISTORY/SOCIAL SCIENCE

IH0111/2 United States History 8
IH0921/2 United States History 8 PreAP
IH0010 World History 7
IH0040 World History 7 PreAP

MATHEMATICS

IM0031/2 Math 7
IM0111/2 Algebra 1 (P)
IM0131/2 Math 8
IM0121/2 Algebra 1 Companion Class
IM0311/2 Geometry (P)
IM0041/2 Math 7 Companion
IM0141/2 Math 8 Companion

MUSIC

IU1251/2 Advanced Mixed Chorus
IU2601/2 Advanced Strings
IU2051/2 Beginning Band
IU2401/2 Beginning Guitar
IU1201/2 Beginning Mixed Chorus
IU2501/2 Beginning Strings
IU2151/2 Concert Band
IU2101/2 Intermediate Band
IU2551/2 Intermediate Strings
IU1051/2 Tenor Chorus
IU1101/2 Treble Chorus 1
IU1151/2 Treble Chorus 2
IU1301/2 Vocal Ensemble

PHYSICAL EDUCATION

IP0071/2 Physical Education 7
IP0081/2 Physical Education 8

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SCIENCE

IS1010 Discovery Science
IS0010 Life Science 7
IS0040 Life Science 7 PreAP
IS0111/2 Physical Science 8
IS0921 Physical Science 8 PreAP

WORLD LANGUAGES

IW1421/2 Spanish 1 (P)
IW1521/2 Heritage Spanish 1 (P)
IW1711/2 Vietnamese 1 (P)

NON-DEPARTMENTAL COURSES

IN1130 Digital Tech Literacy
IN1140 Library Practice
IN1150 Office Practice
IN1070 Student Government
IN1160 Student Tutor
IN2170/1/2 Study Skills
IN1980 Young Living

SPECIAL EDUCATION

ENGLISH/LANGUAGE ARTS

IY1051/2 English Fundamentals SE
IY1061/2 English A SE
IY1071/2 English B SE
IY1081/2 English C SE
IY9111/2 Functional Language Arts SE

ELECTIVES

IY8201/2 Resource Center SE
IY8301/2 Resource Center Visual Impairment
IY9711/2 Functional Career/Vocational
Education SE
IY9811/2 Functional Community-Based
Instruction SE
IY9611/2 Functional Life Skills SE

HISTORY-SOCIAL SCIENCE

IY3801/2 United States History 8 SE
IY3700 World History 7 SE
IY9311/2 Functional Social Science SE

MATHEMATICS

IY2311/2 Math 7 SE
IY2321/2 Math 8 SE
IY9211/2 Functional Math SE

PHYSICAL EDUCATION

IY8101/2 Adaptive Physical Education SE

SCIENCE

IY4700 Life Science SE
IY4801/2 Physical Science SE
IY9411/2 Functional Science SE

HIGH SCHOOL COURSES



ENGLISH LANGUAGE ARTS

Students are required to be enrolled in the English course sequence in grades 9, 10, 11, and 12. Placement is determined by multiple measures including, but not limited to, district benchmarks and the District Writing Assessment. Failed courses should be repeated as soon as possible following the failure. California State Universities and the Universities of California require a certain number and sequence of courses during the four years of high school. This sequence, entitled the A-G requirements, requires students to pass each ELA course with a C or better to earn the B requirement. Please see page 20 for specific details on A-G requirements and application eligibility.

Additionally, the Advanced Placement (AP) Program is a cooperative educational endeavor which allows students to participate in college-level studies while still in secondary school. Courses with a “P” or “AP” meet the California A-G requirements.

English Language Arts integrates reading, writing, listening and speaking, and language while using the state-adopted, board-approved curriculum. Through a variety of research-based instructional strategies, students read complex texts, both literary and informational, while exploring Essential Questions and Universal Concepts. Students’ critical thinking skills are reinforced using research-based reading, writing, and language strategies. Additionally, students’ technological and collaborative skills are fostered through digital and online opportunities. Student needs are met through differentiated instructional strategies and tools.

NINTH GRADE COURSES (10 Credits Required In Grade 9)

English 1 (P) (HE0011/2)

UC/CSU: **b**

Year course

Credits: 10 Maximum credits: 10

This course meets entrance requirements for the University of California and California State University. The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types in order to enhance their writing fluency and effectiveness. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Teachers strategically differentiate instruction to meet the needs of all students. **(Not a weighted class)**

English 1 Honors (P) (HE0021/2)

UC/CSU: **b**

Year course

Credits: 10 Maximum credits: 10

District-established, objective multiple-measure criteria will be used to determine student placement. This course meets entrance requirements for the University of California and California State University. The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types. Students engage in advanced critical analysis in order to generate sophisticated interpretation of text. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Teachers strategically differentiate instruction to meet the needs of all students. **(Not a weighted class)**

TENTH GRADE COURSES
(10 Credits Required In Grade 10)**English 2 (P) (HE0111/2)**UC/CSU: **b**

Year course

Credits: 10 Maximum credits: 10

This course meets entrance requirements for the University of California and California State University. The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types in order to enhance their writing fluency and effectiveness. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Teachers strategically differentiate instruction to meet the needs of all students. **(Not a weighted class)**

English 2 Honors (P) (HE0121/2)UC/CSU: **b**

Year course

Credits: 10 Maximum credits: 10

District-established, objective multiple-measure criteria will be used to determine student placement. This course meets entrance requirements for the University of California and California State University. The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types. Students engage in advanced critical analysis in order to generate sophisticated interpretation of text. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Teachers strategically differentiate instruction to meet the needs of all students. **(Not a weighted Class)**

ELEVENTH GRADE COURSES
(10 Credits Required In Grade 11)**English 3 (P) (HE0211/2)**UC/CSU: **b**

Year course

Credits: 10 Maximum credits: 10

This course meets entrance requirements for the University of California and California State University. The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types in order to enhance their writing fluency and effectiveness. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Teachers strategically differentiate instruction to meet the needs of all students. **(Not a weighted class)**

English 3 Honors (P) (HE0221/2)UC/CSU: **b**

Year course

Credits: 10 Maximum credits: 10

District-established, objective multiple-measure criteria will be used to determine student placement. This course meets entrance requirements for the University of California and California State University. The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to

analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types. Students engage in advanced critical analysis in order to generate sophisticated interpretation of text. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state standards. Teachers strategically differentiate instruction to meet the needs of all students. **(Weighted Class)**

English Language and Composition AP (P) (HE0231/2)

UC/CSU: b

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. Additionally, the course aligns to introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. In May, students have an opportunity to take the AP English Language and Composition exam given by the College Board and receive college credit if passing scores are achieved. The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

TWELFTH GRADE COURSES
(10 Credits Required In Grade 12)

Effective Communication (HE0341/2)

UC/CSU: None

Year course

Credits: 10 Maximum credits: 10

Effective Communication is a standards-based course that satisfies the graduation requirement as a 4th year English utilizing a state-adopted board-approved textbook. The essential skills of listening, speaking, reading, writing, critical thinking, problem solving, and technological skills are emphasized for success in the work place or community college. A major goal of this course is to assist students in developing those skills that will be most useful in their career paths.

English 4 (P) – Expository Reading and Writing Course (ERWC) (HE0351/2)

UC/CSU: b

Year course

Credits: 10 Maximum credits: 10

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of 12 rigorous instructional modules, students in this year-long, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. ERWC aligns with the California State Standards for English Language Arts and Literacy, addresses critical academic literacy challenges identified by the CSU English Placement Test Committee, and successfully prepares students to meet the academic demands and expectations of college and university faculty. Students identified as the “Standard Met” (Level 3) performance level on the Early Assessment Program (EAP) are conditionally ready for English college-level coursework. Conditionally ready students (Level 3) must take and approved English course in twelfth grade and receive a grade of “C-“ or better. The University of California (UC) has approved the ERWC for area B credit (of the A-G requirements), and the Course meets college preparatory requirements for both the UC and the CSU. **(Not a weighted class)**

English 4 (P) (HE0311/2)UC/CSU: **b**

Year course

Credits: 10

Maximum credits: 10

This course meets entrance requirements for the University of California and California State University. The goal of this course is to integrate the following English Language Arts domains: reading, writing, speaking and listening, and language using the state-adopted, board-approved curriculum. This course provides ample opportunities to analyze, synthesize, and evaluate universal concepts through the close reading of both literary and informational texts. Additionally, students utilize the writing process to generate narrative, informative/explanatory, and argumentative text types in order to enhance their writing fluency and effectiveness. Students consistently engage in a variety of research-based instructional strategies to meet the rigorous demands of the state. **(Not a weighted class)**

English Literature and Composition AP (P) (HE0331/2)UC/CSU: **b**

Year course open to grades 11 and 12

Credits: 10

Maximum credits: 10

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Additionally, the course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. In May, students have an opportunity to take the AP English Language and Composition exam given by the College Board and receive college credit if passing scores are achieved. The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

ENGLISH ELECTIVE COURSES

English electives **do not** satisfy the English graduation requirements; however, they may be taken as enrichment to the core program.

Creative Writing and Performance, Advanced (P) (HE1581/2)UC/CSU: **f**

Year course open to grades 10, 11 and 12

Credits: 10

Maximum credits: 10

This course is designed to improve and develop students' writing and public speaking skills through reading analysis of various genres of text, production of writing, as well as performance-based assessments. Students will study authors' craft and structure by interacting with a variety of informational and literary texts and develop a portfolio of written compositions that will be performed in public or entered into competition. Reflecting on growth and improvement in writing and speaking skills is a focus throughout the course.

Forward 1 (HE0611/2) (1 period)UC/CSU: **None**

Year course open to grades 9 and 10

Credits: 10

Maximum credits: 10

This course is designed to build the skills necessary to support the demands of the ELA core class. Students develop reading comprehension skills, including word analysis, fluency, vocabulary development, and textual response and analysis. Additionally, the course is designed to promote Scholarly Habits as a means to cultivate self-regulatory and goal-setting skills. Instructional strategies include close reading, academic speaking and writing opportunities, and the production of formal writing pieces (e.g. argumentative, informative/explanatory, and narrative).

Forward 2 (HE0621/2) (1 period)

UC/CSU: None

Year course open to grade 10

Credits: 10 Maximum credits: 10

This course is designed to build the skills necessary to support the demands of the ELA core class. Students develop reading comprehension skills, including word analysis, fluency, vocabulary development, and textual response and analysis. Additionally, the course is designed to promote Scholarly Habits as a means to cultivate self-regulatory and goal-setting skills. Instructional strategies include close reading, academic speaking and writing opportunities, and the production of formal writing pieces (e.g. argumentative, informative/explanatory, and narrative).

DRAMA:

Drama is designed as an introduction to the world of theater. Through participation in acting exercises, theater games, monologues, and scenes from plays, students learn acting techniques and stage terminology as well as gain confidence and stage presence. In the advanced drama classes, students produce full-length dramatic productions for public presentation. Stage Production focuses on stage design, lighting, set construction, and makeup. Drama courses are also listed in the Career Pathway Electives section of this Course Catalog.

Drama 1 (P) (HE1511/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 10

Drama 2 (P) (HE1521/2)

UC/CSU: f*, g

Year course open to grades 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 10

Drama 3 (P) (HE1531/2)

UC/CSU: f*, g

Year course open to grades 11 and 12; semester entry permitted

Credits: 10 Maximum credits: 10

Drama 4 (P) (HE1541/2)

UC/CSU: f*, g

Year course open to grade 12; semester entry permitted

Credits: 10 Maximum credits: 10

Stage Production (P) (HE1561/2)

UC/CSU: f*

Year course open to grades 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 30

JOURNALISM:

Journalism 1 acquaints students with the many aspects of news writing. News interviews, editorials, features, and sports writing are all emphasized. Accuracy and proper attribution are stressed with detailed attention given to grammar, punctuation, spelling, and newspaper style. Journalism 2, 3, and 4 focus on writing, editing, publishing, and distributing the student newspaper. These A-G courses meet the UC/CSU "G" subject requirement for visual or performing arts when BOTH semesters are completed consecutively.

Journalism 1 (P) (HE1811/2)

UC/CSU: g

Semester or year course (depending on school site) open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 10

Journalism 2 (P) (HE1861/2)

UC/CSU: g

Year course open to grades 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 10

Journalism 3 (P) (HE1871/2)

Year course open to grades 11 and 12; semester entry permitted
Credits: 10 Maximum credits: 10

UC/CSU: **g****Journalism 4 (P) (HE1881/2)**

Year course open to grade 12; semester entry permitted
Credits: 10 Maximum credits: 10

UC/CSU: **g****MEXICAN AMERICAN LITERATURE:****Mexican American Literature and Culture (P) (HE1590) (GGHS, LAHS, RAHS)**

Semester course open to grades 9, 10, 11, 12;
Credits: 5 Maximum credits: 5

UC/CSU: **g**

This course will familiarize students with Mexican American Literature and cultural production as it relates to its historical context. Course material will draw from various genres and historical periods to exhibit the rich contribution that Mexican American and Chicana/o creative voices and experiences lent to U.S. and global culture.

PUBLICATIONS:**Publications (HE1711/2)**

Year course open to grades 9, 10, 11, and 12; semester entry permitted
Credits: 10 Maximum credits: 40

UC/CSU: **None**

The school's yearbook is designed, published, and sold in this course. Students must be able to assume responsibility, meet deadlines, develop consistent work habits, and work effectively with others. Theme, layout, picture schedules, advertising promotions, financial accounting, copy writing, art design, photography, and record maintenance are key components.

SPEECH:

Speech 1 provides opportunities for students to study the principles of effective speech composition and delivery. Students are introduced to the basic skills of public speaking, oral interpretation, and debating techniques. The advanced courses develop techniques learned in Speech 1 as well as encourage students to focus on areas of speech in which they are most proficient and interested. Interscholastic competition in speech and debate is also encouraged.

Speech 1 (HE1611/2)

Year course open to grades 9, 10, 11, and 12; semester entry permitted
Credits: 10 Maximum credits: 10

UC/CSU: **None****Speech 2 (HE1621/2)**

Year course open to grades 10, 11, and 12; semester entry permitted
Credits: 10 Maximum credits: 10

UC/CSU: **None****Speech 3 (HE1631/2)**

Year course open to grades 11 and 12; semester entry permitted
Credits: 10 Maximum credits: 10

UC/CSU: **None****Speech 4 (HE1641/2)**

Year course open to grade 12; semester entry permitted
Credits: 10 Maximum credits: 10

UC/CSU: **None**

The Craft of Poetry and Story (P) (HE1580)

UC/CSU: g

Course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

Prerequisites: English 1 or Teacher/Counselor recommendation with student input

This course will emphasize creative writing skills as students first read and analyze the diction, syntax, mood, style, and pacing of texts, and work through the writing process focusing on their own poetry and narratives. Major course goals include the completion of the writing process on several poems and short stories, completion of a portfolio with final drafts, and a final gallery of completed projects.

The Craft of Narrative and Plays (P) (HE1570)

UC/CSU: g

Course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

Prerequisites: English 1 or Teacher/Counselor recommendation with student input

This course will emphasize creative writing skills as students first read and analyze the diction, syntax, mood, style, and pacing of texts, and the work through the writing process focusing on their own short stories and plays. Major course goals include the completion of the writing process on several genre pieces, completion of a portfolio with final drafts, and a final film of student-written skits.

ENGLISH LANGUAGE DEVELOPMENT **(ELD)**

Students identified as English Learners on the home language survey will be placed in the appropriate ELD classes based on the Department of 7-12 Instruction Placement Guidelines. English Learners have equitable access to a broad range of high quality, standards-aligned instructional materials. There is a well-articulated, state-adopted, board-approved curriculum designed to be rigorous, meaningful, interesting, and rich. The goal for English Learners is to achieve and sustain high levels of academic, linguistic, and multicultural competency. All courses are aligned with the California state standards for English Language Development. The “b” of the A-G requirements must be met with four years of English/Language Arts including no more than one year of ELD (level C or higher only).

ELD Basics Content Vocabulary (HD0031/2) (1 period)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Required or elective: Required of students enrolled in ELD Basics

Credits: 10 Maximum credits: 10

Content Vocabulary is a beginning content area course for students who have been identified as English Language Learners. Emphasis is placed on selected newcomer ELD standards through the study of key concepts in mathematics, history/social science, and/or science.

ELD A Content Vocabulary (HD0131/2) (1 period)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Required or elective: Required of students enrolled in ELD A

Credits: 10 Maximum credits: 10

Content Vocabulary is a beginning content area course for students who have been identified as English Language Learners. Emphasis is placed on selected emerging ELD standards through a more advanced study of concepts in mathematics, history/social science, and/or science.

ELD Basics (HD0011/2) (HD0021/2) (2 period block)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 20 Maximum credits: 20 (10 credits English; 10 credits Elective)

Civics Honors (P) (HH0220)

UC/CSU: a

Semester course open to grade 12

Credits: 5 Maximum credits: 5

District-established, objective multiple-measure criteria will be used to determine student placement.

This honors level course includes all major topics of the regular Civics course, but differs from the regular course both in terms of extended content and higher expectations for student achievement. Students are expected to investigate more thoroughly the functioning of both formal and informal political groups and governmental and legal institutions. Supplementary reading is required in both primary and secondary sources. Students are required to demonstrate more advanced analysis of assignments in class discussions, written reports, and a comprehensive written final examination.

(Not a weighted class)

United States Government and Politics (Civics) AP (P) (HH0230)

UC/CSU: a

Semester course open to grade 12

Credits: 5 Maximum credits: 5

This course will give students an analytical perspective on government and politics in the United States. Students will study in depth the various institutions, groups, beliefs, and ideas that constitute American politics. The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

Economics (P) (HH0310)

UC/CSU: g

Semester course open to grade 12

Credits: 5 Maximum credits: 5

This course deals with ways in which goods and wealth are produced, distributed, and used. The various related problems of supply and demand, labor and management, money and banking, credit, the business cycle, government controls, comparative economic systems, and international trade policies are among the topics studied. Special emphasis is given to the fundamental concepts of microeconomics and macroeconomics. Students learn the application to economics of statistics, measurement concepts, graphs, charts, ratios, percentages, and index numbers.

Macroeconomics AP (P) (HH0330)

UC/CSU: g

Semester course open to grade 12

Credits: 5 Maximum credits: 5

This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places emphasis on the study of national income and price-level determination and familiarizes students with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

United States History (P) (HH0111/2)

UC/CSU: a

Year course open to grades 11 and 12 (Recommended for grade 11)

Credits: 10 Maximum credits: 10

This course begins with a selective review of United States history emphasizing two major themes: the nation's beginnings as influenced by the enlightenment and its ethical and democratic ideas in the 18th century, and the industrial transformation of the new nation in the 19th century before, during, and after the Civil War. The main focus of attention for the course is an examination of the major turning points in American history during the 20th century: The Progressive Era, The Jazz Age, The Great Depression, World War II, the Cold War, The Civil Rights Movement, constitutional issues, environmental protection, global perspectives, international relations, and the reflections of 20th century events in the arts, literature, and media. The importance of geography is included in the study of United States history.

United States History AP (P) (HH0131/2)

UC/CSU: a

Year course open to grades 11 and 12 (Recommended for grade 11)

Credits: 10 Maximum credits: 10

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn how to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

World History (P) (HH0011/2)

UC/CSU: a

Year course open to grades 10, 11, and 12 (Recommended for grade 10)

Credits: 10 Maximum credits: 10

In this course, students examine major turning points in the shaping of the modern world from 1789 to the present. The course begins with a study of major unresolved problems of the modern world. This study is followed by a review of earlier world history emphasizing the evolution of democratic ideas, principles, and practices. Other topics studied include: the industrial revolution, rise of imperialism and colonialism, World War I and its consequences, totalitarian governments in Nazi Germany and Stalinist Russia, nationalism as it has developed in the former Soviet Union and China, in Israel and Syria, in Ghana and South Africa, and in Mexico and Brazil. The importance of geography receives emphasis in all units of world history instruction.

World History Honors (P) (HH0021/2)

UC/CSU: a

Year course open to grades 9, 10, 11, and 12 (Recommended for grade 10)

Credits: 10 Maximum credits: 10

District-established, objective multiple-measure criteria will be used to determine student placement.

This honors level course includes all major topics of the World History course, but differs from the regular course both in terms of extended content and of higher expectations for student achievement. Students are expected to delve further into historical problems and do supplementary reading in both primary and secondary sources. Students are required to demonstrate more advanced analysis of assignments in class discussions, written reports, and a comprehensive final examination. Special attention is given to continuity and change in the shaping of the modern world from 1789 to the present. The importance of geography receives emphasis in all units of world history instruction. **(Not a weighted class)**

World History AP (P) (HH0031/2)

UC/CSU: a

Year course open to grades 10, 11, and 12 (Recommended for grade 10)

Credits: 10 Maximum credits: 10

This course is designed to develop greater understanding of the evolution of global processes in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

SOCIAL SCIENCE ELECTIVE COURSES**Cultural Geography (HH0560)**

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course will focus on the study of the world's peoples, places, and environments, with emphasis on world regions. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions.

Ethnic Studies (P) (HH0590)

UC/CSU: g

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

Ethnic Studies is designed to develop an understanding and social consciousness of how race, ethnicity, nationality, and culture have shaped, and continue to shape, individuals and society in the United States. This course provides an introduction to key analytical concepts to understand and deconstruct the development of power and inequality that exist in this country. Students will examine the ways that communities have navigated and resisted the systems of power, as well as, study a wide variety of perspectives in order to foster cooperation and understanding across ethnic and cultural boundaries.

European History AP (P) (HH0411/2)

UC/CSU: **a, g**

Year course open to grade 12

Credits: 10 Maximum credits: 10

This course is designed to study European History since 1450 and introduces students to cultural, economic, political, and social developments that have played a fundamental role in shaping today's world. The course is designed to develop an understanding of some of the principal themes in modern European history and to develop an ability to analyze historical evidence and historical interpretation. The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

Human Geography AP (P) (HH0421/2)

UC/CSU: **a, g**

Year course open to grades 9 and 12

Credits: 10 Maximum credits: 10

AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and locally. **(Weighted Class)**

Mexican American History (P) (HH0570) (BGHS, GGHS, LAHS, RAHS, SHS)

UC/CSU: **g**

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

This course will emphasize the history of Mexican Americans in U.S. History over the past 300 years. The course will study patterns of immigration, geography, politics, trade, economics, culture, folklore, the civil rights movement, the voting rights act, unions, and the current role of Mexican Americans in present day society.

Psychology (P) (HH0530)

UC/CSU: **g**

Semester course open to grades 10, 11 and 12

Credits: 5 Maximum credits: 5

This course studies the patterns of human behavior, the individual and society, mental health, the psychology of learning, human development, personality, social influences, and practical applications of psychology.

Psychology AP (P) (HH0541/2)

UC/CSU: **g**

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

Sociology (P) (HH0510)

UC/CSU: **g**

Semester course open to grades 11 and 12

Credits: 5 Maximum credits: 5

This course studies the development, organization, and change processes within human social groups. Topics include culture and social structure, socialization of the individual; inter group relations, social institutions, and modernization.

Vietnamese American History (P) (HH0580) (BGHS, GGHS, LQHS, RAHS) UC/CSU: **g**

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course covers the history of Vietnam and the history of those Vietnamese individuals who either chose or were forced to leave their homeland and resettle in the United States and other foreign countries during the late 20th century. The course will also incorporate geography, culture, and belief systems, and will utilize primary sources and first-hand accounts of the people who experienced this extraordinary mass movement of an entire people group. A main focus of this course will be reading and analyzing the oral histories given by Vietnamese individuals who shared experiences such as war, upheaval, escape by boat, and resettlement.

MATHEMATICS

The mathematics courses offered range from Algebra 1P to college level mathematics. In order to graduate, students must complete 30 credits in mathematics and successfully complete an Algebra 1 course.

Ninth grade placement in math classes will be determined by the District Placement Matrix. Placement in grades ten, eleven, and twelve is determined by the District Placement Matrix.

California State Universities and Universities of California, require a certain number and sequence of courses called the A-G requirements. Students must pass these courses with a “C” or better, (see page 20 for specific details on A-G requirements,) in order for a student to meet these A-G requirements and be eligible to apply. The Advanced Placement (AP) Program is a cooperative higher education endeavor which allows students to participate in college-level studies while they are still in secondary school. Courses without a “P” or “AP” do not meet California A-G requirements.

Intervention Math 9 (HM0031/2) UC/CSU: **None**

Year course open to grade 9

Credits: 10 Maximum credits: 10

This is a bridge math course for students who are not ready for Algebra 1P in the 9th grade. This course will focus on foundational mathematical skills. (Credits earned in Intervention Math 9 will fulfill part of the 30 credits in mathematics necessary for graduation.)

Algebra 1 (P) (HM0011/2) UC/CSU: **c**

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course will focus on developing understanding of mathematical relationships through variables and unknowns that represent numbers and quantities. Students will extend their understanding of algebraic structure and real number systems while simplifying and solving expressions, equations, and inequalities. Students will build functions in modeling contexts in different forms (such as linear, quadratic, and simple exponential functions). Students will use formal means of assessing how modes fit data (including regressions and graphical representations). The major goal of this course is to assist students in developing skills necessary to meet the algebra content standards. Successful completion of Algebra 1 will satisfy the Algebra high school graduation requirement.

Algebra 1P Companion Class (HM0021/2) UC/CSU: **None**

Year course open to grades 9

Elective Credits: 10 Maximum credits: 10

Placement: Concurrent enrollment in Algebra 1P

This elective course will offer support to students concurrently enrolled in Algebra 1P. This course will have an Algebra Review/Preview format and will focus on assisting students with their math skills through alternative methods of instruction such as the use of technology, manipulatives, individualized instruction, and interactive teaching units. This is an elective course and does not fulfill part of the 30 credits in mathematics required for graduation.

Accounting Using Algebraic Concepts (HM0611/2)

UC/CSU: None

Year course open to grade 12

Credits: 10 Maximum credits: 10

Placement: Successful completion of Algebra 1P

This applications-based course will connect Algebra, technology and math learned in prior courses to personal finance and business. Topics include investing, banking, credit, income taxes, insurance, and household budgeting. Students will be exposed to real-life scenarios requiring algebra mechanics and problem solving skills. Concepts from Statistics, Algebra 1, Geometry, and Algebra 2 are integrated throughout this course.

Geometry (P) (HM0111/2)

UC/CSU: c

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Placement: 9th grade: placement for students who successfully completed Algebra 1P in the 8th grade will be determined by district placement matrix
10th, 11th, and 12th grade: successful completion of Algebra 1P

This course will focus on geometric reasoning and the study of plane figures using precise definitions and developing structured proofs. Students will extend their understanding of transformations through the concepts of congruence and similarity with different plane figures such as triangles and other polygons. Students will be introduced to the concepts of right triangle trigonometry and properties of circles. Students will explore probability concepts and use probability in real world situations.

Geometry Companion Class (HM0121/2)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Elective Credits: 10 Maximum credits: 10

Placement: Concurrent enrollment in Geometry

This elective math course will offer support to students concurrently enrolled in Geometry. This course will have a Geometry Review/Preview format. Lessons will incorporate strategies to help students become self-regulated learners.

Algebra 2 (P) (HM0211/2)

UC/CSU: c

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Placement: 9th grade: placement for students who successfully completed Geometry in the 8th grade will be determined by district placement matrix
10th, 11th, 12th grade: successful completion of Geometry

This course builds on content and learning from previous courses. The sequence from variable to equation to function is extended into using functions (polynomial, rational radical, and trigonometric) as models for a number of applied settings. Students' statistics knowledge is extended to understand normal distribution and to make inferences based on sampling, experiments and observational studies. The major goal of this class is to help students develop their organizational ability to solve mathematical problems and to prepare them to continue their studies in mathematics.

Algebra 2/Trigonometry (P) (HM0231/2)

UC/CSU: c

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Placement: 9th, 10th, 11th, 12th grade: successful completion of Geometry and district placement matrix

This accelerated course includes all concepts in Algebra 2 (P) as well as extending and connecting algebraic and geometric concepts to topics in probability and statistics, trigonometry and discrete math. The major goal of the class is to help students develop their organizational ability to solve mathematical problems and to prepare them to continue their studies in mathematics.

Advanced Algebra and Trigonometry (P) (HM0261/2)

UC/CSU: c

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

Prerequisite: Placement for students who successfully completed Algebra 2 will be determined by district placement matrix

Advanced Algebra and Trigonometry is designed to provide 11th and 12th graders who would like to take another year of mathematics, and who completed Algebra 2. This course will prepare students for Pre-Calculus and the college math placement exam.

Trigonometry (P) (HM0310)

UC/CSU: c, g

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

Placement: Placement will be determined by district placement matrix

This semester course is designed as an introduction to topics of trigonometry with a focus on preparing students who will continue their study in mathematics. Students will develop and extend their skills in working with trigonometric functions and their applications.

Probability and Statistics (P) (HM0510)

UC/CSU: c, g

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

Placement: Placement will be determined by district placement matrix

This semester course is designed as an introduction to Probability and Statistics with a focus on preparing students who will continue their study of college level mathematics. Students will develop and extend their skills in working with data exploration, graph analysis, functions and models, simulations, distributions, and normal distributions.

Probability and Statistics AP (P) (HM0521/2)

UC/CSU: c, g

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

Placement: Successful completion of Algebra 2 or higher

This course is designed to assist students to observe patterns and departures from patterns, to decide what and how to measure, to produce models using probability and simulation, and to confirm models. The goal of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Another goal is to prepare students to be successful on the Advanced Placement Statistics examination. **(Weighted class)**

Pre-Calculus (P) (HM0401/2)

UC/CSU: c, g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Placement: Successful completion of Algebra 2/Trig or Algebra 2 and Trigonometry

This course is designed to assist students in developing an understanding of analytic geometry, elementary functions, probability and statistics, linear algebra, sequences and series, and introductory differential calculus. The major goal of the class is to prepare students for college-level courses.

Calculus AB AP (P) (HM0421/2)

UC/CSU: c, g

Year course open to grades 10, 11 and 12

Credits: 10 Maximum credits: 10

Placement: Successful completion of Pre-Calculus

This course is designed as an introduction to analysis including functions, limits, differentiation, the definite integral, techniques of integration, and applications. The course includes topics covered in the AB Calculus Advanced Placement examination. The major goal of AP Calculus AB is to assist students in developing the basic concepts and rules of calculus, preparing students for college-level courses in mathematics and science, and preparing students to be successful on the AB Calculus Advanced Placement examination. **(Weighted class)**

Calculus BC AP (P) (HM0431/2)

UC/CSU: c, g

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

Placement: Successful completion of Calculus AB

This course is designed as a continuation of analysis including functions, limits, differentiation, the definite integral, techniques of integrating, and applications. It includes an introduction to the calculus of parametrically defined functions, vector functions and their derivatives, and a complete study of sequences and series. The major goal of AP Calculus BC is to assist students in developing the basic concepts and rules of calculus, preparing students for college-level courses in mathematics and science, and preparing students to be successful on the BC Calculus Advanced Placement examination. **(Weighted class)**

MATHEMATICS ELECTIVE COURSES

Computer Science A AP (P) (HM0711/2)

UC/CSU: g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Placement: Successful completion of Algebra 1P

This course is designed to develop an understanding of programming methodology using a case study approach. Operating systems and programming language structure are explored. The course includes those topics covered in the Advanced Placement Examination A for computer science. The goals of AP Computer Science A (P) are to provide the basic concepts and rules of general programming techniques and methodologies and to prepare students to be successful on the Advanced Placement Examination A for Computer Science. **(Weighted class)**

Computer Science Principles AP (P) (HM1991/2)

UC/CSU: g

Year course open to grades 10, 11, 12

Credits: 10 Maximum Credits: 10

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. This course can be a student's first course in computer science or a capstone course in an Engineering pathway. The course aligns with CSTA 3B standards and helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cyber security, and simulation. **(Weighted class)**

Exploring Computer Science (P) (HM0701/2)

UC/CSU: g

Year-long course open to grades 9, 10, 11, 12

Credits: 10 Maximum Credits: 10

Exploring Computer Science consists of six units of study in the following areas: human-computer interaction, problem-solving, web design, programming, computing and data analysis, and robotics. The course is designed around a framework of both computer science content and computational practice. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units utilize a variety of tools and platforms and culminate in collaborative final projects.

PHYSICAL EDUCATION

A full year of physical education is required in grade nine. Physical Education is also required in grade 10, but Education Code, Section 51241, allows the principal, under certain circumstances, to grant a 10th grade student exemption from courses in physical education for up to two years. For example, a 10th grade student whose program is too restrictive to allow the selection of a desired elective may delay taking the second required physical education class until the 11th or 12th grade. A minimum of 20 credits must be successfully completed, but a maximum of 40 credits may be applied toward the 220 credits required for graduation.

Two-Year Exemptions:

With the student’s consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided the student has satisfactorily met at least five of the six standards of the state’s physical fitness test in grade 9. (Education Code 51241)

Physical Education 9 (HP1091/2)

UC/CSU: None

Year course open to grade 9

Credits: 10 Maximum credits: 10

Students achieve movement skills necessary for participation in a variety of physical activities. Personalized fitness programs for a healthy life-style with major emphasis on fitness concepts, team sports, and aquatics are developed.

Physical Education 10, 11, and 12 (HP1101/2)

UC/CSU: None

Year course open to grade 10, 11, and 12

Credits: 10 Maximum credits: 30

This course provides tenth, eleventh, and twelfth grade students with a selection of physical activities for the pursuit of individual excellence in team and individual sports and for the development of health related and athletic skills. Special emphasis is placed on the development, improvement, and maintenance of physical fitness and an understanding of exercise physiology.

AJROTC (HP1131/2)

UC/CSU: None

(Army Junior Reserve Officers’ Training Corps) (Santiago High School only)

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 40

The Army JROTC program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. Instructional components include leadership training, health and physical fitness (including standards of the President’s Physical Fitness program), first aid, map reading, key concepts of United States history, and American citizenship. Students enrolled in the Army JROTC program may receive physical education credit.

NJROTC (HP1161/2)

UC/CSU: None

(Navy Junior Reserve Officers’ Training Corps) (Pacifica High School only)

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 40

The Navy JROTC program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. Instructional components include leadership training, health and physical fitness (including standards of the President’s Physical Fitness program), first aid, map reading, key concepts of United States history, and American citizenship. Students enrolled in the Navy JROTC program may receive physical education credit.

Physical Education Beginning Dance Choreography and Production (HP1051/2)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 5 or 10 Maximum credits: 40

This course emphasizes fundamental techniques required for performance groups: basic dance techniques and movement, various styles and forms (ballet, jazz, modern dance, and musical theater), and movement patterns incorporating basic marking maneuvers. This course also provides an opportunity for students to perform before an audience. Performance participation may be required.

Physical Education Intermediate Dance Choreography and Production (HP1041/2) UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 5 or 10 Maximum credits: 40

This course builds on the skills and knowledge built in Beginning Dance Choreography and Production and is appropriate for the less experienced dance student who wishes to continue artistic growth in dance. The student continues to build on basic dance techniques and movement while developing artistic expression. Performance participation may be required.

Physical Education Advanced Dance Choreography and Production (HP1061/2) UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 5 or 10 Maximum credits: 40

Opportunities are provided for dance students to develop self-expression, self-realization, to attain recognition, and to develop desirable concepts and attitudes through aesthetic activities associated with dance in regard to music, theater, design, and art. The course provides an opportunity for students to perform before an audience. Performance participation may be required.

SCIENCE

The science curriculum provides a broad spectrum of course offerings which allow students to become scientifically literate. The science requirement is a minimum of 20 credits (10 credits Physical Sciences and 10 credits Life Sciences).

Our California State Universities and Universities of California, require a certain number and sequence of courses called the A-G requirements. Students must pass these courses with a C or better, see page 20 for specific details on A-G requirements, in order for a student to be eligible to apply. The Advanced Placement (AP) Program is a cooperative educational endeavor which allows students to participate in college-level studies while they are still in secondary school. Courses without a “P” or “AP” do not meet California A-G requirements. **All Lab Science Courses require that students have completed or are currently enrolled in Algebra 1.**

Health Education-State Requirement (HN0910/1/2)

UC/CSU: None

Semester course open to 9th, 10th, 11th, or 12th grade students.

Credits: 5 (2.5 toward Health Graduation Requirement and 2.5 toward Elective Credits)

This course deals with a wide variety of health related topics including family life and HIV prevention education

Biology (P) (HS0011/2)

UC/CSU: d, g

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course is designed to give students an introduction to the basic concepts and principles of biology and to prepare students for further study in biological science.

Biology Honors (P) (HS0021/2)

UC/CSU: d, g

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

The Honors Biology course is designed to be the equivalent of the general Biology course at an accelerated level. The course is divided into three broad content areas: molecular and cellular, genetics and evolution, and organisms and populations. These areas will be investigated with more laboratory exploration. In addition, the

units will include supplementary reading and writing assignments. This will prepare the student for the AP Biology course. **(Not a weighted class)**

Biology AP (P) (HS0031/2)UC/CSU: **d, g**

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

Prerequisite: Completion Biology (P) and Chemistry (P)

The Advanced Placement Biology course is designed to be the equivalent of a general biology course at the college level. The course teaches students about the core scientific principles, theories, and processes governing living organisms, biological systems, and natural phenomena. Course content is designed to prepare students to take the Advanced Placement Examination in Biology. **(Weighted Class)**

Physical Science (with a focus on Earth Science) (P) (HS0141/2)UC/CSU: **g**

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course is designed to give students the opportunity to learn chemistry and physics concepts. Students study the interrelationships of these concepts as well as the dynamic Earth processes. This course does **not** meet the “d” requirement for UC schools.

Anatomy and Physiology (P) (HS0311/2)UC/CSU: **d, g**

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

Prerequisites: Completion Biology (P)

This course is designed to study the anatomy and physiology of the human body. Students study the different systems of the human body and how they interact.

Chemistry (P) (HS0111/2)UC/CSU: **d, g**

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Chemistry is the study of atomic and molecular structure, physical changes, chemical reactions and their energy relationships, incorporating qualitative and quantitative analysis of data.

Chemistry Honors (P) (HS0121/2)UC/CSU: **d, g**

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Prerequisites: Completion of Biology (P)

The Honors Chemistry course is designed to be the equivalent of the general Chemistry course at an accelerated level. The course covers the same topics as traditional Chemistry; however there will be an emphasis on acceleration of labs, formal type lab reports, open ended labs, and research projects. This will prepare the student for the AP Chemistry course.

(Not a weighted class)**Chemistry AP (P) (HS0131/2)**UC/CSU: **d, g**

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

Prerequisite: Completion of Chemistry (P) and Algebra 2 (P) or higher math

The Advanced Placement Chemistry course is designed to be the equivalent of a general chemistry course at the college level. The course is about the fundamental concepts of chemistry such as structure and states of matter, intermolecular forces, reactions, and how to use chemical calculations to solve problems. The course content is designed to prepare students to take the Advanced Placement Examination in Chemistry. **(Weighted Class)**

Physics (P) (HS0211/2)

UC/CSU: d, g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Prerequisites: Concurrent enrollment in Algebra 2 or Algebra 2/Trig or higher math

Physics is the active pursuit of understanding the fundamental natural laws that describe the interactions between matter and energy.

Physics 1 AP (P) (HS0261/2)

UC/CSU: d, g

Year course open to grades 10, 11, 12

Credits: 10 Maximum credits: 10

Prerequisites: Concurrent enrollment or successful completion of Algebra 2/Trig

AP Physics 1 is the first half of a two year course covering all topics in a typical college level introductory physics course (AP Physics 2 is the second half of the course). This first year is dedicated to the study of classical mechanics in addition to heat and thermodynamics. A working knowledge of algebra and basic trigonometry is required for the course. Understanding of the basic principles of selected topics and the ability to apply these principles in the solution of problems is the major focus of the course. **(Weighted Class)**.

Physics 2 AP (P) (HS0271/2)

UC/CSU: d, g

Year course open to grades 10, 11, 12

Credits: 10 Maximum credits: 10

Prerequisites: Successful completion of AP Physics 1

AP Physics 2 is the second half of a two year course covering all topics in a typical college level introductory physics course (AP Physics 1 is the first half of the course). This second year is dedicated to the study of electricity and magnetism, waves, optics, and atomic physics. A working knowledge of algebra and basic trigonometry is required for the course. Understanding of the basic principles of selected topics and the ability to apply these principles in the solution of problems is the major focus of the course. **(Weighted Class)**.

Physics C Electricity and Magnetism and Mechanics AP (P) (HS0231/2)

UC/CSU: d, g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Prerequisites: Concurrent enrollment or successful completion of Calculus

First semester: Electricity and Magnetism will provide students with a learning experience equivalent to that of a semester-long, calculus-based college course in physics that includes a laboratory component. Introductory differential and integral calculus is used throughout the course and on the AP Physics C Exams. **(Weighted Class)**

Second semester: Mechanics is a calculus-based college course in physics that includes a laboratory component. The course is devoted to Newtonian mechanics. Introductory differential and integral calculus is used throughout the course and on the AP Physics C Exams.

Physics C Mechanics AP (P) (HS0241/2)

UC/CSU: d, g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Prerequisites: Concurrent enrollment or successful completion in Calculus

The year-long course on mechanics is a calculus-based college course in physics that includes a laboratory component. The course is devoted to Newtonian mechanics. Introductory differential and integral calculus is used throughout the course and on the AP Physics C Exams Mechanics Exam. **(Weighted Class)**

Physics C Electricity and Magnetism AP (P) (HS0251/2)

UC/CSU: d, g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Prerequisites: Concurrent enrollment or successful completion in Calculus

The year-long course on electricity and magnetism will provide students with a learning experience equivalent to

calculus-based college course in physics that includes a laboratory component. Introductory differential and integral calculus is used throughout the course and on the AP Physics C Magnetism Exam. **(Weighted Class)**

Environmental Science AP (P) (HS0321/2)

UC/CSU: d, g

Year course open to grades 10, 11 and 12

Credits: 10 Maximum credits: 10

Prerequisite: Algebra 1 (P) and 2 years of lab science (one life science and one physical science)

The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course is designed to prepare students to take the Advanced Placement Examination in Environmental Science. **(Weighted Class)**

WORLD LANGUAGES

The primary purpose of World Language study is to acquire oral fluency, listening, reading, and writing skills in the target language. Our State Universities, California State Universities and Universities of California, require a certain number and sequence of courses called the A-G requirements. To meet the University of California (UC) entrance requirements and the California State University (CSU) entrance requirements, students must earn a minimum of 20 credits in the same world language. In addition, the University of California and California State University recommend three years of World Language study (30 credits). Students must pass these courses with a C or better, see page 20 for specific details on A-G requirements, in order for a student to be eligible to apply. The Advanced Placement (AP) Program is a cooperative educational endeavor which allows students to participate in college-level studies while they are still in secondary school. Courses without a “P” or “AP” do not meet California A-G requirements.

Enrollment in World Language is not dependent upon a student's English/Language Arts grade or teacher recommendation. In many instances the World Language is a student's primary language. Research shows that increasing the fluency in a student's primary language increases their fluency in their second language (ex. English/Language Arts). With teachers' using the Communicative Approach, students will be exposed to a variety of listening comprehension opportunities, including a variety of the target language's vocabulary and usage. Students will be encouraged to speak the target language, mimicking what they hear from their teachers and other sources of auditory in-put. Based on the listening and speaking opportunities, students will also learn to read and write in the target language, as appropriate to their level. Content, communication, culture, structures and settings are delineated in the 2009 California World Language Content Standards.

Students who demonstrate proficiency in English and a language other than English may be eligible for the Seal of Bi-Literacy in different ways. They can take four years (40 credits) in the same World Language with an overall grade point average of 3.0 or higher, or by passing an AP (World Language) exam with a 3 or higher, or by passing the SAT II foreign language exam with a score of 600 or higher. Seniors will be required to submit an application for the seal. For more information, please speak to a school counselor.

SPANISH

Spanish 1 (P) (HW1411/2) (all comprehensive High Schools)

UC/CSU: e

Spanish 2 (P) (HW1421/2) (all comprehensive High Schools)

UC/CSU: e, g

Spanish 3 (P) (HW1431/2) (all comprehensive High Schools)

UC/CSU: e, g

Spanish 4 (P) (HW1441/2) (all comprehensive High Schools)

UC/CSU: e, g

Year course open to grades 9, 10, 11, and 12

Credits: 10 per course Maximum credits: 10 per course

Spanish Language AP (P) (HW1481/2) (all comprehensive High Schools) UC/CSU: e, g
Year course open to grades 9, 10, 11 and 12
Credits: 10 per course Maximum credits: 10 per course
Prerequisite: Completion of previous levels of language, if applicable
The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

Spanish Literature AP (P) (HW1461/2) (BGHS, LAHS, PHS, RAHS, SHS) UC/CSU: e, g
Year course open to grades 10, 11 and 12
Credits: 10 per course Maximum credits: 10 per course
Prerequisite: Completion of Spanish Language AP
The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

HERITAGE SPANISH

The Heritage Spanish program is designed to meet the language needs of heritage Spanish speakers. Students who have oral Spanish skills will continue oral language development and will develop reading and writing skills. Appropriate usage in practical situations, literature, cultural information, and grammatical issues are presented. The program consists of two instructional levels. Students will be placed in Heritage Spanish 1 and 2 based on an assessment of Spanish skills and the needs of the student.

Heritage Spanish 1 (P) (HW1521/2) (all comprehensive High Schools) UC/CSU: e, g
Note: Completion of this A-G course with a grade of “C” or better meets the two years of the Language Other Than English (LOTE) UC/CSU “E” subject requirement.

Heritage Spanish 2 (P) (HW1531/2) (all comprehensive High Schools) UC/CSU: e, g
Year course open to grades 9, 10, 11, and 12
Credits: 10 Maximum credits: 10
Note: Completion of this A-G course with a grade of “C” or better meets the three years of the Language Other Than English (LOTE) UC/CSU “E” subject requirement.

FRENCH

French 1 (P) (HW1111/2) (BGHS, LQHS, LAHS, SHS) UC/CSU: e
French 2 (P) (HW1121/2) (BGHS, LQHS, LAHS, SHS) UC/CSU: e, g
French 3 (P) (HW1131/2) (BGHS, LQHS, LAHS, SHS) UC/CSU: e, g
French 4 (P) (HW1141/2) (SHS) UC/CSU: e, g
Year course open to grades 9, 10, 11, and 12
Credits: 10 per course Maximum credits: 10 per course

French Language AP (P) (HW1161/2) (BGHS, LAHS, LQHS) UC/CSU: e, g
Year course open to grades 11 and 12
Credits: 10 per course Maximum credits: 10 per course
The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

GERMAN

German 1 (P) (HW1211/2) (PHS) UC/CSU: e, g
German 2 (P) (HW1221/2) (PHS) UC/CSU: e, g
German 3 (P) (HW1231/2) (PHS) UC/CSU: e, g
German 4 (P) (HW1241/2) (PHS) UC/CSU: e, g
Year course open to grades 9, 10, 11, and 12
Credits: 10 per course Maximum credits: 10 per course

German Language AP (P) (HW1261/2) (PHS) UC/CSU: e, g
Year course open to grades 11 and 12
Credits: 10 per course Maximum credits: 10 per course
The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

VIETNAMESE

Vietnamese 1 (P) (HW1711/2) (All Comprehensive High Schools) UC/CSU: e
Vietnamese 2 (P) (HW1721/2) (All Comprehensive High Schools) UC/CSU: e, g
Vietnamese 3 (P) (HW1731/2) (All Comprehensive High Schools) UC/CSU: e, g
Vietnamese 4 Honors (P) (HW1751/2) (All Comprehensive High Schools) **(Weighted Class)** UC/CSU: e, g
Year course open to grades 9, 10, 11, and 12
Credits: 10 per course Maximum credits: 10 per course

LATIN

Latin 1 (P) (HW1311/2) (GGHS) UC/CSU: e
Latin 2 (P) (HW1321/2) (GGHS) UC/CSU: e, g
Latin 3 (P) (HW1331/2) (GGHS) UC/CSU: e, g
Latin 4 Honors (P) (HW1351/2) (GGHS) **(Weighted Class)** UC/CSU: e, g
Year course open to grades 9, 10, 11, and 12
Credits: 10 per course Maximum credits: 10 per course
Prerequisites: Levels 2, 3, and 4 require successful completion of the previous level.
These courses introduce the student to the language through selected classical Latin readings from elementary to advanced levels. Emphasis is placed on the grammar and structure of Latin, English words derived from Latin, contributions of Roman culture to our civilization, and readings from various Latin authors.

ELECTIVES

ACADEMIC

ACADEMY

Academy is a year-long intervention class designed for identified at-risk students concurrently enrolled in at least one A-G course. Students selected will typically be those performing above the basic band of performance on standardized tests and having completed grade 8 or 9 with GPAs between 1.0 and 2.0. The class is designed to support students in the successful completion of A-G courses by teaching students requisite self-regulatory skills. The self-regulatory focus includes, but is not limited to the development of literacy, communication, collaboration and non-cognitive skills. A sufficient number of college tutors will be available in the Academy class to facilitate access to rigorous curriculum. The course provides students with strategic and ongoing progress monitoring and coaching due to low production and academic performance in the previous school year.

Academy Class (HC0501/2) UC/CSU: None
Year course open to grades 11-12
Credits: 10 Maximum credits: 10 per year (maximum 40)

Academy Class 09 (HC0301/2) UC/CSU: None
Year course open to grade 9
Credits: 10 Maximum credits: 10 per year (maximum 40)

Academy Class 10 (HC0311/2) UC/CSU: None
Year course open to grade 10
Credits: 10 Maximum credits: 10 per year (maximum 40)

ADVANCED PLACEMENT

AP Seminar (P) (HC0601/2)

UC/CSU: g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

In this yearlong course, students develop and strengthen analytic and inquiry skills, exploring relevant issues. Using an inquiry framework, students learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. Students question, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. **(Weighted class)**

AP Research (P) (HC621/2)

UC/CSU: g

Prerequisite: AP Seminar

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

AP Research allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest, documenting their process with a portfolio. Students further the skills developed in AP Seminar by learning how to understand research methodology, employ ethical research practices, and access, analyze, and synthesize information to build, present, and defend an argument. Students may choose to do one of the following:

- Dig deeper into a topic studied in an AP course.
- Work across academic areas with an interdisciplinary topic.

Study a new area of interest, perhaps one for further study at the college level. **(Weighted class)**

AVID

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The basis for instruction is a strong, relevant writing and reading curriculum with an additional focus on inquiry, organization and collaboration. A sufficient number of college tutors will be available in the AVID class to facilitate access to rigorous curriculum. AVID program implementation and student progress are monitored through AVID Data System and Illuminate, and results are analyzed to ensure success. Students who complete AVID can count the A-G course toward one year of the "G" subject requirement.

AVID 9 (P) (HC1091/2) (available - grade 9)

UC/CSU: g

Year course open to grade 9

Credits: 10 Maximum credits: 10

AVID 10 (P) (HC1101/2) (available - grade 10)

UC/CSU: g

Year course open to grade 10

Credits: 10 Maximum credits: 10

AVID 11/Junior Seminar (P) (HC1111/2) (available - grade 11)

UC/CSU: g

Year course open to grade 11

Credits: 10 Maximum credits: 10

AVID 12/Senior Seminar (P) (HC0121/2) (available - grade 12)

UC/CSU: g

Year course open to grade 12

Credits: 10 Maximum credits: 10

NJROTC

NJROTC - Naval Science in American History (P) (HC0701/2)

UC/CSU: g

Open to Grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course provides students with a sound appreciation of the heritage and traditions of the United States of America, specifically highlighting the significant role of Sea Power. Emphasis will be placed on historically significant naval battles, ships, and people, and how they shaped the outcomes of crucial eras in history, from the American Revolution to America's rise to World Power status. Precepts of citizenship, elements of leadership, and the value of scholarship in attaining life goals are embedded.

PEER TUTOR

Peer Tutor (HC0201/2)

UC/CSU: None

Semester course open to grades 11 and 12

Credits: 10 Maximum credits: 10

Students will assist teachers with academic instruction in a classroom environment when appropriate. Responsibilities include providing academic assistance to students who are struggling with the course material and working with small groups of students during guided practice or independent practice sessions.

Applied Arts

Child Understanding and Observation (HF1460)

UC/CSU: None

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

This course prepares students to understand children and their physical, mental, emotional, and social growth. The course is designed to teach responsible parenting, effective interaction with children and prepare students for careers in child development and education.

Life After High School 1 (HF2010)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course is designed to equip students with the essential skills for living. It will focus on managing personal, family, and work responsibilities. It will provide students with the opportunity to obtain life management skills and provide career development activities through instruction in the seven family and consumer studies content areas. These areas are child development, consumer education, family living and parenting education, fashion and apparel, foods and nutrition, housing and furnishings, and individual and family health. This course provides rigorous, standards-driven instruction, integrates the core academic and career-technical concepts, and contributes significantly to students' academic achievement.

Life After High School 2 (HF2020) Prerequisite: Life After High School 1

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course is designed to equip students with the essential skills for personal living after high school. It will focus on managing personal, family, and work responsibilities. It will provide students with the opportunity to obtain life management skills and provide career development activities through instruction in the family and consumer studies content areas. These areas are child development, consumer education, family living and parenting education, and housing and furnishings. This course provides rigorous, standards-driven instruction, integrates the core academic and career-technical concepts.

Preparation for Adult Living (HF1170)

UC/CSU: None

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum Credits: 5

This course provides students with skills, knowledge, and attitudes to understand goals and decision-making, value and function of families, management of conflicts and crises, changing roles and responsibilities,

communication skills, use of community resources, establishment and maintenance of relationships, and needs and contributions of exceptional family members.

Visual Arts

Visual Art curriculum is designed to provide a means of creative expression and communication for the unique aptitudes of the individual student. In all art courses the significance of artistic judgment and critique are explored and then applied to the development of individual student artwork. Selected students' artwork will be displayed at various district and countywide competitions and exhibits. To meet the University of California (UC), and the California State University (CSU) entrance requirements, students must earn 10 credits in the Visual or the Performing Arts in a course indicated below as a "P" or "AP". Our State Universities, California State Universities and Universities of California, require a certain number and sequence of courses called the A-G requirements. Students must pass these courses with a C or better, see page 20 for specific details on A-G requirements, in order for a student to be eligible to apply. The Advanced Placement (AP) Program is a cooperative educational endeavor which allows students to participate in college-level studies while they are still in secondary school. Courses without a "P" or "AP" do not meet California A-G requirements.

The Art of Animation (P) (HA1621/2)

UC/CSU: f

Year course open to grade 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Using classical, pencil-based techniques, and/or 3-D computer programs, students will identify and apply the basic principles of the mechanics of movement in the creation of personal artwork and animation including the production of human and animal life drawings. The history and background of the animation industry and art form will be explored and analyzed.

Art Appreciation and History (P) (HA1111/2)

UC/CSU: f

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Students learn to recognize, discuss, and analyze art from contemporary, historic, and prehistoric cultures. This course is designed to allow students to develop a basis for making judgments about art, form, content, technique, and purpose. Students are required to demonstrate their knowledge of the subject during oral critiques and writing assignments which require critical analysis.

Art Appreciation and History AP (P) (HA1121/2)

UC/CSU: f, g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Students survey the history of art from cave paintings to contemporary artwork. Focus is on the development of critical thinking skills, vocabulary, and writing skills, while exposing students to key works of art in a wide variety of cultures. Students analyze common characteristics of visual arts evident across time and among cultural groups to formulate analysis, evaluations, and interpretations of meaning. The course is designed to prepare students to take the Advanced Placement Examination. **(Weighted Class)**

Art Crafts 1A/1B (P) (HA1191/2)

UC/CSU: f*

Year course open to grades 9, 10, 11 and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students develop skills in a variety of media which may include clay, plastics, wood, fiber, fabric or metal. Students gain an understanding of the creative abilities of other cultures while developing objective criteria for analysis, interpretation, and evaluation of artwork through written and oral critique.

Art Crafts 2 (P) (HA1221/2) Prerequisite: Arts Crafts 1A/1B

UC/CSU: f*, g

Year course open to grades 9, 10, 11 and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students further refine and develop design and manipulative skills learned in Art Crafts I. Focus is on how to broaden and enhance insight into aesthetic response and creativity. During critiques, both oral and written, students make refined judgments of the creative process in their own artwork and that of others.

Art Crafts 3 (P) (HA1231/2) Prerequisite: Art Crafts 2

UC/CSU: f*, g

Year course open to grades 9, 10, 11 and 12; semester entry permitted
Credits: 5 or 10 Maximum credits: 10

Students further refine and develop design and manipulative skills learned in Art Crafts I and II. Focus is on how to broaden and enhance insight into aesthetic response and creativity. During critiques, both oral and written, students make refined judgments of the creative process in their own artwork and that of others.

Art Projects (P) (HA1131/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted
Credits: 5 or 10 Maximum credits: 30

Students work independently on individual projects under the direction of the instructor. This is a special class designed for advanced art students who are self-directed, imaginative, and have learned the necessary art skills to work independently. Emphasis is placed on making imaginative, refined, and increasingly subtle discriminations in the creative process. Students make refined judgments and enhance aesthetic response to their own work and that of others.

Ceramics 1 (P) (HA1841/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted
Credits: 5 or 10 Maximum credits: 10

Students are introduced to cultural, historical and contemporary techniques fundamental to the use of clay, glaze, and the kiln. Students plan, design, and create ceramic projects using these techniques. Emphasis is on hand-building. Students are given appropriate vocabulary and design fundamentals to help develop aesthetic perception and analytical abilities.

Ceramics 2 (P) (HA1851/2) Prerequisite: Ceramics 1

UC/CSU: f*, g

Year course open to grades 11 and 12; semester entry permitted
Credits: 5 or 10 Maximum credits: 10

Students receive continuing and enhanced experiences in ceramics including, advanced design, broader technical skill, a wider use of tools, materials and subject matter. This advanced course provides more emphasis on wheel throwing. As students are exposed to a wider range of artwork, evaluation techniques and aesthetic responses involving their own work are enriched. Exposure to ceramic works of other cultures continues.

Commercial Art 1 (P) (HA1311/2)

UC/CSU: f*

Year course open to grades 10, 11, and 12; semester entry permitted
Credits: 5 or 10 Maximum credits: 10

Students are introduced to commercial design concepts and are assigned individual and/or group projects. Students are made aware of the wide variety of careers available in commercial art and are introduced to software such as, Photoshop or Illustrator. Emphasis is on rendering for reproduction. Historic and contemporary design concepts and how they apply to commercial art techniques are introduced. Evaluation techniques, appropriate vocabulary and aesthetic perception are discussed and learned.

Commercial Art 2 (P) (HA1321/2) Prerequisite: Commercial Art 1

UC/CSU: f*, g

Year course open to grades 11 and 12; semester entry permitted
Credits: 5 or 10 Maximum credits: 10

Students create and design advanced artwork geared toward commercial/industrial uses in group and/or individual projects. Students use symbols and graphic images to express emotional impact. Emphasis is on rendering for reproduction. Evaluation techniques, appropriate vocabulary and aesthetic perception continue to be enhanced. Opportunities to enter district and county competitions are available.

Commercial Art 3 (P) (HA1331/2) Prerequisite: Commercial Art 2 UC/CSU: f*, g

Year course open to grade 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students create and design more refined work focusing on commercial/industrial uses in group and/or individual projects. Analysis, evaluation, appreciation skills will be emphasized. Opportunities to enter competitions are available. Students are expected to create a career specific portfolio.

Computer Graphics 1 (P) (HA1041/2) UC/CSU: f

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course emphasizes the computer in developing an understanding of the use of technology in visual communications. Specific topics include creating color and image, video imaging, three-dimensional imaging, layout design, computer animation, and presentation concepts. Vocabulary and evaluation are discussed.

Computer Graphics 2 (P) (HA1051/2) Prerequisite: Computer Graphics 1 UC/CSU: f, g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Students improve skills in the use of technology in visual communication. Computer animation, electronic imaging equipment, and interactive multimedia are components of the course. Skills in analysis, evaluation, and synthesis are emphasized.

Computer Graphics 3 (P) (HA1061/2) Prerequisite: Computer Graphics 2 UC/CSU: f, g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course provides students with advanced skills in the use of technology in visual communication. Students access the Internet for research in art images, apply the computer in advertising, computer animation, and build an individual portfolio. More refined skills in analysis, criticism, and appreciation are developed.

Digital Video/Film Production 1 (P) (HA1161/2) UC/CSU: f

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Students learn to appreciate film arts through creative video production. Students learn and use the specialized vocabulary of film and television to express themselves clearly and concisely in writing about film arts. Students develop ideas individually or in groups, composing outlines and proposals, scripts, and storyboards for their projects. Video projects based on student scripts in several genres or formats and live television shows in a variety of formats will be written and produced.

Digital Video/Film Production 2 (P) (HA1171/2) UC/CSU: f, g

Prerequisite: Digital Video/Film Production 1

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Using skills and knowledge acquired in Digital Video/Film Production I, students discover and develop their own unique style of creative expression through the art of film processes. Students continue to learn to appreciate film arts through creative video production. The framework of the course is an ongoing study of the art of filmmaking and the creative process that precedes any artistic, film product. Students learn and use the specialized vocabulary of film arts to express themselves clearly and concisely in writing scripts depicting various film genres, storyboards, and their initial proposals. Students write and produce live television shows in a variety of artistic formats, including shows that reflect contemporary and historical social concerns.

Digital Video/Film Production 3 (P) (HA1181/2) UC/CSU: f, g

Prerequisite: Digital Video/Film Production 2

Year course open to grades 9, 10, 11, and 12

Visual Arts

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Secondary Education
Department of 7-12 Instructional Services

Credits: 10 Maximum credits: 10

Using learning acquired in Digital Video/Film Production 1 and 2, students will discover and develop their own unique style of creative expression through the art of film processes. In this advanced course students will:

- Understand and experiment with various film genre
- Explore the visual drama provided by enhanced lighting, both live and digital
- Develop editing, script-writing, interviewing and other visual story-telling techniques
- Begin to acquire techniques in film management and process in order to produce and facilitate a community-based *Film Festival* comprised of student work from the class, and also the work of students from other schools

Exploratory Art A/B (P) (HA1091/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students are introduced to the fundamentals of drawing and design through an exploration of a variety of media. In the first half of this course, emphasis is on two-dimensional subjects and preparation for advanced work. Foundation skills needed to develop aesthetic judgment and gain an understanding of historical and cultural values of art are also introduced.

Film Studies and Appreciation (P) (HA1631/2)

UC/CSU: f

Year course open to grade 10, 11, and 12

Credits: 10 Maximum credits: 10

In this course students will view and analyze great films from the early classics to contemporary genres. With a deeper appreciation for the art of filmmaking and storytelling students will also write movie scripts and create short films using digital video equipment.

Jewelry 1 (P) (HA1861/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students, in an art workshop atmosphere, learn the fundamental techniques used in the design and creation of jewelry. Students are introduced to the historical and cultural aspects of jewelry. Evaluation techniques specific to the construction of jewelry are provided.

Jewelry 2 (P) (HA1871/2) Prerequisite: Jewelry 1

UC/CSU: f*, g

Year course open to grades 10, 11 and 12

Credits: 10 Maximum credits: 10

Using fundamentals of design learned in Jewelry I, student will refine their art jewelry design and fabrication. Students receive broader technical skills and use a wider variety of tools and materials. The historical and cultural aspects of the subject continue to be discussed. A finer sense of aesthetic judgment is encouraged and the original, creative use of materials is emphasized.

Painting and Drawing 1 (P) (HA1411/2)

UC/CSU: f*

Prerequisite: Exploratory Art A and B or permission of teacher

Year course open to grades 10, 11, and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students receive concentrated training in the fundamentals of drawing and painting to enhance observation and perception. Emphasis is on developing creative and expressive skills using different mediums. The historical and cultural aspects of the subjects are reviewed and tested. Skills needed to develop aesthetic judgment and evaluation are also introduced including critique and written assessment. Opportunities are available for students to enter off-campus exhibits/competitions.

Painting and Drawing 2 (P) (HA1421/2) Prerequisite: Painting and Drawing 1

UC/CSU: f*, g

Year course open to grades 10, 11, and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students receive continuing and advanced experiences in drawing and painting to enhance observation and perception using various painting and drawing mediums. Imaginative or alternative methods of creative thinking are encouraged. Historical and cultural aspects of the subject continue to be discussed and tested. Skills necessary to develop a refined aesthetic judgment are provided through critique both oral and written. Focus on Portfolio Development. Opportunities are available for students to enter off-campus exhibits/competitions.

Painting and Drawing 3 (P) (HA1431/2) Prerequisite: Painting and Drawing 2 UC/CSU: f*, g

Year course open to grades 11 and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students receive continuing advanced experiences in drawing and painting providing for sophisticated design, broader technical skills, and a wider use of tools, materials, and subject matter. Students refine aesthetic perception while increasing their efforts to think imaginatively. Focus is placed on Portfolio Development. Opportunities are available for students to enter off-campus exhibits/competitions. Effective analysis includes both oral and written critique.

Photography (P) (HA1031/2) UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 20

This course provides a variety of experiences ranging from basic photography skills to developing, designing, printing and enlarging, exposure, photojournalism, and various types of camera operation using digital and/or film. Historical and cultural aspects of the subject are discussed. Students develop skills that promote aesthetic judgment and critical analysis.

Photography 2 (P) (HA0121/2) Prerequisite: Photography 1 UC/CSU: f*, g

Year course open to grades 10, 11, and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

This course provides for the advanced study of photography as an art form. The course is designed to enhance the skills and knowledge acquired and practiced in Photography 1.

Major Goals:

- Develop skills and acquire knowledge in order to manipulate the techniques and processes of good photography and intentionally take advantage of the qualities and characteristics of this media to enhance individual expression
- Develop an appreciation of the importance of historical and contemporary photographic art forms by comparing the characteristics and processes of photography in various eras and cultures
- Develop the ability to compare ideas, themes or issues expressed in photography with events in history, ideas in humanities, and discoveries in science
- Develop critical thinking and writing skills, including analysis, synthesis and evaluation
- Identify connections between photography and other disciplines in curriculum
- Explore possible careers and cross-curricular applications

Photography 3 (P) (HA0131/2) Prerequisite: Photography 2 UC/CSU: f* g

Year course open to grades 11, and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Major Goals:

- Continue to develop skills and acquire knowledge in order to manipulate the techniques and processes of good photography and intentionally take advantage of the qualities and characteristics of this media to enhance individual expression
- Continue to develop an appreciation of the importance of historical and contemporary photographic art forms by comparing the characteristics and processes of photography in various eras and cultures
- Continue to develop the ability to compare ideas, themes or issues expressed in photography with events in history, ideas in humanities, and discoveries in science

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- Continue to develop critical thinking and writing skills, including analysis, synthesis and evaluation
- Identify connections between photography and other disciplines in curriculum
- Explore possible careers and cross-curricular applications

Sculpture 1 (P) (HA1511/2)

UC/CSU: f*

Year course open to grades 10, 11, and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students learn the fundamental design and construction techniques of three-dimensional art forms by working in a variety of sculptural mediums. A correlation among materials, techniques, and ideas is stressed. Knowledge of historical and cultural uses of sculpture is acquired. Students develop skills that promote aesthetic judgment and critical analysis.

Sculpture 2 (P) (HA1521/2) Prerequisite: Sculpture 1

UC/CSU: f*, g

Year course open to grades 11 and 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students are introduced to advanced design and construction techniques as they apply to three-dimensional art forms. Students are encouraged to concentrate on the maximum development of one or more sculptural mediums. Historical and cultural uses of sculpture continue to be discussed. Criteria from which to develop a base for making formal aesthetic judgment are provided.

Sculpture 3 (P) (HA1531/2) Prerequisite: Sculpture 2

UC/CSU: f*, g

Year course open to grade 12; semester entry permitted

Credits: 5 or 10 Maximum credits: 10

Students refine skills learned in Sculpture 1 and Sculpture 2. Students are encouraged to concentrate on the maximum development of one sculptural medium. Emphasis is placed upon sculptural forms for exhibit and competition. Refined discriminations are used in developing the art form. Individual creativity and imagination are emphasized. Students differentiate among a variety of historical and cultural contexts of sculpture, and use the skills of analysis, synthesis, and evaluation to critique artwork.

Studio Art Drawing (Art Portfolio) AP (P) (HA1271/2)

UC/CSU: f*, g

Prerequisite: Recommendation from visual art teacher

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 20

The AP Studio Art course is designed for the practical experience of art. AP studio art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The portfolio choices are design and drawing. Assignments are designed with the following goals for the student: participate in a creative and systematic investigation of formal and conceptual issues, understand art as an ongoing process that involves the student in informed and critical decision making, develop technical skills, familiarize student with the functions of the visual elements, and become independent thinkers who will contribute inventively and critically to their culture through the making of art. Students must submit a portfolio to the College Board for evaluation and college credit. **(Weighted Class)**

Studio Art 2D (Art Portfolio) AP (P) (HA1081/2)

UC/CSU: f*, g

Prerequisite: Recommendation from visual art teacher

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 20

The AP Studio Art course is designed for the practical experience of art. AP studio art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The portfolio choices are 2-D design. Assignments are designed with the following goals for the student: participate in a creative and systematic investigation of formal and conceptual issues, understand art as an ongoing process that involves the student in informed and critical decision making, develop technical skills, familiarize student with the functions of the visual elements, and become independent thinkers who will contribute inventively and critically to their

culture through the making of art. Students must submit a portfolio to the College Board for evaluation and college credit. **(Weighted Class)**

Studio Art 3D (Art Portfolio) AP (P) (HA1291/2)

UC/CSU: f, g

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 20

The AP Studio Art course is designed for the practical experience of art. AP studio art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The portfolio choices are 3-D design, and drawing. Assignments are designed with the following goals for the student: participate in a creative and systematic investigation of formal and conceptual issues, understand art as an ongoing process that involves the student in informed and critical decision making, develop technical skills, familiarize student with the functions of the visual elements, and become independent thinkers who will contribute inventively and critically to their culture through the making of art. Students must submit a portfolio to the College Board for evaluation and college credit. **(Weighted Class)**

Music

The goals of music education are to develop sensitivity to the expressive qualities of music, the skills and discrimination necessary for the performance, creation and appreciation of music, and a positive self-image through successful experiences in music. All groups have the opportunity to perform at various school and community functions. The total number of credits a student may earn in any combination of music courses may not exceed 40 credits unless prior approval is given by the school principal. To meet the University of California (UC) and the California State University (CSU) entrance requirements, students must earn 10 credits in the Visual or the Performing Arts. Our State Universities, Cal State Universities and Universities of California, require a certain number and sequence of courses called the A-G requirements. Students must pass these courses with a C or better, see page 20 for specific details on A-G requirements, in order for a student to be eligible to apply. The Advanced Placement (AP) Program is a cooperative educational endeavor which allows students to participate in college-level studies while they are still in secondary school. Courses without a “P” or “AP” do not meet California A-G requirements.

Music Theory (P) (HU0301/2)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course is designed for the student who wishes to gain an understanding of music and how it is composed. The course includes: composition, harmonization, counterpoint, and development of aural and notation skills, including sight-singing and dictation. Focus is on the development of critical thinking skills, vocabulary, musical analysis, and composition.

Music Theory AP (P) (HU0351/2)

UC/CSU: f, g

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course is designed for the student who wishes to gain an in-depth understanding of the way music is composed. Specific areas addressed are: composition, harmonization, counterpoint, and development of aural and notation skills, including sight-singing, melodic and rhythmic dictation. The student is given opportunities to compose and perform original music in class. Attention is given to pertinent historical information. Prominent composers are discussed. **(Weighted Class)**

The World of Music (P) (HU0401/2)

UC/CSU: None

Year course open to grades 9, 10, 11 and 12

Credits: 10 Maximum credits: 20

This course is designed to show the use and value of music in peoples’ lives. Students will view music in a social context and learn how music affects their culture and other cultures around the world. Students will learn to

understand musical communication, to improve musical critiques and recognize music in its written form as well as its aural form.

Choral Program

Treble Choir (P) (HU1101/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This choir studies and sings intermediate and advanced choral music. Emphasis is placed on proper vocal production, sight-singing, music theory, and choral style. This group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Varsity Choir (P) (HU1151/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

Students study and sing beginning and intermediate choral music. Emphasis is placed on listening, independent singing, proper vocal production, and fundamentals of music. Students performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

A Cappella Choir (P) (HU1201/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This mixed choir studies and sings beginning and intermediate choral literature. Students learn vocal production, basic musicianship, and sight-singing. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Concert Choir (P) (HU1251/2)

UC/CSU: f*, g

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This college preparatory course is for experienced choral students in a mixed group. Emphasis is placed on correct vocal production, advanced part-singing, music theory, sight-singing, and the study of various styles and period of music. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Vocal Ensemble (P) (HU1301/2)

UC/CSU: f*

Admittance by audition and/or instructor approval only

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This college preparatory course is for a small select group of experienced choral students. Emphasis is placed on correct vocal production, advanced part-singing, music theory, sight-singing, and the study of various styles and periods of music. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Instrumental Program

Beginning Guitar (P) (HU2101/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 10

This course is an introductory course in playing classical and contemporary guitar. Students learn simple rhythms, melodies, chords, and strums.

Hand Bell Choir and Hand Chimes Choir (P) (HU1351/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This course provides instruction in hand bell techniques. Students learn the basics of music theory, how to read music, care of bells, proper stroke, and various bell effects. This group performs at school programs, concerts, special music activities, and festivals. Performance participation is required.

PIANO

Beginning Piano (P) (HU2401/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits:-10 Maximum credits: 20

This introductory course is designed for students who have had little or no formal training playing the piano. Emphasis is placed on correct piano playing technique, basic music theory and various performances and playing styles. The students will study piano literature that represents several musical periods, composers, and countries. There may be opportunities throughout the year for the students to perform for the public.

Intermediate Piano (P) (HU2411/2)

UC/CSU: f*, g

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 20

This course is intended for students wishing to pursue a more intense interest in piano performance. Sight reading, playing technique, music theory and technical skills are improved through performance and the use of technology. Students are responsible for practice of more advanced literature beyond the school day. Critical thinking, listening, playing and writing skills are enhanced by attendance and adjudication of piano concerts or recitals. In-depth research of composers, within the historical and cultural context of their styles of music and performance of the music are important aspects of this course. Students choose and prepare four (4) piano pieces representing four major musical time periods. One of the four will be performed at a recital each quarter. In addition, students will prepare oral presentations utilizing technology. Written and oral critiques of individual performance and that of fellow students is emphasized. Concepts of music and piano as they relate to other curricular areas are taught. Careers in piano performance and its related fields are discussed.

Advanced Piano (P) (HU2421/2)

UC/CSU: f*, g

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 20

This course is designed for students who have mastered the skills of intermediate piano and wish to refine their musical growth. Emphasis is placed on advanced piano literature and precise piano technique which accurately reflects the styles of the Baroque, Classical, Romantic and Twentieth Century composers. Compositional techniques and advanced music theory will be analyzed. The students will perform with expression and technical accuracy a varied repertoire of piano literature. Performance participation and written research reports are required. In-depth research of composers within the historical and cultural context of their styles of music and performance of the music are important aspects of this course. Students choose and prepare four (4) piano pieces representing four major musical time periods. One of the four will be performed at a recital each quarter. In addition, students will prepare oral presentations utilizing technology. Career in piano performance and its related fields are discussed. Concepts of music and piano as they relate to other curricular areas are taught.

STRINGS

Beginning Strings (P) (HU2151/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 20

This course is designed for the string student who wishes to achieve musical growth with a focus on the ensemble

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performance. Emphasis is placed on tone production, bow technique, intonation, blend and balance, and music theory. Appropriate orchestral literature is performed. This ensemble will have the opportunity to perform at school programs, community concerts, and festivals. Performance participation is required.

Intermediate Strings (P) (HU2161/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This course builds on the skills and knowledge built in the beginning strings class and is appropriate for the less experienced string student who wishes to continue musical growth with a focus on ensemble performance. The student continues to build principles of musicianship through appropriate literature, harmonic and rhythmic fundamentals, and ensemble skills. This ensemble performs at music festivals, school and community concerts, and other approved performances. Performance participation is required.

Chamber Strings (P) (HU2171/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This course is for a small select group of advanced string players. Emphasis is placed on music reading, music theory, ensemble skills, and the study of various styles and periods of music. This ensemble performs at music festivals, school and community concerts, and other approved performances. Admittance by audition and/or instructor approval only. Performance participation is required.

String Orchestra (P) (HU2201/2)

UC/CSU: f*, g

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This college preparatory course is for advanced string students. Emphasis is placed on music reading, music theory, ensemble skills, and the study of various styles and periods of music. Concepts of shifting and vibrato are utilized. This ensemble performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

BAND

Beginning Band (P) (HU2501/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 20

This is an introductory course in how to play a wind or percussion instrument for students with little or no musical experience. Emphasis is placed on music reading, music theory, ensemble skills, and the study of various styles and periods of music. Correct playing position, characteristic tone quality, and basic pitch and rhythmic reading are stressed. This ensemble will have the opportunity to perform at school programs, community concerts, and festivals. Performance participation is required.

Concert Band (P) (HU2551/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This college prep course is designed for the less experienced band student who wishes to continue musical growth with a focus on ensemble performance. The student continues to build principles of musicianship through appropriate literature, harmonic and rhythmic fundamentals, and ensemble skills. This ensemble performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Jazz Ensemble/Commercial Music (P) (HU2651/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This college preparatory course is for experienced instrumental students. Emphasis is placed on music reading, music theory, ensemble skills, jazz styles, improvisational techniques, literature, and the contemporary commercial music idiom. Students perform at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Symphonic/Marching Band (P) (HU2601/2)

UC/CSU: f*, g

Admittance by audition and/or instructor approval only

Year course open to grades 9, 10, 11, and 12; semester entry permitted

Credits: 10 Maximum credits: 40

This college preparatory course is for experienced instrumental students. Emphasis is placed on music reading, music theory, ensemble skills, marching band fundamentals, and appropriate literature. Various styles and periods of music are presented. The historical significance of the American band movement is addressed. Students perform at district music festivals, school and community concerts, and other approved performances. Performance participation is required. Through four years of enrollment in first semester, students can satisfy their PE requirement, but must take an additional course for “f” or “g” requirement.

NON-DEPARTMENTAL

Beginning Dance Choreography and Production (P) (HN1051/2)

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 40

This course emphasizes fundamental techniques required for performance groups: basic dance techniques and movement, various styles and forms (ballet, jazz, modern dance, and musical theater), and movement patterns incorporating basic marking maneuvers. This course also provides an opportunity for students to perform before an audience. Performance participation may be required.

Intermediate Dance Choreography and Production (HN1041/2)

UC/CSU: f*, g

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 40

This course builds on the skills and knowledge built in Beginning Dance Choreography and Production and is appropriate for the less experienced dance student who wishes to continue artistic growth in dance. The student continues to build on basic dance techniques and movement while developing artistic expression. Performance participation may be required.

Advanced Dance Choreography and Production (HN1061/2)

UC/CSU: f*, g

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 40

Opportunities are provided for dance students to develop self-expression, self-realization, to attain recognition, and to develop desirable concepts and attitudes through aesthetic activities association with dance in regard to music, theater, design, and art. The course provides an opportunity for students to perform before an audience. Performance participation may be required.

Campus Service - Office (HN0100)

UC/CSU: None

Semester course open to selected students in grades 10, 11, and 12

Credits: 5 **Maximum credits: Refer to underlined statement below

Students receive training in such basic office skills as filing, typing, answering the telephone, office procedures, and attendance accounting. Specific duties vary according to the office to which the student is assigned, such as principal’s office, health office, attendance office, guidance office, or bookstore.

Campus Service - Teacher Assistant (HN0200)

UC/CSU: None

Semester course open to selected students in grades 10, 11, and 12

injury, deafness, emotional disturbance, or multiple disability. A student's disability can be considered mild/moderate or moderate/severe. After a multidisciplinary assessment, an Individualized Education Program (IEP) Team determines if a student is eligible for services in the least restrictive environment. These settings include:

RESOURCE SPECIALIST PROGRAM (RSP):

This program is designed to supplement the regular program to meet the needs of eligible students who require instructional support through special education. The student typically attends general education classes for the majority of the instructional day.

SPECIAL DAY CLASSES (SDC: MM, MS, ED):

These programs are provided for students who typically require greater support throughout their instructional day in special education. This placement occurs only after an IEP team has determined that the student's needs are such that educational benefit cannot be achieved in general classes (with the use of supplementary aids and services) or with Resource Specialist Program (RSP) support. Types of Special Day Classes offered in the district include those for students with mild to moderate (MM), moderate to severe (MS) disabilities, and emotional disturbance (ED).

SPECIAL CENTERS:

Special centers are available for students whose educational/social/medical needs cannot be met on general campus sites.

ADULT TRANSITION PROGRAM (ATP):

The Adult Transition Program is located at Jordan ATP and Special Education Center (SEC). This program prepares young adults from ages 18-22 for productive community and life skills experiences.

The entire provision for special education services is documented in the Individualized Education Program (IEP).

DESIGNATED INSTRUCTION AND SERVICES (DIS):

Specialized services are provided to any student in general or special education classes when an IEP team determines this educational need and are available to qualified students.

Some of the DIS services available are:

Adapted Physical Education	Home/Hospital Instruction
Audiological Services	Orientation and Mobility Instruction
Occupational Therapy	Psychological Services
Counseling	Speech and Language Services
Health and Nursing Services	Vision Services
Physical Therapy	Educationally Related Mental Health Services

COURSE OF STUDY:

Students receiving special education services may take a combination of general education course offerings and special education courses to meet the credits required for graduation. All special education courses are based on the state standards and are designed to meet the individual needs of students through specialized academic instruction. No classes designated as "SE" meet university entrance requirements. Special education students wishing to be A-G eligible (on track to apply for admission to a CSU or UC campus) should enroll in general education or inclusion classes with the resource center class.

In order to be enrolled in a special education class, a student must be identified as an individual with exceptional needs and have a current IEP. The following courses meet the corresponding requirements that are necessary for graduation:

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ENGLISH/LANGUAGE ARTS - Placement in English Intervention Program will be reflected in I.E.P.

English Fundamentals SE (HY0621/2)

UC/CSU: None

Year course
Credits: 10 Maximum credits: 20
Meets English requirement

English A SE *1, *2 (HY0721/2), (HY0731/2)

UC/CSU: None

Year course
Credits: 10 Maximum credits: 20
Meets English requirement

English B SE *1, *2 (HY0821/2), (HY0841/2)

UC/CSU: None

Year course
Credits: 10 Maximum credits: 20
Meets English requirement

English C SE *1, *2 (HY00921/2), (HY0951/2)

UC/CSU: None

Year course
Credits: 10 Maximum credits: 20
Meets English requirement

ELECTIVES

Health Education/State Requirement SE (HY6700)

UC/CSU: None

Semester course required in grade 10
Credits: 2 1/2 Maximum credits: 2.5
Meets Health Education requirement Elective

Resource Center SE

Resource Center is an elective support class designed to accompany RSP or MM Students enrolled in General Education A-G courses. The class supports students in the successful completion of rigorous A-G courses by teaching students the self-regulatory skills necessary to navigate general education courses successfully in order to enhance opportunities in selecting post-secondary educational options. The course also provides students with appropriate monitoring and support per each student's IEP.

Students will participate two days a week in activities that support their success in the general education setting (note taking strategies, interacting with text, time management, collaborative group work), two days a week in tutorials, and one day a week on goal setting, skill streaming, and *Possible Selves* curriculum.

Resource Center 09 SE (HY8201)

UC/CSU: None

Year course open to grade 9
Credits: 10 Maximum credits: 10

Resource Center 10 SE (HY8201)

UC/CSU: None

Year course open to grade 10
Credits: 10 Maximum credits: 10

Resource Center 11 SE (HY8201)

UC/CSU: None

Year course open to grade 11
Credits: 10 Maximum credits: 10

Resource Center 12 SE (HY8201)

Year course open to grade 12

Credits: 10 Maximum credits: 10

UC/CSU: None

Visually Impaired Resource Room SE (HY8301/2)

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 40

Elective

UC/CSU: None

Workability (HY7621/2)

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 40

This elective course provides students the opportunity to earn credits while participating in the WorkAbility program. The WAI program provides comprehensive pre-employment skills training, employment placement and for high school students in special education who are making the transition from school to work, independent living and post-secondary education or training. The WAI program offers special education students the opportunity to complete their secondary education while also obtaining marketable skills to the benefit of future employers. Students must be 16 y/o or older with a valid social security card for potential job placement.

UC/CSU: None

HISTORY/SOCIAL SCIENCE

Civics SE (HY3400)

Semester course open to grade 12

Credits: 5 Maximum credits: 5

Permission needed to enter before grade 12

Meets Civic requirement

UC/CSU: None

Economics SE (HY3500)

Semester course open to grade 12

Credits: 5 Maximum credits: 5

Meets Economics requirement

UC/CSU: None

United States History SE (HY3201/2)

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

Meets United States History requirement

UC/CSU: None

World History SE (HY3101/2)

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Meets World History requirement

UC/CSU: None

MATHEMATICS

Pre-Algebra SE (HY2101/2)

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Meets Mathematics requirement

UC/CSU: None

Algebra 1A SE (HY2301/2)

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Meets Mathematics requirement

UC/CSU: None

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Algebra 1B SE (HY2401/2)

Year course open to grades 9, 10, 11, and 12
Credits: 10 Maximum credits: 10
Meets Mathematics requirement

UC/CSU: **None**

Geometry SE (HY2501/2)

Year course open to grades 9, 10, 11, and 12
Credits: 10 Maximum credits: 10
Meets Mathematics requirement

UC/CSU: **None**

PHYSICAL EDUCATION

Adapted Physical Education SE (HY8101/2)

Semester course open to grades 9, 10, 11, and 12
Credits: 5 Maximum credits: 40
Meets Physical Education requirement

UC/CSU: **None**

SCIENCE

Physical Science SE (HY4201/2)

Year course open to grades 9, 10, 11, and 12
Credits: 10 Maximum credits: 10
Meets science requirement

UC/CSU: **None**

Biology SE (HY4101/2)

Year course open to grades 9, 10, 11 and 12
Credits: 10 Maximum credits: 10

UC/CSU: **None**

NON-DIPLOMA COURSES

Community-Based Instruction SE (HY7821/2)

Semester course open to grades 9, 10, 11, and 12
Credits: 5 Maximum credits: None

UC/CSU: **None**

Functional Language Arts SE (HY9121/2)

Semester course open to grades 9, 10, 11, and 12
Credits: 5 Maximum credits: None

UC/CSU: **None**

Functional Math SE (HY9221/2)

Semester course open to grades 9, 10, 11, and 12
Credits: 5 Maximum credits: None

UC/CSU: **None**

Functional Social Science SE (HY9321/2)

Semester course open to grades 9, 10, 11, and 12
Credits: 5 Maximum credits: None

UC/CSU: **None**

Functional Science SE (HY9421/2)

Semester course open to grades 9, 10, 11, and 12
Credits: 5 Maximum credits: None

UC/CSU: **None**

Functional Health Education SE (HY9521/2)

Semester course open to grades 9, 10, 11, and 12
Credits: 5 Maximum credits: None

UC/CSU: **None**

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Secondary Education
Department of 7-12 Instructional Services

Special Education

Functional Life Skills Education SE (HY9621/2)

Semester course open to grades 9, 10, 11, and 12
Credits: 5 Maximum credits: None

UC/CSU: None

Career/Vocational Education SE (HY7721/2)

Semester course open to grades 9, 10, 11, and 12
Credits: 5 Maximum credits: None

UC/CSU: None

CAREER PATHWAY ELECTIVES

The following CTE elective courses meet the 10 credit graduation requirement of Fine Arts/Applied Arts. Career and Technical Education (CTE) pathway courses prepare students for post-secondary college and careers in various industry sectors in the State of California. Students who complete at least 20 credits in a sequenced sector pathway that includes concentrated and capstone level courses receive a CTE Pathway Completion Certificate.

ARTS, MEDIA, AND ENTERTAINMENT

- Design, Visual & Media Arts Pathway

BUSINESS AND FINANCE

- Business Management Pathway

EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES

- Child Development Pathway
- Education Pathway

ENGINEERING

- Engineering Design Pathway

FASHION AND INTERIOR DESIGN

HEALTH SCIENCE AND MEDICAL TECHNOLOGY

- Biotechnology
- Patient Care Pathway

HOSPITALITY, TOURISM, AND RECREATION

- Food Service Hospitality Pathway

INFORMATION AND COMMUNICATIONS TECHNOLOGIES

- Information Support & Services Pathway
- Software and Systems Development

PUBLIC SERVICES

- Public Services Pathway

TRANSPORTATION

- Systems Diagnostics, Service, & Repair Pathway

Career and Technical Education Pathways include courses with:

- UC a-g approval
- Articulated college-credit
- Industry certification
- Internships and work-based learning

(P) Indicates a college preparatory course as defined by the UC/CSU system.

*These courses meet the UC/CSU “F” subject requirement only when BOTH semesters are completed consecutively.

◆ **Articulated Course:** The district has an articulation agreement with select community colleges whereby a student may earn college credits for certain comparable courses taken while in high school, when all articulation requirements and documentation have been submitted.

INT Indicates an internship class that includes work-based learning, community classroom, and/or on-the-job training component.

Exploratory CTE (P) (HR2311/2)

UC/CSU: none

Year course open to grades 9-12 at Hare High School

Credits: 10 Maximum credits: 40

This course provides both academic and personal support in setting and reaching post-secondary goals and preparing for success in college and careers.

ARTS, MEDIA, AND ENTERTAINMENT

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work is largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of twenty-first-century skill assets, such as flexibility, problem-solving abilities, and interpersonal skills.

Design, Visual, & Media Arts Pathway

The Design, Visual, and Media Arts pathway prepares students for college majors and careers using visual art, digital media, and web-based tools as the primary means of communication and creative expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions, such as commercial artists, web designers, animators, and art directors.

Concentrator Level

Digital Media Honors (P) HT1741/2) or (HR1841/2)

UC/CSU: f

Prerequisite: None

Year course open to grades 9-12

Credits: 10 Maximum credits: 10

This course will prepare students to participate in the pre-production, production, and post-production processes of digital media. The course focuses on exploration of emerging platforms for distribution and expression of digital media technologies. Students will acquire skills to create original work, complete in-school projects, and collaborate with peer experts and industry partners at the professional level. They will research, develop, and produce project plans to promote original media productions, and an online presence that will be marketed and distributed to the school, community, and festivals.

The Art of Animation 1 (P) (HT1651/2) or (HR1501/2) ♦

UC/CSU: f*

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will create animated cartoons using traditional animation techniques and animation software. Students will identify and apply the basic principles of the mechanics of movement in the creation of personal artwork and animation including the production of human and animal life drawings. The history and background of the animation industry and art form will be explored and analyzed. Students will develop cartooning and art skills, learn character and story development, and the basics of 3D computer software.

The Art of Digital Photography (P) (HT1951/2) or (HR1391/2) ♦ UC/CSU: f*

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course provides an introduction to the art and appreciation of digital photography. Students will explore the basic elements of composition and the principles of design including light, movement, and color theory. Combining training in camera operation and image editing with artistic theory, students will learn to visually communicate their ideas and creativity.

Digital Film and Web Design (P) (HT1711/2) UC/CSU: f*

Prerequisite: Previous computer class recommended

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

In this course, students will use digital media to express themselves visually and creatively. Students will use camcorders, digital cameras, video/photo editing and web design software to create websites, print media, and short movies.

The Art of Graphic Design 1 (P) (HT1661/2) or (HR1301/2) ♦ UC/CSU: f*

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This is an introductory course in graphic design. Students study the history and aesthetics of art and graphic design while developing their perceptual and creative skills.

Career Focus: Arts, Media & Entertainment (HR6531/2) (Hare only) UC/CSU: None

Year course open to grade 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course is an exploration of the various careers in the fields of art and media. Students will learn the requirements and opportunities for post-secondary education and develop a personal career/life plan.

Graphics and Design 1 (HR1341/2) UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course provides an introduction to the key concepts of graphics and design, including color theory, typography, layout and composition. Using the elements of design, students will create digital illustrations and apply them to solving commercial design problems.

Capstone Level

The Art of Animation 2 (P) (HT1511/2) or (HR1511/2) ♦ UC/CSU: f*,g

Prerequisite: Art of Animation 1

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will broaden and refine the skills and techniques learned in The Art of Animation I, and add advanced computer animation, production and performance skills.

The Art of Animation 3 (P) (HT1621/2) or (HR1521/2) UC/CSU: f*,g

Prerequisite: Art of Animation 2 or Instructor Approval

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

This is the project-based capstone course in the animation sequence. Students will explore areas of specialization while continuing to refine and expand their animation skills.

The Art of Digital Photography 2 (P) (HT1961/2) or (HR1591/2)

UC/CSU: f*, g

Prerequisite: Art of Digital Photo 1

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will refine and enhance their digital composition, camera, editing, and production skills and develop and apply their understanding of advanced concepts whereby digital photography is used as a medium of both artistic and commercial expression. Students will explore their interests in photography; learn career opportunities, historical perspectives and commercial applications. Students will complete a portfolio of photographic work, demonstrate presentation skills, and achieve a photographer's ability to see the world in a creative, meaningful way.

The Art of Graphic Design 2 (P) (HT1671/2) or (HR1311/2)

UC/CSU: f*, g

Prerequisite: Art of Graphic Design 1

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Building on the skills learned in The Art of Graphic Design 1, students will develop 2D and 3D visual communications of increasing sophistication and complexity. They will explore the relationship of graphic imagery to the cultural, political and psychological dynamics of information exchange. Emphasis will be placed on written reflections, critiques and the development of high-quality graphic art images.

Graphics and Design 2 (HR1411/2)

UC/CSU: None

Prerequisites: Graphic Design I

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course builds on the competencies completed in Graphic Design I. Content area skills include advanced drawing, developing a personal style, industrial and package design, designing with advanced typesetting skills and working with clients.

Graphic Arts 3 (HR1691/2) (Rancho only)

UC/CSU: None

Prerequisites: The Art of Graphic Design 2

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

Graphic Arts 3 provides students with advanced knowledge and techniques in digital graphic design. Emphasis is made on portfolio development and professional applications, including web design, dynamic Internet publishing, layout and design manipulation of visual and textual content.

Digital Film 2 (P) (HT1731/2)

UC/CSU: g

Prerequisites: Previous video editing experience recommended

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Building on the knowledge and skills acquired in previous graphics and web design classes, students will delve deeper into the art and technique of filmmaking and cinematography. They will use and explore a variety of camera, lighting, audio, and studio equipment to produce a variety of film and video projects, including productions for the school community.

Multimedia Design Honors, Advanced (P) HT1851/2) or (HR1851/2)

UC/CSU: f

Prerequisite: Digital Media Honors, Art of Graphic Design, or Art of Digital Photo

Year course open to grades 10-12

Credits: 10 Maximum credits: 10

This course will offer students advanced concepts and develop additional techniques in the pre-production, production, and post-production processes of digital media. Students will develop, enhance, and apply their skills

in art, design and communication theory, processes and tools, applications and occupational opportunities in multimedia design. Design elements and principles will be applied to projects ranging from print media publications, digital presentations, and website design incorporated with text, graphics, sound, animations and video.

Web Design 2 (P) (HT1721/2)

UC/CSU: g

Prerequisites: Previous computer graphics/web design experience

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Building on the knowledge and skills acquired in previous graphics and web design classes, students will develop deeper into the advanced principles of communicating visually and creatively through print media, photography, motion graphics, and web design. Students will also have an opportunity to work on projects for the school community.

Yearbook/Digital Media Communications (P) HT1821/2) or (HR1821/2)

UC/CSU: f

Prerequisite: Digital Media Honors, Art of Graphic Design, or Art of Digital Photo

Year course open to grades 10-12

Credits: 10 Maximum credits: 10

This is an entrepreneurial course for students interested in Digital Media Arts careers. In this course, students will design and submit for publication, the high school yearbook. They will collaborate with other DMA classes and their peers, they will work with school administrators and teachers, and they will be mentored by professionals in the industry. Through this course, students will not only apply the principles of design to their work, but they will also practice and cultivate 21st Century Skills, including innovative problem solving and creative thinking.

Professional Arts, Media and Entertainment Internship (HR1771/2) INT

UC/CSU: None

Prerequisite: At least 10 credits with a “C” or better in Digital Media Arts pathway coursework

Summer School course open to students completing grade 11/entering grade 12

Credits: 10 Maximum credits: 10

The Professional Arts Media Entertainment Internship course provides Digital Media Arts pathway students with the opportunity to apply foundational knowledge and skills in a work-based learning environment. The course begins with classroom instruction that includes career exploration and guidance, workplace readiness, and 21st Century Skills such as communication, critical thinking, collaboration, creativity, and problem solving. On-site, supervised industry experience in the community is followed by a culminating classroom activity and final project involving reflection and portfolio development.

BUSINESS AND FINANCE

Persons trained in such fields as accounting, banking, and finance will find that their skills are highly marketable. Students master basic accounting principles and procedures before proceeding to the career path specializations. The specializations emphasize concepts of accounting and finance, including computer applications, taxes, investments, and asset management. Because almost every business organization has an accounting component, students with knowledge of accounting will find that opportunities exist in many other career paths in addition to those in finance and business. For related courses, see “Marketing, Sales, and Service.”

Business Management

Management consists of strategic planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management courses, students learn business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management,

information technology, and supply chain management. Complementary courses in understanding self-employment, marketing, and running a business include Entrepreneurship classes in the Marketing, Sales, and Service sector.

Business Algebra 1 (P) (HB1211/2)

UC/CSU: c

Year-long course open to grade 9, 10, 11, 12

Credits: 10 Maximum Credits: 10

This course meets Algebra 1 standards, integrating Algebra concepts with Business applications. What does Algebra have to do with business? Business Algebra answers this question as students learn the role that algebraic concepts such as linear equations, inequalities, and quadratic functions play in the work world of business financial management. Business Algebra I can be part of a Business and Finance pathway in a sequence of business, finance, economics, and accounting courses.j

Business Algebra 2 (P) (HB1221/2)

UC/CSU: c

Year-long course open to grade 9, 10, 11, 12

Credits: 10 Maximum Credits: 10

This course meets Algebra 2 standards. While learning advanced mathematical concepts and developing problem-solving skills in linear functions, quadratic equations, exponents and polynomials, and rational expressions, students enrolled in Business Algebra 2 analyze and apply business concepts such as revenue, cost, and profit maximization. This course can be part of a Business and Finance pathway in a sequence of business, finance, economics, and accounting courses.

Concentrator Level

Accounting Using Algebraic Concepts (HB1191/2)

UC/CSU: None

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

This course introduces students to accounting and fundamental business procedures, interpretation of financial reports and use of various business forms. The procedures presented will serve as a sound background for employment in an office, as a small business owner, and as preparation for college.

Advanced Word Processing (HB1010)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course will focus on the formatting of files and templates. Other topics include desktop publishing, resumes, job applications and formatting college research papers.

Business, Introduction to (HB1370)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course is an introduction to the essentials of business. Students will explore the career options, marketing, production, and management concepts of small, medium, and large business structures.

Business Concepts (HB1141/2)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will understand US economic environment, the impact on domestic international business management and issues of consumerism. Students will be exposed to many dimensions of business and consumerism with a focus on: technological applications, organization and structure, legal aspects, marketing, financial management, risk management, and career planning.

Career Focus: Business (HR6520)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course is an exploration of the various careers in the fields of business and service, including business administration, sales, marketing and hospitality. Students will learn the requirements and opportunities for post-secondary education and develop a personal career/life plan.

Computer Applications 1 (HB1970)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course will develop the basic computer literacy skills that include word processing, data base, spreadsheet, Internet/email, desktop publishing, and presentations. Word processing, spreadsheets, and database concepts will be emphasized.

Computer Applications 2 (HB1980)

UC/CSU: None

Prerequisite: Computer Applications 1

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course continues to develop computer competencies which include word processing, data base, spreadsheet, Internet/email, desktop publishing, and presentation skills. There is an emphasis on advanced concepts and program integration.

Computer Applications Specialist 1 (HR5181/2) ♦

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This competency-based course is the first of two that prepare students for entry-level jobs that require specialized skills, knowledge and attitudes associated with operating a personal computer. Using integrated computer programs and related office procedures, this course gives students competencies in word processing and electronic spreadsheet, preparing them for office positions such as, but not limited to: Word Processor, Data-Entry Operator, and Secretary and Administrative Assistant.

Computer Essentials 1 (HB2010)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course emphasizes touch typing review, Microsoft Word basic application skills, Business Document formatting, and Basic Slide presentation with PowerPoint. This course will teach the students the skills needed to work in other high school classes and outside of high school in a work based environment.

Computer Essentials 2 (HB2020) Prerequisite: Computer Essentials 1

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

Computer Essentials 2 emphasizes the use of Spreadsheet Software, Desktop Publishing with Word and Publisher, Advanced Presentation Software, Database Software, and Office Integrated Projects and Activities. This course is intended to be an advanced computer summary course.

E-Commerce (HR6251/2)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course provides instruction in the fundamental principles of E-commerce systems/technology as it relates to business and marketing. Students will study product, buyer behavior and customer service issues, develop marketing, merchant services and promotional strategies, and create an E-commerce website.

Entrepreneurship and Business Innovation (P) (HB6331/2) or (HR6331/2) UC/CSU: g

Prerequisite: Intro to Sales and Marketing

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course combines the study of business and economic theories with practical applications from various perspectives within the business world. The history and study of financial markets and institutions are highlighted as financial issues facing citizens and government policy-makers in the United States and abroad are reflected in accessibility and equity. An in-depth study of the economy of the 21st century and aspects of marketing are examined as students think like entrepreneurs and take risks, be open to learning and be empowered to take control of their futures. Global competition, cost/benefit analysis, venture capital and ethics are highlighted throughout the year. Students will analyze marketplace needs that relate to changing technologies and economies, develop, design, and implement product prototypes, and write business plans in collaborative groups. Students will receive hands on experience designing physical product prototypes with industry-standard 3D modeling software and 3D printers.

Fundamentals of Business (P) (HB7421/2) or (HR6421/2) UC/CSU: g

Prerequisite: None

Year course open to grades 9-12

Credits: 10 Maximum credits: 10

Fundamentals of Business is a year-long course that introduces students to the basic fundamentals of business through projects, case studies, and a variety of authentic activities. Students learn about various careers and tasks involved in the daily operation of a business. Areas of focus include accounting, business communication, business ethics, economics, entrepreneurship, finance, human resources, information technology, international business, management, and marketing.

Global Marketing (HB1450) ♦ UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 10

Global Marketing provides an overview of the culture of the culture of international marketing with a global perspective on international trade. Students will learn global marketing fundamentals as they apply to North, Central, and South America, Europe, Asia, Australia, and New Zealand, the Middle East, and Africa. Varying cultures, demographics, geography, and economics will be compared.

International Business (HB1460) ♦ UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course is an introduction to the factors and challenges involved in conducting business in the global marketplace. Emphasis will be placed on management, status, rules, relationships, marketing, and negotiations. International Business provides an introduction and overview of international business with a global perspective on international trade. Career preparation/foundation skills include personal, interpersonal, critical thinking and technology skills. Academic integration supports the content area skills of internal and external environments, channels of distribution, finance, communication and travel.

Marketing and Advertising Design for Entrepreneurs (HB1541/2) UC/CSU: None

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course covers principals and theories of marketing with a focus on retailing, wholesaling, new product design, advertising, and consumer behavior. Additionally, students will learn about market research and the elements of planning and operating a business.

Marketing (HB1530)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course provides an overview of the principles of marketing. Emphasis is placed on retailing, wholesaling, new product decisions, pricing, promotions, advertising, consumer behavior, and E-commerce.

Personal Finance (HB1180)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course covers various aspects of personal financial planning. The following topics will be covered: personal budgets, checking and savings accounts, consumer loans and credit, housing, insurance, taxation, installment buying, investments, and career planning.

Small Business Ownership/Entrepreneurship (HB1160)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course is an introduction to small business ownership and management. The topics include: starting/buying a business, legal requirements, financing, franchising, marketing, human resource management, and business plans.

Web Design (HB1610)

UC/CSU: None

Semester course open to grade 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course introduces students to beginning level programming, graphics, and web page development.

Capstone Level**Accounting 2 (HB1201/2)**

UC/CSU: None

Prerequisite: Accounting Using Algebraic Concepts

Year course open to grade 12

Credits: 10 Maximum credits: 10

This course builds on Accounting Using Algebraic Concepts by introducing more complex procedures. The new principles introduced include departmental and cost accounting, management accounting, financial accounting, payroll and adjustments for partnerships and corporations.

Accounting with QuickBooks (P) (HB1211/2) or (HR3501/2)

UC/CSU: g

Prerequisite: Keyboarding knowledge

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course introduces students to the widely used accounting software developed by Intuit for small businesses and entrepreneurs. Students will learn accounting fundamentals and apply the knowledge and skills for numerous computerized business processes such as creating accounts, setting up customers, vendors, and products, developing invoices and receipts, tracking income and expenses, managing accounts receivable and payable, and creating budgets and running reports.

Business Economics and Finance (P) (HB1151/2) or (HR1371/2)

UC/CSU: g

Prerequisites: Algebra 1 and English 1

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course will analyze fundamental micro and macroeconomic principles as they relate to business financial activity and outcomes. Concepts taught in this course will enable students to understand key elements involved in planning and managing business financial success.

Business Management Virtual Enterprise (P) (HB1831/2) or (HR1831/2)

UC/CSU: g

Prerequisite: Principles of Business

Year course open to grades 10-12

Credits: 10 Maximum credits: 10

This course addresses the business economics and marketing principles for students who plan to major in Business Administration/Economics at the college level or who intend to pursue business following graduation. The course emphasizes basic economics including economic systems such as American Free Enterprise. Alongside economic principles are business ownership concepts and terms, microeconomics and macroeconomics and their relationship to small business, creation and implementation of marketing and business planning, international relations and the global economy, measurement of economic performance, human resource management, and methods of economic measurement and growth to enable students to develop critical thinking and economic decision-making skills.

International Business Concepts (HB1471/2)

UC/CSU: None

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will gain an in depth understanding of international business and global trade. Students will develop knowledge in the cultural, social, political, legal, and economic factors and conditions that interact to create the international business environment.

Marketing and Society (P) (HB1551/2) or (HR1631/2)

UC/CSU: g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course will give students a fundamental understanding of the relationship between marketing and popular culture. Marketing techniques, the elements of persuasion, and the effect on societal behavior will be studied. Particular focus will be given to the marketing strategies employed and the positive/negative effects of those strategies. Topics will include marketing to children, minorities, tobacco/alcohol, political, and charitable marketing. Complex ethical issues in marketing and their contribution to stereotypes, representation of gender, materialism, and over-consumption will be studied. Students will also reflect on the creation and expansion of markets via global marketing techniques, their positive and negative impacts on society, and corporate social responsibility.

Professional Business and Marketing Internship (HR1691/2) INT

UC/CSU: None

Prerequisite: At least 10 credits with a "C" or better in Business, Entrepreneurship or Marketing coursework

Year course open to students completing grade 11/entering grade 12

Credits: 10 Maximum credits: 10

This course provides Business and Marketing pathway students the opportunity to apply foundational knowledge and skills in a work-based learning environment. The course begins with classroom instruction that includes career exploration and guidance, workplace readiness, and 21st Century Skills such as communication, critical thinking, collaboration, creativity, and problem solving. On-site, supervised industry experience in the community is followed by a culminating classroom activity and final project involving reflection and portfolio development.

Web Design and Development (HR5561/2)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will learn the basics of website design including development and maintenance, creating frames, forms, cascading style sheets with HTML, graphics, sound and animation.

EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES

The Education Pathway provides students with the skills and knowledge they need to pursue careers in Education and related fields and emphasizes the preparation of students to become teachers, administrators and support personnel.

Child Development Pathway

The Child Development pathway is designed to prepare students to pursue a career in the field of child care and development for infants, toddlers, and young children. Students study child growth and development, safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, and developmentally appropriate practices and curriculum activities. Students apply this knowledge in a variety of early childhood programs, such as child development laboratories, public and private preschools, family day care settings, and recreational facilities. Students completing the program may apply for the Child Development Assistant Permit from the California Commission on Teacher Credentialing.

Concentrator Level:

Careers with Children with Special Needs (HR2140)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course prepares students to work with children with special needs in a school or child care facility. Students will learn to identify stages of child development and how developmental age relates to physical, emotional, cognitive and social skills. They will consider the legal issues governing the care of special needs children, review guidance strategies, classroom materials, safety, assessment, observation methods and techniques to enhance family/community involvement.

Child Development (P) (HF1111/2)

UC/CSU: g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course introduces students to the history, philosophy and major theories of child growth and development. Students will study the physical, emotional and cognitive aspects of development from conception to early adolescence. Instruction includes the biological, hereditary and environmental influences on development together with methods of supporting and promoting optimum healthy growth.

Child Understanding and Observation (HF1460)

UC/CSU: None

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

This course prepares students to understand children and their physical, mental, emotional, and social growth. The course is designed to teach responsible parenting, effective interaction with children and prepare students for careers in child development and education.

Early Childhood Education I, Intro to (HR2151/2) ♦ INT

UC/CSU: None

Year course open to grades 11, and 12

Credits: 10 Maximum credits: 10

This course combines classroom instruction and internship in local pre-schools, home day care and child care centers. Students will receive instruction in child development, nutrition, guidance and recreation as they prepare for a career or advanced study in early childhood education. **TB test is required for all students.**

Capstone Level

Early Childhood Education II (HR2191/2) ♦ INT

UC/CSU: None

Prerequisite: Early Child Education I

Year course open to grades 11, and 12

Credits: 10 Maximum credits: 10

Students will broaden the skills acquired in the introductory course during classroom instruction and internship. They will demonstrate proficiency in leading classroom activities, establishing age-appropriate expectations and evaluating developmental levels. **TB test is required for all students.**

Education Pathway

Concentrator Level

Child Development (P) (HR2161/2) ♦

UC/CSU: g

Prerequisite: Biology

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Students study the history, philosophy and major theories of child growth and development. Instruction includes the biological, hereditary and environmental influences on development together with methods of supporting and promoting optimum healthy growth.

Capstone Level

Careers in Education (P) (HR2381/2) ♦ INT

UC/CSU: g

Prerequisite: Child Development

Year-long course open to grade 10, 11, 12

Credits: 10 Maximum Credits: 10

Careers in Education is a one year course that provides training to students interested in a career in teaching about the role of the teacher and the art of K – 8 instruction. Students will gain insight into the responsibilities of a teacher, child growth and development, safety, principles of effective instruction and assessment. They review grade level skills in Reading, Math and English Language Arts and learn the different methodologies, strategies and materials employed in the elementary classroom. It will prepare students for entry into college or university teacher training programs.

Careers in STEAM Education (HF2381/2)

UC/CSU: None

Prerequisite: Careers in Education

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This year-long course offers a career exploration program where students gain first-hand experiences with teaching as a career, with a particular focus on developing the knowledge, skills, and abilities to pursue post-secondary study and professional preparation to teach Science, Technology, Engineering, and/or Math. Students learn about teaching strategies and gain practical experience by developing and teaching standards-based, hands-on math and science lessons to younger students in neighboring elementary schools. Units of study include the U.S. Education system, effective teaching strategies, human growth and development, teaching students with special needs, classroom management, lesson planning, and safety.

Professional Education Internship (HR2391/2) INT

UC/CSU: None

Prerequisite: At least 10 credits with a “C” or better in Education coursework

Summer School course open to students completing grade 11/entering grade 12

Credits: 10 Maximum Credits: 20

This course provides Child Development Pathway students the opportunity to apply foundational knowledge and skills in a work-based learning environment. The course begins with classroom instruction that includes career exploration and guidance, workplace readiness, and 21st Century Skills such as communication, critical thinking, collaboration, creativity, and problem solving. On-site, supervised industry experience in the community is followed by a culminating classroom activity and final project involving reflection and portfolio development.

ENGINEERING

Engineering is the art and science of applying scientific and mathematical principles, judgment, imagination, research, experience, and common sense to design and develop things that solve global problems and benefit society. Engineering students engage in an instructional program that integrates academic knowledge and hands-on technical skill development.

Engineering Design Pathway

The Engineering Design pathway offers classroom, laboratory, and hands-on contextual learning; project and work-based instruction; and leadership and interpersonal skills development that promotes college and career readiness.

Concentrator Level

3-D Computer Aided Design (HT2971/2) or (HR2971/2) ♦

UC/CSU: None

Year course open to grade 9, 10, 11, 12

Credits: 10 Maximum Credits: 10

This course is a one year Engineering Pathway course designed to prepare students for industry certification on 3D drafting software. The course introduces students to the fundamentals of 2D drafting and sketching. Students will master 3D modeling including sketching, assembly, and rapid prototyping in a variety of project-based applications. This course provides the student with an understanding of the engineering development process from concept through design to the final product.

3D Printing (P) (HT1521/2)

UC/CSU: g

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course helps students learn to think like engineers and develop creativity and critical thinking skills. Students will use W.I.C.O.R. techniques to organize ideas, understand, and apply math and science principles into practice through guided hands-in activities. The pivotal expected outcome is to define engineering as a lifestyle rooted in local, state and global responsibility. Expectations are to link the word engineering to the words reasoning, abstract, qualitative, model, strategy, and precision.

Intro to Design (P) (HT1591/2)

UC/CSU: f

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum Credits: 10

This course is designed for the student interested in an engineering related field of study. The major focus of this course is to expose students to the design process, research and analysis, teamwork, various communication methods, engineering standards, and technical documentation. Through hands-on projects, students apply engineering standards while documenting their work in design. Students use industry standard 3D modeling software to help design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. The course assumes no previous knowledge, but students should be concurrently enrolled in mathematics and science courses. This course is identical to Intro to Engineering Design, with additional study in fine arts.

Intro to Engineering Design (P) (HT3091/2) or (HR3091/2)

UC/CSU: g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum Credits: 10

This course is designed for the student interested in an engineering related field of study. The major focus of this course is to expose students to the design process, research and analysis, teamwork, various communication methods, engineering standards, and technical documentation. Through hands-on projects, students apply engineering standards while documenting their work in design. Students use industry standard 3D modeling software to help design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. The course assumes no previous knowledge, but students should be concurrently enrolled in mathematics and science courses.

Product Design Studio 1 (HT6111/2) or (HR6111/2) ♦

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will learn to think as product designers through project based learning, presentations, discussions and critiques. In addition to hand sketching and sculpting techniques, various hand and machine tools as well as 3D printers will be utilized to create product prototypes.

Solidworks Certification Preparation (HR2960)

UC/CSU: None

Prerequisite: 3D Computer Aided Design or teacher recommendation

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 10

Students will review SolidWorks topics in order to prepare for the Certified SolidWorks Associate (CSWA) certification exam. They will apply their knowledge of fundamental engineering and design principles and practices to review SolidWorks concepts. These concepts will cover basic parts, assemblies and drawings. The SolidWorks SCWA certification is an industry standard and recognized certification. Through successful completion of this class, students will be prepared to take the certification exam; however, the exam is not given as part of this course.

Capstone Level

Product Design Studio 2 (HT6121/2) or (HR6121/2)

UC/CSU: None

Prerequisite: Product Design Studio 1

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course will provide students with further practice in developing design briefs and products that respond to product design challenges through project-based learning. Emphasis will be given to innovation, ergonomics, sustainability, universal design, usability, manufacturability, materials and aesthetic appeal. Students will prepare detailed drawings and illustrations using computer aided design techniques.

Professional Engineering/Manufacturing Internship (HR3121/2) INT

UC/CSU: None

Prerequisite: At least 10 credits with a "C" or better in Engineering coursework

Summer School course open to students completing grade 11/entering grade 12

Credits: 10 Maximum credits: 10

This course provides Engineering and Manufacturing pathway students the opportunity to apply foundational knowledge and skills in a work-based learning environment. The course begins with classroom instruction that includes career exploration and guidance, workplace readiness, and 21st Century Skills such as communication, critical thinking, collaboration, creativity, and problem solving. On-site, supervised industry experience in the community is followed by a culminating classroom activity and final project involving reflection and portfolio development.

Architecture 1 (HT1881/2)

UC/CSU: None

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Architecture 1 introduces a history of the development of architecture, basic concepts in the design and planning of a house, and methods and techniques used by architectural drafters.

Architecture 2 (HT1891/2)

UC/CSU: None

Prerequisite: Architecture 1 Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

Architecture 2 covers architectural drawing in greater depth and detail utilizing computer-aided drafting (C.A.D.) software. It introduces design concepts, techniques for developing presentation drawings, costs, methods for building a model house, and specification writing.

Principles of Engineering (P) (HT4091/2) or (HR4091/2)

UC/CSU: g

Prerequisite: Intro to Engineering Design

Year course open to grades 11 and 12

Credits: 10 Maximum Credits: 10

The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study, such as robotics and structural design. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Used in combination with a team/collaborative approach, the course challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts.

Computer Integrated Manufacturing (P) (HT3101/2) or (HR3101/2)

UC/CSU: g

Prerequisite: Intro to Engineering Design or Product Design Studio

Year course open to grades 11 and 12

Credits: 10 Maximum Credits: 10

Manufactured items are a part of everyday life, yet most students have not been introduced to the high tech, innovative nature of rapid prototyping and advanced manufacturing techniques. This course illuminates the opportunities related to understanding 21st century product design and manufacturing. Students learn about computer modeling, programmable machining using CNCs and CAM software; the use of robotics in manufacturing; the principles and processes of manufacturing, and automation. Working in pairs and teams, students use 3-D computer software to solve design problems. They assess their solutions through the relationship of design, function and materials, modify their designs, and use prototyping equipment to produce 3-D models.

Engineering Design Studio (P) (HT1531/2)

UC/CSU: f

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 20

This Engineering Design Studio course provides students with studies in rapid visualization, aesthetics, materials and processes, presentation techniques, principles of design methodology, elements of art, product development, human factors, and prototyping. The curriculum provides students with a practical and theoretical perspective of the visualization techniques used by contemporary product designers and engineers; including freehand sketching, digital rendering, information graphics, and presentation skills. Students develop and apply knowledge of elements, principles and concepts of art, design, and aesthetics and refine their observational, analytical, and critical thinking skills. They learn a methodology for encouraging the creative problem solving process and the attainment of the requisite level of skills needed to express visual ideas with clarity in a peer review critique setting. This course will provide students with a dynamic design experience that enables personal, intellectual, and social growth in the area of communication through effective instruction of a broad knowledge base, discipline oriented skills, and progressive methodologies for creative problem solving as they are acquiring and applying technical skills essential to the engineering design pathway.

FASHION AND INTERIOR DESIGN

These courses prepare students with the knowledge, skills, and attitude necessary to pursue related careers and succeed in entry-level positions or pursue additional postsecondary education and training for technical and professional-level positions.

CTE Courses:

Creative Crafts 1 (HF1240)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

Students learn skills and techniques to complete stitchery, quilting and creative textile boutique projects.

Creative Crafts 2 (HF1250) Prerequisite: Creative Crafts 1

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

Students create original patterns for advanced craft projects and boutique items.

Fashion Design and Merchandising 1 (HF3150)◆

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course covers all aspects of the fashion industry from the creative and artistic elements to business and retail. Study includes the history of the industry together with creative and technical design, marketing and merchandising.

Fashion Design and Merchandising 2 (HF3160)

UC/CSU: None

Prerequisite: Fashion Design and Merchandising 1

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

In this second course, students will further develop the sketching and garment construction skills acquired in Fashion Design and Merchandising I. They will examine fashion cycles, merchandising and the complexity of the fashion industry. Math skills will be utilized in the measuring and computation tasks associated with design projects. Apparel design and retail merchandising careers will also be analyzed.

Fashion Design and Merchandising 3 (HF3170)

UC/CSU: None

Prerequisite: Fashion Design and Merchandising 2

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

In this intermediate level course, students will build upon their hand sketching skills to create detailed original renderings that reflect their personal style. These sketches will be utilized as patterns for constructing their individual garments. Students will also be introduced to electronic sketching and illustration, producing original designs. Additional classroom topics include an overview of the fashion industry, fashion line promotion, retail and visual merchandising techniques.

Fashion Design and Merchandising 4 (HF3180)

UC/CSU: None

Prerequisite: Fashion Design and Merchandising 3

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

This course offers advanced instruction in hand-sketching and garment construction. Using electronic sketching and illustration software, students will create more refined fashion flats, illustrations, textile designs and merchandise presentations. The course also provides an overview of the global fashion production and assembly industry. Students will apply fashion, promotional and managerial skills as they produce a fashion showcase.

Fashion Design and History (P) (HF1601/2)

UC/CSU: f*

Prerequisite: Fashion Design and Merchandising 1 Instructor approval

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course includes the study and exploration of fashion as functional pieces of art. Students will learn aspects of two and three-dimensional design required to create original sketches, designs, and construct garments. This course also includes an in-depth perspective of fashion trends throughout history from ancient times to modern day and studies the influence of cultural, social, political, and economic factors on fashion design. Students will learn to distinguish how fashion design is linked to all academic disciplines and will explore various career opportunities that are related to fashion design and the fashion industry.

Fashion Technology 1 (HF1540)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

Beginning with an overview of the history of fashion and discussion of the current industry, students study elements of design and principles of art. Fibers, fabrics, and textile chemistry are explored. Students learn basic garment construction techniques by completing basic projects and begin a portfolio of technique samples.

Fashion Technology 2 (HF1550)

UC/CSU: None

Prerequisite: Fashion Technology 1

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

Students improve garment construction skills while learning advanced techniques. Alterations and clothing care are incorporated.

Interior Decorating (HF1270)

UC/CSU: None

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

Students are introduced to the principles and elements of design and how they influence living spaces. Housing options, home furnishing, space planning and color selection are studied to create various home environments.

HEALTH SCIENCE AND MEDICAL TECHNOLOGY

Health care accounts for over 11 percent of Orange County jobs, the largest sector of any industry, and health care jobs are expected to grow rapidly in Orange County through 2025. In fact, the health care sector is the fastest growing overall in both California and the United States. This sector sees a growing need for caring professionals, from allied health care workers to physicians.

Biotechnology Pathway

The Biotechnology pathway focuses on understanding and solving biomedical problems and creating products to improve the quality of human life.

Concentrator Level

Human Body Systems (HT1781/2)

UC/CSU: g

Year course open to grades 9-12

Credits: 10 Maximum credits: 10

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®, use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration, and take on the roles of biomedical professionals to solve real-world cases.

Capstone Level

Biomedical Interventions (P) (HT4651/2) or (HR4651/2) UC/CSU: g

Prerequisite: Human Body Systems

Year course open to grades 11 and 12

Credits: 10 Maximum Credits: 10

In this course, students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat diseases. Students explore how to detect and fight infections, screen and evaluate the code in human DNA, evaluate cancer treatment options, and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Patient Care Pathway

These courses apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professionals.

Concentrator Level

Foundations in Health Science (P) (HR4211/2) UC/CSU: g

Year course open to grades 9-12

Credits: 10 Maximum credits: 10

In this course, students will explore professional healthcare specialties where they demonstrate competency as they do the “work” of healthcare professionals. This course is designed to be a career survey and lab in order for students to find the health career where they have the most interest and aptitude. Students will use videos, text references, written references, experiments, electronic journal, open-ended design briefs, and student guidebooks to enhance their understanding of each of the 17 areas of study. Each of the units will include integrated career explorations, labs, and work-related experiences.

Medical Core (P) (HR4641/2) UC/CSU: g

Year-long course open to grades 9, 10, 11, 12

Credits: 10 Maximum Credits: 10

This course introduces students to diverse occupations in the medical/health field and to standards required of workers in the field. Medical Core includes instruction in the ethical and legal responsibilities of the health care worker, safety, medical terminology, human anatomy and physiology, body systems and mechanics, standard precautions and health and fitness. Also included are health care delivery systems, regulatory agencies, research, current technology, and socio-economic issues affecting health care. Students explore career opportunities in therapeutic, diagnostic, and supportive areas. Students gain practical hands-on experience in Vital Signs, Emergency Medical Care, First Aid and CPR.

Capstone Level

Body Systems and Disorders (P) (HR4671/2)

UC/CSU: g

Prerequisite: Medical Core

Year-long course open to grades 10, 11, 12 Prerequisite: Medical Core

Credits: 10 Maximum Credits: 10

Students in this course study human anatomy and physiology, normal body system functions, and diseases and disorders of those systems. The course also covers standards required of health care professionals, including ethical and legal responsibilities, safety, HIPAA (Health Insurance Portability and Accountability Act) rules, infection control, body mechanics, transporting duties, and advanced terminology. Students also learn about health care delivery systems, regulatory agencies, research, current technology, and socioeconomic issues affecting health care.

Occupational and Physical Therapy Aide (HT4591/2) or (HR4591/2)

UC/CSU: None

Prerequisite: Body Systems & Disorders or Medical Core or Sports Medicine

Year course open to grades 11 and 12

Credits: 10 Maximum Credits: 10

This course is designed to prepare students for post-secondary employment as Occupational and Physical Therapy Aides and provide foundational knowledge and skills for students interested in post-secondary studies for future careers as Occupational or Physical Therapy Assistants and Occupational or Physical Therapists. Students will learn anatomy and physiology, body mechanics, vital signs, reporting, charting, patient interaction skills, and the use of equipment and techniques to aid patients in injury prevention, rehabilitation, and in the development and improvement of daily living skills.

Professional Medical Internship (HR4481/2) INT

UC/CSU: None

Prerequisite: 10 credits in Health Science and Medical pathway course work

Summer School course open to students completing grade 11/entering grade 12

Credits: 10 Maximum Credits: 20

This course provides Health Science and Medical pathway students the opportunity to apply foundational knowledge and skills in a clinical setting. The course begins with classroom instruction that includes career exploration and guidance, workplace readiness, and 21st Century Skills such as communication, critical thinking, collaboration, creativity, and problem solving. On-site, supervised industry experience in the community is followed by a culminating classroom activity and a final project involving reflection and portfolio development.

Sports Medicine (P) (HR4561/2)

UC/CSU: g

Prerequisite: Algebra I with grade C or better and Co-requisite: Biology

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course prepares students for the field of Sports Medicine. Students study anatomy, physiology and bodily systems as related to the area of Sports Medicine.

HOSPITALITY, TOURISM AND RECREATION

The Hospitality, Tourism, and Recreation sector provides students with the academic and technical preparation to pursue high-demand and high-skill careers in these related and growing industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation.

Food Service & Hospitality Pathway

The Food Service and Hospitality pathway focuses on the key aspects of the industry. Students pursuing this career pathway benefit from in-depth, hands-on experiences that emphasize industry awareness; sanitation and safe food handling; food and beverage production; nutrition; hospitality management; and customer service.

Concentrator Level

Baker's Dozen: the Professional Baker (P) HR1861/2)

UC/CSU: **g**

Prerequisite: Culinary Arts

Year course open to grades 10-12

Credits: 10 Maximum credits: 10

This is a year-long Baking and Pastry course that will introduce students to the fundamental skills needed for a continuing education career in the specialization of baking and pastry production. The course will cover topics such as safety and sanitation, use of commercial kitchen, essential baking skills, the production of yeast and quick breads, creation and use of icing and decorating. Students will use basic math skills to calculate formulas for baking and pastry making, as well as learn the basic principles of science methodology and best practices in the culinary arts field. Through guided practice and various lab procedures, students will also learn customer service, food handling, and proper food preparation.

Career Focus: Hospitality & Tourism (HR4871/2)

UC/CSU: **None**

Semester course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course provides students an overview of the diverse career opportunities in culinary, lodging, travel, tourism, and recreation. Students will learn the requirements and opportunities for post-secondary study and develop a personal educational preparation and career plan. Topics include hospitality development and trends, foodservice operations and management, hotel and lodging industry, the diverse segments of travel and tourism, and careers in leisure, recreation and entertainment. The course also covers aspects of hospitality management, such as business structures and operations, human resources, accounting practices, legal and safety issues, and marketing, sales, and service.

Culinary Arts (P) (HR4811/2) ♦

UC/CSU: **g**

Year-long course open to grade 9, 10, 11, 12

Credits: 10 Maximum Credits: 10

Students will develop basic food preparation, customer service, and restaurant skills. Understanding of nutrition, food safety, and sanitation guidelines will be mastered. Students will learn about the Food Service and Hospitality Industry and explore a variety of careers. Students will be prepared to take the ServSafe Food Manager Certification Exam.

Culinary & Restaurant Management (P) (HR4901/2) ♦ INT

UC/CSU: **g**

Year course open to grades 10 and 11

Credits: 10 Maximum credits: 10

This is the first course in the ProStart Culinary Arts sequence of courses. ProStart is a two year nationally recognized career-building program for students interested in culinary arts and management. During classroom presentations and food preparation labs, students will master the fundamental management and culinary skills needed for success in this field. Outside of their school schedule, students will begin mentored internship in the completion of the ProStart program, which includes two certification exams and a 400 hour internship, students are eligible for the National Restaurant Association sponsored ProStart Certification.

ServSafe Certification (HR4790)

UC/CSU: None

Prerequisite: Culinary Arts I or teacher recommendation

Semester course open to grades 10, 11, and 12

Credits: 5 Maximum credits: 5

Students who take this course will be prepared for the ServSafe Food Safety Manager Certification Exam. This certification is recognized as a professional certification in the Food Service industry, administered by the National Restaurant Association Educational Foundation. If a student receives an A or B in this course and takes the ServSafe Exam, they are eligible to receive articulation credit at local community colleges in their Culinary Arts program.

Capstone Level

Advanced Culinary & Restaurant Management (P) (HR4911/2) ♦ INT

UC/CSU: g

Prerequisite: Culinary & Restaurant Management

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

This is the final course in the ProStart Culinary Arts program. During the second year, emphasis is placed on the advanced culinary skills, customer relations, and supervisory/management experiences. Students will continue their mentored internship. Upon successful completion of the ProStart two year program, which includes two certification exams and a 400 hour internship, students are eligible for the National Restaurant Association sponsored ProStart Certification.

Event Catering 1 (HR4841/2)

UC/CSU: None

Prerequisite: Culinary Arts

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course is an introduction to the food service and hospitality industry. Instruction includes industry regulations and practices for safe food handling along with basic food preparation and service techniques. Private catering and event planning will be covered.

Specialty Foods (HR4890)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

Specialty Foods introduces students to various ethnic and international foods. Students will become familiar with the geography, food history, customs, ingredients, and preparation techniques of both US and world-wide regions. Kitchen organization, equipment skills, safe food handling, culinary science and math will be taught.

Professional Hospitality Internship (HR4821/2) INT

UC/CSU: None

Prerequisite: 10 credits in Hospitality course work with a grade of "C" or better

Summer School course open to students completing grade 11/entering grade 12

Credits: 10 Maximum credits: 10

This course provides Hospitality pathway students the opportunity to apply foundational knowledge and skills in a work-based learning environment. The course begins with classroom instruction that includes career exploration and guidance, workplace readiness, and 21st Century Skills such as communication, critical thinking, collaboration, creativity, and problem solving. On-site, supervised industrial experience in the community is followed by a culminating classroom activity and a final project involving reflection and portfolio development.

INFORMATION AND COMMUNICATIONS TECHNOLOGIES

Technology and the growing complexity of businesses have expanded the need for employees who can analyze, design, and manage information. The ability to evaluate data, work with people, and communicate clearly are companion components for careers in information technology systems. Employment opportunities for technically and professionally trained persons are outstanding in this emerging career path. After mastering basic technology skills, students can select one of many specializations in the field of technology.

Information Support & Services Pathway

The information support and services pathway includes areas of focus related to information technology deployment, cybersecurity, networking, implementing computer systems and software, database management, providing technical assistance, and managing information systems.

Concentrator Level

A+ Certification Preparation (HR2940)

UC/CSU: None

Semester course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course is designed to develop the computer technology competency needed to pass the A+ Certification Exam. A+ Certification validates foundation level skills needed for a career in PC support. Instruction includes hardware identification, installation of peripherals, preventative maintenance, software and operating systems, troubleshooting, and an overview of basic networking.

Cybersecurity I Honors (P) HT1111/2)

UC/CSU: g

Prerequisite: Computer Science Principles or Computer Science and Software Engineering

Year course open to grades 11-12

Credits: 10 Maximum credits: 10

The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. The course curriculum is a College Board-approved implementation of AP Computer Science A.

ICT Essentials 1 (A+ Hardware) (P) (HT1001/2) or (HR1001/2) ♦

UC/CSU: g

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

ICT Essentials 1 is an introductory course designed to prepare students for employment as a computer repair technician. Instruction will include installing, operating, maintaining, servicing, and upgrading computer hardware with a focus on architecture, central processing units, memory systems, peripherals, expansion cards, and networking.

Network+ and Server+ (HR5751/2) ♦

UC/CSU: None

Prerequisite: A+ Certification course or instructor approval

Year course open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course is designed to prepare students for the Network+ and Server+ exams. Students will learn to install, configure and troubleshoot networking hardware, protocols and services with a broad vendor neutral foundation, proactive maintenance, diagnostic troubleshooting, and disaster recovery of server hardware and software.

Capstone Level**ICT Essentials 2 (A+ Software) (P) (HT2001/2) or (HR2501/2) ♦**

UC/CSU: g

Prerequisite: ICT Essentials 1 or instructor approval

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will continue to develop the skills acquired in ICT Essentials 1. Instruction will include a review of basic electronics, diagnosis and repair of computer systems, test equipment and tools, software installation/maintenance and troubleshooting.

Cybersecurity II Honors (Ethical Hacking) (P) HT1121/2)

UC/CSU: g

Prerequisite: Cybersecurity I Honors

Year course open to grade 12

Credits: 10 Maximum credits: 10

The first focus of this course is Linux+, a CompTIA's vendor-neutral platform. By the end of the course, students will be able to install, configure, manage, and operate a Linux server system. The latter part of the course explores ethical and legal issues pertaining to security testing. It will demonstrate how to use tools that can be used to gain information about a computer network, how to recognize that the tools are being used, and how to defend a network against those attacks.

Cybersecurity and Networking (HT2901/2 or (HR2901/2)

UC/CSU: None

Year course open to grades 11 and 12

Credits: 10 Maximum Credits: 10

This course provides hands-on knowledge and skills in systems, data, networking, and security concepts. The course of study includes a series of experiential project based lessons related to business, project, and team communication skills. Advanced course work includes training in PC hardware and operating systems, Windows servers, networking, routing, security, and virtualization. This course prepares students for industry certifications.

Software & Systems Development Pathway

Students in the Software and Systems Development pathway prepare for careers related to computer science that involve the design, development, implementation, maintenance, and management of systems that rely on software programs to satisfy the operational needs of modern organizations. Persons with expertise in systems development and programming are critical to support operations like electronic commerce, medical records management, retail sales and inventory management, digital entertainment, and the use of energy. Students who continue on the pathway in post-secondary studies find high-demand and high wages for high skilled professions such as computer programmers, software developers, e-commerce specialists, and web developers.

Concentrator Level**Exploring Computer Science (P) (HT0701/2) or (HR0701/2)**

UC/CSU: g

Year-long course open to grades 9, 10, 11, 12

Credits: 10 Maximum Credits: 10

Exploring Computer Science consists of six units of study in the following areas: human-computer interaction, problem-solving, web design, programming, computing and data analysis, and robotics. The course is designed around a framework of both computer science content and computational practice. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units of study utilize a variety of tools and platforms, and culminating in collaborative final projects.

Robotics 1 (HR2461/2) ♦

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will explore the interaction of science and technology and learn how these concepts are applied in engineering, control systems and automation. Students will use inquiry, research, and design methods to solve problems, and construct robotic devices using industry-standard systems software and technology.

Video Game Design and Development (HT1561/2) ♦

UC/CSU: None

Prerequisite: Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

This course enables students to develop the skills and abilities to learn and apply the core programming language skills necessary for game development and real-time 3D graphics programming.

Capstone Level

Computer Science Principles AP (P) (HT1991/2)

UC/CSU: g

Year course open to grades 10, 11, 12

Credits: 10 Maximum Credits: 10

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. This course can be a student's first course in computer science or a capstone course in an Engineering pathway. The course aligns with CSTA 3B standards and helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cyber security, and computer simulation.

Computer Science Applications AP (HT0711/2)

UC/CSU: g

Year course open to grades 10, 11, and 12

Prerequisite: Computer Science and Software Engineering or Computer Science Principles

Credits: 10 Maximum Credits: 10

CSA focuses on further developing computational thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and web-based databases. The course curriculum is a College Board approved implementation of AP Computer Science A.

Computer Science and Software Engineering (P) (HR5161/2)

UC/CSU: g

Year course open to grades 10, 11, 12

Credits: 10 Maximum Credits: 10

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generates excitement about career paths that utilize computing, and introduces professional tools that foster creativity and collaboration. The course aligns with CSTA 3B standards and helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cyber security, and computer simulation.

Mobile Application Development (P) (HT2961/2) or (HR2961/2)

UC/CSU: g

Year course open to grades 10, 11, and 12

Credits: 10 Maximum Credits: 10

This course reinforces fundamental computer programming constructs and deepens student understanding of foundational computer science concepts such as variables and data structures, conditional and iterative logic and algorithms, and Object Oriented Programming (OOP). The course will also introduce students to higher-level computer science concepts such as design patterns and the Model-View-Controller (MVC) software architectural

pattern. Students will develop a series of engaging software applications for the iOS platform and be able to test them in the Xcode Integrated Development Environment (IDE) Simulator as well as on actual iPads and iPhones.

Robotics 2 (HR2471/2)

UC/CSU: None

Prerequisite: Robotics 1

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will continue to explore the interaction of science and technology and learn how more advanced concepts are applied in engineering, control systems, and automation. Students will use inquiry, research, and design methods to solve problems and construct robotic devices using industry-standard systems software and technology.

Professional Information & Communication Technologies Internship (HT2981/2) or (HR2981/2) UC/CSU:None

Prerequisite: 10 credits in Computer Science or in ICT pathway course work

Year course open to grades 11 and 12

Credits: 10 Maximum Credits: 20

This course provides ICT and Computer Science pathway students the opportunity to apply foundational knowledge and skills in a work-based learning environment. The course begins with classroom instruction that includes career exploration and guidance, workplace readiness, and 21st Century Skills such as communication, critical thinking, collaboration, creativity, and problem solving. On-site, supervised industry experience in the community is followed by a culminating classroom activity and final project involving reflection and portfolio development.

PUBLIC SERVICES

The Public Services sector provides a foundation for secondary students in government, public administration, public safety, legal, and human services. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the industry.

CTE Electives:

Business and Personal Law (HB1130)

UC/CSU: None

Semester Course; open to grades 9, 10, 11, and 12

Credits: 5 Maximum credits: 5

This course is an introduction to the legal environment in which individuals and business operate. Emphasis is placed on the study of courts, individual rights, crimes, torts, contracts, sales, and business ethics.

Law and Order 1 (P) (HR6731/2)

UC/CSU: g

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will be introduced to due process and the principles of the judicial system. Students learn the step-by-step process of initiating or defending a lawsuit and will undertake the analyses, preparation and presentation of both civil and criminal trial proceedings. Instruction will include the contents and preparation of a variety of legal documents and statutory filing procedures.

Law and Order 2 (HR6741/2)

UC/CSU: None

Prerequisite: Law and Order 1

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Students expand their knowledge of due process and the principles of the judicial system. Instruction will include legal research techniques and the investigation of case law and legal precedents. Students participate in the presentation of cases as counsel, court officers, witnesses, judges, attorneys and jury. Instruction will also include the history of the U.S. Judicial System and the statutes and regulations that form the basis of the legal system.

Public Services Pathway

Concentrator Level

Career Focus: Public Services (HR6471/2)

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will explore various careers in Public Services to prepare for advanced study and/or employment in this field. Instruction includes an introduction to first responder, EMT, fire service, and police/criminal justice. At the conclusion of the course, students will be able to demonstrate CPR and patient care techniques for common traumatic injuries.

Criminal Justice (P) (HR6391/2) ♦

UC/CSU: g

Semester course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

Students will investigate the qualifications and requirements for various law enforcement occupations and learn the nature, history and philosophy of law enforcement. Other content area skills include constitutional law, policing issues and trends, court systems, trials, corrections, and general aspects of law enforcement. Students who successfully complete this course will emerge with a realistic understanding of the opportunities for a career in criminal justice.

Capstone Level

Forensic Science/Crime Scene Investigation (P) (HR1871/2)

UC/CSU: g

Prerequisite: Criminal Justice (P)

Year course open to grades 10-12

Credits: 10 Maximum credits: 10

Forensic Science/Crime Scene Investigation trains students in both theory and hands-on experience and develops the knowledge required of a forensic crime scene investigator. Students learn the basics of crime investigation, crime scene photography, and diagrams as used in a criminal investigation. Also included is the importance of physical evidence in solving crimes, dusting and lifting fingerprints, rolling a 10-print fingerprint card, performing gunshot residue tests, choosing methods used to process different types of evidence, collecting evidence, and using forensic light source technology in crime scene investigation work.

TRANSPORTATION

The transportation sector is designed to provide a foundation in transportation services for all industrial technology education students in California. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Aviation and Aerospace Transportation Services, Collision Repair and Refinishing, and Vehicle Maintenance, Service, and Repair.

Systems Diagnostics, Services & Repair Pathway

Concentrator Level

Auto Maintenance and Light Repair 1 (HR1761/2) ♦

UC/CSU: None

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

This course is designed as a beginning automotive mechanic course that introduces students to automobile service and repair, shop safety, engine repair, automatic transmissions and transaxles, manual drive train and axles, suspension and steering, brakes, electrical and electronic systems, heating and air conditioning, and engine performance. This course will also provide students with the opportunity to apply and extend concepts studied in their math and science classes (related to algebra, basic arithmetic, physics, and electrical, computer, and chemical sciences) to the automotive technology industry.

Capstone Level

Automotive Performance and Customization 1 (HR7251/2)

UC/CSU: None

Prerequisite: Auto Tech or Auto Maintenance and Light Repair 1

Year course open to grades 9, 10, 11, and 12

Credits: 10 Maximum credits: 10

In Automotive Performance and Customization I, students will develop the skills to customize automobiles with aftermarket components. They will learn to expertly use hand and power tools, metal shaping and fabrication equipment to modify engines, electrical systems, tires, wheels, and interior/exterior components. Classroom instruction will include the legal aspects of auto modification and restoration, safety, and customer service.

Automotive Performance and Customization 2 (HR7261/2)

UC/CSU: None

Prerequisite: Auto Performance and Customization 1

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

Students in Automotive Performance and Customization II will build upon the skills acquired in the previous course. Using aftermarket devices and fabricating custom parts, they will perform modifications of internal and external engine components, transmissions, suspension, and brakes to enhance overall performance. Classroom discussions will center on applicable laws that regulate street-legal and off- road vehicle modification.

Automotive and Transportation Tech 2 (HR7141/2) ♦

UC/CSU: None

Prerequisite: Auto and Trans Tech 1 or Auto Maintenance and Light Repair 1

Year course open to grades 10, 11, and 12

Credits: 10 Maximum credits: 10

In this intermediate level course, students will strengthen the skills acquired in Automotive and Transportation Technology 1. Instruction will include hand and power tools, engine repair, lubricating, cooling, ignition and electrical systems, clutches, brakes, and safety equipment.

Automotive and Transportation Tech 3 (HR7151/2) INT

UC/CSU: None

Prerequisite: Auto and Trans Tech 2

Year course open to grades 11 and 12

Credits: 10 Maximum credits: 10

This capstone course is designed to reinforce the skills acquired in Automotive and Transportation Technology 1 and 2. Students will demonstrate their skills and knowledge of auto engines and related systems, hand and power tools, measuring devices, and diagnostic instruments. Classroom instruction will be combined with internship in local auto repair facilities.

Professional Transportation Internship (HR7161/2) INT

UC/CSU: None

Prerequisite: 10 credits in Transportation pathway course work

Summer School course open to students completing grade 11/entering grade 12

Credits: 10 Maximum Credits: 20

This course provides Transportation pathway students the opportunity to apply foundational knowledge and skills in a work-based learning environment. The course begins with classroom instruction that includes career exploration and guidance, workplace readiness, and 21st Century Skills such as communication, critical thinking, collaboration, creativity, and problem solving. On-site, supervised industry experience in the community is followed by a culminating classroom activity and final project involving reflection and portfolio development.

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Network+ and Server+	HR5751/2	CTE	117
NJROTC (Navy)	HP1161/2	PE	70
.....	HN1301/2	Electives.....	90
NJROTC-Naval Science in American History (P).....	HC0701/2	Electives.....	77
Occupational and Physical Therapy Aide	HT4591/2	Industrial Tech/CTE.....	114
.....	HR4591/2		
Painting & Drawing 1 (P)	HA1411/2.....	Art	82
Painting & Drawing 2 (P)	HA1421/2.....	Art	82
Painting & Drawing 3 (P)	HA1431/2	Art	83
Peer Tutor	HC0201/2	Electives.....	78
Personal Finance.....	HB1180	CTE.....	104
Photography (P)	HA1031/2	Art	83
Photography 2 (P).....	HA0121/2	Art	83
Photography 3 (P).....	HA0131/2	Art	83
Physical Education (Grade 9)	HP1091/2	PE	70

GARDEN GROVE UNIFIED SCHOOL DISTRICT
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Physical Education (Grades 10, 11, 12)	HP1101/2	PE	70
Physical Education Advanced Dance			
Choreography and Production	HP1061/2	PE	71
Physical Education Beginning Dance			
Choreography and Production	HP1051/2	PE	70
Physical Education Intermediate Dance			
Choreography and Production	HP1041/2	PE	71
Physical Science (P)(with a focus on Earth science)	HS0141/2	Science	72
Physical Science SE	HY4201/2	Special Education	94
Physics (P)	HS0211/2	Science	73
Physics 1 AP (P)	HS0261/2	Science	73
Physics 2 AP (P)	HS0271/2	Science	73
Physics C Electricity and Magnetism and Mechanics AP (P)	HS0231/2	Science	73
Physics C Electricity and Magnetism AP (P)	HS0251/2	Science	73
Physics C Mechanics AP (P)	HS0241/2	Science	73
Pre-Algebra SE	HY2101/2	Special Education	93
Pre-Calculus (P)	HM0401/2	Math	68
Preparation for Adult Living	HF1170	Art	78
Principles of Engineering (P)	HT4091/2	Industrial Tech/CTE	110
	HR4091/2		
Probability & Statistics (P)	HM0510	Math	68
Probability and Statistics AP (P)	HM0521/2	Math	68
Product Design Studio 1	HT6111/2	Industrial Tech/CTE	109
	HR6111/2		
Product Design Studio 2	HT6121/2	Industrial Tech/CTE	109
	HR6121/2		
Professional Arts, Media and Entertainment Internship	HR1771/2	CTE	100
Professional Business and Marketing Internship	HR1691/2	CTE	105
Professional Education Internship	HR2391/2	CTE	107
Professional Engineering/Manufacturing Internship	HR3121/2	CTE	109
Professional Hospitality Internship	HR4821/2	CTE	116
Professional Information & Communication Technology Internship	HT2981/2	Industrial Tech/CTE	120
	HR2981/2		
Professional Medical Internship	HR4481/2	CTE	114
Professional Transportation Internship	HR7161/2	CTE	123
Psychology (P)	HH0530	History/SS	65
Psychology AP (P)	HH0541/2	History/SS	65
Publications	HE1711/2	English	60
Resource Center 09 SE	HY8211/2	Special Education	92
Resource Center 10 SE	HY8221/2	Special Education	92
Resource Center 11 SE	HY8231/2	Special Education	92
Resource Center 12 SE	HY8241/2	Special Education	93
Robotics 1	HR2461/2	CTE	119
Robotics 2	HR2471/2	CTE	120
Sculpture 1 (P)	HA1511/2	Art	84
Sculpture 2 (P)	HA1521/2	Art	84
Sculpture 3 (P)	HA1531/2	Art	84
ServSafe Certification	HR2960	CTE	116
Small Business Ownership/Entrepreneurship	HB1160	Business/CTE	104
Sociology (P)	HH0510	History/SS	65
SolidWorks Certification Preparation	HR2960	CTE	109

GARDEN GROVE UNIFIED SCHOOL DISTRICT
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Spanish 1 (P)	HW1411/2	World Lang	74
Spanish 2 (P)	HW1421/2	World Lang	74
Spanish 3 (P)	HW1431/2	World Lang	74
Spanish 4 (P)	HW1441/2	World Lang	74
Spanish Language AP (P)	HW1481/2	World Lang	75
Spanish Literature AP (P)	HW1461/2	World Lang	75
Specialty Foods	HR4890	CTE	116
Speech 1	HE1611/2	English	60
Speech 2	HE1621/2	English	60
Speech 3	HE1631/2	English	60
Speech 4	HE1641/2	English	60
Sports Medicine (P)	HR4561/2	CTE	114
Stage Production (P)	HE1561/2	English	59
String Orchestra (P)	HU2201/2	Music	88
Studio Art 2D (Art Portfolio) AP (P)	HA1081/2	Art	84
Studio Art 3D (Art Portfolio) AP (P)	HA1291/2	Art	85
Studio Art Drawing (Art Portfolio) AP (P)	HA1071/2	Art	84
Study Skills	HN0500/1/2	Electives	90
Symphonic Marching Band (P)	HU2601/2	Music	89
Treble Choir (P)	HU1101/2	Music	86
Trigonometry (P)	HM0310	Math	68
United States Government and Politics (Civics) AP (P)	HH0230	History/SS	63
United States History (P)	HH0111/2	History/SS	63
United States History AP (P)	HH0131/2	History/SS	63
United States History SE	HY3201/2	Special Education	93
Varsity Choir (P)	HU1151/2	Music	86
Video Game Design and Development	HT1561/2	Industrial Tech/CTE	119
Vietnamese 1 (P)	HW1711/2	World Lang	76
Vietnamese 2 (P)	HW1721/2	World Lang	76
Vietnamese 3 (P)	HW1731/2	World Lang	76
Vietnamese 4 Honors (P)	HW1751/2	World Lang	76
Vietnamese American History (P)	HH0580	History/SS	66
Visually Impaired Resource Room SE	HY8301/2	Special Education	93
Vocal Ensemble (P)	HU1301/2	Music	86
Web Design	HB1610	Business/CTE	104
Web Design 2 (P)	HT1721/2	Industrial Tech/CTE	100
Web Design and Development	HR5561/2	CTE	105
Workability	HY7621/2	Special Education	93
World History (P)	HH0011/2	History/SS	64
World History AP (P)	HH0031/2	History/SS	64
World History Honors (P)	HH0021/2	History/SS	64
World History SE	HY3101/2	Special Education	93
Yearbook/Digital Media Communication (P)	HT1821/2	Industrial Tech/CTE	100
.....	HR1821/2		

HIGH SCHOOL LISTING

BY DEPARTMENT

ACADEMIC ELECTIVES

HC0301/2	Academy 09
HC0311/2	Academy 10
HC0501/2	Academy Class
HC0621/2	AP Research (P)
HC0601/2	AP Seminar (P)
HC1091/2	AVID 9 (P)
HC1101/2	AVID 10 (P)
HC1111/2	AVID 11/Junior Seminar (P)
HC0121/2	AVID 12/Senior Seminar (P)
HC0701/2	NJROTC-Naval Science in American History (P)
HC0201/2	Peer Tutor

ART

HA1121/2	Art Appreciation and History AP (P)
HA1111/2	Art Appreciation and History (P)
HA1191/2	Art Crafts 1A/1B (P)
HA1221/2	Art Crafts 2 (P)
HA1231/2	Art Crafts 3 (P)
HA1131/2	Art Projects (P)
HA1841/2	Ceramics 1 (P)
HA1851/2	Ceramics 2 (P)
HA1311/2	Commercial Art 1 (P)
HA1321/2	Commercial Art 2 (P)
HA1331/2	Commercial Art 3 (P)
HA1041/2	Computer Graphics 1 (P)
HA1051/2	Computer Graphics 2 (P)
HA1061/2	Computer Graphics 3 (P)
HA1161/2	Digital Video/Film Production 1 (P)
HA1171/2	Digital Video/Film Production 2 (P)
HA1181/2	Digital Video/Film Production 3 (P)
HA1091/2	Exploratory Art A/B (P)
HA1631/2	Film Studies and Appreciation (P)
HA1861/2	Jewelry 1 (P)
HA1871/2	Jewelry 2 (P)
HA1411/2	Painting and Drawing 1 (P)
HA1421/2	Painting and Drawing 2 (P)
HA1431/2	Painting and Drawing 3 (P)
HA1031/2	Photography (P)
HA0121/2	Photography 2 (P)
HA0131/2	Photography 3 (P)
HA1511/2	Sculpture 1 (P)
HA1521/2	Sculpture 2 (P)
HA1531/2	Sculpture 3 (P)
HA1081/2	Studio Art 2D (Art Portfolio) AP (P)
HA1291/2	Studio Art 3D (Art Portfolio) AP (P)
HA1271/2	Studio Art Drawing (Art Portfolio) AP (P)

HA1621/2	The Art of Animation (P)
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BUSINESS TECHNOLOGY

Enrollment in these classes is open to students in 9th - 12th grade, offering pathways to high-skill, high-demand post-secondary college majors and careers. Upon successful completion of a two-year sequenced program of study, students are deemed “college and career ready” with pathway certificates. Successful completion of ten credits from this department also satisfies the applied arts graduation requirement.

HB1201/2	Accounting 2
HB1191/2	Accounting Using Algebraic Concepts
HB1211/2	Accounting with QuickBooks (P)
HB1010	Advanced Word Processing
HB1211/2	Business Algebra 1 (P)
HB1221/2	Business Algebra 2 (P)
HB1130	Business and Personal Law
HB1141/2	Business Concepts
HB1151/2	Business Economics and Finance (P)
HB1370	Business, Introduction to
HB1831/2	Business Management Virtual Enterprise (P)
HB1970	Computer Applications 1
HB1980	Computer Applications 2
HB2010	Computer Essentials 1
HB2020	Computer Essentials 2
HB6331/2	Entrepreneurship & Business Innovation (P)
HB1450	Global Marketing
HB7421/2	Fundamentals of Business (P)
HB1460	International Business
HB1471/2	International Business Concepts
HB1530	Marketing
HB1541/2	Marketing and Advertising Design for Entrepreneurs
HB1551/2	Marketing and Society (P)
HB1180	Personal Finance
HB1160	Small Business Ownership/Entrepreneurship
HB1610	Web Design

ENGLISH/LANGUAGE ARTS

HE1581/2	Creative Writing and Performance, Advanced (P)
HE1511/2	Drama 1 (P)
HE1521/2	Drama 2 (P)
HE1531/2	Drama 3 (P)
HE1541/2	Drama 4 (P)
HE0341/2	Effective Communication

HE0011/2	English 1 (P)
HE0021/2	English 1 Honors (P)
HE0111/2	English 2 (P)
HE0121/2	English 2 Honors (P)
HE0211/2	English 3 (P)
HE0221/2	English 3 Honors (P)
HE0311/2	English 4 (P)
HE0351/2	English 4 (P) ERWC
HE0231/2	English Language and Composition AP (P)
HE0331/2	English Literature and Composition AP (P)
HE0611/2	Forward 1
HE0621/2	Forward 2
HE1811/2	Journalism 1 (P)
HE1861/2	Journalism 2 (P)
HE1871/2	Journalism 3 (P)
HE1881/2	Journalism 4 (P)
HE1590	Mexican American Literature and Culture (P)
HE1711/2	Publications
HE1611/2	Speech 1
HE1621/2	Speech 2
HE1631/2	Speech 3
HE1641/2	Speech 4
HE1561/2	Stage Production (P)
HE1570	The Craft of Narrative and Plays (P)
HE1580	The Craft of Poetry and Story (P)

ENGLISH/LANGUAGE DEVELOPMENT

HD0011/2	HD0021/2	ELD Basics
HD0031/2		ELD Basics Content Vocabulary
HD0111/2	HD0121/2	ELD A
HD0131/2		ELD A Content Vocabulary
HD0211/2	HD0221/2	ELD B
HD0311/2		ELD C (P)

HISTORY/SOCIAL SCIENCE

HH0210	Civics (P)
HH0220	Civics Honors (P)
HH0560	Cultural Geography
HH0310	Economics (P)
HH0590	Ethnic Studies (P)
HH0411/2	European History AP (P)
HH0421/2	Human Geography AP (P)
HH0330	Macroeconomics AP (P)
HH0570	Mexican American History (P)
HH0530	Psychology (P)
HH0541/2	Psychology AP (P)
HH0510	Sociology (P)
HH0230	United States Government and Politics (Civics) AP (P)
HH0111/2	United States History (P)
HH0131/2	United States History AP (P)
HH0580	Vietnamese American History (P)
HH0011/2	World History (P)
HH0021/2	World History Honors (P)
HH0031/2	World History AP (P)

HOME ECONOMICS CAREERS AND TECHNOLOGY

HF2381/2	Careers in STEAM Education
HF1111/2	Child Development (P)
HF1460	Child Understanding and Observation
HF1240	Creative Crafts 1
HF1250	Creative Crafts 2
HF1601/2	Fashion Design and History (P)
HF3150	Fashion Design and Merchandising 1
HF3160	Fashion Design and Merchandising 2
HF3170	Fashion Design and Merchandising 3
HF3180	Fashion Design and Merchandising 4
HF1540	Fashion Technology 1
HF1550	Fashion Technology 2
HF1270	Interior Decorating
HF2010	Life After High School 1
HF2020	Life After High School 2
HF1170	Preparation for Adult Living

INDUSTRIAL TECHNOLOGY EDUCATION

Enrollment in these classes is open to students in 9th - 12th grade, offering pathways to high-skill, high-demand post-secondary college majors and careers. Upon successful completion of a two-year sequenced program of study, students are deemed “college and career ready” with pathway certificates. Successful completion of ten credits from this department also satisfies the applied arts graduation requirement.

HT2971/2	3-D Computer Aided Design
HT1521/2	3D Printing (P)
HT1881/2	Architecture 1
HT1891/2	Architecture 2
HT1651/2	Animation (P), The Art of
HT1511/2	Animation 2 (P), The Art of
HT1621/2	Animation 3 (P), The Art of
HT4651/2	Biomedical Interventions (P)
HT3101/2	Computer Integrated Manufacturing (P)
HT0711/2	Computer Science Applications AP (P)
HT1991/2	Computer Science Principles AP (P)
HT2901/2	Cybersecurity and Networking
HT1111/2	Cybersecurity I Honors (P)
HT1121/2	Cybersecurity II Honors (Ethical Hacking) (P)
HT1591/2	Design (P), Intro to
HT1731/2	Digital Film 2 (P)
HT1711/2	Digital Film and Web Design (P)
HT1741/2	Digital Media Honors (P)
HT1951/2	Digital Photography (P), The Art of
HT1961/2	Digital Photography 2 (P), The Art of
HT3091/2	Engineering Design (P), Intro to
HT1531/2	Engineering Design Studio
HT0701/2	Exploring Computer Science (P)
HT1661/2	Graphic Design 1 (P), The Art of
HT1671/2	Graphic Design 2 (P), The Art of

HT1781/2 Human Body Systems (P)
 HT1001/2 ICT Essentials 1 (A+ Hardware) (P)
 HT2001/2 ICT Essentials 2 (A+ Software) (P)
 HT2961/2 Mobile Application Development (P)
 HT1851/2 Multimedia Design Honors, Advanced (P)
 HT4591/2 Occupational and Physical Therapy Aide
 HT4091/2 Principles of Engineering (P)
 HT6111/2 Product Design Studio 1
 HT6121/2 Product Design Studio 2
 HT2981/2 Professional Information & Communication
 Technology Internship
 HT1561/2 Video Game Design and Development
 HT1721/2 Web Design 2 (P)
 HT1821/2 Yearbook/Digital Media Communications (P)

MATHEMATICS

HM0611/2 Accounting Using Algebraic Concepts
 HM0261/2 Advanced Algebra and Trigonometry (P)
 HM0011/2 Algebra 1 (P)
 HM0021/2 Algebra 1P Companion Class
 HM0211/2 Algebra 2 (P)
 HM0231/2 Algebra 2/Trigonometry (P)
 HM0421/2 Calculus AB AP (P)
 HM0431/2 Calculus BC AP (P)
 HM0711/2 Computer Science A AP (P)
 HM1991/2 Computer Science Principles AP
 HM0701/2 Exploring Computer Science (P)
 HM0111/2 Geometry (P)
 HM0121/2 Geometry Companion Class (P)
 HM0031/2 Intervention Math 9
 HM0401/2 Pre-Calculus (P)
 HM0510 Probability and Statistics (P)
 HM0521/2 Probability and Statistics AP (P)
 HM0310 Trigonometry (P)

MUSIC

HU1201/2 A Capella Choir (P)
 HU2421/2 Advanced Piano (P)
 HU2501/2 Beginning Band (P)
 HU2101/2 Beginning Guitar (P)
 HU2401/2 Beginning Piano (P)
 HU2151/2 Beginning Strings (P)
 HU2171/2 Chamber Strings (P)
 HU2551/2 Concert Band (P)
 HU1251/2 Concert Choir (P)
 HU1351/2 Handbell Choir and Handchimes Choir (P)
 HU2411/2 Intermediate Piano (P)
 HU2161/2 Intermediate Strings (P)
 HU2651/2 Jazz Ensemble/Commercial Music (P)
 HU0301/2 Music Theory (P)
 HU0351/2 Music Theory AP (P)
 HU2201/2 String Orchestra (P)
 HU2601/2 Symphonic/Marching Band (P)
 HU0401/2 The World of Music (P)
 HU1101/2 Treble Choir (P)

HU1151/2 Varsity Choir (P)
 HU1301/2 Vocal Ensemble (P)

PHYSICAL EDUCATION

HP1131/2 AJROTC (Army)
 HP1161/2 NJROTC (Navy)
 HP1061/2 PE Advanced Dance Choreography and
 Production
 HP1051/2 PE Beginning Dance Choreography and
 Production
 HP1041/2 PE Intermediate Dance Choreography and
 Production
 HP1091/2 Physical Education (Grade 9)
 HP1101/2 Physical Education (Grades 10, 11, 12)

SCIENCE

HS0311/2 Anatomy and Physiology (P)
 HS0011/2 Biology (P)
 HS0021/2 Biology Honors (P)
 HS0031/2 Biology AP (P)
 HS0111/2 Chemistry (P)
 HS0121/2 Chemistry Honors (P)
 HS0131/2 Chemistry AP (P)
 HS0321/2 Environmental Science AP (P)
 HN0910/1/2 Health Education – State Requirement
 HS0141/2 Physical Science (with a focus on Earth
 Science) (P)
 HS0211/2 Physics (P)
 HS0261/2 Physics 1 AP (P)
 HS0271/2 Physics 2 AP (P)
 HS0251/2 Physics C Electricity and Magnetism AP (P)
 HS0231/2 Physics C Electricity and Magnetism and
 Mechanics AP (P)
 HS0241/2 Physics C Mechanics AP (P)

WORLD LANGUAGES

HW1111/2 French 1 (P)
 HW1121/2 French 2 (P)
 HW1131/2 French 3 (P)
 HW1141/2 French 4 (P)
 HW1161/2 French Language AP (P)
 HW1211/2 German 1 (P)
 HW1221/2 German 2 (P)
 HW1231/2 German 3 (P)
 HW1241/2 German 4 (P)
 HW1261/2 German Language AP (P)
 HW1311/2 Latin 1 (P)
 HW1321/2 Latin 2 (P)
 HW1331/2 Latin 3 (P)
 HW1351/2 Latin 4 Honors (P)
 HW1411/2 Spanish 1 (P)
 HW1421/2 Spanish 2 (P)
 HW1431/2 Spanish 3 (P)
 HW1441/2 Spanish 4 (P)
 HW1481/2 Spanish Language AP (P)

- HW1461/2 Spanish Literature AP (P)
- HW1521/2 Heritage Spanish 1 (P)
- HW1531/2 Heritage Spanish 2 (P)
- HW1711/2 Vietnamese 1 (P)
- HW1721/2 Vietnamese 2 (P)
- HW1731/2 Vietnamese 3 (P)
- HW1751/2 Vietnamese 4 Honors (P)

NON-DEPARTMENTAL ELECTIVES

- HN1061/2 Advanced Dance Choreography and Production (P)
- HN1291/2 AJROTC (Army)
- HN1051/2 Beginning Dance Choreography and Production (P)
- HN0100 Campus Service – Office
- HN0200 Campus Service – Teacher Assistant
- HN1041/2 Intermediate Dance Choreography and Production (P)
- HN0400 Leadership
- HN0300 Library Science
- HN1301/2 NJROTC (Navy)
- HN0500/1/2 Study Skills

SPECIAL EDUCATION

ENGLISH/LANGUAGE ARTS

- HY0621/2 English Fundamentals SE
- HY0721/2 HY0731/2 English A SE *1, *2
- HY0821/2 HY0841/2 English B SE *1, *2
- HY0921/2 HY0951/2 English C SE *1, *2

ELECTIVES

- HY6700 Health Ed-State Requirement SE
- HY8211/2 Resource Center 09 SE
- HY8221/2 Resource Center 10 SE
- HY8231/2 Resource Center 11 SE
- HY8241/2 Resource Center 12 SE
- HY8301/2 Visually Handicapped Resource Room SE
- HY7621/2 Workability

HISTORY/SOCIAL SCIENCE

- HY3400 Civics SE
- HY3500 Economics SE
- HY3201/2 United States History SE
- HY3101/2 World History SE

MATHEMATICS

- HY2301/2 Algebra 1A SE
- HY2401/2 Algebra 1B SE
- HY2501/2 Geometry SE
- HY2101/2 Pre-Algebra SE

PHYSICAL EDUCATION

- HY8101/2 Adapted Physical Education SE

SCIENCE

- HY4101/2 Biology SE
- HY4201/2 Physical Science SE

NON-DIPLOMA COURSES

- HY7721/2 Career/Vocational Education SE
- HY7821/2 Community-Based Instruction SE
- HY9521/2 Functional Health Education SE
- HY9121/2 Functional Language Arts SE
- HY9621/2 Functional Life Skills Education SE
- HY9221/2 Functional Math SE
- HY9421/2 Functional Science SE
- HY9321/2 Functional Social Science SE

CAREER & TECHNICAL EDUCATION

Enrollment in Career & Technical Education classes is open to students in 9th - 12th grade, offering pathways to high-skill, high-demand post-secondary college majors and careers. Upon successful completion of a two-year sequenced program of study, students are deemed “college and career ready” with pathway certificates. Successful completion of ten credits from this department also satisfies the applied arts graduation requirement.

- HR2971/2 3-D Computer Aided Design
- HR2940 A+ Certification Preparation
- HR3501/2 Accounting with QuickBooks (P)
- HR1501/2 Animation 1 (P), The Art of
- HR1511/2 Animation 2 (P), The Art of
- HR1521/2 Animation 3 (P), The Art of
- HR1761/2 Auto Maintenance and Light Repair 1 (P)
- HR7141/2 Automotive and Transportation Tech 2
- HR7151/2 Automotive and Transportation Tech 3
- HR7251/2 Automotive Performance& Customization 1
- HR7261/2 Automotive Performance& Customization 2
- HR1861/2 Baker’s Dozen: the Professional Baker (P)
- HR4651/2 Biomedical Interventions (P)
- HR4671/2 Body Systems and Disorders (P)
- HR1371/2 Business Economics and Finance (P)
- HR1831/2 Business Management Virtual Enterprise (P)
- HR6531/2 Career Focus: Arts, Media, & Entertainment
- HR6520 Career Focus: Business
- HR4871/2 Career Focus: Hospitality and Tourism
- HR6471/2 Career Focus: Public Services
- HR2381/2 Careers in Education (P)
- HR2140 Careers with Children with Special Needs
- HR2161/2 Child Development (P)
- HR5181/2 Computer Applications Specialist 1
- HR3101/2 Computer Integrated Manufacturing (P)
- HR5161/2 Computer Science & Software Engineering (P)
- HR6391/2 Criminal Justice (P)
- HR4901/2 Culinary & Restaurant Management (P)
- HR4911/2 Culinary & Restaurant Management (P), Advanced
- HR4811/2 Culinary Arts (P)

HR2901/2 Cybersecurity and Networking
 HR1841/2 Digital Media Honors (P)
 HR1391/2 Digital Photography (P), Art of
 HR1591/2 Digital Photography 2 (P), Art of
 HR6251/2 E-commerce
 HR2151/2 Early Childhood Education I, Intro to
 HR2191/2 Early Childhood Education II
 HR3091/2 Engineering Design (P), Intro to
 HR6331/2 Entrepreneurship & Business Innovation (P)
 HR4841/2 Event Catering 1
 HR0701/2 Exploring Computer Science (P)
 HR2311/2 Exploratory CTE
 HR1871/2 Forensic Science/Crime Scene
 Investigation (P)
 HR4211/2 Foundations in Health Science (P)
 HR16911/2 Graphic Arts 3
 HR1341/2 Graphics and Design 1
 HR1411/2 Graphics and Design 2
 HR1301/2 Graphic Design 1 (P), The Art of
 HR1311/2 Graphic Design 2 (P), The Art of
 HR1001/2 ICT Essentials 1 (A+ Hardware) (P)
 HR2501/2 ICT Essentials 2 (A+ Software) (P)
 HR6731/2 Law and Order 1(P)
 HR6741/2 Law and Order 2
 HR1631/2 Marketing and Society (P)
 HR4641/2 Medical Core (P)
 HR2961/2 Mobile Application Development (P)
 HR1851/2 Multimedia Design Honors, Advanced (P)
 HR5751/2 Network+ and Server+
 HR4591/2 Occupational & Physical Therapy Aide
 HR6421/2 Principles of Business (P)
 HR4091/2 Principles of Engineering (P)
 HR6111/2 Product Design Studio 1
 HR6121/2 Product Design Studio 2
 HR1771/2 Professional Arts, Media and Entertainment
 Internship
 HR1691/2 Professional Business and Marketing
 Internship
 HR2391/2 Professional Education Internship
 HR3121/2 Professional Engineering/Manufacturing
 Internship
 HR4821/2 Professional Hospitality Internship
 HR2981/2 Professional Information & Communication
 Technology Internship
 HR4481/2 Professional Medical Internship
 HR7161/2 Professional Transportation Internship
 HR2461/2 Robotics 1
 HR2471/2 Robotics 2
 HR4790 ServSafe Certification
 HR2960 SolidWorks Certification Preparation
 HR4890 Specialty Foods
 HR4561/2 Sports Medicine (P)
 HR5561/2 Web Design and Development
 HR1821/2 Yearbook/Digital Media Communication (P)

Note: (P) indicates transcript code of a college preparatory course as defined by the UC/CSU system